

***Consideration, Care and Courtesy***

**St Edmund’s Catholic Primary School**

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| **History Curriculum Document** |
| **Aims** | The EYFS curriculum, ‘Past and Present Early Learning Goal’ aims to ensure all pupils:* 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;

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

***The Key Stage Two school curriculum for History is developed through the reoccurring concepts of: Civilisation, Childhood, Migration, and Justice and Equality******Disciplinary knowledge is developed from EYFS through to Year Six through the skills of chronology, interpretation, enquiry, using sources, communication whilst developing an understanding of the disciplinary knowledge cause, consequence, change and continuity, similarities and differences and historical significance.*** |

**EYFS**

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|  | **Unit Name****Concepts****Big Questions** | **Vocabulary**  | **Nursery** | **Reception** | **Early Learning Goal:****Past and Present** |
| **Unit 1** | **CIVILISATION****Describe and Communicate****Home Sweet Home (Investigating the local area)** | **Family, mum, dad, siblings, sister, brother, grandad, grandmother, nan, place of home, live, place of birth, friends** | Begin to make sense of their own life-story and family’s history. | Talk about members of their immediate family and community.Name and describe people who are familiar to them. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; |
| **Unit 2** | **CHILDHOOD****Observing****Growing together** | **Baby, toddler, child, adult, egg, chick, chicken, hatch, seed, plant, roots, leaves, petal, flower, grow, old, young.** | Understand the key features of the life cycle of a plant and an animal. | Comment on images of familiar situations in the past. |  |
| **Unit 3** | **JUSTICE & EQUALITY****Research****Fabulous Friends****(People who help us)** | **Police, nurse, vet, teacher, doctor, fireman, school cook, teaching assistant. Florance Nightingale, The Jolly Postman,** **Fireman Sam, Vets on call** | Show interest in different occupations. | Compare and contrast characters from stories, including figures from the past. | Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| **Unit 4** | **MIGRATION****Similarities and Differences.****Celebration of the world (Celebrate the geographical diversity of pupils within the class)** | **World, United Kingdom, Australia, India.****What country does your family originate from? What are the differences and similarities between the countries?** | Continue developing positive attitudes about the differences between people.Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  | Recognise some similarities and differences between life in this country and life in other countries | Talk about the lives of the people around them and their roles in society. |

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| **Year One and Two Cycle A Unit 1****Great Fire of London**Concept: CIVILISATIONDisciplinary Knowledge: CAUSESEvents beyond living memory- significant nation/globally (1)What caused the Great Fire of London? |
| Curiosity – Artefact – Fire hook – What is this? What was it used for? How was it used? Who used it? 1. What is a civilisation? A developed or organised why of life. Discuss the town, houses, facilities – how is Skelmersdale organised? Why do we need an organised why of life? What important features can the children spot? Gym, Asda, library, Tawd Valley park, police station, fire station, homes (what materials are the homes made of). What does it mean to be developed and organised?
2. Where is London? How is it organised? The British Library, College, Universities, shops, train station, hotels. Tower bridge, (Euston station), museums, tourist areas (zoo, Harry Potter world, etc) look at photographs of London spot features?
3. What was London long time ago? Have the houses, buildings, organisation changed?
4. Artefact session – What caused the great fire of London? Inform children of a great disaster – ruined London. Image of the GFOL
5. How did drought, timbered framed houses and overcrowding help cause the GFOL?

Before the fire, the summer had been very hot and dry. There had been a drought. All the houses were made of wood with thatched roofs which helped to spread the fire. Dry wood catches fire easily. The house leaned forward and tightly packed together, No one thought about planning. 1. How did open-fires, strong winds and primitive firefighting methods help cause the GFOL?
2. Outcome – How did the organisation of London a long time ago help cause the GFOL?

