







History Long Term Plan

Journeying together with hope and aspiration

*At Parish, we value each person as they are, seeing every member of our school family as a precious, unique individual and treating them with **dignity**. Seeking first to understand through the building of relationships, we live in a **community** of **hope**. We aspire to enable each person to be a curious learner, inspired to develop the knowledge and **wisdom** to make the world a better place. We strive to encourage all to fulfil their God-given potential, having a confidence in transformation for the better.*

How does our vision impact Geography at Parish?

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the teaching and learning of geography at Gainsborough Parish.

 <p>Dignity</p> <p>We support pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world, showing empathy, respect and understanding. We encourage children to think critically, weigh evidence and make judgements that respect the views of others.</p>	 <p>Community</p> <p>Our teaching of history helps pupils to understand the complexity of peoples' lives, the diversity of societies and the relationships between different groups, as well as their own identify and the challenges of their time.</p>
 <p>Hope</p> <p>Through a curriculum rich in discussion and with the support of carefully selected artefacts, we support pupils in their understanding of the past so that they can ask perceptive questions about how we can learn from those people and events to help create a better future.</p>	 <p>Wisdom</p> <p>We strive to provide a history curriculum that inspires pupils' curiosity to acquire a rich deep knowledge and understanding of the past.</p>

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning. The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> ● Playing and exploring - children investigate and experience things and have a go ● Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements ● Creating and thinking critically - children have and develop their own ideas, make links between their ideas and develop strategies for doing things 					
EYFS Statutory Educational Programme: Understanding the World	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
How might History look within EYFS? Development Matters statements in bold	<p style="text-align: center;">Talk about members of their immediate family and community <i>(dedicated talk time, sharing information and photographs, fantastic families, use a range of texts to show different families)</i></p> <p style="text-align: center;">Name and describe people who are familiar to them <i>(People who help us in our community, role playing familiar experiences, identifying own experiences in stories shared)</i></p> <p style="text-align: center;">Comment on images of familiar situations in the past <i>(present children with pictures, stories, artefacts and accounts from the past drawing upon similarities and differences, offer hands-on experiences that deepen understandings, show images of familiar situations from the past e.g homes, schools, transport, toys etc, offer opportunities for children to begin organising events using basic chronology recognising things that happened before they were born)</i></p> <p style="text-align: center;">Compare and contrast characters from stories, including figures from the past <i>(frequently share texts, images, and tell oral stories that help children to develop and understanding of the past, offer stories, poems, rhymes, puppets, role play and other storytelling methods to expose children to the past)</i></p>					
Vocabulary	<p style="text-align: center;">Vocabulary - enriching and widening (subject specific relating to overarching topics) Historical vocabulary children will be exposed to:</p> <p style="text-align: center;"><i>Present, past, now, old, new, materials, then, yesterday, today, time, day, week, month, year, remember, same, different, events, sequence, order, familiar, change, notice, observe,</i></p>					
End of year Expectations: (ELG)	<p style="text-align: center;">Understanding the World ELG: Past and Present <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Talk about the lives of people around them and their roles within society - Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class <p style="text-align: center;">Understand the past through setting characters and events encountered in books read in class and storytelling</p>					

History Curriculum Cycle A

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
How am I making history?	Children build on their discussions about people who are familiar to them in EYFS. They build on this to use language associated with the past preparing them for the learning 'Influential People'.	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Children build on their knowledge of chronology from KS1 unit; 'How was Parish School different in the past?' This prepares them to compare the ancient civilisations of the Maya and the Greeks later in KS2.	How did the industrial revolution change the lives of people in Britain?	This builds on LKS2 units; 'What did the Greeks ever do for us?' and 'Why did the Romans come to Britain?' This prepares children to study challenges for Britain, Europe and the wider world 1901 to the present day in KS3.
Why do we remember Mary Seacole and Florence Nightingale?	This unit build on EYFS learning about people who are important to them. Children build on their learning about their own family history earlier in this school year to learn about influential people in the past and why they are remembered. This prepares them for learning about the Maya and Greek people and their impact on the world in LKS2.	Who were the Maya and how did they live?	Children build on their learning about Peru from Geography KS1 and learning about life in the past in 'How did the Great Fire of London Change Britain?' and 'How was Parish School different in the past?' and 'Would you prefer to live in the Stone Age, Iron Age or Bronze Age?' Earlier in LKS2. This unit supports pupils to make connections between world history in further units 'What did the Greeks ever do for us?' in LKS2 and 'What did Ancient Egyptians believe?' in UKS2.	How did WW2 change Britain?	This builds on 'What did the Greeks ever do for us?' and 'Why did the Romans come to Britain?' in LKS2 and 'How did the industrial revolution change the lives of people in Britain?' earlier this year. This prepares pupils for learning about; ideas, political power, industry and empire in Britain in KS3.
How did the Great Fire of London Change Britain?	Children build on their discussions about images and stories set in the past in EYFS to use more historical language. Children build on their geography learning about the capital cities of the UK from last term. They use their historical knowledge from 'Why do we remember Mary Seacole and Florence Nightingale?' to look at influential events in British history. This prepares them for comparing different historical ages in LKS2.	What did the Greeks ever do for us?	Children build on KS1 learning 'How have explorers changed the world?' and 'Who were the Maya and how did they live?' to compare and contrast living in different periods of history. This leads into 'Why did the Romans come to Britain?' in LKS2 and 'How did the industrial revolution change the lives of people in Britain?', 'How did WW2 change Britain?' in UKS2	Are people still fighting for civil rights today?	This builds on 'Why do we remember Mary Seacole and Florence Nightingale?' unit in KS1 and 'How did the industrial revolution change the lives of people in Britain?' This leads into 'Who should go on the £10 notes?' later in UKS2. This prepares pupils for learning about; challenges for Britain, Europe and the wider world 1901 to the present day in KS3.

