

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Gravel Hill

History Curriculum
Overview

Updated 2019

Yellow = schools
additions/examples

Purple =
fieldwork/resources
that needs to be
completed

Year 1			
	<u>Topic 1</u> Why do we remember Bonfire night?	<u>Topic 2</u> What was life like when our Grandparents were children?	<u>Topic 3</u> How has food changed over time?
Core Concept	<ul style="list-style-type: none"> Historical concepts: Cause and consequence/ chronology Use concepts to: create their own structured account, frame historically-valid questions Significant aspects of history: Achievements and follies of mankind Abstract term: monarchy, Parliament, religion, church <p>Learning:</p>	<ul style="list-style-type: none"> Historical concepts: Continuity and change/ collecting evidence Use concepts to: draw contrasts/make connections Significant aspects of history: Abstract term: war, peace, conflict, military <p>Learning:</p>	<ul style="list-style-type: none"> Historical concepts: Continuity and change/ chronology Use concepts to: Significant aspects of history: Abstract term: Trade, trade routes, voyage [to explore and bring back food], war, peace, conflict <p>Learning:</p>
Know (subject knowledge)	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. [Guy Fawkes, Queen Elizabeth - died 1603, King James I - just as disliked as his mother] significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life [e.g. war time versus peace, developments in industry and materials, technology advances] the lives of significant individuals in the past who have contributed to national and international achievements [Queen Elizabeth I, Prime Minister @ time, Winston Churchill] significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life [e.g. war time versus peace, developments in industry and materials, technology advances]
Be able to (skills)	<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. [e.g. a long time ago, past, present, future, recently, years, decades, centuries] know where the people and events they study fit within a chronological framework understand some of the ways in which we find out about the past and identify different ways in which it is represented. [e.g. how do we know what happened as there weren't cameras so there would have been newspapers but most couldn't read, folk songs, town criers etc] ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. [e.g. a long time ago, past, present, future, recently, years, decades, centuries] identify similarities and differences between ways of life in different periods. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. [e.g. a long time ago, past, present, future, recently, years, decades, centuries] identify similarities and differences between ways of life in different periods. understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Understand (success criteria)	<ul style="list-style-type: none"> explain how and why we remember 5th November name Guy Fawkes as a conspirator in the Gunpowder Plot explain that the Gunpowder Plot was a scheme to blow up the Houses of Parliament give the date of the Gunpowder Plot and locate it on a timeline. explain what the Houses of Parliament are and what they are used for explain why the plotters wanted to blow up the Houses of Parliament 	<ul style="list-style-type: none"> use some common words and phrases related to the passage of time, such as now, then, new, old, when and before identify key similarities and differences between their own lives and those of their grandparents as children examine and describe sources of evidence from the past. use sources of evidence to draw their own conclusions about the past. 	<ul style="list-style-type: none"> arrange artefacts in chronological order place events on a timeline compare and contrast foods eaten in different periods of history. Discuss how food has changed over time and the ways in which we make it have improved. Discuss how the types of foods available to us has widened due to trade links, transport etc
Voyagers lesson or suggested activity/	Use voyagers	Use voyagers Invite in a guest speaker to talk about the time period you are using - children can pose their own questions	Use voyagers but also include why our we have more variety of food available to us - discuss war time shortages etc

trip			
Key vocabulary	Guy Fawkes, James I, King, treason, London, bonfire, gunpowder, cause, consequence, timeline, past, plot, barrels, Catholics, Parliament, Monteagle letter (warning)	Past, present, old, new, grandparents, years ago, decades, time, timeline, change, similarity, difference, Queen Elizabeth I	Past, present, compare, similar, different, technology, trade, transport,
The Big Finish	Mock trial of Guy Fawkes or acting out the story of the Gunpowder plot - film it/take photos. Stop at certain points to "hot seat interview" characters about how they feel/what they are doing and why - could have some recording/writing the story like they would have done.	Create differing toy boxes/posters from the past/present showing an understanding of what kind of toys/household items were from the past/present. Be able to compare and explain.	To create a type of food based on an old recipe - children will give an opinion on whether they like it or not, is it similar to their food now?

