

### History Medium Term Plan

**Vocabulary:** Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

Year 1 History Curriculum			
Unit	Autumn 2 Changes in Toys	SPRING 2 A Local History Study Towers, Tunnels and Turrets	SUMMER 1 Famous Explorers
Themes	Society and Community	Power/Society and Community	Exploration and Invasion
Substantive Concepts	trade civilisation industry	civilisation power technology	exploration
National Curriculum	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Significant historical places in their own locality. (Conisbrough Castle – English Heritage site)</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>
Overview	<p>This unit looks at the changes in toys over the past 60 years. The children will begin by looking at modern day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the children looking at the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. The chronology of these events is clearly marked on a timeline to help their understanding of the past. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.</p>	<p>Learning about our local castle helps children understand the history of our area. It makes important history ideas, like how things change over time and why events happen, easier to understand. Children enjoy hands-on learning by visiting the castle, exploring its features, and finding out about the people who lived and worked there. In this unit, we will be looking at what castles are and what their purpose was. We appreciate how different life for the various groups of people living in the castle at the time. We will also have a memorable local visit to a castle.</p>	<p>This unit begins by introducing the children to images of different explorers: explorers that explore different parts of the world. The children will discuss where in the world these explorers may have been and the special equipment that they need to survive. Over the next few lessons, children will be introduced to some famous explorers from the past. They will find out more about their lives and the reasons why they became explorers. During this unit, they will 'meet' Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary. They will have the opportunity to ask and answer questions about them and make simple comparisons between their explorations. At the end of the unit, children will consider modern day explorations and whether or not humans will still explore the Earth and beyond in the future.</p>

Main Enquiry Question	How have toys changed over time?	Why was Conisbrough Castle an important place?	Where have humans explored?
<b>Enquiry questions</b>	<p>1. How can we find out about the past?  2. What are our toys like now?  3. What was my favourite toy when I was a baby?  4. What were our parents/carers toys like and how do we know?  5. What were our older relatives' toys like and how do we know?  <b>6. How have toys changed since our older relatives were little?</b></p>	<p>1. What is a castle?  2. What were the features of a castle?  3. What was life like in the castle?  4. Why was Conisbrough Castle significant?</p>	<p>1. How can we find out about the past?  2. Why do people explore?  3. Who are the important explorers from the past?  4. What are the famous explorations of the past?  5. Can we compare different explorations?  <b>6. How have explorations changed over time?</b></p>
<b>Vocabulary</b>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period' 'previously' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'during this time'</p> <p>Unit Vocabulary: favourite, changes, toys, historian, <b>similarities, differences, order</b>, popular</p> <p>Additional Vocabulary linked to unit eg. after, before, different, favourite, <b>modern</b>, new, now, old, <b>past, present</b>, same, then, today, <b>timeline</b>,</p>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period' 'previously' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'during this time'</p> <p>Unit Vocabulary eg. 'Conisbrough Castle' 'local' 'rich' 'poor' 'local' 'national' 'important' 'Knight' 'Lady' 'Lord' 'Bailey' 'portcullis' 'arrow slits' 'drawbridge' 'battlements' 'turrets' 'moats'</p> <p>Additional Vocabulary linked to unit eg. <b>Queen, King, Monarch, protect, defend, attack</b></p>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period' 'previously' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'during this time'</p> <p>Unit Vocabulary eg. <b>after, astronaut, before, different, exploration, explore, explorer, mountaineer, monument, now, oceanographer, past, present, same, significant, then</b></p> <p>Additional Vocabulary linked to unit eg. Neil Armstrong, Charles Darwin, Ibn Battuta, Roald Amundsen, Sylvia Earle, Edmund Hillary</p>
<b>Chronology</b>	<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can label timelines with words such as: past, present, older and newer.</p>	I can place explorative events on a timeline.
<b>Evidence and Interpretation</b>	<p>I can look at sources and ask "What was it like for people?"  "What happened?"  "What was this used for?"  "How long ago?"</p>	<p>I can look at sources and ask "What was it like for people?"  "What happened?"  "What was this used for?"  "How long ago?"</p>	With support, I can use evidence of explorers lives to ask questions about the past.