History Curriculum Cycle B

KS1 Focus	Why this, why now?	Lower KS2 Focus	Why this, why now??	Upper KS2 Focus	Why this, why now?
How was Parish School different in the past?	Children build on their discussions about images and stories set in the past in EYFS to use more historical language. This leads on to 'Would you prefer to live in the Stone Age, Bronze Age or Iron Age?'	Why did the Romans come to Britain?	This builds on KS1 unit; 'How have explorers changed the world?' and leads into 'How hard was it to invade and settle in Britain?' and 'Were the Vikings raiders, traders or settlers?' in LKS2 and 'How did the industrial revolution change Britain?' , 'How did WW2 change Britain?' in UKS2	What did Ancient Egyptians believe?	This builds on 'Who were the Maya and how did they live?' in LKS2. This prepares pupils for the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 in KS3.
How did we learn to fly?	Children build on their discussions about situations in the past in EYFS as they learn about changes in technology and transportation. This leads on to learning about how invaders and settlers changed Britain in LKS2.	How hard was it to invade and settle in Britain?	This builds on learning about our local area in the past from KS1 unit; 'How was Parish School different in the past?' and 'Why did Romans come to Britain?' This leads onto 'Were the Vikings raiders, traders or settlers?' and 'What was life like in Tudor times?'	What was life like in Tudor times?	This builds on 'How hard was it to invade and settle in Britain?' and 'Were the Vikings raiders, traders or settlers?' in LKS2. This prepares pupils to learn about the development of Church, state and society in Britain in KS3.
How have explorers changed the world?	This unit build on EYFS learning about people who are important to them. It further builds on KS1 prior unit; How did we learn to fly? Preparing them to learn about ancient civilisations and invaders and settlers in LKS2.	Were the Vikings raiders, traders or settlers?	This builds on KS1 unit; 'How have explorers changed the world?' and LKS2 unit 'How hard was it to invade and settle in Britain?' and leads into 'What was life like in Tudor times?' in UKS2	Who should go on the £10 banknote?	This builds on "Why do we remember Mary Seacole and Florence Nightingale?' in KS1 and 'Changes in Social History - Civil Rights' earlier in UKS2. This prepares pupils for the study of challenges for Britain, Europe and the wider world 1901 to the present day in KS3.

Essential Knowledge in the Key Stage One History Curriculum - Cycle A

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 2</p> <p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>	<p>Aims: Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. Know where the people and the events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use wide range of historical vocabulary. Ask and answer questions, choosing and using parts of stories and other sources to show their understanding of the key features of events.</p> <p>NC KS1 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Changes within living memory, to reveal changes to aspects of change in national life.</p>	<p>1) What is my history?</p> <p><i>Learn about timelines and place themselves on a timeline.</i></p> <p>2) How can I find out more about myself?</p> <p><i>Explore family trees – link to timelines, baby books, family photos/videos, etc to find out more about their personal histories</i></p> <p>3) How are special events remembered?</p> <p><i>Build on birthdays to the concept of remembering world events. Look at special days/events, what they are remembering and how they are remembered.</i></p> <p>4) What was it like for children in the past?</p> <p><i>How is it different to be a child now than when your parents, grandparents or great-grandparents were children? (technology, school, toys – NC= changes in national life)</i></p> <p>5) How am I making history?</p> <p><i>Children’s place in their family history and the history of the world. Reflect on learning, do they think things will stay the same or change in the future? What might be different in their future lives compared to their grandparents?</i></p>	<ul style="list-style-type: none"> ● I know that a timeline can be used to sequence events (1/2/4) ● I know that the word past means something that has gone by in time (1/2/3/4) ● I know that the present is something that is occurring now (1/4/5) ● I know that the future is a period of time that is yet to come (1/5) ● I know that the words, now, then, yesterday, weeks, years, ago, in the past, old and new can be used to describe things that have happened in history. (1/2/3/4) ● I know that anniversaries are days that remember special events (3) ● I know that when my grandparents were children they did not have the internet or mobile phones/tablets (4) 	<p>Timeline, history, past, present, future, years, now, then, order, anniversary, changes,</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Talking about and sharing their family members. Similarities and differences between images from the past and now. Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 2</p> <p>Why do we remember Mary Seacole and Florence Nightingale?</p>	<p>Aims: Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. Know where the people and the events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use wide range of historical vocabulary. Ask and answer questions, choosing and using parts of stories and other sources to show their understanding of the key features of events.</p> <p>NC KS1 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Changes within living memory, to reveal changes to aspects of change in national life.</p>	<p>1) What makes a hero?</p> <p><i>Pose the question, children draw a picture of a hero. What might the hero do? Why might they be a hero?