Year 2			
	Topic 1 Who are the British heroes?	Topic 2 Who were the great explorers? (Include first flight)	Topic 3 How do we know about The Great Fire of London?
Core Concepts	<ul style="list-style-type: none"> Key historical concepts: Collecting evidence/continuity and change Use concepts to: make connections/draw contrasts Significant aspects of history: How Britain has influenced the world linking local and international history, achievements and follies of mankind, how people's lives have shaped this nation Abstract term: Parliament, war, peace, Prime minister <p>Learning:</p>	<ul style="list-style-type: none"> Key Historical concepts: Chronology/significance and differences Use concepts to: create their own structured account Significant aspects of history: Achievements and follies of mankind, linking national and international history (e.g. competition) Abstract term: voyage, conquest, explore, trade, <p>Learning:</p>	<ul style="list-style-type: none"> Key historical concepts: Cause and consequence/ Collecting Evidence / chronology Use concepts to: frame historically valid questions, draw contrasts Significant aspects of history: Achievements and follies of mankind Abstract term: peasantry, monarchy, city, <p>Learning:</p>
Know (subject knowledge)	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements [Winston Churchill - WW2 against Hitler, Florence Nightingale - cleanliness of hospitals, Captain Scott - failed attempt to S.Pole links to Roald Amundsen, Charles Darwin - Victorian challenged religion] significant historical events, people and places in their own locality [as above] 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life [colonies, space, deep sea diving] the lives of significant individuals in the past who have contributed to national and international achievements [Christopher Columbus, Captain Cook, Roald Amundsen, Wright Brothers, Neil Armstrong, Sunita Williams, Jacques Cousteau] events beyond living memory that are significant nationally or globally [how did flight change the world?] 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [significant changes to house building materials and space, fire service, and firefighting equipment] the lives of significant individuals in the past who have contributed to national and international achievements [King Charles II, Samuel Pepys] significant historical events, people and places in their own locality [London]

Be able to (skills)	<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. [e.g. a long time ago, past, present, future, recently, years, decades, centuries] know where the people and events they study fit within a chronological framework ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. identify similarities and differences between ways of life in different periods [e.g. what was life like in local area at the time?] 	<ul style="list-style-type: none"> identify similarities and differences between ways of life in different periods. [e.g. why were they great at that time?] ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. know where the people and events they study fit within a chronological framework 	<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. [e.g. a long time ago, past, present, future, recently, years, decades, centuries] know where the people and events they study fit within a chronological framework understand some of the ways in which we find out about the past and identify different ways in which it is represented. [e.g. how do we know what happened as there weren't cameras so there would have been newspapers but most couldn't read, folk songs, town criers etc] ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Understand (success criteria)	<ul style="list-style-type: none"> name some 'local heroes' from the past put these people's lives in chronological order on a timeline examine and describe sources of evidence from the past. [are they reliable/different to modern sources of info] explain why each 'local hero' is remembered ask and answer questions about the past use a few sources of evidence to draw their own conclusions about the past. compare the achievements of various 'local heroes', state which 'hero' they think is the most important, and justify their opinion 	<ul style="list-style-type: none"> name some great explorers from the past put these explorers' lives in chronological order and place them on a timeline describe each explorer's achievements in general terms. consider the reasons for and the effects of these explorers' travels ask and answer questions about the past. compare the achievements of various explorers, stating which one they think is the greatest explorer, and justifying their opinion. 	<ul style="list-style-type: none"> Identify the GFOL on a timeline of events Identify and discuss the roles of significant individuals during the fire Examine and describe different sources of evidence about the past [are they reliable/different to modern sources of info] Ask and answer questions about the past Identify a cause and consequence of the fire [e.g. what may have started the fire such as building materials, city layout, no fire service] Identify a consequence [e.g. what impact did it have on the future of London - how id things change?]
Voyagers lesson or suggested activity/strip	<p>Voyagers - Lesson 1 (adapt to own local heroes), Lesson 2, 3 and 4, Lesson 6</p> <p>Invite in guest speaker to talk about a local hero</p>	<p>Voyagers - Lesson 1 (edit explorer cards to match), Lesson 3, Lesson 4, Lesson 5, Lesson 6.</p> <p>(Voyagers First Flight topic will help with Wright Brother info on why they were great explorers)</p>	<p>No voyagers</p> <p>GFOL theme day - baking/making model houses</p> <p>www.thegreatfireoflondon.org</p> <p>Lots of resources online - check google drive and Museum of London website for maps/documents</p> <p>Magic Grandad - Great fire of London - highview school website</p>
Key vocabulary	<p>The Wright Brothers, flight, aeroplane, significant, hero, local, inspirational, motivational, 1901, pilot, machine,</p>	<p>Past, explorer, brave, challenge, journey, greatest, significant, important, first,</p>	<p>Great Fire of London, 1666, Samuel Peyps, diary, newspaper, fire hook, leather bucket, River Thames, houses, ovens, bakery, Pudding Lane,</p>
The Big Finish	<p>"Museum" explaining who our local heroes are - could produce leaflets, posters or explain verbally to visitors. Discuss why are they so special and what impact have they had?</p>	<p>Debate - who was the greatest explorer and why - prepare arguments and deliver. Find out about the past explorers using different sources of information - do some seem insignificant now but would have been revolutionary at the time?</p>	<p>Newsreport live - explaining days of great fire - make model houses and river to set up pretend London scene</p> <p>Corridor display to include - Pepys diary written in English, model houses, fire scenes from Art and poetry from world book day</p>

