



History

Curriculum Progression of the Knowledge Essentials

History Curriculum

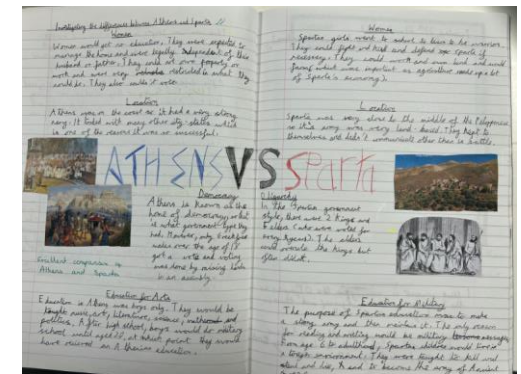
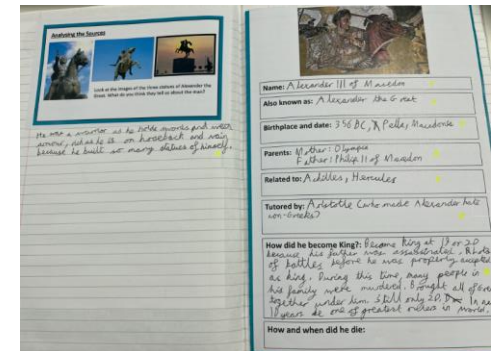
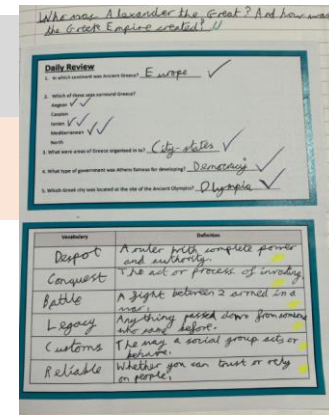
Knowledge Rich Curriculum

Knowledge has driven the philosophy in developing the History curriculum. The knowledge essentials specify what children should know in as much detail as possible and content sequenced such that there is a coherent flow. This ensures ideas build on secure foundations, staged towards challenging goals. Careful sequencing ensures that elements are regularly returned to, supporting pupils to accumulate knowledge over time, feeding previous topics into current topics supported by Practice and Retrieval strategies.

In designing the curriculum, we have considered a broad range of knowledge forms with a focus on being able to articulate substantive and disciplinary knowledge. Pupils need to learn both substantive and disciplinary knowledge:

- **Substantive knowledge** includes the information about the past in terms of people, events, dates, states of affairs and places.
- **Disciplinary knowledge** relates to how historians learn about the past and construct their understanding of it.

Knowledge is carefully sequenced to reveal the interplay between substantive and disciplinary knowledge. Abstract threads, which occur frequently throughout studying history such as 'monarchy,' develop pupils understanding through planned, repeated encounters through a range of contexts.



History Curriculum

How is the History Curriculum Organised?

The subject has been planned with three key lenses – Pillars of Learning, knowledge threads and Key Concepts.



First Order
Concepts



Movement of
People



Conflict



Arts, Culture &
Lifestyle



Monarchy and
Rulers



Technological
Developments



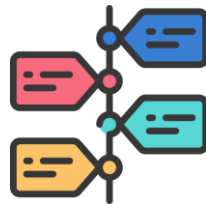
Religion



Second Order
Concepts



Interpreting and
Questioning



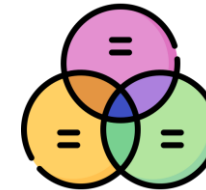
Chronology



Historical Enquiry



Historical
Investigation



Change and Cause



Presenting Ideas



Our History Threads

Ackworth Howard's high-quality history education helps pupils to gain historical perspective by placing their growing knowledge into different contexts, making and understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history.



In EYFS children think about where they live and where they have come from. In KS1 children learn about where people have lived and why they moved to their local area of Ackworth. They will look at evacuation to outskirts of the city of London after the Great Fire. They will explore ways people have travelled from one place to another. In LKS2 children are introduced to nomadic tribes who migrate to form civilizations. They look at how some of these groups expanded borders through invasion. They will begin to explore colonialization. In UKS2 children explore the impact of immigration through colonialization. Children look at how civilizations leave legacies when they move and leave an area. They explore the movement of people due to war including evacuation, refugees, prisoners and slaves. They investigate movement of people through urbanisation during the Industrial Revolution.



Monarchy and Rulers

In EYFS children explore where they live, the types of places they live in and lifestyles. In KS1 children consider how Queen Victoria and Elizabeth I influenced Britain. They see how an event, the great fire of London, impacted how houses and neighbourhoods were built and the King helped rebuild London. In LKS2 children see how houses changed as a nomadic people started to settle and invading peoples brought advancements. In UKS2 children explore Ancient Greek architecture and the legacy it has. Children discover how WWII impacted house building and changed lifestyles. Children contrast this with life in the Benin Kingdom. They will explore different ways of ruling from democracy, monarchy, tyranny, fascism, communism and oligarchy.



Conflict

In EYFS children are introduced to remembrance. In KS1 children learn about Mary Seacole's work during the Crimean war. In LKS2 children are introduced to conflict shaping the formation of Great Britain through invasion and battles between Celts, Romans, Anglo-Saxons, Scots and Vikings. They also look at the Scramble for Africa and its impact on colonialization. In UKS2 children look at different forms of governance including democracy. They considering the wider impact the war had (including on children and for the Jewish community). Children also explore the Ancient Greek battles between Athens & Sparta, and at Marathon.



Technological Developments

In EYFS children look at toys, transport and technology. In KS1 children build on this looking at how toys have changed and what they can tell us about history. They explore technological changes in healthcare, travel and firefighting. In LKS2 children explore how tools, weapons and methods of transporting people and goods have changed over time. They see the emergence of writing, contrasting with hieroglyphics and runes. In UKS2 children explore the impact of ariel warfare and radar on the outcomes of the Battle of Britain and WWII. How the industrial revolution was came about from the development of the steam engine and building of factories.



Arts, Culture & Lifestyle

In EYFS children explore art created in their lifetime and from before. In KS1 children look at portraits and pictures of monarchs and are introduced to the idea that events in history can be reflected in art and culture of the time. Children investigate the architecture of Christopher Wren. In LKS2 children explore how cave paintings are used by historians. This is contrasted by Egyptian art and hieroglyphics. The architecture of the Roman era and Roman theatres is studied. The exploration of myths and legends having historical validity is introduced and continues to be explored through UKS2. In UKS2 children examine cultural contributions of the Greeks. Through enquiry, children look at the value of artefacts for historians in the Kingdom of Benin.



Religion

In EYFS children are introduced to religion through classmates and stories. This continues in KS1 including the understanding that the current British Monarch is the head of the Church of England. In LKS2 children look at how the impact religion has on history and viceversa. The introduction of Christianity to Britian is explored as is its impact. Children explore ancient religions in different cultures with a focus on Ancient Egyptian Gods and burial practices. This continues in UKS2 exploring Greek Gods and Hellenisation as well as the myths and legends of the Benin Kingdom. In UKS2 children explore the religious persecution of Jewish people during WWII and the Holocaust, marking Holocaust Memorial Day. They will look at the reformation of the church under Henry VIII and the reasons for the creation of the Church of England.

History Curriculum

What are the History Pillars of Learning?

Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.



Interpreting and Questioning



Chronology



Historical Enquiry



Historical Investigation



Change and Cause



Presenting Ideas



Our History Skills

Our high-quality history education helps pupils to gain the skills required to develop a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past.



Interpreting and Questioning

- In KS1 pupils are equipped to ask perceptive questions.
- As they move into KS2 they regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.



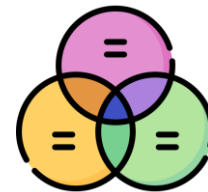
Historical Investigation

- In KS1 pupils, choose and use parts of stories and other sources to show that they know and understand key features of historical events.
- In KS2 pupils develop and understanding of how our knowledge of the past is constructed from a range of sources.
- In UKS2 children understand primary and secondary sources.



Chronology

- In FS/KS1 pupils develop an awareness of the past and know where the people and events they study fit within a chronological framework.
- In KS2 pupils 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.



Change and Cause

- In FS/KS1 pupils identify similarities and differences between ways of life in different periods.
- This develops through KS2 with pupils noting connections, drawing contrasts and analysing trends over time.



Historical Enquiry

- Pupils identify similarities and differences between ways of life in different periods. Through learning local, British and world history children develop a coherent narrative of how people's lives have shaped this nation and how Britain has influenced and been influenced by events in the wider world. Children undertake historical enquires; thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.



Presenting Ideas

- In KS1 pupils answer questions understanding the past can be represented in different ways.
- In KS2 pupils construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children learn to frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

All skills and knowledge content is supported by mapping out a wide vocabulary of everyday historical terms: Using common words and phrases relating to the passing of time; developing the appropriate use of historical terms including abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

History Curriculum

What is the history curriculum?

Reception	Understanding the World (Past and Present)		
Year 1	Toys: Past and Present	The Howard Family Tree	Queen Elizabeth I and Queen Victoria
Year 2	Great Fire of London 1666	Florence Nightingale and Mary Seacole	Christopher Columbus and Neil Armstrong
Year 3	Stone Age to Iron Age	Ancient Egypt	British Empire in Africa
Year 4	Roman Empire	Nelson Mandela – Apartheid South Africa	Anglo-Saxons, Scots & Viking Invasions of Britain
Year 5	Kingdom of Benin	UK's Industrial Revolution	World War I
Year 6	World War II	Tudor Times	Ancient Greece

How our units of work are mapped out:

Our units are designed to progressively develop knowledge and understanding as well as deepening their critical/historical thinking. Knowledge, skills and themes are revisited and interweaved so children can revisit themes and topics throughout their progression at our school, allowing comparisons between different events and periods of time to take place.

History Curriculum

What is the history curriculum?

The abstract threads which are outlined below, occur frequently throughout the History curriculum. Pupils develop their understanding through planned, repeated encounters through a range of contexts. This substantive content has specific meanings in different contexts, rather than existing as definitions. Monarchy is one example which represents an idea that has a different meaning depending on which time period it refers to. Simply knowing the definition of 'monarchy' does not enable pupils to fully understand the nature and essence of multiple periods.



Movement of
People



Conflict



Arts, Culture &
Lifestyle



Monarchy and
Rulers



Technological
Developments



Religion

History Curriculum

What is the history curriculum?

R	1	2	3	4	5	6
Understanding the World: Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what had been read in class. Understand the past through settings, characters and events encountered in books and read in class and storytelling.						
						
						



History Curriculum

What is the history curriculum?



Understanding the World: Past and Present

Talk about the lives of people around them and their roles in society;
Know some similarities and differences between things in the past and now, drawing on their experiences and what had been read in class;
Understand the past through settings, characters and events encountered in books and read in class and storytelling.

Developing a Broad, Balanced and Local Curriculum

Integrating Local History

Local history and heritage is an integral part of our curriculum and has been developed in collaboration with input from children, parents and other key stakeholders to ensure that pupils are exposed to the contexts that have shaped their local community.

YEAR

6



Nostell Priory
The Winn Family who built Nostell made their money from Tudor textile trade.



Henry VIII Tudor
Dissolution of the monasteries of Fountains Abbey and Lindisfarne Castle



Impact of WW2 on Ackworth
40 people from Ackworth lost their lives.

YEAR

5



Industrial Revolution – pottery, coal mining, glass manufacture, chemicals and confectionary .



Impact of WW1 on Ackworth
83 people from Ackworth lost their lives.



Pontefract Coal Fields



St. Cuthbert, Durham Cathedral, Grace Darling

YEAR

4



Pontefract Castle
End of the Anglo-Saxon Era 1070



St Cuthbert's Church – Lindisfarne Anglo-Saxons / Viking Invasion



The Roman Milestone – Sandy Gate Lane Hundhill



Lagentium – The Roman Fort in Castleford

YEAR

3



British Empire
Tanzania School Link



Mesolithic Site – North Yorkshire
Stone Age – Iron Age

Developing a Broad, Balanced and Local Curriculum

Integrating Local History

Local history and heritage is an integral part of our curriculum and has been developed in collaboration with input from children, parents and other key stakeholders to ensure that pupils are exposed to the contexts that have shaped their local community.



Great Fires
Saint Cuthbert's
Church



The Foundling Hospital
Ackworth School –
Modern Nursing



Charles Waterton
Explorer who travelled
through South America



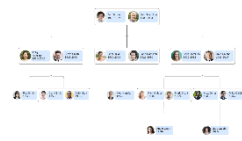
Domesday Book – The first
recording of Ackworth
meaning Oak Enclosure
Farming in Ackworth



Luke Howard the
namer of the clouds



Rachel Howard the
founder of our school



Our Family Tree



Our School
In Victorian
Times



Birthdays – Howard
Heritage Day




Coal – Ackworth Pit,
Featherstone's Three
Collieries



Railways/Steam Trains
– Ackworth Six arches
railway bridge.