Outcome: ***Role-play/Interview to demonstrate knowledge of the events and cause*** |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle A****Objectives****Unit 1** | Retell some events from beyond their living memory which are significant nationally or globally.  | **Recognise the distinction between past and present. (Y1)****Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1)****Use common words and phrases concerned with the passing of time. (Y2)**Identify some similarities and differences between ways of life at different times.(Y1)Recognise that their own lives are similar and / or different from the lives of people in the past.(Y2) | Use sources to answer simple questions about the past (Y1).Ask and answer simple questions about the past through observing and handling a range of sources (Y2). | **Use simple historical terms. (Y1)****Use a variety of simple historical terms and concepts.(Y2)**Demonstrate simple historical concepts and events through role-play, drawing and writing. (Y2) |
| **Vocabulary**  | ***Civilisation, cause****community, parliament, Pudding Lane, bakery, Samuel Pepys, Thomas Farynor, diary, structure, building, terraced, thatched roof, pitch(tar), timber* | *Today, now, tomorrow, yesterday, then, after, before, week, present, year, past, long ago, Day, Week, Month, long ago* *Sequence, chronological order, recent history, earlier, later (Y2)* | *Sources: object, artefacts, fiction books, pictures, photographs, diary entries, maps, paintings**Skills: observe, curiosity, investigate, explain, enquire, questioning, reasoning*  |  |

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| **Year One and Two Cycle A Unit 2****History of Toys** **(Focus changes of toys over time with an independent study of teddies through the ages)**Substantive Knowledge/Concept: CHILDHOODDisciplinary Knowledge/Concept: CHANGE & CONTINUITY**Changes within Living memory (1)**How have teddy changed over time? |
| 1. Curiosity – photographs of staff as babies / child/ teenager – can they pair the photos. Match the photographs – people who the children interactive day.
2. How many years have I lived for?  How many years have my teachers lived for?
3. How have I changed over time?  How have my teachers changed over time?
4. How does the main character in Martin Waddell’s Once there were giants, change over time?
5. Curiosity – teddy bear museum. What teddy bears did school staff play with when they were children? Describe features etc. Why have they kept them?
6. What were toys like in the past? Homework / investigation – do any of the children’s family have teddy bears? Bring in, ask Q, discuss features, etc
7. Chronology session – a range of bears – Can you order the questions from old to new? How can you tell which is the newest? (build a bear – old bear)
8. What toys did Royal children play with? National focus on teddy bears – Roosevelt / history of teddy bears. <https://www.youtube.com/watch?v=9kBFQLCjlfg>

Outcome: Draw & ***write about old and new of the Teddy Bear – Considering what has changed and what is different.*** |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle A****Objectives****Unit 2** | Describe some changes within their living memory (including aspects of national life where appropriate). | **Recognise the distinction between past and present. (Y1)****Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1)****Use common words and phrases concerned with the passing of time. (Y2)**Order and sequence some familiar events and objects. (Y1)Order and sequence events and objects. (Y2) | Choose parts of stories and other sources to show what they know about the past. (Y1)Choose parts of stories and other sources to show what they know about significant people and events. (Y2) | **Use simple historical terms. (Y1)****Use a variety of simple historical terms and concepts. (Y2)**Demonstrate simple historical concepts and events through role-play, drawing and writing. (Y2) |
| **Vocabulary**  | ***Childhood, change, continuity, same, different****Grandparent, living memory, Victorian, modern, memory, rocking horse, thaumatrope, peg dolls, spinning top, skipping ropes**Teddy Roosevelt, teddy bear, hunting, hard body, soft body, wool wood, stuffing, glass eyes, moving parts.* | *Today, now, hours, yesterday, then, after, before, the present, year, past, long ago, future, long ago, modern**Sequence, chronological order, recent history, earlier, later,* | *Sources: museum, picture books, artefacts, photographs, newspaper article**Skills: observe, record, questioning, enquiry, reasoning, drawing* |  |