### Year 2 History Curriculum

Unit	SPRING 1 The Great Fire of London	SPRING 2 Monarchs	SUMMER 2 The Seaside
<b>Concepts</b>	Conflict and Disaster	Power/ Society and Community	Society and Community
<b>Threads</b>	monarchy civilisation	empire monarchy	Civilisation Industry
<b>National Curriculum</b>	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify

	<p>similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p>	<p>similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Queen Elizabeth 1 and Queen Victoria)</p>	<p>similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Significant historical events, people and places in their own locality.</p>
<b>Overview</b>	<p>In this history unit, the children will discover what London was like in 1666. They will make simple comparisons between then and the present day. The lessons will move on to discover what happened on the night of 2nd September 1666 when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. The children will consider how we find out about the past. They will have the opportunity to study evidence, such as Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.</p>	<p>Throughout history, individuals have contributed to national and international achievements. In this unit, children will learn about significant female Monarchs whose legacy is still remembered today: Queen Elizabeth I and Queen Victoria. Through understanding the context and lived experience of each individual, the children will develop an understanding of why and how they chose to promote change. By making comparisons between the Monarchs. Pupils will identify and explain similarities and differences in their methods and their lasting legacy.</p>	<p>This unit links to the Year 2 Geography unit, 'Oh I Do Like to be Beside the Seaside'. In this unit, pupils will learn about seaside holidays in Victorian Britain. They will begin by determining when Victorian Britain was and why it was named that. The pupils will find out about where Victorian people went on their holidays, how they travelled there and what they did whilst they were there. The lessons will focus on the similarities and differences between seaside holidays in the past and present and the children will discover that the development of the railway was key to the growth of the seaside resorts' popularity. The substantive concept of 'industry' is touched upon in this unit and could be explored further if time allows. The children learn about the railways and that people travelled to the seaside for fresh air and the health benefits it offered. The unit of lessons concludes with a lesson about the popular seaside resorts in Britain. The children also visit the local seaside town of Cleethorpes.</p>
<b>Main Enquiry Question</b>	<b>What happened to London during the fire of 1666?</b>	<b>What did Queen Elizabeth I and Queen Victoria achieve in their lifetime?</b>	<b>How did people in Victorian Britain experience the seaside, and how is it different from today?</b>
<b>Enquiry questions</b>	<ol style="list-style-type: none"> <li>1. <b>What was London like in 1666?</b></li> <li>2. <b>What happened on 2<sup>nd</sup> September 1666?</b></li> <li>3. <b>How did the fire spread?</b></li> <li>4. <b>What was left of London?</b></li> <li>5. <b>How was London rebuilt?</b></li> <li>6. <b>How did the fire impact the future?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is the role of a Monarch?</b></li> <li>2. <b>Who was Queen Elizabeth I and what is she remembered for today?</b></li> <li>3. <b>Who was Queen Victoria and what is she remembered for today?</b></li> <li>4. <b>What comparisons can I make between Queen Elizabeth I and Queen Victoria?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Where did people go on holiday in Victorian times?</b></li> <li>2. <b>What did people wear?</b></li> <li>3. <b>What did people do at the seaside?</b></li> </ol>
<b>Vocabulary</b>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period' 'previously' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'during this time' 'after' 'chronological order'</p>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period' 'previously' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'during this time' 'after' 'chronological order'</p> <p>Unit Vocabulary: king, queen, <b>reign</b>, <b>monarch</b>, Queen Elizabeth I, 'Tudor life' <b>empire</b>, Queen Victoria, Empress of</p>	<p>Use phrases and words to describe the passing of time - eg. 'past' 'before' 'now' 'then' 'present' 'period' 'previously' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' 'during this time' 'after' 'chronological order'</p>

	<p>Unit Vocabulary: Great Fire of London, Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral, archaeologist, <b>evidence, modern day, significant</b>,</p> <p>Additional Vocabulary linked to unit eg. 'bakery', 'spread', 'London's Burning (song)', 'tackled', 'Thomas Farriner', 'King Charles II', 'River Thames', 'wooden'</p>	<p>India, British Empire, <b>'significant'</b> 'next in line' 'Sir Walter Raleigh' 'Sir Francis Drake'</p> <p>Additional Vocabulary linked to unit eg. 'rich' 'poor' 'local' 'national' 'important' 'impact' 'society' 'palace' 'inventions' 'Queen Elizabeth II' 'King Charles III', 'Head of State' 'achievements' 'technological advances'</p>	<p>Unit Vocabulary: <b>evidence, present, past, promenade, souvenir, illuminations, leisure, wealthy, railway, port, pier, tourism, resort, tourists, bandstand</b></p>
<b>Chronology</b>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can place events and some artefacts on a timeline.</p>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>
<b>Evidence and Interpretation</b>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>With support, I can observe or handle some evidence to ask questions about the past.</p>	<p>With support, I can observe or handle some evidence to ask questions about the past.</p>