</i></p> <p>2) Who was Florence Nightingale?</p> <p><i>Share some clues (ideally practical resources to handle) – birth certificate, passport, Image of Florence, lamp, nurses cap. Work out what Florence did – nursing. Share her story (could be story telling by teacher – Magic Grandad story Youtube – Little people big dreams book)</i></p> <p>3) How did Florence help the soldiers? Why do we remember her?</p> <p><i>Share an image of the hospitals as Florence arrived. Discuss it. Let's say you are Florence and you have arrived, what might you need your nursing team to do? Why? Role play time. Share the images for after compare and annotate with the key changes. Leaders were reluctant because she was a woman!</i></p> <p>4) How do we know about Florence Nightingale?</p> <p><i>Share a range of historical secondary sources (Paintings, extracts, photos, etc) – explain how historians use these to find out about history. Discuss fact and opinion and how we have to be careful when believing historical sources. Children could be detective finding out from sources to prove what Florence did.</i></p> <p>5) Why should we remember Mary Seacole?</p> <p><i>Share a letter that you have found, it tells of another woman who was helping in the Crimean war! Let's find out about her (could use the BBC cartoon video)</i></p> <p>6) Why were Mary Seacole and Florence Nightingale treated differently?</p> <p><i>Florence was rich and Mary was poor. Mary was from a different culture. Florence was educated at schools. Could sort a Venn diagram to compare the two women. Could explore the statues to the ladies in London. Which do you think is most important and why?</i></p>	<ul style="list-style-type: none"> ● I know that beyond living memory is over 100 years ago (2) ● I know that Florence Nightingale was a nurse in the Crimean War in 1854. (2/3) ● I know that historians use historical sources to find out about the past (2/4) ● I know that Florence Nightingale is remembered because she made war hospitals clean and saved lives. (3) ● I know that Florence Nightingale is remembered because she set up a nurse training school and wrote a book about nursing (3/4) ● I know that Mary Seacole helped soldiers in Crimea (5/6) ● I know that Mary Seacole was forgotten for a long time because of her background. (6) 	<p>living memory, Florence Nightingale, nurse, hospital, hygiene, war, historical sources, historian, historical sources, facts, opinions, Mary Seacole,</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Talking about and sharing their family members. Similarities and differences between images from the past and now. Recall BOLD from units leading into this: How am I making History? (Geography – Parts of the UK – What is the weather like in the UK?) Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 2</p> <p>How did the Great Fire of London change Britain?</p>	<p>Aims: Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. Know where the people and the events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use wide range of historical vocabulary. Ask and answer questions, choosing and using parts of stories and other sources to show their understanding of the key features of events.</p> <p>NC KS1 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Changes within living memory, to reveal changes to aspects of change in national life.</p>	<p>1) Why did the Great Fire of London happen?</p> <p><i>Learn from witnesses how the great fire started. (BBC Clips)</i></p> <p>2) What happened during the Great Fire of London?</p> <p><i>Let's say that we live in London in 1666, we are ferrymen, our job is to take the people of London from one side of the river to the other. Imagine your boat, role play. Something is different today – we can see smoke – THERE IS A FIRE! What do we need to do? We need to call the fire brigade, well there is NO fire brigade. Take ideas – how might we try to put out the fire?</i></p> <p>3) What damage did the Great Fire of London cause?</p> <p><i>Learn about rebuilding (St Paul's – Christopher Wren) – what choices might architects and town planners have made in light of the disaster?</i></p> <p>4) What changes were made after the Great Fire of London?</p> <p><i>Let's say we are in charge of London – what might we do differently now after the awful fire destroyed so much of our city? Fire brigades were set up, linked to insurance companies.</i></p> <p>5) How do we know about the events of the Great Fire of London?</p> <p><i>Learn about Samuel Pepy's diary (Visitor from the past day)</i></p> <p>6) How do we remember the great fire of London?</p> <p><i>Learn about the Monument (Christopher Wren) and the importance of learning from the past.</i></p>	<ul style="list-style-type: none"> ● I know that the Great Fire of London happened in 1666 in London, England (1) ● I know that the Great Fire of London started in a bakery in Pudding Lane (1) ● I know that the Great Fire of London spread because the houses were close together and the weather was windy and dry (2/3) ● I know that there was no fire service in 1666 (2/3) ● I know that Christopher Wren is remembered for designing the Monument and ST Paul's Cathedral after the Great Fire of London (4/5/6) ● I know that secondary sources can give us information about the past (5) 	<p>London, city, past, century, disaster, secondary sources, River Thames, fire fighter, fire hook, bucket, water squirter, emergency, burning, boats, buildings, Christopher Wren, architect, King Charles II, Samuel Peyps,</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Differences in images from the past compared to now Recall BOLD from units leading into this: Why do we remember Mary Seacole and Florence Nightingale? (Geography – Parts of the UK – What is the weather like in the UK?) Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Lower Key Stage Two History Curriculum - Cycle A