Year 3			
	<u>Topic 1</u> What was new about the Stone Age?	<u>Topic 2</u> How unpleasant were the Bronze and Iron Ages?	<u>Topic 3</u> The Egyptians

Core Concepts	<ul style="list-style-type: none"> • Historical concepts: Chronology/ Collecting evidence/ continuity and change • Use concepts to: make connections/draw contrasts • Significant aspects of history: Nature of ancient civilisations • Abstract term: civilization, settlement, ancient, tribe, <p>Learning: to explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages.</p> <p>To cover why the period was called the Stone Age and what evidence there is from the period, particularly in the form of artefacts and monuments.</p>	<ul style="list-style-type: none"> • Historical concepts: Chronology/ significance and difference/ change • Use concepts to: make connections/draw contrasts • Significant aspects of history: Nature of ancient civilisations • Abstract term: tribe, settlement, ancient, civilisation, <p>Learning: to explore the key features of the Bronze and Iron Ages, and come to conclusions about how difficult life was.</p> <p>To look at the developments that were made during the periods and discuss which made the biggest impact on the standard of living.</p>	<ul style="list-style-type: none"> • Historical concepts: Significance and difference /chronology • Use concepts to: frame historically valid questions, make connections • Significant aspects of history: Expansion and dissolution of empires, characteristics of past non-European societies, achievements of earliest civilisations • Abstract term: peasantry, monarchy, empire, King, Queen, ruler, slave, freedom <p>Learning: to explore who the Ancient Egyptians were, what they did and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations.</p> <p>To also study Ancient Egypt in the context of three other early civilizations. These are The Shang Dynasty of Ancient China, Ancient Sumer and The Indus Valley (do this in first lesson)</p>
Know (subject knowledge)	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) could include: <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae 	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) could include: <ul style="list-style-type: none"> • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> • 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: Ancient Egypt • Ancient Greece - a study of Greek life and achievements and their influence on the western world
Be able to (skills)	<ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources [artefacts, written records etc] • continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • research, select, organise and communicate findings • make connections, draw contrasts and analyse trends • devise and answer historically valid questions about the Stone Age • think critically, weigh evidence, sift arguments. 	<ul style="list-style-type: none"> • recall, research, select, organise and communicate findings in different ways • develop a chronological understanding of the Bronze Age and Iron Age, and how and why things changed and developed • devise historically valid questions about the Bronze Age and Iron Age • understand how our knowledge of the past is constructed from a range of sources • think critically, weigh evidence, sift arguments. 	<ul style="list-style-type: none"> • select and use terminology and concepts • select sources as evidence for a particular answer • compare and contrast different themes, periods and people • refine responses in the light of new evidence • communicate their findings in appropriate and effective ways including written, pictorial and orally.
Understand (success criteria)	<ul style="list-style-type: none"> • identify some features of Stone Age life • understand how the Stone Age changed over time • describe in some detail some of the most significant features and changes • describe how particular sources help provide evidence about the Stone Age. • To understand that the Stone Age had 3 different time periods: the Palaeolithic, Mesolithic or Neolithic 	<ul style="list-style-type: none"> • identify some key features of the Bronze and Iron Ages • describe some of the main similarities and differences between the Bronze and Iron Ages • describe a range of changes and developments that occurred during this period. • sequence features of the Bronze and Iron Ages • explain the most significant features of the Bronze and Iron Ages 	<ul style="list-style-type: none"> • identify and recognise features and events in Ancient Egypt e.g. technological developments, beliefs and buildings • Identify some of the achievements made by them • Use primary sources of information to describe aspects of Ancient Egypt. • identify and describe a range of characteristics throughout the Ancient Egyptian period • compare and explain the extent of the Ancient Egyptians' achievements • use a good range of information to explain Ancient Egyptian events and developments.