Pillars of Learning Progression

Interpreting and Questioning

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Understand that some events and people from history are important because they have achieved something or had an effect. Comment on pictures, stories artefacts and accounts from the past explaining similarities and differences. 	<ul style="list-style-type: none"> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). Identify why certain people/events are significant in history – achievements, impact etc. Identify why some individuals are significant both locally and nationally – Luke Howard (local, names the clouds). Queen Victoria (Victorian era) Begin to understand what makes someone or something significant. 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past. Identify different ways to represent the past. Identify why certain people/events are significant in the wider context of history – Neil Armstrong journey to the moon and their impact on the rest of the world. Identify that certain individuals and events have had an impact locally, nationally and internationally. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period e.g. museums, cartoons etc Understand that different versions of the past may exist Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identify why our interpretations of these time periods is difficult due to the limited primary sources or written evidence. 	<ul style="list-style-type: none"> Look at the evidence available to us in a topic. Begin to evaluate the usefulness of different sources. Use text books and own historical knowledge to interpret an event. Use Boudicca primary sources to understand that is one viewpoint and cannot be verified. Identify why Boudicca is such a significant individual for both British and Roman British History. Identify why Nelson Mandela is a significant individual in international black history. 	<ul style="list-style-type: none"> Compare accounts of events from different sources. Offer some reasons for different versions of events Using Industrial Revolution primary sources to solidify the possibility of bias and understand that there are different interpretations of the same event and write from both viewpoints. Identify why interpretations can change in light of new evidence. E.g. change in meaning in the word 'barbarian'. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Understand that different versions of the past may exist giving reasons for this. Identify the significance of Ancient Greek achievements and their impact on the world today. Including democracy. Understand why others might choose alternative achievements. Interpret the impact World War One had on World War Two and on the lives of Jewish people. Identify the significance of Tudors monarchs on British History.

Pillars of Learning Progression


Chronology

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Chronology</p>	<ul style="list-style-type: none"> Use everyday language related to time. Order and sequence familiar events. Organise basic events using basic chronology recognising that things happened before they were born. Describe main story setting, events and principal characters. Talk about past and present events in their own lives and in lives of family members. Such as parents, grandparents. Identify that things have happened in the past, relating to themselves and within living memory. 	<ul style="list-style-type: none"> Sequence events or objects in chronological order. Identify that events and people from the past may have occurred across a greater period of time than just themselves. Identify that events and changes have happened in order – development of toys. Identify that there are different periods of time in history – Victorians, Tudors, 20th Century. 	<ul style="list-style-type: none"> Sequence artefacts which are closer together in time. Sequence events during a time period. Sequence photos from different periods of their life. Identify and compare people from different periods of time – Christopher Columbus, Neil Armstrong, Mary Seacole. Identify how periods of time can impact on individuals and events. Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. Christopher Columbus voyages around the world because the development of ships allowed people to explore new areas of the world. 	<ul style="list-style-type: none"> Place the time studied on a timeline. Sequence events and artefacts Use dates related to the passing of time. Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements. Develop an understanding of concurrence of civilisations around the world during these times. Place previous learnt periods into context and identifying their impact Use terms such as BCE/AD 	<ul style="list-style-type: none"> Place events studied from the places studied onto a timeline. Use terms related to the time period and begin to date events. Understand and explain more complex terms e.g BCE/AD Placing early civilisations into chronological context linking to Stone, Bronze and Iron Age. Placing Ancient Romans and Roman Britain into the wider context of historical chronology. Deeper understanding of concurrent civilisations around the world and their impact on later civilisations. 	<ul style="list-style-type: none"> Place current studies on a timeline in relation to other studies. Know and sequence key events of time studied. Use relevant terms and period labels. Relate current studies to previous studies. Make comparisons between different times in history. Placing Ancient civilisation of Benin in context with other ancient civilisations. Compare developments of Victorian British History on timeline. E.g. industrial revolution, empire. 	<ul style="list-style-type: none"> Place a current study on a timeline in relation to other studies Use relevant dates and terms within decades Sequence up to ten events on a timeline. Place Ancient Greeks into the wider context of historical chronology. Place Tudor Britain into chronological context of British History.

Pillars of Learning Progression


Chronological Vocabulary / Understanding



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 		<p>Can I understand and use vocabulary such as:</p> <p>in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times?</p> <p>Week Month Year Timeline Living memory Decade Order Sort Past Present</p>	<p>Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p> <p>Chronological order Era Period Sequence Week Month Year Timeline Living memory</p>	<p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p> <p>B.C. A.D. Century Decade Millennium Period Modern Ancient</p>	<p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p> <p>Pre Post Century B.C. A.D. Millennium Modern Ancient</p>	<p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?</p> <p>Circa B.C. A.D. Millennium Modern Ancient Preceding Previously Consequently</p>	<p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p> <p>Circa B.C. A.D. Millennium Modern Ancient Preceding Previously Consequently</p>


Pillars of Learning Progression

Historical Enquiry

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Starting to ask simple questions about people or events from within living memory. 	<ul style="list-style-type: none"> Sort artefacts then and now. Use a wide range of sources Answer questions relating to different sources. Who is in our Howard family past and present? What can toys teach us about History? Who was Queen Victoria and Queen Elizabeth I? 	<ul style="list-style-type: none"> Use sources – I can ask why, what, who, how and where questions and find answers to them. Sequence a collection of artefacts. Use timelines. Discuss the effectiveness of a source. What was the cause and impact of the Great Fire of London? Why are Florence Nightingale and Mary Seacole Significant? How has exploration developed? 	<ul style="list-style-type: none"> Use a range of sources to find out about a time period. Observe small details – artefacts and pictures. Select and record information relevant to the study. Begin to use the books and e-learning for research Ask and answer questions. What changes occurred in Britain from the Stone Age to the Iron Age? What do we know about the Ancient Egyptians? Why did Britain build an empire in Africa? 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time. Ask a variety of questions. Use e-books and e-learning for research. What legacy did the Anglo-Saxons, Scots and Viking invasions have on Britain? How significant was Nelson Mandela in abolishing Apartheid? What influence did the Roman Empire have on Britain? 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. Confidently use books and e-learning for research. How did the Ancient Civilisation of Benin develop? What legacy did the Industrial Revolution leave on Britain? Why was World War One so significant to British People? 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time in the past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account. What impact did World War One have on World War Two? How were the lives of British and Jews people impacted by World War Two? Was the Tudor period a stable period in British History? How did the Ancient Greek civilisation influence the modern world?


Pillars of Learning Progression

Historical Investigation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event 	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 	<ul style="list-style-type: none"> Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources 	<ul style="list-style-type: none"> Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages 	<ul style="list-style-type: none"> Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 	<ul style="list-style-type: none"> Using sources to interpret viewpoints, including bias – Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings 	<ul style="list-style-type: none"> Conducting an enquiry about the greatest impact of the Tudors/Ancient Greeks on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification.


Pillars of Learning Progression

Historical Investigation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. 	<ul style="list-style-type: none"> Identifying that changes have happened in history that can impact on today – development of schools during Victorian period, toy development and changing materials. Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing 	<ul style="list-style-type: none"> Identifying that changes throughout history have had important consequences – development of railways, understanding of the world from Captain Cook etc. Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc. 	<ul style="list-style-type: none"> Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the continuity and changes to the local area through Ironstone Mining: <ul style="list-style-type: none"> population jobs local significance 	<ul style="list-style-type: none"> Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs 	<ul style="list-style-type: none"> Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the continuities and changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none"> democracy society, entertainment, beliefs 	<ul style="list-style-type: none"> Identifying the continuity and change from Victorian Britain to the modern day through comparison of: <ul style="list-style-type: none"> housing, society, education entertainment Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs

Pillars of Learning Progression

Historical Investigation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event 	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 	<ul style="list-style-type: none"> Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources 	<ul style="list-style-type: none"> Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages 	<ul style="list-style-type: none"> Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 	<ul style="list-style-type: none"> Using sources to interpret viewpoints, including bias – Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings 	<ul style="list-style-type: none"> Conducting an enquiry about the greatest impact of the Tudors/Ancient Greeks on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification.

Pillars of Learning Progression

Vocabulary



Understanding the World: Past and Present

Nursery: Family, change, born, growth, baby, toddler, child, adult, parent, grandparent, old, new, past, ago, today, yesterday, tomorrow, day, week, calendar
 Reception: Past, present, future, long ago, change, time, timeline, old, new, recent, family, a long time ago, when I was little, picture, photograph, very old, when mummy and daddy were little, grandparent, great grandparent, clue, memory, lifetime, remember, before, after, difference.



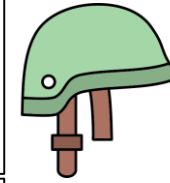
Florence Nightingale

Significant, nursing, nurse, Crimea, war, soldier, battlefield, casualty, NHS, prejudice, charity, memorial, disease, infection, germ, anesthetic, antiseptic, Monarch, Pandemic, Front line



The Romans

Empire, emperor, conquer, conquest, senate, republic, legionary, centurion, ruler, betrayal, politician, celts, aqueduct, invasion, resistance, romanisation, amphitheatre, tribe, settlements, hillfort, natural resources, peasant, slaves, Governor, city state, empire, republic, Julius Ceaser, Emperor Cladius, Queen Boudicca, army, military, Emperor Honorius



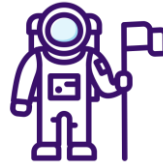
World War 1

Rifle, treaty, allies, enemy, artillery, trenches, no man's land, assassinate, armistice, empire, propaganda, nationalism, imperialism, neutrality, military, Archduke Franz Ferdinand, invasion, allies, triple entente, neutral, truce, Marie Curie, Flora Sandes, Gabrielle Petit, raid, Zeppelins, sacrifices, soldiers



Toys Past and Present

Old, new, past, present, different, similar, Toys, playing, technology, stories, pictures, photos, artefacts, chronological, materials, decade, chronological, President



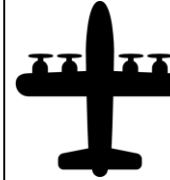
Neil Armstrong and Christopher Columbus

Talk about the lives of people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what had been read in class; Understand the past through settings, characters and events encountered in books and read in class and storytelling.



Viking and Anglo-Saxon Invasions

Invasion, invaders, settlement, settlers, tribe, Jutes, Saxons, Danegeld, hostage, succession, monarchy, merchant, runes, descendant, settlement, trade, Sutton Hoo, Lindisfarne, Pagan, St Augustine, King Ethelred, King Arthur, Cnut the Great, Harald Hardrada, Eric Bloodaxe. Anglo-Saxon, Vikings, Middle Ages, monastery, Paganism, Christianity, Tax, Taxation, longboats



World War 2

Evacuees, allies, axis powers, surrender, propaganda, ration, blackout, blitz, holocaust, genocide, Nazi, concentration camp, civilians, German Workers Party, Great Depression, Treaty of Versailles, Paris Peace Conference, Democracy, Fascism, Communism, Adolf Hitler, Kinder transport, expansion, resistance, social, armistice



Queen Victoria and Queen Elizabeth I

Monarch, monarchy, Queen, King, reign, rule, successor, Victorian, era/age, Queen Elizabeth I, Queen Victoria, Prince Albert, Jubilee, Empire, significant, abdicate



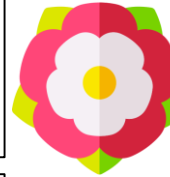
Iron Age, Stone Age and Bronze Age

Prehistory, timeline, BC, AD, Mesolithic, Neolithic, Paleolithic, bronze, iron, stone, Bronze Age, Stone Age, Iron Age, sources, evidence, deduce, archaeologist, remains, settlement, monument, construct, tribe, extinct, sacrifice, hunter, gather, forage, agriculture, nomad, Druids, Celts, farmer, primitive, roundhouse, mystery, theory, hillfort, tin, copper



Nelson Mandela - Apartheid

Privilege, race, segregation, discrimination, human rights, government, racism, partitioning, conflict, abolished, inter-race relations, apartheid, Nelson Mandela, F.W. De Klerk, President, government, politics, protest, Civil Rights, religion, gender, Black Lives Matter



The Tudors

Annul, armada, Battle of Bosworth, Catholic, Church of England, heir, Protestant, reign, succeed, treason, Tudor Rose, tyrant, House of York, House of Lancaster, War of the Roses, Henry Tudor (Henry VII), Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I, reformation, dynasty, hierarchy, social



The Ackworth Family Tree

Parents, grandparents, family tree, auntie, uncle, brother, sister, mother, father, religion, Christian, school, chronology, gravestones. Meteorology, past, present, similarities, differences, legacy