### Year 3 History Curriculum

Unit	<b>AUTUMN 2</b> Stone Age - Iron Age	<b>SPRING 2</b> Down the Pit – A Local History study	<b>SUMMER 2</b> Ancient Egypt
<b>Themes</b>	Society and Community	Society and Community	Power
<b>Substantive Concepts</b>	migration trade civilisation industry	settlement trade industry technology	civilisation trade settlement empire monarchy rebellion
<b>National Curriculum</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>A local history study.</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p>

			Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient Chin
<b>Overview</b>	In this unit we will learn about the changes in Britain from the Stone Age to the Iron Age and how we find out about prehistory. We discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other.	In this unit we will learn what coal is and why it was so important to our locality in the past. We will learn where the local collieries are and how this helped shape our local community today. We will look at why significant technological changes over the centuries contributed to the demise of the coal industry. We will undertake a memorable visit to a local coal mining museum.	In this unit, children learn about how early civilisation started within Egypt. They shall discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. The children will discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the pharaohs were.
<b>Main Enquiry Question</b>	<b>How did daily life change in Britain from the Stone Age to the Iron Age?</b>	<b>How has mining impacted/changed our local community?</b>	<b>What were the greatest achievements Ancient Egypt?</b>
<b>Enquiry questions</b>	<ol style="list-style-type: none"> <li>1. <b>What was life like in the Palaeolithic and Mesolithic?</b></li> <li>2. <b>What did people eat in the Palaeolithic and Mesolithic?</b></li> <li>3. <b>How did the search for food change in the Neolithic?</b></li> <li>4. <b>What tools were used in the Neolithic and how did they change after the Neolithic? (link to mining)</b></li> <li>5. <b>How did the Bronze Age move to the Iron Age?</b></li> <li>6. <b>What are roundhouses? What is a hill fort?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is coal?</b></li> <li>2. <b>Why was coal so important in our local area?</b></li> <li>3. <b>What was life like in the mines?</b></li> <li>4. <b>How did the closure of the mines effect our local community?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is the chronology of Ancient Egypt?</b></li> <li>2. <b>What was life like in early Egypt?</b></li> <li>3. <b>Did the Egyptians write anything down?</b></li> <li>4. <b>Who were the Egyptian Gods?</b></li> <li>5. <b>What did the Ancient Egyptians believe about the afterlife?</b></li> <li>6. <b>Who were the Pharaohs and why were they important? (Not a Grammarsaurus question)</b></li> </ol>
<b>Vocabulary</b>	<p>Use phrases and words to describe the passing of time: eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to' 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'chronology'</p> <p>Unit Vocabulary: <b>archaeologist, artefacts, continuity, significant, chronology</b> agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, <b>migrate</b>, mine, ore, palisade, preserve, remains, <b>settlement</b></p> <p>Additional Vocabulary linked to unit eg. 'Stone Age' 'Iron Age' 'impact' 'warrior' 'prehistoric' 'BC/AD' 'henge' 'Stone henge' 'duration' 'pre-history' 'civilisations' 'Stone age' 'Three ages' 'Bronze Age' 'Iron Age' 'BC' 'AD' 'achievements' 'Palaeolithic' 'Mesolithic' 'Neolithic' 'round house' 'society' 'hunter gatherers' 'Nomadic' 'settled' 'Hill'</p>	<p>Use phrases and words to describe the passing of time: eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to' 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'chronology'</p> <p>Unit Vocabulary: 'coal' 'coal mine' 'pit' 'colliery' 'shaft' 'cage' 'mine' 'lamp' 'Davy lamp' 'dust' 'dangerous' 'Trapper' 'Hurrier' 'Thruster' 'Getter' 'Seam' 'Gate' 'Coal tub' 'Winding gear' 'pit ponies' 'industry' 'decline' 'heritage' 'preserve'</p>	<p>Use phrases and words to describe the passing of time: eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to' 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'chronology'</p> <p>Unit Vocabulary: Ancient Egypt, archer, bronze, chamber, chariot, Egyptologist, <b>empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade, artefact, chronology, Pharaoh, mummy, mummification, Tutankhamun', Howard Carter'</b></p> <p>Unit Vocabulary: era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire,</p>