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 2</p> <p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>[Non-Statutory: Late Neolithic hunters e.g. Skara Brae, Bronze age religion, technology and travel e.g. Stonehenge, Iron Hill forts, tribal kingdoms, farming, art and culture.]</p>	<p>1) How long ago did prehistoric man live?</p> <p><i>What is prehistory? Plot on a timeline.</i></p> <p>2) What does Skara Brae tell us about life in the stone age?</p> <p><i>Virtual tour of Skara Brae – what does it tell historians? Create a guide book/poster/information sheet</i></p> <p>3) Who was the Amesbury Archer?</p> <p><i>Investigators! Share the findings of a <u>grave</u> and what was <u>inside</u> it (could have replica artefacts) Children have to be historical investigators and decide what it tells us about the person buried and so about life in those times. (These findings give clues to the start of the Bronze age)</i></p> <p>4) How did Bronze age change life in the Stone age?</p> <p><i>What was challenging about life in stone age times? Teach about the changes brought about by the Bronze age (BBC link) Images from each period to sort – annotate – how did they change people's lives?</i></p> <p>5) What was life like in the Iron Age and how did it change for people?</p> <p><i>Teach how people discovered they could make Iron which was much harder. How might this help? (farming/weapons) How do we know? Discovery of Danebury Hill Fort.</i></p> <p>6) Would you prefer to live in the Stone, Bronze or Iron Age and why?</p> <p><i>Could have each group with one age and they have to use what they have learned to convince others that it is the 'best age'.</i></p>	<ul style="list-style-type: none"> ● I know that Prehistory is the time before written records (1) ● I know that the ancestors of humans first appeared in Britain 900,000 years ago (1) ● I know that a timeline is split into two parts BC and AD (1) ● I know that on a timeline the numbers count down in BC (1) ● I know that on a timeline the numbers count up in AD (1) ● I know that on a timeline BC means Before Christ was born (1) ● I know that on a timeline AD stands for the years since Jesus was born (Anno Domini - year of the Lord) (1) ● I know that the stone age period was from approximately 10'00BC-4'000BC (1/2) ● I know that historians use sources to find out about the past. (2/3) ● I know that a primary source is something written or created by a person that was there (tools, diaries, letters) (2/3) ● I know that a secondary source is something that is created after an event by someone who wasn't there (paintings/books) (2) ● I know that the Bronze age was from approximately 3'300BC-12'00BC (3/4) ● I know that during the Bronze age people learned to make metal and worked with bronze (4) ● I know that the Iron Age was from approximately 1200BC – 500BC (5) ● I know that in the iron age people learned how to make and use iron (5) 	<p>Prehistory, prehistoric, historian, primary source, secondary source, Timeline, BC, AD, Skara Brae, archaeologists, Artefacts, remains, Stone Age, Bronze Age, metal, Iron age</p>
Retrieval	<p>Recall BOLD from units leading into this: 'How was Parish School different in the past?'</p> <p>Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 2</p> <p>Who were the Maya and how did they live?</p> <p>Children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>A non-European study that provides contrast with British history – One chosen study: Maya Civilisation c.AD900</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>1) Who were the Maya and when did they live?</p> <p><i>Use a map to find Mexico and Central America, this was known as Mesoamerica and in 2000BC was home to an ancient civilisation the Maya. Add to a simple Timeline.</i></p> <p>2) How did the Maya survive and thrive in the rainforest?</p> <p><i>Let's say we are going to settle in a rainforest – Discuss challenges (weather/wild animals/etc) and advantages (fertile soil/food/medicine/building materials). Children plan in groups what they would need to do to thrive in this environment. It rains for half of the year and then is dry for the rest – with no rivers/streams. How will you have enough water all year round? Children plan ideas. Use historical sources (photos/artefacts/videos of sites) to compare children ideas to how Mayans lived (irrigation and <u>aqueducts/farming</u>)</i></p> <p>3) How do we know what Maya homes were like?</p> <p><i>Share some images of homes from the past from around the world (include English homes). Which do you think may be Mayan and why? Share historical sources, artefacts and images incl homes that still <u>exist</u>. These help historians to learn about the past. Why do you think the houses were made in this way? Annotate an image of a Mayan house.</i></p> <p>4) What did Maya believe?</p> <p><i>Use storytelling to learn about Mayans belief in the cosmos. Teach about some Mayan Gods. Web detective – use research to identify which God would you worship and why?</i></p> <p>5) What do archaeological remains tell us about the Maya?</p> <p><i>Virtual tour of Tikal in Guatemala. What do the remains tell us about Mayan life? Could create a guide.</i></p> <p>6) The decline of the Maya: Manmade or natural disaster?</p> <p><i>Historians have been trying to find out what happened to the Mayan civilisation – share the theories and have children try to decide which they think is most likely and why – could debate? Could created Vlogs? Dick Gill appears to have conclusive evidence that it was a drought. (Past Productions do offer a Mayan Civilisation workshop)</i></p>	<ul style="list-style-type: none"> ● I know that the Mayan civilisation lived in Mesoamerica – modern day Mexico and Central America (1) ● I know that a timeline is split into two parts BC and AD (1) ● I know that on a timeline the numbers count down in BC (1) ● I know that on a timeline the numbers count up in AD (1) ● I know that the Mayan civilisation lasted from 2000BC-1600AD (1) ● I know that Mayan civilisations lived in the rainforests (2) ● I know that Mayans were great engineers and thrived due to irrigation and aqueducts that transported water (2) ● I know that historians use sources to find out about the past. (3) ● I know that a primary source is something written or created by a person that was there (tools, diaries, letters) (3) ● I know that a secondary source is something that is created after an event by someone who wasn't there (paintings/books) (3) ● I know that Mayans believed in and worshipped many Gods (4) ● I know that archaeological sites provide historians with information about the past (5) ● I know that the Mayan civilisation ended in 1697 with the collapse of its final city (6) ● I know that there are many theories why the Mayan civilisation ended, the most believed being due to drought (5) 	<p>Maya, Mayan, Mesoamerica, Mexico, Central America, Timeline, Ancient, BC, AD, Civilisation, Rainforest, aqueducts, historical sources, Primary sources, secondary sources, Archaeologist S, Archaeologica I site,</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this: KS1 'How did the Great Fire of London Change Britain?' and LKS2 'Would you prefer to live in the Stone Age, Iron Age or Bronze Age?' Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 2</p> <p>What did the Greeks ever do for us?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>1) Who were the Greeks and when did they live?</p> <p><i>Place on a timeline. Locate Greece on a world Map.</i></p> <p>2) What did the Greeks believe?</p> <p><i>Hand out ‘sources’ – pottery or statues showing ancient Greek gods (images of these). Discuss ideas/thoughts about these sources – what do they tell us today? Teach about the Greek Gods and why they were important. Research and create a fact file about a Greek god.</i></p> <p>3) How was ancient Greece governed?</p> <p><i>Teach about city states. Compare Sparta to Athens (could use a Venn), which would you rather live in and why? Let’s say we can travel back in time– convince someone which city to visit.</i></p> <p>4) Did the ancient Greeks give us democracy?</p> <p><i>Define democracy – is a British Value. They introduced this idea and we copied it. Difference between representative and direct democracy. Could have a debate – ‘Should all people be able to vote on the laws of Britain?’ It would be challenging for EVERY law to be debated in a direct democracy.</i></p> <p>5) How do Greek philosophers influence us today?</p> <p><i>Start with some big questions eg. ‘Can kindness change the world?’ What is philosophy? Research Plato, Pythagoras, Aristotle and create a lift the flap book that tells us how they impact on us today.</i></p> <p>6) What did the ancient Greeks do for us?</p> <p><i>BBC Video. Teach about Greek Legacies (Olympics, alphabet, Democracy, Philosophy inventions. Teach about stamps being used to celebrate achievements - Children create their own stamp or collection of stamps to celebrate Ancient Greek legacies.</i></p>	<ul style="list-style-type: none"> ● I know that the Ancient Greek period was from 2220BC to 30BC (1) ● I know that the Ancient Greeks believed in many Gods and that Zeus was the most powerful (2) ● I know that Ancient Greeks lived in city states that were ruled differently (3) ● I know that Athens was ruled by a democracy, where the people helped to make the laws (3) ● I know that Sparta was ruled by a small number of powerful people who made all of the decisions (3) ● I know that Britain copied Greek democracy (4) ● I know that Ancient Greek philosophers changed that way the we think and learn today (5) 	<p>Ancient, Ancient Greece, Gods, Zeus, Athena, Athens, Sparta, Democracy, oligarchy, British Values, Plato, Pythagoras, Aristotle, legacy,</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this: KS1: ‘How have explorers changed the world?’ and LKS2 ‘Who were the Maya and how did they live?’ Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Upper Key Stage Two History Curriculum - Cycle A