Ancient Egyptians

Civilisation, Egypt, BC/AD, ancient, Nile, irrigation, silt, flooding, pharaoh, pyramid, hieroglyphics, tomb, burial chamber, embalming, mummification, sarcophagus, scarab, sphinx, temple, tomb, amulet, papyrus, symbolism, canopic, artefacts, afterlife, Tutankhamun



Benin

Slavery, slave trade, civil rights, repatriation, archaeology, indigenous, looting, abolition, dynasty, primitive, Empire, British Empire, trade, oracle, sacrifice, conglomerat, Ogiso, Igodomigdo, bronze, brass, artefact, trading, oral storytelling, guild, trade, trading, craftsmen, goods, plantain, ivory, empire, plaque, manilla, bust, clapper bell, primitive, legacy, golden age, invasion, colonial, decline



Ancient Greece

Legacy, protection, trade, travel, law, city-states, conquer, rule, solpite, phalanx, tactics, empire, gods, goddesses, Hellenisation, culture, festival, army, tactics, democracy, acropolis, Parthenon, marathon, Olympics, citizen, philosopher, tyranny, oligarchy, mythology, oracle



The Great Fire of London

Peasants, fire, Pudding Lane, leather, buckets, Lord Mayor, St Paul's Cathedral, bakery, plague, firework, diary, Thomas Farrinor, Samuel Pepys, John Evelyn, Christopher Wren, King Charles II, evacuation, embers, eye-witness, flammable, escape, homeless, monument, river



The British Empire

Empire, Africa, colony, colonisation, trade, empress, Commonwealth, immigrant, imperialism, power, religion, adventure, ambition, ports. Infrastructure, language, culture, democracy, Boer War, materials, natural resources, slavery



Industrial Revolution

Industry, technology, science, mechanise, Cottonopolis, piston, rotary, furnace, smelting, coalfield, coalmine, packhorse, aqueduct, locomotive, mass production, urbanisation, Samuel Crompton, John Kay, Richard Arkwright, steam engine, factories, James Watt, coal, iron, canals, transportation,

Understanding the World: Past and Present

EYFS

Key Questions to be answered during EYFS:

- How have I changed since I was a baby?
- Why do we wear different clothes at different times of the year?
- What are our favourite celebrations each year?
- Who influences us and how have they lived their lives?
- How have toys changed?
- How have jobs in the community changed?

Themes explored in EYFS:



- Where children have lived and family backgrounds



- Remembrance



- Art in our lifetime and from before, Dwellings in the present / traditions



- Kings and Queens through fairytales. Hierarchy of life in a castle.



- Current toys, transport and technology



- Religious backgrounds of class members

Key vocabulary:

Nursery: Family, change, born, growth, baby, toddler, child, adult, parent, grandparent, old, new, past, ago, today, yesterday, tomorrow, day, week, calendar

Reception: Past, present, future, long ago, change, time, timeline, old, new, recent, family, a long time ago, when I was little, picture, photograph, very old, when mummy and daddy were little, grandparent, great grandparent, clue, memory, lifetime, remember, before, after, difference.

Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Knowledge:

History, demonstrated through the three characteristics of effective learning, can be used to support the three prime areas of learning and their associated ELGs especially 'Communication and Language'. This guide has been designed to help identify the steps in progression within history and to aid in the preparation of children for more formal learning ready for Year 1 and beyond.

- We change over time. Changing from babies to children. Ages and birthdays (age as a concept)
- Traditions and families and how some traditions relate to events that have taken place in the past
- Seasons – linking the passage of time to changes in children's lives
- Children are introduced to months and days of the week and the year
- Great Britain/England having a King and things that the King is doing and has done in the past
- Looking at toys, transport and technology and how they have changed when encountered within stories
- Stories have beginning, middle and end. Children are starting to sequence and retell stories.



Who is in our Howard family - past and present?

Year 1

Key Questions to be answered during unit:

- What is a family tree?
- Who is in my family tree?
- Why is there a graveyard in our school grounds?
- Who is Luke Howard?
- Who is Rachel Howard?
- How has Ackworth Howard School changed over time?

Themes explored in Y1:



- People moved to Ackworth to live because of its farming background and links to the Quaker religion.



- Life of Luke Howard – who named the cloud types.



- There are different forms of Christianity. Luke Howard was a Quaker and our school is Church of England.

Key vocabulary:

Parents, grandparents, family tree, auntie, uncle, brother, sister, mother, father, religion, Christian, school, chronology, gravestones. Meteorology, past, present, similarities, differences, legacy

Prior Knowledge:

Children have talked about lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children have looked at their living memories including looking at toys and how they have changed. Children will have celebrated Howard day in school and explored a key section of the schools history.

Key Knowledge:

- A family tree is a diagram showing the order (chronology) and relationship between people in several generations of a family.
- In your family tree will be all the relatives you have in your family. This includes brothers, sisters, parents, grandparents.
- Graveyards are places where people have been buried after they die. Some graveyards have gravestones which can tell us information about a person life.
- Luke Howard was a meteorologist who studied the clouds. They recognised there were different types of clouds and gave them names.
- Rachel Howard is Luke Howard's daughter, she built our school in 1833.
- Our school has grown bigger over time. It started as one classroom and house which could hold 70 children in. Now there are 8 classes and 240 children.
- Over time the uniform, lessons and classrooms have all changed.



What can toys teach us about History?

Year 1

Key Questions to be answered during unit:

- What can toys tell us about the past?
- What are your favourite toys now and when we were babies?
- What were our parents' and grandparents' toys like?
- How have toys changed over the years?
- Who played with these toys in the past and how can we know?
- Can I sort old and new toys?
- Who made the first teddy bear?

Themes explored in Y1:



- Comparing materials which toys of the past were made of. Toys in the home.
- Some countries are run by Presidents – such as America.
- Why have toys changed and how have they changed?

Key vocabulary:

Old, new, past, present, different, similar, Toys, playing, technology, stories, pictures, photos, artefacts, chronological, materials, decade, chronological, President

Prior Knowledge:

Children have talked about lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Knowledge:

- Children will start by considering toys they are familiar with. They will start to understand that toys were different in the past and think about ways in which we could find what toys used to be like (using sources as stories, pictures, photos and personal artefacts).
- Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with and ask questions about what they were like.
- Children will be introduced to the term 'decade' and investigate which toys were popular in different decades. As well as learning to order chronologically, they will also find out when some popular toys today (such as Lego, Teddy Bears and Mario) were invented.
- Children learn to see toys as artefacts and think about what we can learn by examining them and the materials they are made from. Using these clues children sort old and new.
- Mitchum and Steiff both started making toy bears at the similar times in different countries; we cannot be sure who was first, but the name 'teddy' comes from an American president – Teddy Roosevelt.



Who was Queen Victoria and Queen Elizabeth I?

Year 1

Key Questions to be answered during unit:

- What is the role of a monarch?
- Who was Queen Elizabeth I?
- Who was Queen Victoria?
- Did Queen Elizabeth and Queen Victoria share the same values?
- How did life change between the reigns of Elizabeth and Victoria?
- How would school in the Victorian times compare to modern day school now?

Themes explored in Y1:



- Study portraits and picture of Monarchs. Look at Victorian dwellings, lifestyles and change.
- Some countries are run by a Monarchy, these include Britain, Netherlands, Denmark and Spain.
- Changes in fashion

Key vocabulary:

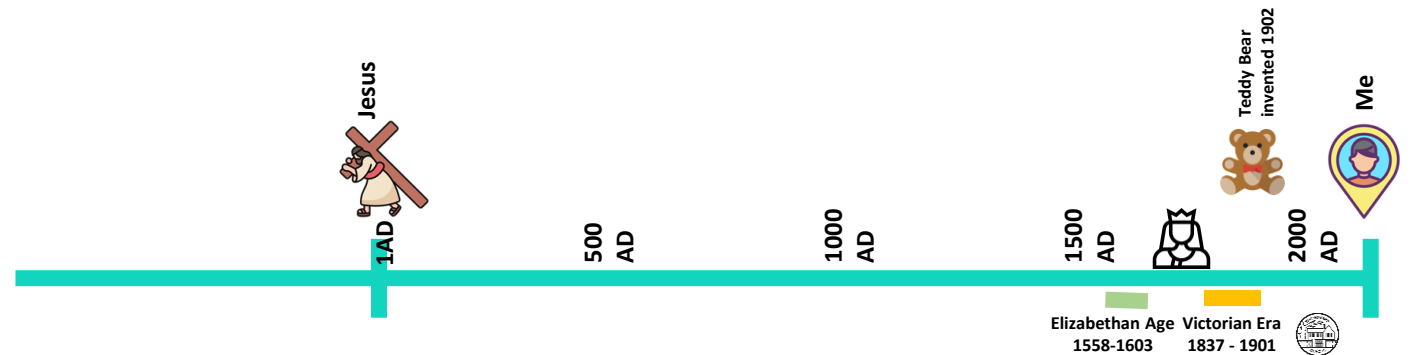
Monarch, monarchy, Queen, King, reign, rule, successor, Victorian, era/age, Queen Elizabeth I, Queen Victoria, Prince Albert, Jubilee, Empire, significant, abdicate

Prior Knowledge:

Children have talked about lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children have looked at their living memories including looking at Victorian toys and how they have changed.

Key Knowledge:

- A Monarch (Queen or King) sets the rules for the country. They are usually part of a royal family and rule as monarch until their death, or if they decided to abdicate (leave their role). There is a 'line of succession' where it is decided who will be the next monarch (usually the eldest child of the current King or Queen).
- Queen Elizabeth I rules as queen of England, Ireland and Wales from 1558 to 1603. She was on the throne for 45 years. The time she ruled was called the 'Elizabethan Age' because of her name.
- Queen Victoria was Monarch of the British Empire from 1837-1901. She was married to Prince Albert and had 9 children. A long period of history is named after her – the Victorian Age which marks the 63 years of her reign.
- When Victoria became Queen, children had to go out to work. By the time she died, children went to school for free. Victorian schools were very different to our schools today and the teachers were very strict.
- Toys were often made of wood or children created games with what they could find (i.e. stones)
- Observe fashion and outfits of the Elizabethan and Victorian times (using picture sources).
- Life has changed since Victorian times for ordinary people and for monarchs.








What was the cause and impact of the Great Fire of London?

Year 2

Key Questions to be answered during unit:

- How did the Great Fire of London get its name?
- How was London built in 1666?
- Who helped to stop the Great Fire of London?
- Who was Samuel Pepys?
- What effect did the Great Fire of London have on the city and the people that lived there?
- How has the Great Fire of London influenced modern Britain today?

Themes explored in Y2:

-  • Evacuation to outskirts of the city
-  • Architecture of Christopher Wren. Changes in homes and dwellings before and after the fire. Causes of the fire spreading.
-  • King Charles II proclamation for London after the fire to help redesign it.
-  • Changes in technology for building materials and development of the fire service.
-  • St Paul's Cathedral in London built as a consequence of the fire.

Key vocabulary:

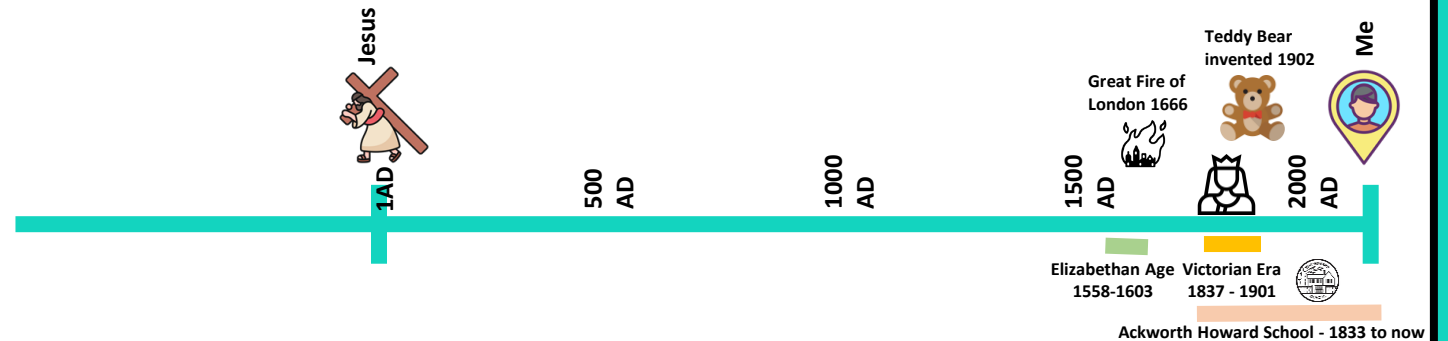
Peasants, fire, Pudding Lane, leather, buckets, Lord Mayor, St Paul's Cathedral, bakery, plague, firework, diary, Thomas Farrinor, Samuel Pepys, John Evelyn, Christopher Wren, King Charles II, evacuation, embers, eye-witness, flammable, escape, homeless, monument, river

Prior Knowledge:

Children know that London is the capital city of Great Britain/England and that it has changed from what it is like in the present to now in the past. Children have studied the Victorian period through Queen Victoria and Queen Elizabeth I unit. They have looked at dwellings in Victorian times.