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| **Year One and Two Cycle B Unit 1****Learie Constantine**Concept: JUSTICE & EQUALITYDisciplinary Knowledge: SIGNIFICANT INDIVIDUALS**The lives of significant individuals in the past (3)**How did Learie Constantine provide justice and equality for others in the UK? |
| Questions1. What is significance and who is special to me?
2. Why is Marcus Rashford significant and what makes him a good role model? Campaigned for Holiday Food vouchers during school holidays for those children on free school meals.
3. Who is Learie Constantine? Why was he in the UK? Born 21st September 1921 - From Trinidad/Tobago – Cricketer ‘best fielder in the world’- From a family of slaves (grandparents) – Family Members played cricket (father) – Became a professional cricket player for Nelson and was able to play for Lancashire – Successful player – Married with one daughter – who became an assistant legal adviser
4. How was learie Constantine treated when he first arrived in Nelson? People had never seen a black person before and use to look through his window to see him - https://www.bbc.co.uk/sport/cricket/41391493
5. How was Learie Constantine treated in the UK? Do you think this is fair? What is racism/discrimination? 1943 - Incident at Imperial Hotel – Had booked for four nights but when arrived only allowed to stay for one night because of complaints from US Army guest
6. How did he deal with the unfair behaviour towards him? Took the hotel to court Constantine v Imperial Hotel, London. – Represented the League of the Coloured People and supported people of colour in factories across the county – Race Relations.
7. What rewards did Learie Constantine gain for his actions? MBE (Lord: knighthood) and peerage when alive but was given the Trinity Cross posthumously
8. Why was Learie Constantine significant? Because he fought for the rights of Black people during the early 1900s.

Outcome* The children will produce a piece of writing to answer the question: Was Learie Constantine a good person and why?
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|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle B****Objectives****Unit 1** | Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. | **Recognise the distinction between past and present. (Y1)****Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1)****Use common words and phrases concerned with the passing of time. (Y2)**Order and sequence some familiar events and objects. (Y1)Order and sequence events and objects. (Y2) | Make simple observations about different people, events, beliefs and communities. (Y1)Recognise some basic reasons why people in the past acted as they did. (Y2) | **Use simple historical terms. (Y1)****Use a variety of simple historical terms and concepts. (Y2)**Talk about what / who was significant in simple historical accounts. (Y2) |
| **Vocabulary**  | ***Justice, equality, significant individual****Racism, race, skin colour, Africa, West Indies, cricket, Lancashire, Nelson, MBE, parliament, laws, migration, politics, government, welfare, relationships, barrister, honoured, lord.* | *Today, now, tomorrow, yesterday, then, after, before, weeks, present, year, decade, past, long ago, future, day, week, month, long ago,**Sequence, chronological order, recent history, earlier, later, decades, centuries* | *Sources: letters, images, police reports, diary entries, laws, newspaper article**Skills: reasoning, enquiry, curiosity, debate,*  |  |

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| **Year One and Two Cycle B Unit 2****Skelmersdale – Local development of a new town (Hugh Wilson)**Concept: MIGRATIONDisciplinary Knowledge: SIGNIFICANCE**Significant historical events, people and places in their locality (4).**Why was the new town of Skelmersdale built? |
| Questions1. Curiosity Lesson – Primary sources (photographs) of Old Skelmersdale – Discuss: Where is this?
2. Where do I live? UK – England – North West- Lancashire - Skelmersdale
3. What are sources? How do they help us learn about the past? Discuss a range of sources: artefacts, newspaper articles, factual reports, photographs, diary entries.
4. What was Skelmersdale like before 1961? Use above sources to answer the question.
5. Why did people need a ‘new town’? Use video ‘Project Skelmersdale’ – Growing population – rejuvenating area(economic decline of old mining town)
6. Why did people move to the new town? Use video ‘Project Skelmersdale’ – location (M6 motorway/Liverpool Docks) – Lifestyle – Safety – Jobs prospects- Bigger homes with garden – Visitor?
7. Who designed the new town of Skelmersdale? What other new towns did he design? Sir Leslie Hugh Wilson – Chief Architect/Planner – 1st November1962 – Designed Cumbernauld/Stevenage – Concept of building a town of low rise housing with underpasses which enables people to travel from one area to next by foot within 10 minutes.