Voyagers lesson or suggested activity/strip	Use voyagers	Use voyagers	Use voyagers Hall Place - box of artefacts - Ancient Greece
Key vocabulary	See voyagers for specific vocabulary and above abstract terms hunter gatherer, Neanderthal, flint, nomad, BC, artefact, source of evidence, monuments	See abstract terms and voyagers for specific vocabulary Ard, artefact, bronze, celtic, hoard, hill fort, iron, torc, tribe, settler,	See above abstract terms and voyagers for terms such as Amulet, Sphinx, scarab
The Big Finish	Children to show how lifestyles progressed during the stone age - e.g. fixed farming, ending of nomadic life, grinding corn, keeping animals, storing grain, rectangular houses, keeping cattle and pigs, flint mining, dominance of homo sapiens. Children to create a "now and then" labelled diagram or 3d model & present to class Review their answers, introducing key vocabulary such as 'nomadic' and 'domestication'.	See voyagers: choose an invention from this time (either made possible due to creation of bronze or iron) and make a case for its importance and virtue in the style of a Dragon's Den type 'pitch'. They might choose a potter's wheel, coins, jewellery, iron-tipped plough OR some might instead design and create an advert for their item and display it in the classroom.	Egyptian theme day - dress up, create mummies, Ancient hieroglyphs, pyramid models etc These should make up a display in the classroom to be shown to outsiders or on the wall - ensure that there is an opinion formed on whether Egyptians are important e.g. artwork, maths puzzle. 3D Pyramid or tomb with treasures inside, writing in hieroglyphics.

Year 4			
	<u>Topic 1</u> What happened when the Romans came?	<u>Topic 2</u> What was important to our local Victorians?	<u>Topic 3</u> Is it better to be a child now or in our past?
Core Concepts	<ul style="list-style-type: none"> Historical concepts: similarity, significance and difference, Use concepts to: make connections/draw contrasts/analyse trends Significant aspects of history: Nature of ancient civilisations, how Britain has been influenced by the wider world Abstract term: civilization, empire, emperor, peasantry <p>Learning: the children will learn about the lives, challenges and achievements of the Romans in Britain.</p>	<ul style="list-style-type: none"> Historical concepts: Chronology/ collecting evidence Use concepts to: draw contrasts/make connections/create their own structured account Significant aspects of history: characteristic features of European societies, achievements of mankind Abstract term: peasantry, commute, wealth, nation/nationality, monarchy/ Queen, empire <p>Learning: children will investigate their local area during Victorian times. They will discover what remains from that period, and why that might be an issue today. (look at travel e.g. train lines extended here for commuting, homes</p>	<ul style="list-style-type: none"> Historical concepts: Chronology/ Collecting evidence/ continuity and change Use concepts to: make connections/draw contrasts Significant aspects of history: characteristic features of European and non-European societies, achievements of mankind Abstract term: peasantry, wealth, nation/nationality, Queen/monarchy <p>Learning: In this unit the children will explore how and why childhood has changed, looking at evidence to come to a decision as to whether it is better to be a child now than in the past. It will draw on work done in other units.</p>
Know (subject knowledge)	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain Examples (non-statutory) could include: <ul style="list-style-type: none"> - the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> a local history study. <ul style="list-style-type: none"> - a study over time tracing how several aspects of national history are reflected in the locality 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) <ul style="list-style-type: none"> - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century (childhood through the ages)