Key Knowledge:

- Children know what London was like in 1665 (including The Plague/Black Death, wooden housing).
- The fire broke out on night of 2nd September 1666 – there are different viewpoints and interpretations on what or who caused the spread of the fire. The fire burned 13000 houses, nearly 90 churches and destroyed 80% of the city, but only 6 people are known to have been killed by the fire.
- Houses were close together & made of wood and straw, water difficult to get to, lots of alleyways making it difficult to move around, combustible materials, open fires, people didn't act in time, wind too strong, fire became too big to stop.
- Thomas Farriner owned a bakery where the fire started.
- Samuel Pepys kept a diary during the time that has become famous, he also carried information to the King and organised fire fighting crews. There are other sources inc. newspapers & maps.
- King Charles II helped fire fighters and gave rewards to volunteers.
- King Charles proclamation for London after the fire for people to help redesign it.
- Christopher Wren was an architect who designed many building including St. Paul's Cathedral. In February 1667, the city began to be rebuilt.



Why are Florence Nightingale and Mary Seacole Significant?

Year 2

Key Questions to be answered during unit:

- Who was Mary Seacole?
- Who was Florence Nightingale?
- How did the nurses lives compare?
- What were the conditions of Scutari like?
- What impact did the Crimean War have on Florence Nightingale?
- What links does our local area have to nursing?

Themes explored in Y2:



- The Crimean War
- Culture - Discrimination, prejudice, gender stereotypes
- Queen Victoria – Victoria Cross
- Development of medical sciences and development of hospitals

Key vocabulary:

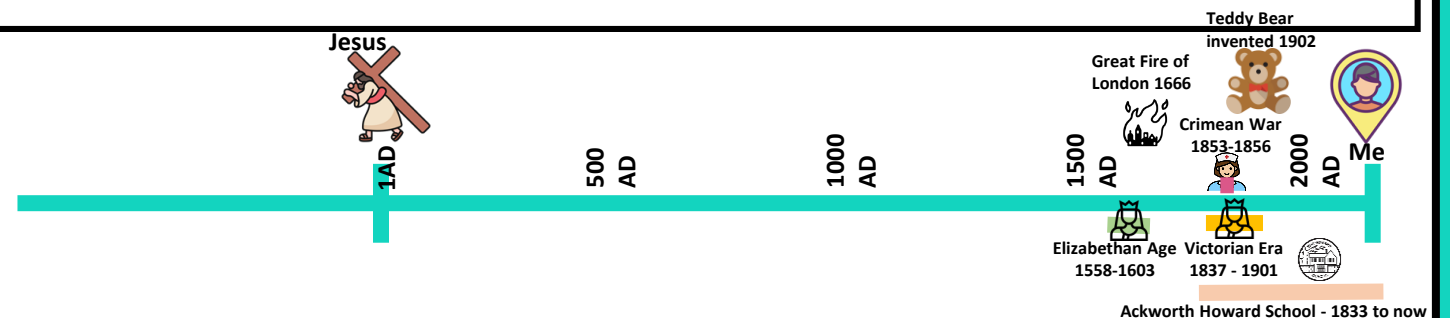
Significant, nursing, nurse, Crimea, war, soldier, battlefield, casualty, NHS, prejudice, charity, memorial, disease, infection, germ, anesthetic, antiseptic, Monarch, Pandemic, Front line

Prior Knowledge:

Children have learnt about the Victorian period through the lens of Queen Victoria. Children have talked about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now. Children have looked at their life in living memories including looking at toys and how they have changed.

Key Knowledge:

- Mary Seacole was a British-Jamaican woman who overcame racial prejudice to help others. Originally she wasn't allowed to help because of the colour of her skin.
- Mary set up her own hospital the 'British Hotel' where she cared and treated the injured soldiers with her herbal remedies. She received a medal of bravery (Victoria Cross) when the war finished. After he death, her work was sadly forgotten.
- Florence Nightingale was also a nurse. She was born in Florence, Italy in 1820 who changed the way that hospitals looked after patients, changed the way nurses were perceived and changed the way women were thought about. Her birthday is now known as 'International Nurse's Day'. Before Florence nurses were male only. Florence challenged gender stereotypes.
- The Crimean War took place between 1853 and 1856. Florence worked as a nurse during the war and worked at a place called Scutari. She realised the condition were horrific; overcrowded and filthy, with blocked drains, broken toilets, bodies piled and rats running everywhere. Florence realised that these conditions weren't right for nursing – in fact, it was definitely making them worse.
- With funds from back home, she bought better medical equipment and decent food, and paid for workmen to clear the drains. When she returned to Britain, Florence set about transforming nursing.
- In 1757, London established a branch of its Foundling Hospitals in Ackworth, at the building we now know as Ackworth School.









How has exploration developed?

Year 2

Key Questions to be answered during unit:

- What is an explorer and how do explorers navigate?
- Who was Christopher Columbus?
- What impact did Columbus' voyages have?
- Who was Neil Armstrong?
- What impact did Armstrong's voyage have?
- Who was the better explorer: Columbus or Armstrong?

Themes explored in Y2:

-  • Ways we travel and have travelled in the past. Journeys by sea and in space.
-  • Conflicts with indigenous people when people explorers or countries lay claim to their land.
-  • Charles Waterton and conservation
-  • Monarchies outside of Britain - King Ferdinand and Queen Isabella of Spain
-  • Space travel and significant technological developments in space travel.
- 

Key vocabulary:

Explorer, Expedition, voyage, courageous, unknown, astronaut, Americas, accidental, discover, indigenous, significant, travel, journey, transport, space, moon

Prior Knowledge:

In Year 1 children looked at how toys have changed over time, including toys which relate to transport (cars, trains, buses). Looking at how materials have changed over time. Children have explored how life developed between the Elizabethan and Victorian eras.

Key Knowledge:

- An explorer is a person who explores a new or unfamiliar area. Explorers document their travels and adventures through writing, drawing and in modern times, taking pictures.
- Charles Waterton was a local English naturalist and explorer. He is best known as a pioneering conservationist. He was born at Walton Hall in Wakefield. He travelled far and wide and enjoyed making taxidermy of creatures he found on his explorations. Some of these works from his voyages are still on display now at Wakefield Museum.
- Christopher Columbus was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates! Columbus only survived by swimming to land. He became famous as the explorer who found new lands called 'The Americas'. But actually, many people already lived there. He found the Americas by accident! He was actually looking for a new way to get to China and India. Christopher Columbus is his name in English but he was born in Italy in 1451, so his real name in Italian is Cristoforo Colombo.
- The journey is thought to have taken 36 days. People already lived there in the places that Columbus 'discovered'. The Indigenous peoples were friendly and were willing to trade items with the explorer but they did not like that Columbus wanted to claim their land for Spain. He took some of them as slaves.
- Neil Armstrong was the first man ever to walk on the Moon. As he stepped onto the Moon, he said, "That's one small step for man, one giant leap for mankind." On the 20 July 1969. Only 12 people have ever walked on the surface of the Moon.
- Armstrong brought back information and important scientific samples to help us to understand more about space.








What changes occurred in Britain from the Stone Age to the Iron Age?

Year 3

Key Questions to be answered during unit:

- Who were the first people to live in Britain?
- What was Skara Brae?
- When was farming invented?
- Is bronze better than stone?
- Why was Stonehenge built?
- Why did Iron replace bronze?
- What is a hillfort?
- Who were the druids?

Themes explored in Y3:

-  • Movement of tribes and people to hunt and gather
-  • Early weaponry developed with changes in materials – stone to bronze to iron.
-  • Hunter-gathering to farming the change in lifestyle. Development of settlements for farming, protection and shelter.
-  • Development of materials and metal work. Changing tools and building Stonehenge.
-  • Stonehenge/Druids -priests

Key vocabulary:

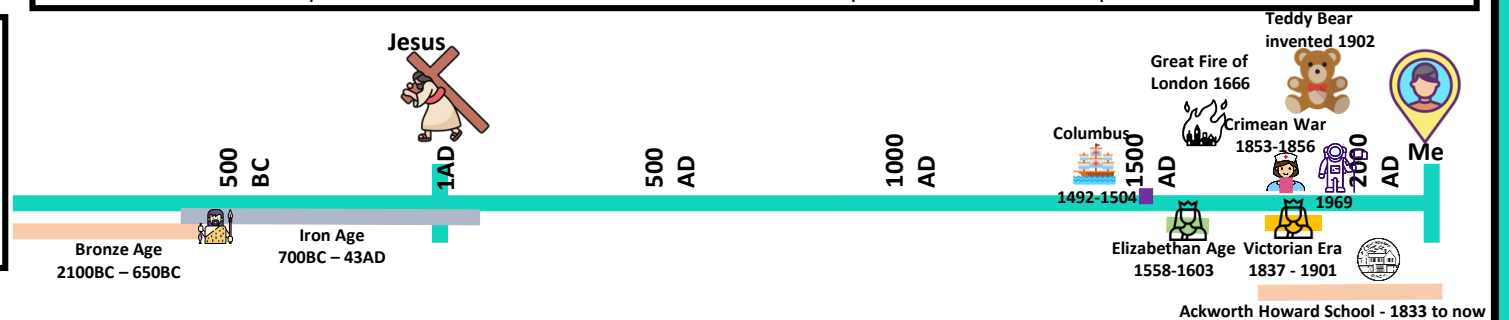
Prehistory, timeline, BC, AD, Mesolithic, Neolithic, Paleolithic, bronze, iron, stone, Bronze Age, Stone Age, Iron Age, sources, evidence, deduce, archaeologist, remains, settlement, monument, construct, tribe, extinct, sacrifice, hunter, gather, forage, agriculture, nomad, Druids, Celts, farmer, primitive, roundhouse, mystery, theory, hillfort, tin, copper

Prior Knowledge:

Pupils will know that history is the study of the past and understand what the past and present are. They will have explored life and homes comparing to their own today. They will have explored the Victorian Age (including Crimean War) and the evolution of transport through Christopher Columbus' explorations and Neil Armstrong's journey to space.

Key Knowledge:

- Prehistory is the time period before things were written down. Up to the year 43AD and it stretches far back in the past. We need to use sources that are not written (such as cave paintings and archaeological finds that need interpretation).
- AD stands for After Death, BC stands for Before Christ.
- The stone age hunters and gathers were the first humans recorded to live in Britain. They survived by hunting animals and finding something to eat. The stone age is divided into 3 periods: Palaeolithic Period, Mesolithic Period, and Neolithic Period. Hunters and gathers used tools to survive.
- Skara Brae is an amazing archaeological find on the isle of Orkney in Scotland where a group of early farmers would have lived. The amazing artefacts found give us an insight into what life was like in Britain during that time.
- Early humans had mastered the basics of how to survive and so the new Stone Age (Neolithic Age) began where farming was first invented.
- The Bronze Age started around 2100BC and ended around 650BC. Bronze is a mixture of (alloy) of tin and copper. Copper was mined by children and tools developed now a new material was developed to use.
- Stone Henge was built during the Bronze Age but no one is sure of its purpose and historians feel very frustrated about why it was built and how.
- The Iron Age lasted from 700 BC to the Roman Invasion of 43AD (The end of the prehistoric era).
- Hillforts were a way of enclosing a piece of land so that farming could be protected and controlled. Many people lived in hillforts. Britain was a violent place and Hillforts offered protection from clashing clans.
- The Druids were the priests of the Celts who were the one of the most powerful tribes in Europe at the time.








What do we know about the Ancient Egyptians?

Year 3

Key Questions to be answered during unit:

- When was Ancient Egypt?
- What was life like in Ancient Egypt?
- Why were rivers so important in Ancient Egypt?
- What did the Ancient Egyptians believe about death, religion and burials?
- Who ruled Ancient Egypt?
- Who was Tutankhamun?
- Was Howard Carter right to open the tomb?