	Fort' 'ruled' 'power' 'trade' 'Celts' 'Druids' 'slaves' 'trade' 'debt' 'War Lords' 'village'		
<b>Chronology</b>	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	I can place events in order of time.	I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.
<b>Evidence and Interpretation</b>	I can observe evidence to ask about the past and come to conclusions based on what I have seen.  I can explain how we find prehistoric evidence.	I can observe evidence to ask about the past and come to conclusions based on what I have seen.  I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest suitable sources of evidence for historical enquiries.  I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

### Year 4 History Curriculum

Unit	SPRING 1 The Romans	SPRING 2 / SUMMER 1 Anglo-Saxons and Vikings
Themes	Power/ Exploration and Invasion	Exploration and Invasion
Substantive Concepts	civilisation trade settlement empire monarchy rebellion	migration trade monarchy settlement rebellion
National Curriculum	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  <u>T</u> he Roman Empire and its impact on Britain	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  Britain's settlement by Anglo-Saxons and Scots
Overview	Having explored the developments in <i>Britain</i> from the Stone Age to the Iron Age, this unit helps us to understand that during the same period, in <i>Italy</i> , the Roman Empire had started to flourish. This unit looks at the Romans and their achievements from 43 CE to 410 CE. The first lessons explore what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This moves onto the Roman invasion of Britain; a comparison between the existing Celtic villages and the new Roman settlements, alongside finding out how the Romans protected their new lands and an introduction to significant historical figures of	This unit looks at the Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE. The first lessons explore life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. This moves on to finding out how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land. It finishes with a look at who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time.

	<p>the time such as Boudicca. The unit finishes with a study of the final years of the Roman Empire and the events that led to its downfall.</p>	
<b>Main Enquiry Question</b>	<b>How did the Roman empire impact Britain?</b>	<b>How did England change during the settlement of the Anglo-Saxons and Vikings?</b>
<b>Enquiry questions</b>	<ol style="list-style-type: none"> <li>1. <b>What do we know about early Rome and how do we know this?</b></li> <li>2. <b>Who was in charge of the Roman Empire?</b></li> <li>3. <b>How powerful was the Roman Army?</b></li> <li>4. <b>What events led up to Emperor Claudius invading Britain?</b></li> <li>5. <b>How did the Roman settlements compare to the Celtic village?</b></li> <li>6. <b>Who was Boudicca and why did she take revenge on the Romans?</b></li> <li>7. <b>How did the Romans protect their land and how do we know this?</b></li> <li>8. <b>What happened in the final years of the Roman Empire?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What was life in England like at the end of the 4<sup>th</sup> Century?</b></li> <li>2. <b>How did life change in England after the fall of the Roman Empire?</b></li> <li>3. <b>Why did the Anglo Saxons settle in Britain?</b></li> <li>4. <b>How was Anglo Saxon England ruled?</b></li> <li>5. <b>How did the Anglo-Saxons keep control of their Kingdoms?</b></li> <li>6. <b>How did England change through the settlement of the Anglo Saxons and the Vikings?</b></li> <li>7. <b>Who were the Vikings and why did they carry out raids in Anglo-Saxon England?</b></li> <li>8. <b>Where did the Vikings settle and who was in control of England at this time? (see Lesson 9 from Maya for extra info.)</b></li> </ol>
<b>Vocabulary</b>	<p>Use phrases and words to describe the passing of time -eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to' 'chronology'</p> <p>Unit Vocabulary: The Romans, archer, annex, civil war, conquer, <b>defences, emperor, empire</b>, fleet, fort, governor, infantry, <b>kingdom</b>, legion, military alliance, occupation, outnumber, peninsula, pillage, <b>revolt, settlement, tactic</b></p> <p>Additional Vocabulary linked to unit e.g. 'emperor' 'migration' 'peasant' 'rebellion' 'reliable' 'era' 'conquest' 'legacy' 'invasion' 'tribe' 'rebellion' 'Roman Empire' 'Boudica' 'Celts' 'invade' 'settle' 'aqueduct' 'Julius Caesar' 'Claudius' 'uprising' 'Hadrian's Wall'</p>	<p>Use phrases and words to describe the passing of time - eg. 'duration' 'period' 'era' 'concurrent', 'during this time' 'previously' 'compared to' 'chronology'</p> <p>Unit Vocabulary: Anglo-Saxons &amp; Vikings, aristocracy, barbarian, capital, emperor, empire, hostile, idol, <b>invasion, kingdom</b>, legion, migration, monk, native, pagan, pillage, priory, <b>raid, rebellion, rebel</b>, Scandinavia, <b>settlement</b>, status, tribe</p> <p>Additional Vocabulary linked to unit eg. 'migration' 'conquest' 'peasant' 'Picts' 'Scots' 'invader' 'long-ship' longhouse' 'runes' 'settlement' 'Pagan' 'thatch' 'clan' 'Christianity' 'Anglo-Saxon' 'invade' 'settle' 'Grampian Mountains' 'Angle' 'Angle-land' 'Jutes' 'craftsmen'</p>
<b>Chronology</b>	I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can begin to use dates accurately in describing events and people.
<b>Evidence and Interpretation</b>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can begin to use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can begin to discuss whether the evidence is reliable and explain why.</p>