Outcome: Newspaper report (Development of New Town) |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle B****Objectives****Unit 2** | Develop awareness of significant historical events, people and places in their own locality. | **Recognise the distinction between past and present. (Y1)****Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. (Y1)****Use common words and phrases concerned with the passing of time. (Y2)**Identify some similarities and differences between ways of life at different times. (Y1)Recognise that their own lives are similar and / or different from the lives of people in the past. (Y2) | Use sources to answer simple questions about the past (Y1).Ask and answer simple questions about the past through observing and handling a range of sources (Y2).Consider why things may change over time. (Y2)Identify some of the basic ways in which the past can be represented. (Y1) | **Use simple historical terms. (Y1)****Use a variety of simple historical terms and concepts.(Y2)** Describe special or significant events. (Y1)Demonstrate simple historical concepts and events through role-play, drawing and writing. (Y2) |
| **Vocabulary**  | ***Migration, Significance****Hugh Wilson, Skelmersdale, New Town, Liverpool, overspill, post war, proposals, CND, location, Lancashire, Church Farm, city, town.**Skelmersdale Heritage Society* | *Today, now, tomorrow, yesterday, then, after, before, present, year, decade, century, the past, long ago, the future, day, week, month, long ago, modern**Sequence, chronological order, recent history, earlier, later, decades, centuries* | *Sources: artefacts, newspaper articles, factual reports, photographs, diary entry**Skills: observe, reason, discuss, debate* |  |

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| **Year Three and Four Cycle A Unit 1****Stone Age to Iron Age**Concept: CHILDHOODDisciplinary Knowledge: SOURCES & EVIDENCE**Changes in Britain from the Stone Age to the Iron Age (1)**Would you prefer to be a ‘Stone Age’ child or an ‘Iron Age’ child? |
| Curiosity – Artefact – Investigate image: cave painting.1. What was life like in Mesolithic Britain for children?
2. What stone age sources and evidence do we use to find out about the past?
3. What can we learn about Neolithic settlements (new stone age) from Skara Brae (thinkinghistory.co.uk)
4. What was life like for Bronze age families (children)? Farming / looms / metal tools
5. Why did bronze have such a major impact on life at the time- mining bronze.
6. How did life change from the stone age to the iron age for children?

Outcome: Draw comparisons by using evidence of both time frames – debate ‘Stone Age’ verses ‘Iron Age’Penultimate lesson – discussion, allow children to gather all their for evidence their debate. |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle A****Objectives****Unit 1** | Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. (Y3)Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. (Y4) | **Use some dates and historical terms when ordering events and objects. (Y3)****Use dates and historical terms when ordering events and objects. (Y4)****Demonstrate awareness that the past can be divided into different periods of time. (Y3)****Identify where people and events fit into a chronological framework. (Y4)** | **Use sources to address historically valid questions (Y3)****Use sources to address historically valid questions and hypotheses. (Y4)****Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3)****Recognise how sources of evidence are used to make historical claims. (Y4)**Recognise that different versions of past events may exist. (Y3)Describe some of the ways the past can be represented. (Y3) | Select and organise historical information to present in a range of ways. (Y3/4)Use relevant historical terms and vocabulary linked to chronology. (Y3)Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4) |
| **Vocabulary**  | ***Childhood, sources, evidence.****Stone Age, Bronze Age, Iron Age, flint, bronze, iron, settlement, shelter, tribal, Neanderthal, homosapiens, knuckle bones,*  | *Present, past, year, decade, century, long ago Continuity, change, sequencing, trends, timeline, AD, duration, timescale*  | *Sources**first-hand evidence, second-hand evidence, eye-witness account, archaeologist, excavation, place, locality, bar graph.**Skills* *Questions, opinion, experts, compare, initiate, themes, investigate, similarities, differences, perception, think critically and use judgement.* |  |

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| **Year Three and Four Cycle A Unit 2*****Romans (Boudicca)***Concept: **MIGRATION**Disciplinary Knowledge: CONSEQUENCES**The Roman Empire and its impact on Britain** What were the consequences of Queen Boudicca resistance to the Roman invasion? |
| BoudiccaCuriosity - Artefact session – Investigate Bronze Statue: **What reasons could you suggest for honouring a person in this way?  What kind of people are represented?**1. **What kind of woman was Boudicca?  What might have happened to her?**  "It is not as a woman descended from noble ancestry, but as one of the people that I am avenging lost freedom and my scourged body.  This is a woman's resolve; as for men, they may live and be slaves.” (Tacitus – Roman historian)  Define vocab.
2. **How do historians know what Boudicca looked like?  How do written sources describe Boudicca?**  Sources include: Cassius Dio (Roman Historian), Joshua J. Mark (2001) and  Ben Johnson (2013).  Examine a section of Tony Bradman's 'Queen of Darkness: Boudicca's Army Will Rise' describing Boudicca.
3. **Why did Boudicca rebel against the Romans?**