Themes explored in Y3:

-  • Civilisations and Settlements (trade, transport and rivers)
-  • Egyptian Art, hieroglyphics and games. Society and location.
-  • Tutankhamun - Pharaohs (rulers)
-  • Building of the pyramids
-  • Mummification and Egyptians Gods

Key vocabulary:

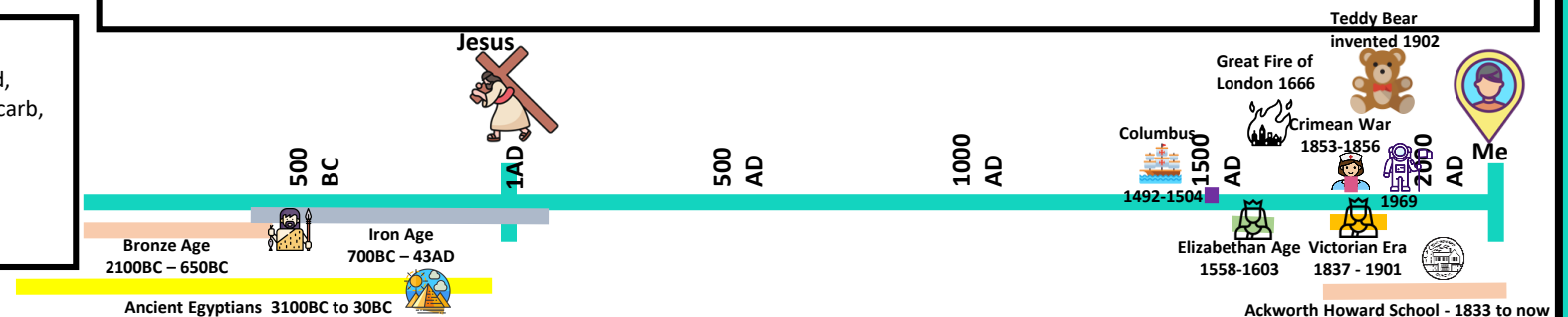
Civilisation, Egypt, BC/AD, ancient, Nile, irrigation, silt, flooding, pharaoh, pyramid, hieroglyphics, tomb, burial chamber, embalming, mummification, sarcophagus, scarab, sphinx, temple, amulet, papyrus, symbolism, canopic, artefacts, afterlife, Tutankhamun

Prior Knowledge:

Pupils will know that history is the study of the past and they will have explored the Victorian Age (including the Crimean War) and the evolution of transport through Christopher Columbus' explorations and Neil Armstrong's journey to space. They know of BC and AD. This year they have looked at how life changed from Stone Age to Iron Age and been introduced to prehistory.

Key Knowledge:

- Ancient civilisation refers specifically to the first settled and stable communities that became the basis for later states, nations, and empires. The six major ancient civilisations were: Ancient Egypt, Mesopotamia (Iraq and Iran), Indus Valley (Pakistan and Afghanistan), The Shang Dynasty (China), The Inca Empire (Mexico) and the The Maya Civilisation (Peru).
- Ancient Egypt is the time period from 3100BC to 30BC. It happened on a different continent but similar timescale to the Stone/Bronze/Iron Age.
- Egypt is the 'Gift of the Nile': fertile land in the middle of the desert for food, protection, transport and trade.
- That the first civilizations formed on the banks of rivers. Rivers were attractive locations for the first civilizations because they provided a steady supply of drinking water and made the land fertile for growing crops. Goods and people could be transported easily, and the people in these civilizations could fish and hunt the animals that came to drink water.
- Houses would have been built of mud-bricks with floors made from earth. Often the food you ate depended on your class. Richer people (like priests and pharaohs) ate meat, eggs, figs and grapes. Poorer people, like farmers, ate bread and onions. Everyone loved garlic.
- The ancient Egyptians' attitude towards death was influenced by their belief in immortality. They regarded death as a temporary interruption, rather than the end of life. To ensure the continuity of life after death, people paid homage to the gods, both during and after their life on earth. When they died, they were mummified so the soul would return to the body, giving it breath and life. Important rituals were performed during mummification in order to ensure the passing through to the afterlife.









Why did Britain build an empire in Africa?

Year 3

Key Questions to be answered during unit:

- What is an empire?
- Why did Britain want an Empire?
- How did Britain benefit from having an Empire?
- What was the Scramble for Africa?
- What caused the Second Boer War?
- Was the British Empire good or bad?

Themes explored in Y3:

-  • Migration of people to the UK and Europe, colonisation, trade
-  • Scramble for Africa – The Boer Wars
-  • Slavery, infrastructure, language, religion
-  • Empire – a single monarch, leader of a group of states or countries.
-  • Railways, infrastructure, ports, roads, education
-  • Spreading religions through empires

Key vocabulary:

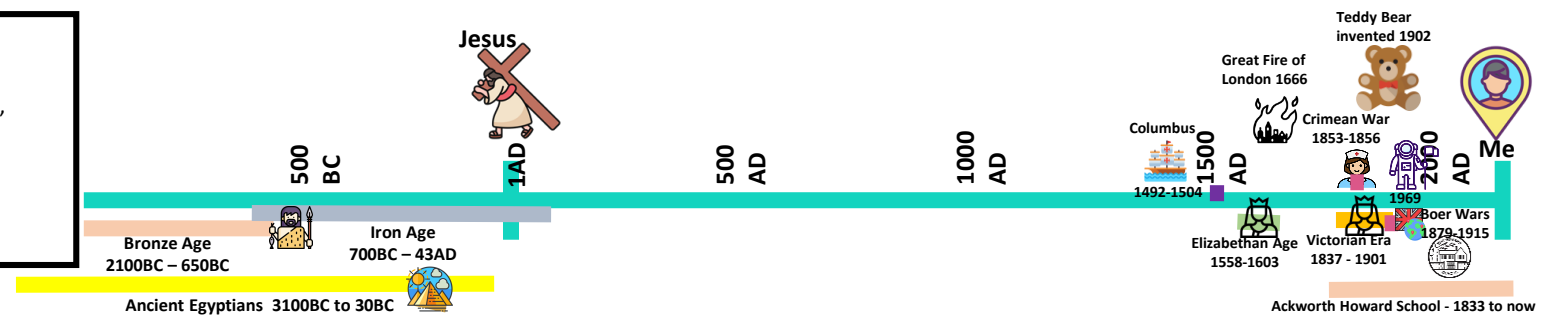
Empire, Africa, colony, colonisation, trade, empress, Commonwealth, immigrant, imperialism, power, religion, adventure, ambition, ports. Infrastructure, language, culture, democracy, Boer War, materials, natural resources, slavery

Prior Knowledge:

Pupils will know that history is the study of the past and they will have explored the Victorian Age (including the Crimean War), in Year 1 pupil will have learned about how materials change during a study of toys and life during the Victorian Age. In Year 2, they learnt about exploration, travel and indigenous people through the study of Christopher Columbus and Neil Armstrong.

Key Knowledge:

- An empire is a group of states or countries ruled over by a single monarch, leader or group.
- During the nineteenth century (1800-1899), the British Empire grew at a rapid rate, and Britain was seen as the World's unrivalled superpower. By 1900, British rule stretched over one-quarter of the world's landmass, and governed one fifth of the world's population. The British Empire was known as 'the Empire on which the sun never set.'
- Having an Empire was beneficial for countries. Some of the benefits to Empires were trade, power, religion, ambition, adventure and ports. Britain used its Empire to become one of the richest empires in the World.
- Infrastructure, language, culture, democracy, Commonwealth, Law and Order and Education were all benefits of the Empire that both Britain and its colonies benefitted from.
- The Scramble for Africa was the competition between different European empires to take over as much land in Africa (1880-1914). In the late 1870s, Belgium and Portugal began to make moves in Africa. Other countries joined in as they feared they would lose out on the land. The scramble was born. The rules for the Scramble were laid down at the Berlin Conference (1884-1885). Countries who controlled a part of the coast could move inland and take over the next part of Africa without having to fight other European countries. Africa was seen as a great place to take over as they were rich in minerals like golds and diamonds.
- The Boer Wars were a series of battles between the British Army and Boer Farmers (who were descended from Dutch settlers). The battles took place between 1879 and 1915. The Boer War was seen as one of the most shameful episodes in British Empire.









What legacy did the Anglo-Saxons, Scots and Viking invasions have on Britain?

Year 4

Key Questions to be answered during unit:

- Who were the Anglo-Saxons?
- Who were the Vikings?
- Was it fair for King Ethelred to be called 'The Unready'?
- How did the way Britain was ruled in the Anglo Saxon and Viking times shape Britain?
- What did the Anglo-Saxons and Vikings value?
- Were the Anglo-Saxons and Vikings fair in their choice of punishments?

Themes explored in Y4:

-  • Invaders, settlers and settlements
-  • Anglo-Saxon invasions, Vikings raids and invasions
-  • Taxation
-  • Anglo-Saxon Kings – rule of descendants
-  • Longboats
-  • Christianity, paganism, monasteries

Key vocabulary:

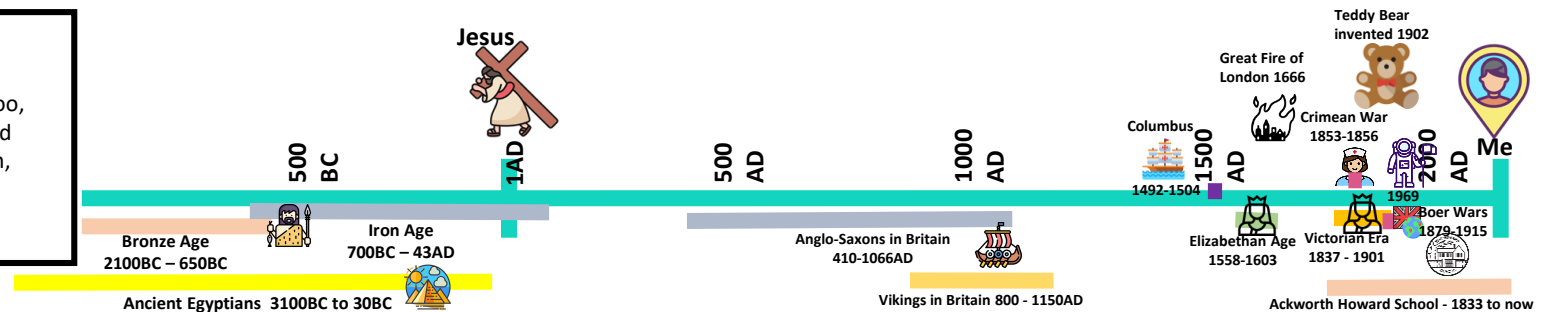
Invasion, invaders, settlement, settlers, tribe, Jutes, Saxons, Danegeld, hostage, succession, monarchy, merchant, runes, descendant, settlement, trade, Sutton Hoo, Lindisfarne, Pagan, St Augustine, King Ethelred, King Arthur, Cnut the Great, Harald Hadrada, Eric Bloodaxe. Anglo-Saxon, Vikings, Middle Ages, monastery, Paganism, Christianity, Tax, Taxation, longboats

Prior Knowledge:

Children learnt about Monarchs including Queen Victoria and the current monarch. Children have learnt a chronological history of early Britain including how life developed from the Stone Age to Iron Age, and how the Romans invaded Britain (including looking at their impact). They have contrasted this idea of civilisation with a particular focus on the Ancient Egyptians.

Key Knowledge:

- Tribes (including Jutes, Saxons, Angles, Picts and Scots) came to Britain to invade and settle for many different reasons (push and pull factors).
- The Anglo-Saxons were a cultural group who inhabited England in the Early Middle Ages. They traced their origins to settlers who came to Britain from mainland Europe in the 5th century.
- Viking, also called Norseman or Northman, were members of the Scandinavian seafaring warriors who raided and colonized wide areas of Europe from the 9th to the 11th century. They mainly arrived from Norway and Denmark (thanks to unique technology of longboats/being excellent sailors).
- Lindisfarne was a monastery which was raided by the Vikings. These raids took place before Vikings invaded and settled. Lindisfarne is the monastery in which St Cuthbert was a monk, before his body was transported around the North of England and visiting Ackworth. They moved him to flee from the Viking invaders.
- The seven Anglo-Saxon Kingdoms (650-800AD); influenced Britain with place names and how Britain was ruled by Kings.
- Danegeld was a tax raised to pay tribute or protection money to the Viking raiders to save a land from being ravaged.
- Early Anglo-Saxons practised a religion called paganism but the message of Christianity spread among the people. Legacy of pagan beliefs (e.g. days of the week)
- Artefacts from sites such as Sutton Hoo helped historians understand Anglo-Saxons but still leave questions.



How significant was Nelson Mandela in abolishing Apartheid?

Year 4

Key Questions to be answered during unit:

- What was the apartheid?
- What does it mean to discriminate?
- Who was Nelson Mandela?
- What did Nelson Mandela achieve?
- How did Nelson Mandela's actions affect South Africa?
- How did the apartheid affect relationships between races?