Be able to (skills)	<ul style="list-style-type: none"> pose questions and then investigate answers select, organise and communicate findings using a range of appropriate genres compare and contrast different themes, periods and perspectives develop a chronological understanding of the 'Romanisation' of Britain use sources, representations and interpretations to support answers. 	<ul style="list-style-type: none"> compare fiction with primary evidence think about continuity and change to an area over time explore diversity in a certain area. ask perceptive questions, think critically, and weigh up historical evidence 	<ul style="list-style-type: none"> research information relating to children and childhood make links and connections, comparisons and contrasts, analyse trends and patterns devise conclusions and judgements, and substantiate them with telling evidence develop a chronological understanding of childhood through the ages devise historically valid questions about what childhood was like at different times interpret and use a range of sources to support knowledge and understanding about childhood communicate knowledge and understanding in different ways
Understand (success criteria)	<ul style="list-style-type: none"> distinguish Roman objects and images from other periods identify a number of Roman achievements including military, political and technological describe some of the distinctive features of Roman compare the Roman civilisation and its achievements to others investigate their impact on Britain 	<ul style="list-style-type: none"> know when the Victorians lived identify a Victorian building talk about the evidence we have for Victorian times. understand that things changed and some things changed during Victoria's long reign differentiate between fiction and fact as a form of useful evidence. 	<ul style="list-style-type: none"> identify some features of being a child in several different historical periods recognise some changes happening to children in several different historical periods use some sources to work out information about childhood in particular periods. explain why childhood was different during different historical periods make comparisons and contrasts across a range of historical periods
Voyagers lesson or suggested activity/ trip	Hall Place - box of artefacts - Ancient Rome	Hall Place - box of artefacts - Victorian homes or Victorian schools Trip to local area to explore features of Victorian era https://www.bexley.gov.uk/sites/default/files/2018-05/The-Victorian-Era-in-Bexley.pdf https://www.bexley.gov.uk/sites/bexley-cms/files/Victorian-chronology.pdf	Hall Place - box of artefacts - Victorian childhood games etc or Victorian schools
Key vocabulary	See abstract terms and voyagers Cavalry, centurion, forum, gladiator, infantry, legacy, Roman Villa	See voyagers and above abstract term Victorians, era, period, past, history, poor law, trade, factories, workhouse, significance	See voyagers and above abstract term Adolescence, childhood, law, legislation, infant mortality rate, leisure, entertainment,
The Big Finish	See voyagers Debate - children to discuss whether the Roman's were successful invaders and were they more successful than the other civilisations we have studied e.g. the Egyptians. Pick 3 key areas where the children could compare significance and difference e.g. building structures (Pyramids vs Villa), skill of people (Roman roads, literature etc vs Egyptians), war/invasion (how Roman's vs Egyptians conquered)	Create a leaflet/pamphlet/poster about Victorian Bexley for any visitors - children will need to compile important facts, pictures, maps and annotated diagrams etc.	See voyagers - use drama to represent each era. Present it to the class and discuss the similarities/differences and their opinions.

Year 5		
<u>Topic 1</u> What impact did the Anglo-Saxons have?	<u>Topic 2</u> Would the Vikings do anything for money?	<u>Topic 3</u> Why should we remember the Maya?