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 2</p> <p>How did the industrial revolution change the lives of people in Britain?</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p>	<p>1) What was the industrial revolution?</p> <p><i>What was life like in Britain before the industrialisation? Learn about inventions (Eli Whitney Cotton Gin) – Could challenge children to weave paper by hand, then demonstrate the increase productivity of the cotton gin.</i></p> <p>2) How did the industrial revolution change the lives of people in Gainsborough?</p> <p><i>Teach about James Watt and the steam engine changing factories. Learn about Marshall's of Gainsborough – produced steam engines (Gainsborough Heritage centre may be a good source of information). People moved from farms and countryside to towns/cities</i></p> <p>3) How was the River Trent important for industry in Gainsborough?</p> <p><i>Explore old maps of Gainsborough, how could you as a factory owner transport goods? The River Trent was joined by canal to the River Mersey in 1777. Gainsborough opened as a port in 1841.</i></p> <p>4) What was it like for a Victorian child working in a factory?</p> <p><i>What do sources tell us? Analyse sources (photos and written extracts) discussing potential bias. (Opportunity to use Dickens). Come up with factory rules for children. Share the 1833 Factory Act.</i></p> <p>5) How did the industrial revolution change people's lives?</p> <p><i>Children create present the answer to this question – fact file/blog/vlog/poster/etc</i></p>	<ul style="list-style-type: none"> ● I know that the industrial revolution took place between 1750 and 1900. (1) ● I know that the industrial revolution was a time when manufacturing moved to being by machine instead of by hand (1) ● I know that during the industrial revolution many people moved from farms and the countryside to towns and cities (2/5) ● I know that a primary source is something written or created by a person that was there (tools, diaries, letters) (4) ● I know that a secondary source is something that is created after an event by someone who wasn't there (paintings/books) (4) ● I know that children worked in factories in Victorian Britain so that they could earn money for their families (4) ● I know that rules were changed by the government to make it more safe for working children (4) 	<p>Industry, revolution, Industrial revolution, steam engine, factory, manufacturing, textiles, primary source, secondary source, Act of Parliament,</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this: Focus on how these changed Britain LKS2 'What did the Greeks ever do for us?' and 'Why did the Romans come to Britain?'</p> <p>Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 2</p> <p>Are people still fighting for civil rights today?</p> <p>To understand recent changes within social history during the 20th Century. Children to understand key figures and events behind the Civil Rights movement within North America and how this had impact globally. Children to empathise with different perspectives historically and to understand differing prejudice views.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends' pupils chronological knowledge beyond 1066.</p>	<p>1. What are civil rights?</p> <p><i>Let's say that all of the green-eyed children in this class don't have to do any homework and get to have iPad time and snack treats every day, because they have green eyes. Anyone without green eyes can't. Discuss. Lead into civil rights being about equality. A museum in America wants us to help them to create a civil rights display. They have sent us images but no captions – do we think we can order them?</i></p> <p>2. Why is Rosa Parks remembered?</p> <p><i>Use storytelling to share the story of Rosa Parks. Children could hotseat in role as if they were there – or write a letter/phone call to explain what they saw. (Little people big dreams book)</i></p> <p>3. Who was Dr Martin Luther King Jr?</p> <p><i>Listen to Dr King's famous 'I have a dream' speech or watch YouTube Video (could condense just the I have a dream parts). BBC Video Fact file, biography page about him. This led to the Civil Rights Act 1964</i></p> <p>4. What British Civil Rights activists do we remember?</p> <p><i>Darcus Howe, (Mangrove Trial), Paul Stephenson (Bristol Bus Boycott), Doreen Lawrence (mother of Stephen Lawrence),</i></p> <p>5. Who is Malala Yousafzai and why is she remembered?</p> <p><i>Learn about Malala (several books available, YouTube) – How did she use social media to fight for her beliefs? (could link this to Greta Thunberg using Tweets) If you could send a tweet about social injustice now what might you say?</i></p>	<ul style="list-style-type: none"> ● I know that civil rights are the rights of citizens to political and social freedom and equality (1) ● I know that Rosa Parks is remembered for standing up for her beliefs in equality for all races (2) ● I know that Rosa Parks was arrested for refusing to give up her seat to a white person on a bus in 1955 (2) ● I know that Dr Martin Luther King Jr lead the fight for equal rights in America in the 1960s (3) ● I know that Dr Martin Luther King gave a famous speech about equal right in 1963 that inspired the world (3) ● I know that Dr Martin Luther King was shot dead for his beliefs in 1968 (3) ● I know that the civil rights act forbid discrimination (3) ● I know that Malala Yousafzai fought for equality by sharing blogs about her experiences (5) 	<p>Civil rights, freedom, equality, Rosa Parks, discrimination, segregation, Martin Luther King Jr, Malala Yousafzai,</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this: KS1 Why do we remember Mary Seacole and Florence Nightingale? and UKS2 'How did the industrial revolution change the lives of people in Britain?'</p> <p>Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 2</p> <p>What was the impact of WW2 on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends' pupils chronological knowledge beyond 1066.</p>	<p>1) Why did Britain go to war in 1939?</p> <p><i>WW1 on a timeline – how were Germany punished?. Let's say you are the leader of Germany, it is the depression – your people don't have enough to eat. What might you do?. Share Video – Why did the people believe in Hitler so much?</i></p> <p>2) Who won the Battle of Britain?</p> <p><i>Why did Britain declare war on Germany? Could share video about Battle of Britain. Historians find out about the past through primary sources, share the interview. Let's say that you are interviewing a WW2 pilot about their experience – what would you find out? Share Winston Churchill Quote 'Never was so much owed by so many to so few.' Poster – what does it mean?</i></p> <p>3) What do sources tell us about the Blitz?</p> <p><i>Share photographs from the Blitz, what do they tell us as historians? (could have different photographs on each table for children to annotate – what does each tell us?) – Share images of bombing damage from Berlin and Hamburg so that children know bombing didn't only happen to Britain.</i></p> <p>4) What was evacuation like for children?</p> <p><i>Let's say we live in a time of war, you are parents to small children. How would you keep them safe? Teach about Evacuees (could use video). Children could create a freeze frame – where when they are touched they share their thoughts/feelings. (could share 'Don't do it mother' poster – parents wanted to bring their children back. Analyse sources, discuss potential bias.</i></p> <p>5) What was impact did WW2 have on women's lives?</p> <p><i>Share and discuss WW2 recruitment posters targeting getting women into the factories. Could watch Video. What were pros/cons? (Book: The Brave Women of WW2). How does this help us answer our topic question?</i></p>	<ul style="list-style-type: none"> ● I know that WW1 was from 1914-1918 (1) ● I know that after WW1 Germany was punished through the Treaty of Versailles and had to pay a great deal of money, causing a depression, they were not allowed an Army or Navy(1) ● I know that the British prime minister Neville Chamberlain declared war on Germany on 3rd September 1939 after Germany invaded Poland (2) ● I know that the Battle of Britain began on 16th July 1940 and ended on 31st October 1940 (2) ● I know that the Battle of Britain, was a long series of air attacks between Britain and Germany, that Britain won (2) ● I know that the Blitz was air raid bombings on British towns (3) ● I know that children were evacuated from towns and cities to safer paces in the countryside (4) ● I know that a primary source is something written or created by a person that was there (tools, diaries, letters) (2/3/4) ● I know that a secondary source is something that is created after an event by someone who wasn't there (paintings/books) (2/3/4) ● I know that women were called to do jobs during WW2 because the men weren't there (5) ● I know that children from other countries came to the UK to be safe from the Nazis (7) 	<p>World War 1, Germany, Depression, World War 2, Treaty of Versailles. Invaded, declared war, Neville Chamberlain, Battle of Britain, Primary sources, Luftwaffe, RAF, Blitz, bombings, air raid, Evacuee, evacuation, recruitment, migration,</p>
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		<p>6) What impact did the war have on our school?</p> <p><i>Share images/extracts from school during WW2. What do these tell us about how the war impacted school?</i></p> <p>7) Why did people migrate to Britain during and after WW2?</p> <p><i>Teach about push (force out) and pull (draw to) factors the cause migration. Teach about Kindertransport (could use the story based on one child's experience). Teach about Caribbean migrants who were recruited (Windrush)</i></p>	<ul style="list-style-type: none"> ● I know that people came to the UK after WW2 to work (7) 	
<p>Retrieval</p>	<p>Recall BOLD from units leading into this: 'What did the Greeks ever do for us?' and 'Why did the Romans come to Britain?' in LKS2 and 'How did the industrial revolution change the lives of people in Britain?'</p> <p>Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Key Stage One History Curriculum - Cycle B