Themes explored in Y4:



- Segregation of people
- Segregation of people, discrimination, freedom of speech, civil rights, human rights
- Presidents and political parties

Key vocabulary:

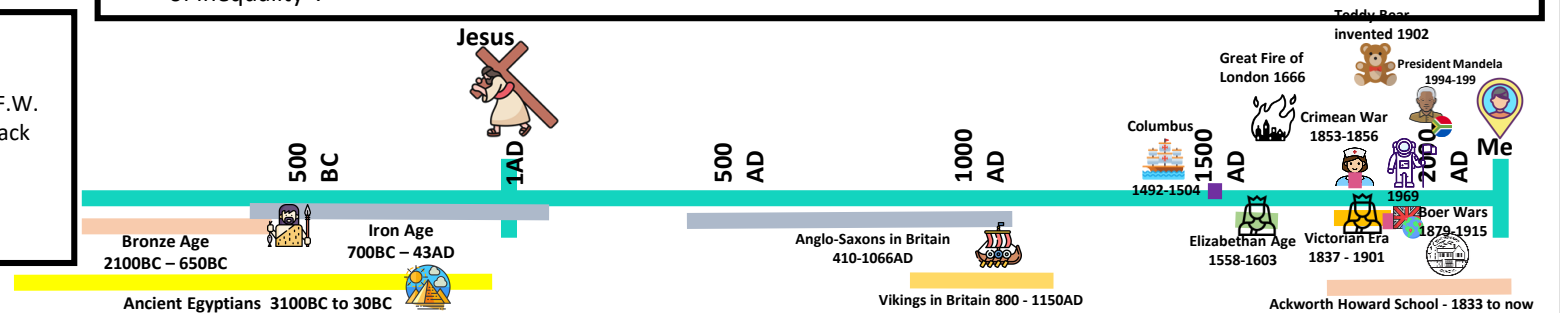
Privilege, race, segregation, discrimination, human rights, government, racism, partitioning, conflict, abolished, inter-race relations, apartheid, Nelson Mandela, F.W. De Klerk, President, government, politics, protest, Civil Rights, religion, gender, Black Lives Matter

Prior Knowledge:

Children have learnt about Mary Seacole and the discrimination of black people in history. In Year 3 children looked at the Scramble for Africa and the impact of Empires expansion during the nineteenth century. This included a look at the British expansion in South Africa and the Boer Wars.

Key Knowledge:

- Apartheid means 'apartness' in Afrikaans language. Apartheid was the system of legislation segregated and discriminated non-white citizens of South Africa. After the National Party gained power in South Africa in 1948, its all-white government immediately began enforcing existing policies of racial segregation. Contact between people with white skin and black skin would be limited.
- Discrimination means being treated badly or unfairly based on a personal characteristic. People can be discriminated against for their gender, skin colour, beliefs etc. The Civil Right Act was introduced in 1964 and ended segregation in public places and banned employment discrimination on the basis of race, colour, religion, gender or national origin. It is considered one of the biggest achievements of the Civil Rights Movement.
- Nelson Mandela was sent to a school where he was made to change his name to an English name so the teachers could find it easier to pronounce. He began to be more politically aware after he ran away to Johannesburg. Mandela was imprisoned for 27 years for working against the government. He became the President of South Africa in 1994 to 1999.
- He established the Truth and Reconciliation Commission, providing a safe place to investigate past human rights abuses, avoiding civil war and bloodshed. He established measures to combat poverty and expand healthcare services. He became a global symbol of peace-making, after he won the Nobel Peace Prize with F.W. De Klerk. He used sports to bring the racially divided country together. Mandela used the country's love for rugby as a way to unite blacks and whites in the racially divided country. He maintained his dignity and humour, even through the bad times of his life and became a beacon of hope. He established the Commission for Gender Equality, as he wanted to create a "society free from gender oppression and all forms of inequality".



What influence did the Roman Empire have on Britain?

Year 4

Key Questions to be answered during unit:

- Why did Julius Caesar want to invade Britain?
- Why did Emperor Claudius invade Britain?
- Why did Boudica stand up to the Romans?
- How can we explain the power of the Roman Army during the height of the empire?
- What can we tell about Roman life from sources?
- How far did Romans change the lives of people living in the Britain after the conquest?

Themes explored in Y4:

-  • The Roman Empire
-  • The Roman Army, Boudica
-  • Myths and Legends
-  • Emperors
-  • Weaponry
- 

Key vocabulary:

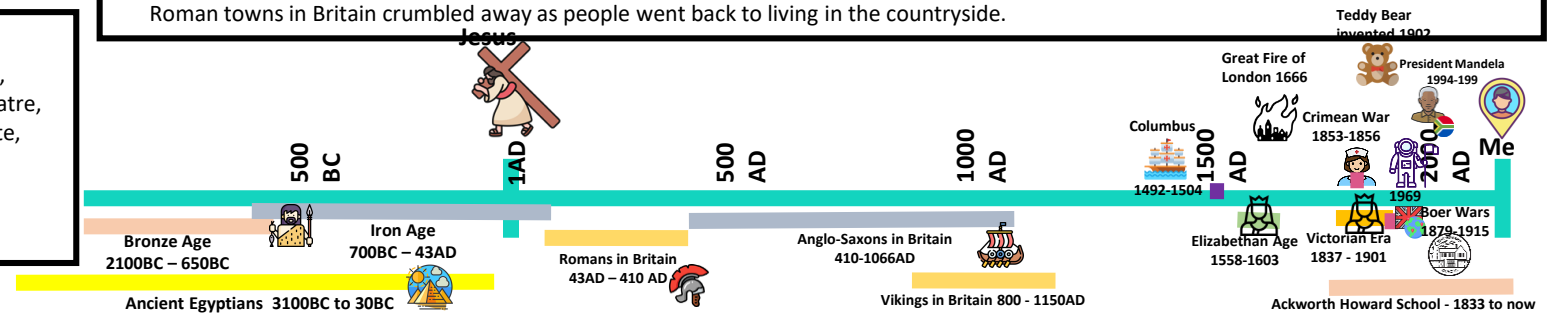
Empire, emperor, conquer, conquest, senate, republic, legionary, centurion, ruler, betrayal, politician, celts, aqueduct, invasion, resistance, romanisation, amphitheatre, tribe, settlements, hillfort, natural resources, peasant, slaves, Governor, city state, empire, republic, Julius Ceaser, Emperor Cladius, Queen Boudicca, army, military, Emperor Honorius

Prior Knowledge:

Pupils will know that History is the study of the past and understand what the past and present are. They will have explored the Victorian Age and the evolution of transport through a study of the local area and Neil Armstrong's journey to space. Children have learnt about the beginning of civilisations including Ancient Egypt and Ancient Britain during the Stone, Bronze and Iron Age. Children have explored the idea of Empire through a study of 'The British Empire'.

Key Knowledge:

- Caesar invaded Britain in 55 BCE and 54 BCE. He invaded to stop Britons supporting Gaul during the Gallic Wars, and to enhance his own reputation. Caesar first claimed that he invaded Britain as self defence! His invasion was technically illegal, but the Senate granted him 20 days of thanksgiving. His 55 BCE invasion failed due to bad weather and sea conditions. In 54 BCE, Caesar was better prepared and managed to cross the River Thames. There were also personal reasons for Julius Caesar's invasion of Britain: he had heard that the British Isles were known for 'gold and silver and other metals'.
- Claudius was under intense pressure as a new emperor. His predecessor, Caligula, was thought to be mad and had made some questionable decisions, so Claudius had to prove that he was a better emperor. His strong and tremendously large army quickly conquered the South East of Britain and eleven local tribes surrendered to him. They then successfully invaded Camulodunum, the enemy capital. However, it took many decades until all of England was under Roman rule as the tribes kept on fighting. Claudius was better prepared than Julius Caesar before him. He assembled a massive army of 40,000 men with War Elephants & War Machines. Claudius stayed in Britain for a grand total of 16 days before returning to Rome. His work was done, he had, through his military victory, made it clear he was a competent Emperor. So, Claudius left but the Roman army were here to stay. They conquered the majority of England and Wales and didn't leave until 410AD!
- In AD 60, Queen Boudicca of the Iceni Tribe led an uprising against the Romans. When Boudicca's husband, Prasutagus, died, he left his territory to the Romans and to his two daughters. When the Roman's invaded, they looted and settled in parts of this kingdom, making it difficult for locals. Boudicca had had enough! She began to lead an uprising (rebellion) against the Roman soldiers. The huge Roman armies were focused fighting elsewhere, so the Iceni tribe reeked havoc in Colchester and London. To escape capture, it is thought that Boudicca drank poison.
- In AD410, the Roman Emperor Honorius sent a goodbye letter to the people of Britain. He wrote, "fight bravely and defend your lives...you are on your own now". The city of Rome was under attack and the empire was falling apart, so the Romans had to leave to take care of matters back home. After they left, the country fell into chaos. Native tribes and foreign invaders battled each other for power. Many of the Roman towns in Britain crumbled away as people went back to living in the countryside.



How did the Ancient Civilisation of Benin develop?

Year 5

Key Questions to be answered during unit:

- How did the Kingdom of Benin begin?
- What was life like in the Kingdom of Benin?
- How was the government structured in the Kingdom of Benin?
- How did the Kingdom grow?
- What did the Kingdom of Benin have to offer?
- Who did the Benin trade with?
- How did European colonization affect Benin?
- What happened to the Kingdom of Benin?

Themes explored in Y5:

- Colonisation of British Empire, settlements near rainforest
- Punative Expedition, looting
- Oba and Ogisos, Mother of the Oba
- Kings of Benin (Oba and Ogisos), Monarchy of other nations.
- Development of brass, bronzes, trade

Key vocabulary:

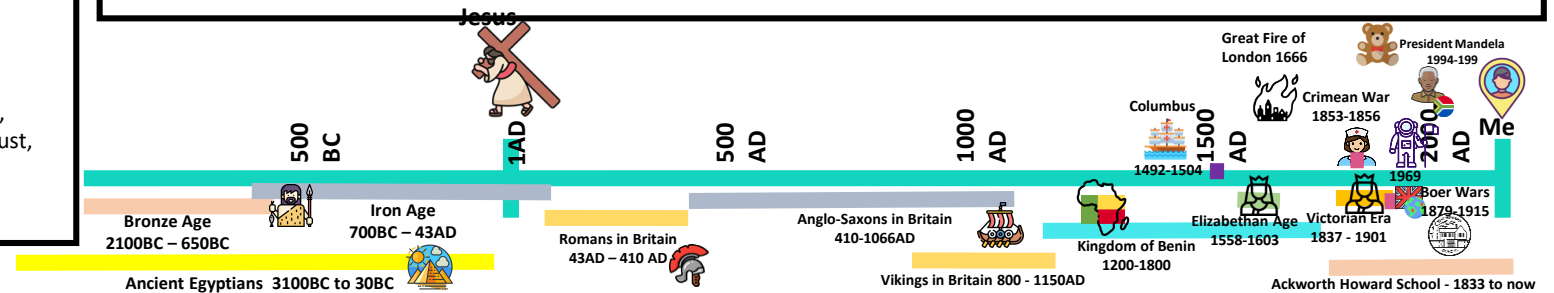
Slavery, slave trade, civil rights, repatriation, archaeology, indigenous, looting, abolition, dynasty, primitive, Empire, British Empire, trade, oracle, sacrifice, conglomerat, Ogiso, Igodomigdo, bronze, brass, artefact, trading, oral storytelling, guild, trade, trading, craftsmen, goods, plantain, ivory, empire, plaque, manilla, bust, clapper bell, primitive, legacy, golden age, invasion, colonial, decline

Prior Knowledge:

Children have learnt about the achievements of earliest civilisations (with a depth study of Egyptians). They have explored the importance of trade to civilisations and colonisation. Through the study of British Empire children have learnt about European expansion through Africa, including 'The Scramble for Africa'. Pupils have an understanding of rules around monarchy.

Key Knowledge:

- Located in modern day Nigeria, formed around 900AD when small villages joined to become conglomerates. At first, they lived in small family groups, but gradually these groups developed into a kingdom. The kingdom was called Igodomigodo. It was ruled by a series of kings, known as Ogisos, which means 'rulers of the sky'.
- Early leaders were called Ogiso and early building projects included The Benin Moat.
- In the 1100s the Ogisos lost control of their kingdom. The Edo people feared that their country would fall into chaos, so they asked their neighbour, the King of Ife, for help. The king sent his son Prince Oranmiyan to restore peace to the Edo kingdom. Oranmiyan chose his son Eweka to be the first Oba of Benin. An Oba was a ruler. By the 1400s Benin was a wealthy kingdom. The Obas lived in beautiful palaces decorated with shining brass.
- There are no written accounts of early Benin. This puts a huge importance on storytelling for beliefs/values/cultures.
- After Ogiso came Obas, in charge of the army, trading and commerce. He was treated like God. Many artefacts show Obas' power. Many jobs, trades and guilds. Aretfacts exist inc. bronze plaques, manilla, busts and clapper bells. Art is highly symbolic and historians have tried to 'read' artefacts.
- Around 1440, Ewuare became the new Oba of Benin. He built up an army. He also rebuilt Benin City and the royal palace. Oba Ewuare was the first of five great warrior kings. Find out more about them below.
- By the 1800s, the kingdom of Benin began to lose power. Benin was also under threat from Britain who wanted to gain control of Benin's rich natural resources (palm oil and rubber). The Oba tried to stop all contact with Britain, but the British insisted on their right to trade. In 1897, a group of British officials tried to visit Benin. They were sent away because the Oba was busy with a religious ceremony, but they decided to visit anyway. As they approached the borders of Benin, a group of warriors drove them back and several British men were killed. This attack made the British furious. They sent over a thousand soldiers to invade Benin. Benin City was burnt to the ground and the kingdom of Benin became part of the British Empire.