**Year 5 History Curriculum**

Unit	SPRING 1 & 2 Ancient Greece	SUMMER 2 Ancient Maya
Themes	Society and Community	Power
Substantive Concepts	civilisation trade settlement empire monarchy	civilisation trade settlement empire monarchy
National Curriculum	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>A study of Greek life and achievements and their influence on the western world</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</p>
Overview	This unit looks at the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. The first lessons focus on the Minoans and how they began to trade in early Greece. The children will also think about and discuss how we know about the early Greeks, by looking at excavation evidence and what this tells them. The next few lessons in the teaching sequence focus on life in Athens and Sparta, the Persian invasion and the impact this had on life in the city-states. The final few lessons look at the leadership of Ancient Greece under the rule of King Philip II and then Alexander the Great. Children will conclude their learning by looking at the legacy of the Olympic games.	The first lessons explore who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period. The lessons then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. The unit finishes with a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.
Main Enquiry Question	<b>What were the greatest achievements of Ancient Greece?</b>	<b>What similarities and differences are there between the Maya civilisation and England from the 8th-10th Century?</b>
Enquiry questions	<ol style="list-style-type: none"> <li>1. <b>What can excavations tell us about early Greece?</b></li> <li>2. <b>What was life like in early Greece?</b></li> <li>3. <b>How did the Minoans trade in early Greece?</b></li> <li>4. <b>What was life like in Athens and Sparta? (Two lessons - own research about life in both)</b></li> <li>5. <b>How did the city states overcome the Persian invasion?</b></li> <li>6. <b>Who was Alexander the Great and what made him a significant leader?</b></li> <li>7. <b>How have the Olympic games changed since they were first held in Ancient Greece? (Not a Grammarsaurus question) (Small steps complete)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Where and when did the Maya live?</b></li> <li>2. <b>What made the Maya civilisation so successful?</b></li> <li>3. <b>How do we know about the Maya?</b></li> <li>4. <b>How were the Maya ruled?</b></li> <li>5. <b>How was Anglo-Saxon England ruled?</b></li> <li>6. <b>What do we know about the Maya city states and the Anglo-Saxon Kingdoms?</b></li> <li>7. <b>How do the leaders of the Maya and Anglo-Saxons compare?</b></li> <li>8. <b>How did the abandonment of Southern Maya lowlands help Northern City States to thrive?</b></li> </ol>
Vocabulary	Use phrases and words to describe the passing of time and context of civilisations eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'previously' 'compared to' 'the duration of...' 'continuing on from...'	Use phrases and words to describe the passing of time and context of civilisations eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'previously' 'compared to' 'the duration of...' 'continuing on from...'