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 2</p> <p>How was Gainsborough Parish School different in the past?</p> <p>Looking at the chronology of our school and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>	<p>Aims: Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. Know where the people and the events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use wide range of historical vocabulary. Ask and answer questions, choosing and using parts of stories and other sources to show their understanding of the key features of events.</p> <p>NC KS1 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Changes within living memory, to reveal changes to aspects of change in national life.</p>	<p>1) Were schools different in the past?</p> <p><i>Compare images of our school from the past – same/different. Place these on a timeline. Children answer the question were they different?</i></p> <p>2) How have schools changed within living memory?</p> <p><i>Interview some relatives/friends of school about what their experiences of school were (Past Parish pupils would be great!)</i></p> <p>3) What is similar and different between schools in the past and our school now?</p> <p><i>Compare various aspects of school life, resources, lessons, uniform, etc. (Heritage Centre may support with this)</i></p> <p>4) Would you prefer to go to school now or in the past?</p> <p><i>You can time travel or stay in our time – which would you decide and why?</i></p>	<ul style="list-style-type: none"> ● I know that a timeline can be used to sequence events (1) ● I know that the word past means something that has gone by in time (1) ● I know that the present is something that is occurring now (1) ● I know that the future is a period of time that is yet to come (1) ● I know that the words, now, then, yesterday, weeks, years, ago, in the past, old and new can be used to describe things that have happened in history. (1) ● I know that I can compare things now to things in the past to see what is the same and what is different (1/2/3) ● I know that historians use sources to find out about the past (1/2/3) 	<p>Past, present, timeline, long ago, years, decade, century, living memory, same, different, sources, information</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Similarities and differences between images from the past and now. Ordering events (eg in their lives) Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 2</p> <p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	<p>Aims: Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. Know where the people and the events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use wide range of historical vocabulary. Ask and answer questions, choosing and using parts of stories and other sources to show their understanding of the key features of events.</p> <p>NC KS1 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight]</p>	<p>1) Who were the Wright brothers? <i>Odd one out starter - aeroplanes vs hot air balloon. Use sources to find out about the Wright brother (books, images, etc) Could create a comic strip of these events.</i></p> <p>2) When was the first flight? <i>Recap 1st Flight, share the famous image. Children could freeze frame this image (being wither Orville, Wilbur or an eye witness) what thoughts/feelings? How did it change the lives of others?</i></p> <p>3) Why was Bessie Coleman significant? <i>Use sources to find out about Bessie Coleman, why was she inspirational to people?</i></p> <p>4) Why was Amelia Earhart significant? <i>Use first hand sources - eyewitness account (Mrs Gallagher)- to find out about Amelia Earhart, Children create their own eyewitness account for the radio as if they were there.</i></p> <p>5) Why was the moon landing significant? <i>Share the Moonwalk video. Add this to a timeline (this is WITHIN living memory). Hotseat with each other as if you were Neil Armstrong - Why was it so significant?</i></p> <p>6) How did we learn to fly? <i>Sequence first flight events onto timelines, which is closest to now? Share Tim Peak info (First Britain on ISS - this is very recent).</i></p>	<ul style="list-style-type: none"> • I know that beyond living memory is over 100 years ago (1) • I know that the Wright brothers invented the first engine powered aeroplane in 1903 (1) • I know that some people of events have historical significance because they have changed the lives of others (1/3/4/5) • I know that Bessie Coleman was the first African American woman to earn her pilot's licence (3) • I know that Amelia Earhart was the first woman to fly across the Atlantic Ocean in 1932 (4) • I know that the first moon landing was in 1969 by Neil Armstrong and Buzz Aldrin (5) 	<p>living memory, sources, Wright brothers, historical significance, Bessie Coleman, Amelia Earhart, Neil Armstrong, Buzz Aldrin,</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Similarities and differences between images from the past and now. Recall BOLD from units leading into this: How was our school different in the past? Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 2</p> <p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	<p>Aims: Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. Know where the people and the events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use wide range of historical vocabulary. Ask and answer questions, choosing and using parts of stories and other sources to show their understanding of the key features of events.</p> <p>NC KS1 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The significant lives of individuals in the past who have contributed to national and international achievements. [for example, Neil Armstrong, Christopher Columbus...]</p>	<p>1) What is an explorer?</p> <p><i>Who might own these? Share a range of objects (ideally physical rather than images) – compass, binoculars, map, backpack, walking poles. Share the term explorer and define it. Where would you like to explore? What would you need to take? Explain that living memory is the last 100 years. Give pictures of explorers past and present and challenge children to sort them into time order. Why? What about the picture made you think that? Etc.</i></p> <p>2) Where have explorers travelled and when?</p> <p><i>Share transport images and sort into past and present. How do you know? Look again at the explorers images – which is closest to now? Dame Ellen MacArthur. Share the achievements of each of the explorers – what would have made it harder in the past? Travelling by sail boat. Children could annotate images of the explorers with who/what/where/when</i></p> <p>3) Who was Christopher Columbus and what did he do?</p> <p><i>Share a google image of Europe – what took this photo? In the past people had to make maps by exploring and adding places to the map. Share a map – Let's say we want to get from Europe to Asia – which way would we go? CC didn't want to go via Africa as it was dangerous so he chose a different route.</i></p> <p>4) How was Matthew Henson and what did he do?</p> <p><i>Share the Matthew Henson image (on boat) pose and answer some questions. Learn about Matthew Henson and his involvement in North Pole expedition.</i></p> <p>5) How has exploration changed?</p> <p><i>Share Dame Ellen Mac Arthur again and her achievements. Compare her expedition to Christopher Columbus's (transport, clothing, food, technology.</i></p> <p>6) How can we remember them?</p> <p><i>Recap the explorers that we have learned about - children could make a coat of arms for one of their choice with images to represent why they are significant.</i></p>	<ul style="list-style-type: none"> • I know that an explorer is a person who travels to different places to find out more about them (1) • I know that living memory is the last 100 years (1) • I know that historians use historical sources to find out about the past (1) • I know that Dame Ellen MacArthur set a world record for the first solo non-stop voyage around the world in 2005 (2) • I know that Christopher Columbus discovered the Americas in 1492 (2/3) • I know that Matthew Hensen and Robert Peary were the first men to reach the North Pole in 1909 (2/4) • I know that Mary Kingsley travelled to Africa, climbed Mount Cameroon and learnt about new animals in 1893 (2) • I know that modern advances have made exploration more safe (5) 	<p>Explorer, Living Memory, sources, travel, Christopher Columbus, Dame Ellen MacArthur, Matthew Hensen, Robert Peary, Mary Kingsley, Modern, significant</p>
<p>Retrieval</p>	<p>Recall learning from EYFS: Similarities and differences between images from the past and now. Recall BOLD from units leading into this: How did we learn to fly? Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Lower Key Stage Two History Curriculum - Cycle B