Watch <https://www.youtube.com/watch?v=eC7ONgTJGKw>  for pleasure then to gather information.1. **What were the consequences of Boudicca's rebellion?**

Watch <https://www.youtube.com/watch?v=eC7ONgTJGKw> again, gather information and write.1. Watch The Boudicca Song | Cut-Throat Celts | Horrible Histories <https://www.youtube.com/watch?v=eHMRLoJZ5JA> and examine the lyrics.  **What impression of Boudicca do we get from this song and the sources we have examined so far?**Create a Top Trumps card for Boudicca.  Watch <https://www.youtube.com/watch?v=14Ywou7Jguc> for guidance on writing character Top Trump cards
2. **Why do we remember Boudicca's resistance to the Romans?**  Bravely standing up against cruel treatment?
3. **Consider reading** Tony Bradman's 'Queen of Darkness: Boudicca's Army Will Rise' as a class novel.

Outcome: Newspaper report – impact of the Romans migration to Britain – tribes, accomplishments (roads, buildings, etc) |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle A****Objectives****Unit 2** | Describe some aspects of the Roman Empire and recognise its impact on Britain. | **Use some dates and historical terms when ordering events and objects. (Y3)****Use dates and historical terms when ordering events and objects. (Y4)****Demonstrate awareness that the past can be divided into different periods of time. (Y3)****Identify where people and events fit into a chronological framework. (Y4)** | **Use sources to address historically valid questions (Y3)****Use sources to address historically valid questions and hypotheses. (Y4)****Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3)****Recognise how sources of evidence are used to make historical claims. (Y4)**Identify historically significant people and events in different situations. (Y4) | Discuss some historical events, issues, connections and changes. (Y3)Discuss significant aspects of, and connections between, different historical events.(Y4)Select and organise historical information to present in a range of ways. (Y3/4)Use relevant historical terms and vocabulary linked to chronology. (Y3)Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4) |
| **Vocabulary**  | ***Migration, Consequences****Emperor, Julius Caesar, gladiator, aqueduct, invade, conquer, empire, Boudicca, toga, amphitheatre, slaves, tribe, hypocaust, centurion, settlement.* | *Present, past, year, decade, century, long ago, continuity, change, sequencing, trends, timeline, AD, duration, timescale,*  | *Sources**first-hand evidence, second-hand evidence, eye-witness account, archaeologist, place, locality, maps* *Skills* *Questions, opinion, experts, compare, initiate, themes, investigate, similarities, differences, perception, think critically and use judgement.* |  |

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| **Year Three and Four Cycle B Unit 1*****Ancient Civilisations*** **(Focus on Ancient Civilisations with an independent study of *Ancient Egypt)***Concept: **CIVILISATION**Disciplinary Knowledge: SOURCES AND EVIDENCE**A study of achievements of the earliest civilisations. (7)**What are the many achievements of the Ancient Egyptians? |
| Questions1. What is a civilisation? What is an ancient civilization? What are the ancient civilisations? Civilisation – A group of people who were more advanced than the rest of the old in their period of time. Greeks, Egyptians, Mayan, Indus Valley, Early Islamic, Shang Dynasty and Rome.
2. What can an interactive timeline teach us about ancient civilisations? Discuss timings of alternative civilizations and other events at those times.
3. Curiosity - Selection of Egyptian artefacts – What are they? What are they for? Which ancient civilisation you think they are from?
4. What are Primary and Secondary sources? How do they help us learn about the past?
5. How was the Great Pyramids of Giza constructed? (Construction) Discuss who the pyramids where built for – Pharaoh Khufu, Pharaoh Khafre, Pharaoh Menkaure and the female family members. Use sources to find out how the pyramids were built.
6. What were Hieroglyphs? Use sources to introduce the concept of hieroglyphics?
7. How did Egyptians use hieroglyphics to communicate? What was the Rosetta Stone used for? Papyrus (making of), cartouches, carvings on tombs and temple walls – To support in translating hieroglyphics.
8. What can we learn about the significance of the Nile? Agriculture/farming – irrigation, source of water, development of crops and transporting good. The River Nile would flood every year and leave behind a rich, black silt that fertilised the soil.
9. Planning a non-chronological report
10. Writing a non-chronological report