Core Concepts	<ul style="list-style-type: none"> • Historical concepts: Chronology/ Collecting evidence/ continuity and change • Use concepts to: make connections/draw contrasts/create their own structured account • Significant aspects of history: how Britain has been influenced by the wider world • Abstract term: civilization, settlement, migration, monk, nun, religion, <p>Learning: the children will explore the world of the Anglo-Saxons, and why they came to Britain. After the Romans withdrew it was called the Dark Ages but what did Anglo-Saxons bring to Britain - explore themes of invasion, religion, art and culture (similar to themes studied in Egyptians, Victorians and Romans)</p>	<ul style="list-style-type: none"> • Historical concepts: collecting evidence/ cause and consequence • Use concepts to: make connections/draw contrasts • Significant aspects of history: How Britain has been influenced by the wider world, characteristic features of non-European societies, achievements of mankind • Abstract term: civilization, settlement, trade, migration, religion, invasion, merchant, voyage, monk, conquest <p>Learning: To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England. To also explore the varied reasons why Vikings travelled (trade, more land/resources, exploring) and how the brutality of their invasions may have created a false/narrow narrative about them. Chn explore sources of evidence and their reliability</p>	<ul style="list-style-type: none"> • Historical concepts: continuity and change/ cause and consequence, significance and difference • Use concepts to: make connections/draw contrasts • Significant aspects of history: Nature of ancient civilisations, characteristic features of non-European societies • Abstract term: civilization, settlement, ancient, tribe, <p>Learning: the children will explore the world of the Maya, and especially why most of the Maya seemed to die out around 900AD.</p>
Know (subject knowledge)	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) could include: <ul style="list-style-type: none"> - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion - Canterbury, Iona and Lindisfarne 	<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples (non-statutory) could include: <ul style="list-style-type: none"> - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England 	<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900
Be able to (skills)	<ul style="list-style-type: none"> • understand the methods of historical enquiry (e.g. a range of sources being used to find out about the past) • explore those different sources of evidence • explore significance and historical interpretations • create their own structured accounts of history. 	<ul style="list-style-type: none"> • research, select, organise and communicate findings • understand how knowledge of the past is constructed from a range of sources • explore the significance of a key individual • understand how contrasting arguments and interpretations of the past have been constructed. (e.g. written stories/documents, oral stories) 	<ul style="list-style-type: none"> • learn about interpretations - why different historians • say different things about the decline of the Maya • learn about similarities and differences as they compare modern-day Maya with the Maya 900ad • deduce information from studying a different period: • use the Egyptians as a 'way in' to studying the Maya.
Understand (success criteria)	<ul style="list-style-type: none"> • ask questions of the evidence (e.g. is it reliable, completely truthful/factual) • reach a conclusion at the end of an enquiry based on evidence gathered • understand where the Anglo-Saxons came from and why they came to Britain. • distinguish between 'push' factors and 'pull' factors as a cause of migration. 	<ul style="list-style-type: none"> • understand that the Vikings invaded Britain and other parts of the world but that they were also skilled craftsmen - they had a variety of motives for travelling • know that Vikings settled here too but the Anglo-Saxons resisted them • use evidence from Viking times to tell the story of the Vikings invasions • understand that Vikings and Anglo-Saxons co-existed in many places • explore the contradicting sources of evidence about the Vikings 	<ul style="list-style-type: none"> • understand the way that the Maya lived • appreciate how the Maya fitted in with the climate of the area they lived in. • compare the Maya with Stone-Age Britain or ancient Egypt • understand some of the reasons put forward for why many Maya died out around 900ad. • ask questions about the evidence we have for the Maya • appreciate the lessons that we can learn from the reasons why the Maya declined around 900ad.
Voyagers lesson or suggested activity/t rip	<p>Only use some voyagers lessons https://www.weststow.org/Anglo-Saxon-Village/ Hall Place - box of artefacts - Anglo - Saxons</p>	<p>Use voyagers Hall Place - box of artefacts</p>	<p>https://www.thoughtco.com/maya-books-overview-2136169 https://www.thoughtco.com/facts-about-the-ancient-maya-2136183</p>

Key vocabulary	See voyagers and abstract terms Burgh, hoard, interpretation, invasion, monastery, monk, pagan, significant	Use voyagers and abstract terms Danelaw, hoard, longship, Norse, Saga (myth), Scandinavia	Use voyagers and abstract terms Source, interpretations, decline, archaeologist
The Big Finish	?? Writing discussing the impact of Anglo Saxons in Britain - perhaps some could compare the Saxons with Egyptians, Victorians or Romans (around a particular theme e.g. invasion, religion etc)	To create a Viking longship display - inside the vessel there should be evidence of the multiple reasons Vikings travelled and evidence of their many skills/trades OR create their own saga (myth) about the Vikings on their travels.	To create a clay slate depicting their way of life - some children could also do the same for a different time period. Then they would be able to discuss with group/class the similar characteristics of each time period and the significance of pieces of evidence