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 2</p> <p>Why did Romans settle in Britain?</p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>The Roman Empire and its impact on Britain</p> <p>[Non statutory: Julius Caesar's attempted invasion 55-54BC, The Roman Empire and the power of its army, Successful invasion by Claudius, including Hadrian's Wall, British resistance, Boudica, 'Romanisation' of Britain.</p>	<p>1) Why did the Romans invade and settle in Britain?</p> <p><i>What was Britain like? Let's say we are Roman leaders... What do we want? What do we know/can we see Britain has? Could use Horrible Histories video to mind map why Romans invaded.</i></p> <p>2) How did Britons respond to the Roman invasion?</p> <p><i>Share information about Boudicca, Analyse the reliability of these sources</i></p> <p>3) Why was the Roman army so successful?</p> <p><i>Let's say we need to make the best possible Army...What would you need? Teach about the strengths: training, equipment, only strongest men recruited, formations, can't lose attitude. Could practise some battle formations.</i></p> <p>4) What do artefacts tell us about life in Roman times?</p> <p><i>Share some images of (or replicas if possible) Roman artefacts. These are primary sources - what do they tell us about life in the past?</i></p> <p>5) How did the Romans change modern Britain?</p> <p><i>Share why the Romans left Britain and introduce the term legacy (could use BBC Bitesize video). Order legacy cards - what do you think was the most important legacy and why?</i></p>	<ul style="list-style-type: none"> • I know that a timeline is split into two parts BC and AD (1) • I know that on a timeline the numbers count down in BC (1) • I know that on a timeline the numbers count up in AD (1) • I know that on a timeline BC means Before Christ was born (1) • I know that on a timeline AD stands for the years since Jesus was born (Anno Domini - year of the Lord) (1) • Romans originated in Rome and ruled countries across the world. (1) • I know that the reasons the Romans invaded Britain were: for natural resources, to show their power, for revenge and to enslave Britons. • Julius Caesar attempted to invade Britain twice in 55BC and 54BC. (1) • Emperor Claudius successfully invaded Britain in 43AD. (1) • I know that sources can be biased and may not be reliable (2) • I know that the Roman army was so successful because they: only recruited the strongest men, had best equipment, trained, used formations and refused to lose (3) • I know that a primary source is something written or created by a person that was there (tools, diaries, letters) (4) • I know that the Romans left Britain in AD 410 (5) 	<p>BC, AD, Empire, invasion, Roman, Boudicca, bias, reliable, sources, Roman Army, Primary sources, Artefacts, Legacy,</p>
Retrieval	<p>Recall BOLD from units leading into this:KS1 - 'How have explorers changed the world?'</p> <p>Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 2</p> <p>How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>Britain's settlements by Anglo-Saxons and Scots.</p> <p>[Non statutory: Roman withdrawal from Britain AD410, Scots invasion from Ireland to North Britain, Anglo Saxon invasion, settlements and kingdoms, place names and village life, Anglo Saxon art and culture, Christian conversion – Lindesfarne]</p>	<p>1) Who were the Anglo-Saxons and the Scots?</p> <p><i>Let's say we have received a letter from Emperor Honorius explaining that the Romans are leaving Britain to defend Rome. What issues might we now face? Use research to find out why the Anglo-Saxons came to Britain. Rank these by importance.</i></p> <p>2) How did the Anglo-Saxons settle in Britain?</p> <p><i>Compare Anglo-Saxon buildings to the Iron Age houses which were in Britain before.</i></p> <p>3) What does Sutton Hoo tell us about Anglo-Saxon life?</p> <p><i>Mystery to solve - share images of artefacts found at Sutton Hoo, analyse these and guess who might have been buried.</i></p> <p>4) How did Christianity arrive in Britain?</p> <p><i>Anglo Saxons were pagan with lots of gods and goddesses. Teach about the three missionaries; Aiden, Columba and Augustine. Research, could create stained glass windows to celebrate each. Could give each pair/group a different missionary or could have 1 per class and then have a pair and share session to learn about all.</i></p> <p>5) Was King Alfred really great?</p> <p><i>Share details of how Alfred the Great dealt with Viking threats (could use Videos from Teach BBC). Children decide was Alfred great or not?</i></p> <p>6) How did Anglo Saxon rule end?</p> <p><i>Share details of Athlestan and why he was considered a good king. Share details of what caused the battle of Hastings (Children could create posters promoting those with a claim to the throne) and how this ended the Anglo-Saxon rule and started Norman rule.</i></p>	<ul style="list-style-type: none"> ● I know that the Anglo-Saxons was made of three groups; the Angles, Jutes and Saxons and they invaded Britain after the Romans left (1) ● I know that Anglo-Saxons brought new ways of building houses to Britain (2) ● I know that historians use sources to find out about the past. (3) ● I know that a primary source is something written or created by a person that was there (tools, diaries, letters) (3) ● I know that a secondary source is something that is created after an event by someone who wasn't there (paintings/books) (3) ● I know that missionaries; Saint Aiden, Saint Columba and Saint Augustine spread Christianity around Britain (4) ● I know that Alfred the Great was King of the Anglo-Saxons in AD871 (5) ● I know that Athlestan was the King Alfred's grandson and became king of the Anglo-Saxons in AD 924 (6) ● I know that the Battle of Hastings in 1066 ended the Anglo-Saxon rule (6) 	<p>Angles, Jutes, Saxons, Anglo-Saxons, Invade, Settle, Wattle and daub, pagan, Missionary, Christianity, Alfred the Great, Athlestan, Battle of Hastings.</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this: KS1 'How was Parish School different in the past?' and LKS2 'Why did Romans come to Britain?' Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 2</p> <p>Were the Vikings raiders, traders or settlers?</p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>[Non Statutory: Viking raids and invasion, Resistance by Alfred the Great, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066]</p>	<p>1) Who were the Vikings and why did they come to Britain? <i>Recap Romand and Anglo-Saxons - why did they come to Britain? Predict then learn why Vikings came to Britain.</i></p> <p>2) What do we know about the Vikings? <i>Share a range of sources (images, letter from Alcuin of York, etc) - what do they tell us about Vikings? How reliable are they? Children use information to decide 'I think the Vikings were...'</i></p> <p>3) How did the Vikings travel? <i>Share features of Viking Longboats. Children could create their own information cards for what they consider is the most important feature of a longboat,</i></p> <p>4) Were the Vikings raiders or traders? <i>Could use BBC Bitsize to learn about viking trading.</i></p> <p>5) What were the consequences of the Viking and Anglo-Saxon struggle for Britain? <i>Teach the main events in the Anglo-Saxon/Viking Struggle for the Kingdom of England (Lindesfarne→ Vikings capture York → Battle of Edington splits country → Alfred regains London → Athelstan becomes King → Eric Bloodaxe is thrown out of York → Swein Forkbeard declared king → Cnut become king) Teach that historical events have consequences - could model a comic strip style image in the middle with caption above and the consequence below.</i></p> <p>6) What was Viking life in Britain like? <i>What can artefacts tell us about Viking life? Ideally have replica's (museum loan box) on each table - children to explore and determine what this tells historians. Children decide whether they feel Vikings were raiders, traders or settlers.</i></p>	<ul style="list-style-type: none"> ● I know that Vikings came from Norway, Sweden and Denmark (1) ● I know that Vikings raided Lindesfarne in AD 793 and returned every year until they invaded in AD 865 (1) ● I know that historians believed Vikings travelled to: raid and take valuable items, to trade items, to find somewhere new to settle and to invade and take control of other places (1) ● I know that Vikings used logboats to travel (3) ● I know that the Anglo-Saxons and Vikings struggled to gain control of England (5) 	<p>Viking, Norway, Sweden, Denmark, Invade, Raid, settle, trade, Longboat, struggle,</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this:KS1 'How have explorers changed the world?' and LKS2 'How hard was it to invade and settle in Britain?' Recall BOLD from this unit throughout the unit.</p>			