What legacy did the Industrial Revolution leave on Britain?

Year 5

Key Questions to be answered during unit:

- What was the Industrial Revolution?
- How was cotton spinning mechanized and why was this so significant?
- Why was the steam engine so important?
- What were the most important materials in the Industrial Revolution?
- What impact did canals have on trade and transport in Britain?
- What was the role of women during the Industrial Revolution?

Themes explored in Y5:

- 
 • Urbanisation – cottage to city living
- 

 • Living conditions, jobs, role of women, salary, Education Act
- 


 • Steam Engine, Factories, Canals, coal mining

Key vocabulary:

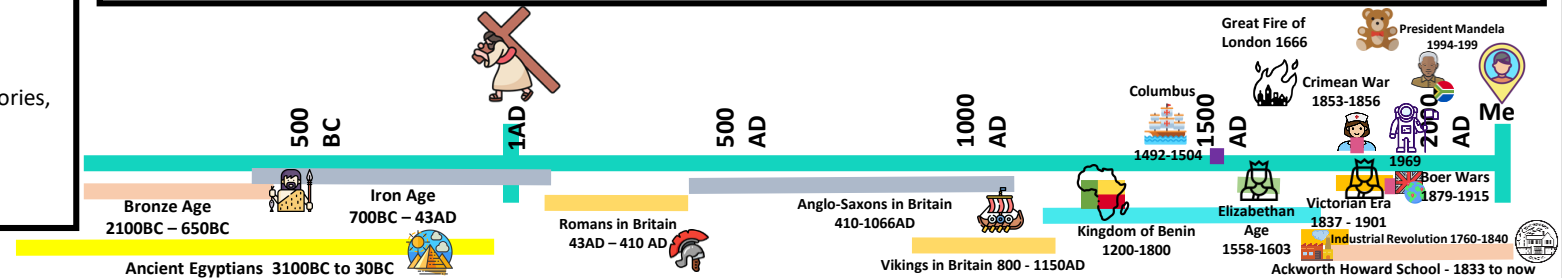
Industry, technology, science, mechanise, Cottonpolis, piston, rotary, furnace, smelting, coalfield, coalmine, packhorse, aqueduct, locomotive, mass production, urbanisation, Samuel Crompton, John Kay, Richard Arkwright, steam engine, factories, James Watt, coal, iron, canals, transportation,

Prior Knowledge:

Pupils will know that History is the study of the past and understand what the past and present are. They will have explored the Victorian Age and the evolution of transport through a study of the local area and Neil Armstrong's journey to space., Christopher Columbus' explorations, Viking longboats and Empire legacy on infrastructure. Children have learnt about the importance of trade in the units of British Empire, Benin and Anglo-Saxons.

Key Knowledge:

- The Industrial Revolution began around 1760. It led to many of the biggest changes of the Victorian era. The Industrial Revolution is the name for a time of great change in industry, technology and science. Energy, technology, work, transport and engineering. It ended around 1840.
- Before the coming of the machines the spinning used to be done on the spinning wheels by the women whose husbands wove the thread on the wooden looms set up in the kitchens. The first step in the revolution was the invention of the fly shuttle by John Kay in 1733. Other key names include James Hargreaves, Samuel Crompton and Richard Arkwright. This improved the speed of production and therefore the amount that could be produced. This led to the establishment of factories throughout Britain and Britain being the first country to industrialize.
- The steam engine was one of the most important inventions of the Industrial Revolution and perhaps one of the most important inventions in human history. Steam engines were used in all sorts of applications including factories, mines, locomotives, and steamboats. Steam engines use hot steam from boiling water to drive a piston (or pistons) back and forth. The movement of the piston was then used to power a machine or turn a wheel. To create the steam, most steam engines heated the water by burning coal. The first useful steam engine was invented by Thomas Newcomen in 1712. The Newcomen engine was used to pump water out of mines. Steam power really took off with improvements made by James Watt in 1778. The Watt steam engine improved the efficiency of steam engines considerably. His engines could be smaller and use less coal. By the early 1800s, Watt steam engines were used in factories throughout England. The unit of power (the Watt) was named after inventor James Watt. Large steam engines were used in factories and mills to power machines of all types. Smaller steam engines were used in transportation including trains and steamboats.
- Britain had large and accessible supplies of coal and iron - two of the most important raw materials used to produce the goods for the early Industrial Revolution. Also available was water power to fuel the new machines, harbours for its merchant ships, and rivers for inland transportation.
- The invention of canals completely revolutionized Britain and was a major factor in the Industrialization of the country. Goods were able to be transported all across the country - quickly, cheaply and easily. People could now produce goods on a larger scale and ship them to far away towns. The benefits of canals outweighed the price of building them, and soon they were everywhere. More jobs appeared, there were more markets opening and much more goods being produced. The working man had the opportunity to expand his business into an industry. Canals created new ways of raising capital, as most canals were built by stock companies. Once the canals could sell shares, and buy land brought in widespread investment. Sea ports could connect to inland trade, and goods were being transported all over Britain, and the price of coal was halved, all due to the development of canals.
- Working conditions were often unsanitary and the work dangerous. Education suffered because of the demands of work. Home life suffered as women were faced with the double burden of factory work followed by domestic chores and child care. Men assumed supervisory roles over women and received higher wages. Unsupervised young women away from home generated societal fears over their fate.



Why was World War One so significant to British People?

Year 5

Key Questions to be answered during unit:

- Why did World War 1 begin?
- What was life like for soldiers during the first World War?
- How was propaganda used in World War One?
- How did women play an important role in World War One?
- What was life like living through WW1?
- What happened at the Battle of Somme?
- What legacies have World War One soldiers left?

Themes explored in Y5:



- World War One – Battle of Somme
- Life of soldiers, propaganda
- Assassination of Franz Ferdinand
- Trench warfare, weaponry and aircraft

Key vocabulary:

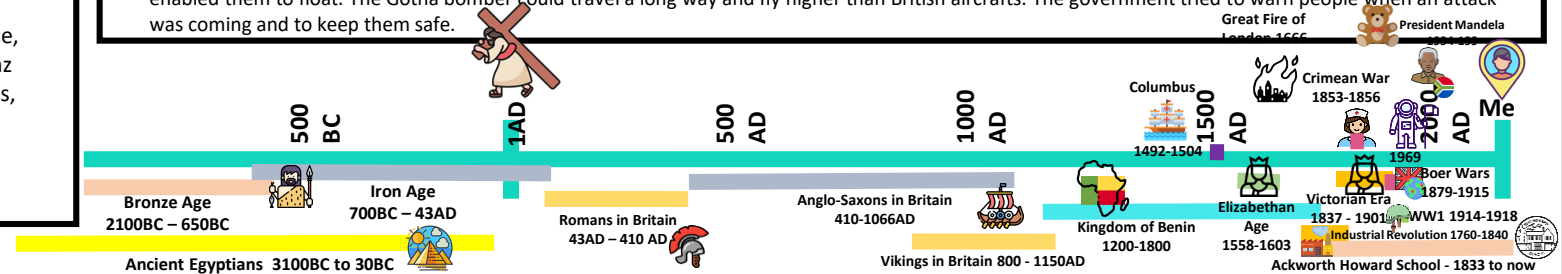
Rifle, treaty, allies, enemy, artillery, trenches, no man's land, assassinate, armistice, empire, propaganda, nationalism, imperialism, neutrality, military, Archduke Franz Ferdinand, invasion, allies, triple entente, neutral, truce, Marie Curie, Flora Sandes, Gabrielle Petit, raid, Zeppelins, sacrifices, soldiers

Prior Knowledge:

Children have studied invasions in Britain from the Vikings and Romans. They will have an understanding of the earliest civilisations and their contributions to our modern living. They will be familiar with local history and accounts from their grandparents/parents of their childhood. They have looked at the lives of children across various historical periods and cultures.

Key Knowledge:

- On 4 August 1914, Britain declared war on Germany. The war was fought between: The Triple Alliance: Germany, Austria-Hungary and their allies, and The Triple Entente: Great Britain, France and Russia. Great Britain, Germany, Austria-Hungary and Russia all ruled many countries (colonies) across the world. They wanted to keep their empires strong and saw other countries taking over new territories as a threat.
- When Germany and Austria-Hungary took control of small countries like Bosnia and Morocco, the rest of the world thought they were being aggressive. Many countries had made alliances with one other. They agreed to protect each other. If one was attacked, the others would defend them.
- On 28 June 1914, Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary, was shot and killed by a Serbian man who thought Serbia should control Bosnia instead of Austria. Because its leader had been shot, Austria-Hungary declared war on Serbia. As a result: Russia got involved because Russia had an alliance with Serbia. Germany then declared war on Russia because Germany had an alliance with Austria-Hungary. Britain declared war on Germany because of its invasion of neutral Belgium. Britain had agreements to protect both Belgium and France.
- Trenches were long, narrow ditches dug into the ground where soldiers lived. They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop medical problems such as trench foot. There were many lines of German trenches on one side and many lines of Allied trenches on the other. In the middle was no man's land, which soldiers crossed to attack the other side.
- Propaganda is used to try to make people think a certain way. Stories about bad things the Germans had done were told to make people angry and frightened so everyone would want Britain to beat them in the war. But many tales were untrue and Germany told the same stories about Britain. The government needed to recruit lots of soldiers and wanted people to support them. Posters were printed that made the army look exciting. Other posters told men it was their duty to join, that they would feel proud if they did and guilty or embarrassed if they didn't join.
- Women were not allowed to fight as soldiers in World War One. So they found other ways to help on the front line. By 1917 the Army was running short of men. The War Office realised that some front line jobs which did not involve fighting were being done by men. They decided that women could do these jobs instead. Women learnt new skills and some worked as doctors, mechanics and in other jobs which would have been unthinkable before the war. They experience independence that they had not known before. Marie Curie, Flora Sandes and Gabrielle Petit are well known heroic women for how they helped soldiers.
- Air raids were common. Britain was attacked from the sky for the first time, early in 1915. No one expected air raids, so when German airships first flew over Britain, the country was unprepared. The bombs were not accurate but they still caused injury and damage. In times to come, whistles would sound the alarm and people learnt to run for cover in the Underground or at home in cellars. German airships were called Zeppelins. Large bags filled with hydrogen gas enabled them to float. The Gotha bomber could travel a long way and fly higher than British aircrafts. The government tried to warn people when an attack was coming and to keep them safe.



How were the lives of British and Jews people impacted by World War Two?

Year 6

Key Questions to be answered during unit:

- How did the Treaty of Versailles end WW1 and start WW2? Why another World War?
- Who were the Nazis?
- Why did the start of WW2 force Hitler to deport Jews to Poland?
- What effect did the war have on people's lives in Great Britain?
- Who were the 6 million?
- What was the impact of the holocaust?
- Did ordinary people do enough during the resistance?
- Did life return to normal following the holocaust?
- Why did Germany lose the Battle of Britain?
- What was the social impact of WW2 on Great Britain?