Year 6			
	<u>Topic 1</u> How has communication changed over time?	<u>Topic 2</u> Why should we thank the Ancient Greeks?	<u>Topic 3</u> Local History study How did WW2 impact our local area? - Voyagers
Core Concepts	<ul style="list-style-type: none"> Historical concepts: Chronology/ Collecting evidence/ continuity and change Use concepts to: make connections/draw contrasts <ul style="list-style-type: none"> Significant aspects of history: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Abstract term: society, public, nation, national <p>Learning: the children will investigate changes in the way we have communicated since the Stone Age- what impact this has had on society and how this has developed society</p>	<ul style="list-style-type: none"> Historical concepts: significance and difference/collecting evidence Use concepts to: make connections/draw contrasts Significant aspects of history: know and understand significant aspects of the history of the wider world, including the nature of ancient civilisations Abstract term: civilization, settlement, ancient, tribe, religion, <p>Learning: the children will look at a variety of sources that show political, social and cultural aspects of Ancient Greek life. They will consider the achievements and legacy of the Ancient Greeks, and how they influenced the world in which we live today. E.g. they were an early democracy but not the same as ours. There is a large amount of surviving evidence about Ancient Greece, such as artefacts, buildings and the written word</p>	<ul style="list-style-type: none"> Historical concepts: Collecting evidence/ continuity and change/ significance Use concepts to: frame historically-valid questions and create their own structured accounts, including written narratives and analyses Significant aspects of history: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Abstract term: war, peace, conflict, alliance, diplomacy, military <p>Learning: Looking at the impact that WW2 has had on their local area, why is this important /significant. How can they use sources of evidence to back this up?</p>
Know (subject knowledge)	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) <ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century (written communication over time using all eras studied) 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) <ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day Ancient Greece - a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> a local history study. Examples (non-statutory) <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Be able to (skills)	<ul style="list-style-type: none"> • create a 'bigger picture' of history – seeing how things fit together over a long time span • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections • reach conclusions based on the evidence • decide how to present findings effectively. 	<ul style="list-style-type: none"> • investigate open and closed questions about Ancient Greek life and society • pose their own questions relevant to an enquiry • know where to locate suitable information and ideas • make inferences and deductions • recognise different viewpoints and interpretations • compare and contrast information • explain causes and effects 	<ul style="list-style-type: none"> • research, select, organise and communicate findings • develop a chronological understanding of World War Two • devise historically valid questions about World War Two • understand how knowledge of the past is constructed from a range of sources • recognise the strengths and limitations of local history as a way of telling the story of World War Two.
Understand (success criteria)	<ul style="list-style-type: none"> • They can tell that the ways we communicate have changed over time • arrange these changes in sequence • decide whether one change in how we communicate is more important than others. • decide that some changes in how we communicate have more of an impact than others • realise how some changes build on previous changes • explain why they think one change is more important than others. 	<ul style="list-style-type: none"> • identify some achievements of the Ancient Greeks • outline some aspects of life in Ancient Greece • understand some of the evidence available to reconstruct the history of Ancient Greece. • use sources to draw conclusions about Ancient Greece • critically evaluate the legacy of the Ancient Greeks • explain variations in Greek life in different places and over time 	<ul style="list-style-type: none"> • understand what it was like during WW2 • look at and use evidence and reach a conclusion • contribute to an exhibition on WW2. • understand that war affected different people in different ways • realise our ideas of the war depend on what evidence we use • realise that the impact of the war in their local area may not be the same as in other areas.
Voyagers lesson or suggested activity/ trip	Use voyagers	Hall Place - box of artefacts - Ancient Greece	Hall Place - box of artefacts - WW2
Key vocabulary	See voyagers and abstract terms	See voyagers and abstract terms	See voyagers, abstract terms and also any relevant local terms
The Big Finish	Use a method of communication (e.g. newspaper, tweet) to explain what they have learned about a certain time period. This is a good chance for children to also use their research skills and use their prior knowledge	Children to create their own fact book/class book about Ancient Greek democracy, this should be alongside similar parts of our current democracy to enable them to draw contrasts e.g. sources/pictures of artefacts side by side and comments on the comparison.	The children design and develop an exhibition telling the stories of World War Two in their local area, and learn how this relates to the 'big picture' of World War Two elsewhere - <u>children to write some written narratives and analyses of their findings</u>