Essential Knowledge in the Upper Key Stage Two History Curriculum - Cycle B

Term	National Curriculum Expectations	Suggested Learning Questions	Associated Substantive Knowledge	Key Vocabulary
<p>Autumn Term 2</p> <p>What did the Ancient Egyptians believe?</p> <p>Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Egypt</p>	<p>1) Who were the ancient Egyptians and when did they live? <i>Share map of ancient civilisations, notice that they are in similar locations and are along a river. Position on a timeline.</i></p> <p>2) Who were the ancient Egyptian gods and goddesses? <i>Share Egyptian creation story. Learn about some Gods/Goddesses and what they symbolised. Children could research and annotate designs of a God/Goddess</i></p> <p>3) When and how did the Egyptians build pyramids? <i>Learn why pyramids were built and that archaeologists are still not certain how.</i></p> <p>4) How and why did the Egyptians mummify people? <i>Learn about the stages of mummification (could mummify a tomato - English link)</i></p> <p>5) What does the book of the dead tell us about Ancient Egyptian beliefs? <i>Use BBC to explore the Book of the dead as a source, analyse its reliability. Use it to make inferences about beliefs.</i></p> <p>6) What did the Ancient Egyptians believe?</p> <p><i>Mindmap what we have learnt - children could present their findings in different ways - display boards, vlog, video to teach others, etc.</i></p>	<ul style="list-style-type: none"> ● I know that the ancient Egyptian civilization was built upon the river Nile (1) ● I know that ancient Egyptians had many god and goddesses (2) ● Egyptians built pyramids to store Pharaoh's bodies and prepare them for the afterlife (3) ● I know that Egyptians mummified people as they believed that the soul and body reunited in the afterlife so the body needed to be in its best condition (4/5) ● I know that ancient Egyptians weighed the heart to see if a person had done good deeds in their life (5) 	<p>Civilisation, Ancient, River Nile, Egypt, Pharaoh, pyramid, afterlife, Gods, Goddesses, Book of Death, Papyrus, Hieroglyphics</p>
Retrieval	<p>Recall BOLD from units leading into this:LKS2 'Who were the Maya and how did they live?'</p> <p>Recall BOLD from this unit throughout the unit.</p>			

<p>Spring Term 2</p> <p>What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>A local history study</p> <p>[a study of an aspect of history or a site dating from a period beyond 1066 that is significant locally: Gainsborough Old Hall]</p>	<p>1) Fair ruler or tyrant? What was Henry VII really like?</p> <p><i>Use primary sources (portraits) to learn what kind of ruler Henry 8th was. Analyse the source noting that Henry commission it so discuss bias. Compare to written evidence from Charles de Marillac.</i></p> <p>2) Why was Anne Boleyn killed?</p> <p><i>Have a murder mystery hook (clues to the victim) Clues to the murderer. Do they feel she deserved to be executed?</i></p> <p>3) Why did Henry VII have so many wives?</p> <p><i>Teach about reasons for marriage in Tudor times. Teach about Henry VIII's wives. Could play Medieval Matchmaker - who was Henry's best match and why?</i></p> <p>4) What was a royal progress?</p> <p><i>In Tudor times there were not newspapers, people found out about monarchs from their portraits. What does Elizabeth I portrait tell us? Use primary sources from her progress to make deductions about how Elizabeth was received. (in resource folder)</i></p> <p>5) What can inventories tell us about Tudor life?</p> <p><i>When someone in Tudor England died and inventory was made of their possessions - look at some examples of these - what do they tell us about Tudor life? Visit the Old Hall to find out more.</i></p>	<ul style="list-style-type: none"> • I know that Henry VII was the first Tudor king in 1485 (1) • I know that Henry VIII was the son of Henry VII and became king in 1509 (1) • I know that Henry VIII had six wives, mainly because he wanted a male heir (3) • I know that a Royal Progress is a where monarch travel from place to place (4) • I know that historians know what Tudor life was like from Tudor Inventories, which listed possessions when a Tudor person died (5) 	<p>Tudor, Henry VII, Henry VIII, War of the Roses, Execution, Anne Boleyn, heir, Royal Prgress, inventory</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this: LKS2 'How hard was it to invade and settle in Britain?' and 'Were the Vikings raiders, traders or settlers?'</p> <p>Recall BOLD from this unit throughout the unit.</p>			

<p>Summer Term 3 Who should go on the £10 note?</p> <p>This unit gives pupils the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.</p>	<p>Aims: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>NC KS2 attainment targets:</p> <p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>[Non Statutory: the changing power of monarchs using case studies such as John, Anna and Victoria]</p>	<p>1) Who features on bank notes and why? <i>Explore some bank notes (or replicas of!) Who features? Research - who are they - why were they chosen?</i></p> <p>2) Was Alfred the Great or Queen Elizabeth I the most significant monarch? <i>Share some significant people - children vote who is most significant? Why did you choose them? (Could share the 5 R's of historical significance here). Learn about Alfred and QE1 (could use sources sheet in resources). Debate/conscience corridor who would we choose and why.</i></p> <p>3) How were Ellen Wilkinson and Betty Boothroyd historically significant? <i>Children research the two women to find out historical significance (could set half the class on each woman - then present to one another)</i></p> <p>4) Why was William Tuke significant (or Mary Seacole)? <i>Research and present significance (factfile/Vlog/Etc)</i></p> <p>5) Who was more significant Lily Parr or Betty Snowball? <i>Research and present significance (factfile/Vlog/Etc)</i></p> <p>6) Who should be the new face of the £10 note and why? <i>Using research from the unit children create presentation/pitch for their chosen person.</i></p>	<ul style="list-style-type: none"> • I know that people who are considered to be historically significant have changed the lives of many people (1) • I know that Alfred the Great and Queen Elizabeth I are both historically significant (2) 	<p>Historically significant, bank note,</p>
<p>Retrieval</p>	<p>Recall BOLD from units leading into this:KS1 “Why do we remember Mary Seacole and Florence Nightingale?” Recall BOLD from this unit throughout the unit.</p>			