	<p>Unit Vocabulary: <b>civilisations</b>, ceramics, excavate, Crete, <b>trade</b>, complex, <b>export</b>, bronze, <b>import</b>, oligarchy, city-state, outnumber, invasion, <b>empire</b>, retreat, revolt, unified, militaristic policy, tyrant, victorious,</p> <p>Additional Vocabulary linked to unit eg. – eg. 'Ancient Greece' 'farmer-warrior' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias' 'legacy' 'Democracy' 'Monarchy' 'characteristics' 'scholar' 'philosopher' 'Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes' 'Olympic Games' 'settlement' 'society' 'trade' 'invasion' 'parliament'</p>	<p>Unit Vocabulary: historian, archaeologist, artefacts, <b>region</b>, drought, irrigate, crops, porous, limestone, jadeite, <b>settlement</b>, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, <b>hostile</b>, <b>invade</b>, <b>trade</b>, <b>port</b></p> <p>Additional Vocabulary linked to unit eg. – e.g. 'Maya, <b>civilisation</b> <b>empire</b> <b>hierarchy</b> <b>trader</b> 'merchants' 'Mesoamerica' 'Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama = Central America' 'religious rituals' 'worshipped' 'creation' 'cacao' 'maize' 'sacrifice' 'Hero twins' 'city-states' 'Chichen Itza' 'architects' 'Temple, Palace', 'Maya calendar cycles' 'Hieroglyphs' 'syllabograms' 'Codices' 'pok-ta-pok' 'mass abandonment' 'drought' 'disease'</p>
<b>Chronology</b>	<p>I can place events, artefacts and historical figures on a timeline using dates with growing accuracy.</p> <p>I can use BCE and CE.</p>	<p>I can use dates and terms accurately in describing events and people.</p>
<b>Evidence and Interpretation</b>	<p>I can use sources of evidence to deduce information about the Ancient Greeks</p> <p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>

Year 6 History Curriculum		
Unit	AUTUMN 1 World at War	AUTUMN 2 Crime and Punishment
Themes	Power/Conflict and Disaster	Power/Conflict and Disaster
Substantive Concepts	empire monarchy civilisation rebellion	empire monarchy civilisation rebellion
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (significant turning point in British history, for example, the first railways or the Battle of Britain)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment)
Overview	This unit will fully explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and complete a local study, looking at sources from different the local area.	In this crime and punishment unit, children will build on their knowledge of periods in history. Children will explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium.
Main Enquiry Question	<b>Why was the Battle of Britain a significant turning point for United Kingdom in World War II?</b>	<b>How has crime and punishment changed over time in Britain?</b>
Enquiry questions	<ol style="list-style-type: none"> <li>1. <b>What is modern day Germany like and how was it ruled before the start of WWII?</b></li> <li>2. <b>How did Hitler come to power and become the leader of Germany?</b></li> <li>3. <b>How did the Second World War begin?</b></li> <li>4. <b>How did Britain react to the outbreak of World War II?</b></li> <li>5. How were the lives of civilians changed during World War II?</li> <li>6. <b>How did Britain's home front cope when under attack?</b></li> <li>7. <b>How did the Second World War impact our local area?</b></li> <li>8. <b>Why was the Royal Air Force so vital to the defence of Britain?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>What is crime and punishment?</b></li> <li>2. <b>What was crime and punishment like in the Tudor period?</b></li> <li>3. <b>What was crime and punishment like in the Stuart period?</b></li> <li>4. <b>What was crime and punishment like in the Georgian period?</b></li> <li>5. What was crime and punishment like in the Victorian period?</li> <li>6. <b>How did the police force develop through the 20<sup>th</sup> Century?</b></li> <li>7. <b>What are crime and punishments like today compared with the past?</b></li> </ol>
Vocabulary	<p>Use phrases and words to describe the passing of time and context of civilisations eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'previously' 'compared to' 'the duration of...' 'continuing on from...'</p> <p>Unit vocabulary: World War II, annexed, anti-Semitism, appeasement, authoritarian, <b>citizen</b>, debt, dictator, evacuee, fascism, force, <b>government</b>, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment, Battle of Britain</p> <p>Additional Vocabulary linked to unit eg. 'invention' 'rationing' 'allies' 'axis' 'Blitz' 'Blackout' 'air raids' 'shelters' 'gas masks' 'evacuated' 'evacuees' 'propaganda' 'alliance' 'economy' 'holocaust' 'remembrance' 'assassination'</p>	<p>Use phrases and words to describe the passing of time and context of civilisations eg. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'previously' 'compared to' 'the duration of...' 'continuing on from...'</p> <p>Unit Vocabulary: <b>crime, punishment, period, chronology</b>, deter, severe, court, tithe, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, <b>industrial</b>, promotion, unarmed, detective, prevention, detection, rehabilitation.</p> <p>Additional Vocabulary linked to unit eg. 'Tudor Period', 'Stuart Period', 'Victorian Period' 'Police Force', 'criminals' 'Pendle Witch trials' 'community' 'prevent' 'Draconian laws' 'law and order' 'offence'</p>

<b>Chronology</b>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>
<b>Evidence and Interpretation</b>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>