Themes explored in Y6:

- Evacuations, Concentration Camps, Kindertransport
- World War Two, The Blitz, Holocaust
- The Blitz, Persecution of Jews, Holocaust, Evacuation, Propaganda
- Democracy, Fascism, Communism
- Weaponry and aircraft

Key vocabulary:

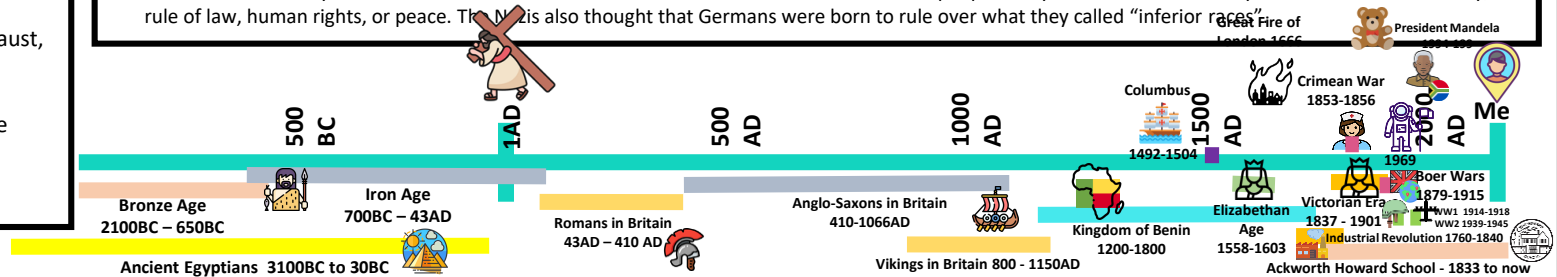
Evacuees, allies, axis powers, surrender, propaganda, ration, blackout, blitz, holocaust, genocide, Nazi, concentration camp, civilians, German Workers Party, Great Depression, Treaty of Versailles, Paris Peace Conference, Democracy, Fascism, Communism, Adolf Hitler, Kinder transport, expansion, resistance, social, armistice

Prior Knowledge:

Children have studied invasions in Britain from the Vikings and Romans. They will have an understanding of the earliest civilisations and their contributions to our modern living. They will be familiar with local history and accounts from their grandparents/parents of their childhood. They have looked at the lives of children across various historical periods and cultures. In year 5 they studied World War one, its origins, ending and impact on people.

Key Knowledge:

- The Treaty of Versailles was one of the most hated peace treaties in history and blamed Germany as the cause for WW1.
- Leaders couldn't decide whether it was fair that Germany was punished by having land, resources and military taken from them, or whether they weren't punished harshly enough. The negotiations regarding the Treaty of Versailles were dominated by the 3 countries: France, USA and Great Britain. Germany felt humiliated and found a new sense of pride when their new leader, Adolf Hitler, took power.
- The Second World War was started by Germany in an unprovoked attack on Poland. Britain and France declared war on Germany after Hitler had refused to abort his invasion of Poland. The Nazi Party was a political group that ruled Germany between 1933 and 1945. Under Adolf Hitler's leadership, the Nazi's actions contributed to the start of World War II. They also carried out the Holocaust—the murder of about 6 million Jewish people. They believed that Germany had no use for democracy, rule of law, human rights, or peace. The Nazis also thought that Germans were born to rule over what they called "inferior races". About the reasoning behind the blackout (1st September 1939, two days before the outbreak of war) and how this affected people.
- That the Blitz was heavy and frequent bombing attacks on London and other cities night after night, from September 1940 until May 1941. That children were evacuated from the cities and separated from their families to keep them safe. That Nazi strategy had concentrated on getting Jews to leave the Reich but when war broke out in September 1939 a different plan emerged. The SS had started to develop plans to deport Jews to newly invaded Poland: the first steps towards the systematic murder that would follow. In Poland itself, thousands of Poles and Jews were rounded up and shot. Alongside this, Hitler approved a new programme of euthanasia to exterminate the handicapped and mentally ill.
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Was the Tudor period a stable period in British History?

Year 6

Key Questions to be answered during unit:

- How did the Tudor reign begin?
- What were the Tudor Monarchs known for?
- Why did Henry VIII initiate the English reformation?
- What was society like in Tudor England?
- How stable was the Tudor period?
- Why was the Elizabethan era a triumph?

Themes explored in Y6:



- Spanish Armada
- Life in Tudor Times, Social Hierarchy, farming
- British Monarchy
- Reformation, The Pope, Church of England, Catholicism, Protestantism

Key vocabulary:

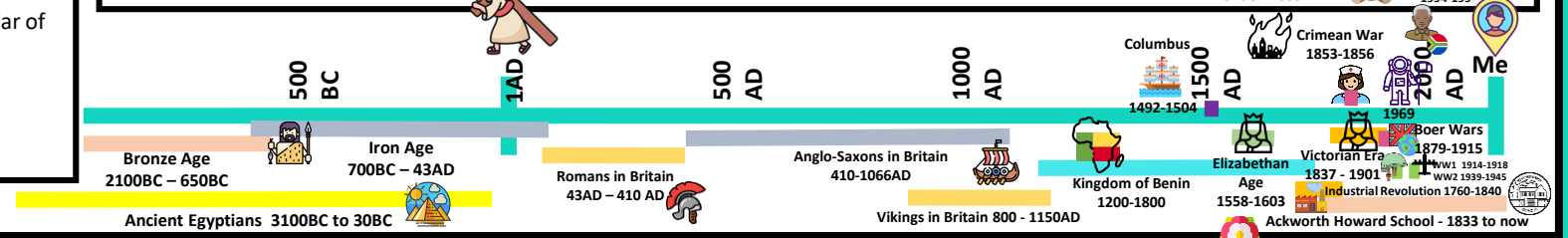
Annul, armada, Battle of Bosworth, Catholic, Church of England, heir, Protestant, reign, succeed, treason, Tudor Rose, tyrant, House of York, House of Lancaster, War of the Roses, Henry Tudor (Henry VII), Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I, reformation, dynasty, hierarchy, social

Prior Knowledge:

Children have studied the reigns of Queen Elizabeth I and Queen Victoria. They compared lives and changes in society looking at monarchy, its descendant rules and life in Victorian times. Through the studies of British Empire they have discussed the benefits of expansion and looked at religion in ancient civilisations, such as Benin and Ancient Egypt. Through the unit of The Great Fire of London pupils have observed hierarchies and peasants.

Key Knowledge:

- The dynasty started when Henry Tudor defeated Richard III at the Battle of Bosworth Field. This was the final stage of the Wars of the Roses and made him King Henry VII of England. The Tudor period lasted 22 August 1485 – 24 March 1603. Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I and Elizabeth I were the monarchs during the Tudor time. Henry VII is known for successfully ending the War of the Roses between the houses of Lancaster and York and for founding the Tudor dynasty. Henry VIII brought his nation into the Protestant Reformation. He famously married a series of six wives in his search for political alliance, marital bliss and a healthy male heir. Edward VI was King Henry VIII's only legitimate son. He was crowned king at 9.
- Henry VIII started the English Reformation in order to divorce his first wife, Catherine of Aragon. The pope turned down the divorce request in order to avoid angering Charles V, the Holy Roman Emperor. The Catholic Church also did not look upon divorce favourably. Henry VIII divorced Catherine anyway and set up his own church, the Church of England. It had many of the same ceremonies as the Catholic Church, but the money stayed in England. Henry VIII used this break with the Pope to seize monasteries. He gave his state church favoured status and took over monasteries and parishes. He used the money to enrich the Crown.
- The average life expectancy was just 35 years. Tudor England was a farming society. Over 90 % of the population lived in small villages and made their living from farming. Under Tudor rule England became a more peaceful and richer place. Towns grew larger and the mining of coal, tin and lead became very popular. As England grew more and more prosperous life for the well off became more and more comfortable. Upper class and middle class people benefited from the growing wealth of the country. However, for the poor in Tudor England life did not improve. Tudor society was divided into four broad groups. At the top were the nobility who owned huge amounts of land. Below them were the gentry and rich merchants. Below the gentry were yeomen and craftsmen. Yeomen owned their own land. They could be as wealthy as gentlemen but they worked alongside their men. Below the yeomen were the tenant farmers who leased their land from the rich. There were also wage labourers. They were often illiterate and very poor. In Tudor Times prison was seldom used as a punishment. Instead, people were held in prison until trial then the prisoner was given a physical punishment. Tudor punishments were simple but harsh like flogging. Minor crimes were also punished by the pillory or the stocks. More serious crimes were punished by death. Beheading was reserved for the wealthy. Ordinary people were usually hanged.
- Henry VIII's will established that Edward VI's uncle, Edward Seymour, should be delegated the Regency Council's power. He awarded himself the title of Duke of Somerset and Lord Protector. He governed largely with members of his own household so he had more control. The public's acceptance of some of his key ideas was uncertain. He called for an 'obedience' order to be read in parish churches. He created enemies through his dictatorial manner. His policies failed which weakened his position of power and caused rebellions. In October 1549, he was arrested and succeeded by John Dudley who became Duke of Northumberland. Edward's health declined in 1553 and there were issues with the succession; should Mary succeed him then Catholicism would be restored and Northumberland would be ruined. Edward's difficult relations with foreign powers proved costly financially and politically.








How did the Ancient Greek civilisation influence the modern world?

Year 6

Key Questions to be answered during unit:

- When and where did the Ancient Greek civilization exist?
- Who was Alexander the Great? How was the Greek Empire created?
- Athens or Sparta?
- How did tiny Athens beat mighty Persia at Marathon?
- What did the Ancient Greeks believe?
- What is the Ancient Greek Empire's legacy?

Themes explored in Y6:

-  • Hellenisation / Marathon
-  • Alexander the Great's Empire – Battle of Marathon – Battle of Athens and Sparta
-  • Daily life of Athens and Sparta - comparison
-  • Birth of democracy, tyranny, monarchy, oligarchy
-  • Gods and Goddesses

Key vocabulary:

Legacy, protection, trade, travel, law, city-states, conquer, rule, soplite, phalanx, tactics, empire, gods, goddesses, Hellenisation, culture, festival, army, tactics, democracy, acropolis, Parthenon, marathon, Olympics, citizen, philosopher, tyranny, oligarchy, mythology, oracle

Prior Knowledge:

Children have explored a chronological history of early Britain including how life developed from the Stone Age to 1066. They have contrasted this with Ancient Egyptian civilisation. Children have looked at migration through history, from Empire and colonisation to urbanisation in the Industrial revolution and the requirements of settlements in ancient civilisations.

Key Knowledge:

- Ancient Greece is considered the birth place of Western civilisation. Ancient Greece covers: the Archaic Period (800BC – 480BC) before the beginning of democracy in Athens; the Classical period (480BC – 323BC) which flourished during the 5th to 4th centuries BC; the Hellenistic Period (323BC – 31BC) between Alexander the Great and the Roman conquest. Classical Greek culture had a powerful influence on the Roman Empire and consequently on much of Europe. It brought us philosophy, mathematics and theatre in addition to the myths and stories known and loved by many.
- Ancient Greece had no central government. People lived in city-states, known as 'polis'. Each city-state was completely independent from the others, with their own form of government, usually a monarchy (ruled by a king), oligarchy (usually ruled by a small group of rich men) or democracy (the council was responsible for making laws).
- Alexander was the son of a Greek king called Philip II. Philip had started to build up an empire by uniting some of the separate city-states to the north of Greece. This empire was called Macedonia, and when Alexander grew up, he inherited control of it. It was still separate from the other Greek city-states. Although the city-states in Greece shared the same language, they had their own laws and cultures. Uniting the city-states into one empire made them stronger. When he was younger, Alexander had been taught by a famous philosopher and teacher called Aristotle. Alexander took control as king of Macedonia at the age of 19, when his father Philip II died in 336 BC. After gaining control of all of Greece by the age of 21, Alexander invaded other countries nearby. In 332BC, he conquered Egypt in North Africa. He named an Egyptian city 'Alexandria' after himself. A few years later, Alexander spread his campaign even further across Asia to the Indus river (which is in modern-day Pakistan and India). In his 13-year reign, Alexander had created the largest empire in human history! After his sudden death, the Greek Empire broke up into different kingdoms.
- Athens' Government ruled as a democracy. They were first ever to rule in this way. The city was built below the acropolis which stood on a high hill above Athens. Sparta was a city strictly ruled by the king. He made all the decisions in Sparta. Sparta is surrounded by mountains which made it very difficult for it to be invaded.
- The Battle of Marathon took place in September 490 BC on the plain of Marathon. It was fought between the Athenians and the Persians. The battle was the end of the first attempt by Persia, under King Darius I, to conquer Greece. It was part of the first Greco-Persian war. The Persian invasion was a response to Greek involvement in the Ionian Revolt.
- The ancient Greeks had a polytheistic religion. This means that they believed in lots of different gods and goddesses. It was essential to the ancient Greeks to keep the gods happy. Happy gods were helpful and generous, whereas unhappy gods were vengeful and would punish them.
- The Greek city-state of Athens first introduced the world to the idea of a true democracy. Some of history's greatest philosophers were Ancient Greeks including Plato, Aristotle, and Socrates. Today, philosophy students still study the writings and teachings of Greek philosophers. Much of western philosophy is based on the ideas of the Ancient Greeks. The Greeks invented the western drama where written work is performed by actors. Greek theatre introduced the ideas of the comedy and the tragedy. Greek theatre influenced art throughout Europe including plays such as those written by William Shakespeare.
- Greek architecture has been imitated throughout history. The Ancient Greeks loved athletics and sports. Their legacy is exemplified in the modern-day Olympic Games which began with the Ancient Greeks in 776 B.C. Greek art heavily influenced western art throughout history.