Outcomes: Non-Chronological report – What are the many achievements of the Ancient Egyptians? |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| **Cycle B****Objectives****Unit 1** | Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. | **Use some dates and historical terms when ordering events and objects. (Y3)****Use dates and historical terms when ordering events and objects. (Y4)****Demonstrate awareness that the past can be divided into different periods of time. (Y3)****Identify where people and events fit into a chronological framework. (Y4)**Explore links and contrasts within and across different periods of time. (y4) | **Use sources to address historically valid questions (Y3)****Use sources to address historically valid questions and hypotheses. (Y4)****Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3)****Recognise how sources of evidence are used to make historical claims. (Y4)** | Select and organise historical information to present in a range of ways. (Y3/4)Use relevant historical terms and vocabulary linked to chronology. (Y3)Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4) |
| **Vocabulary**  | ***Civilisation source evidence Ancient****Tutankhamen, mummification, pharaohs, pyramids, hieroglyphs, scribe, sarcophagus, mummy, Osiris, canopic jars, sphinx, culture beliefs, settlements, achievements, archaeology archaeologist, artefact, sources primary source, primary evidence, secondary source, secondary evidence* | *Present, past, year, decade, century, long ago, timescale, timeline, centenary,* | *SourcesFirst-hand evidence, second-hand evidence, eye-witness account, satellite images, aerial photographs, locations, stories (Myths and Legends), data, records and oral history.**Skills**Interpretations, analyse, develop perspective, similarities, compare, developments and impact on life.*  |  |

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| **Year Three and Four Cycle B Unit 2*****Industrial Revolution (Skelmersdale – Mines- Disaster)***Concept: **JUSTICE & EQUALITY**Disciplinary Knowledge: CHANGE & CONTINUITY**A local study (5)**1.How did mining disaster change life in Skelmersdale? |
| Questions1. Curiosity Lesson – Primary sources (photographs) of Skelmersdale Mining Industry – Discuss: Where/What is this?
2. Recap on Primary/Secondary sources, use to answer following questions: What is mining? What did they mine? Why is mining important at this time? (industrial revolution)
3. What was life like as a miner in Britain pre-1842? Children (trappers), women (hurries and thrusters) and men (getters) worked in the mine. Worked for long periods of time in hazardous conditions.
4. What was life like after the Mines and Collieries Bill 1842 was passed? Lord Ashley lead inquiry into the conditions of miners. Women, girls and boy under 12 where not allowed to work under ground. Workers only allowed to complete 12-hour shifts.
5. Was there coal mines in Skelmersdale? When did they open? Berry Street – 1866-1879, Chapel House – 1868 – 1904 and Crow Orchard 1853 – 1967.
6. What happened on 30th November 1897? Using sources: Discuss mining disaster at Tawd Vale Colliery (closed 1897), water overflowed from the river, caused by heavy rain, flooding the mine leading to an explosion. – Two dead and 1000 jobs lost. The beginning of the end of the mines in Skelmersdale.
7. What were the consequences of the Skelmersdale mining disaster? Poverty, miners has no tools so could not work in other mines, **migration from area** and unemployment level rose. Prosperous town to a town in economic decline.

Outcomes: 1.Explanation text |
| **Year Three and Four Cycle B Unit 2*****Crime and Punishment in Lancashire - Victorian (Chronology)***Concept: **JUSTICE & EQUALITY**Disciplinary Knowledge: SOURCES & EVIDENCE**A study of an aspect or theme in British history. (6)**2.Why didn’t the punishment always fit the crime? |
| Questions1. Curiosity Lesson – Primary sources (photographs) of Acts of Punishment – Discuss: Where/What is this? Why might this be happening?
2. Recap on primary and secondary resources and use to answer the following questions: What is punishment? Why were people punished? What types of punishment in the 19th century?
3. Why did Robert Peel found the Metropolitan Police in 1829? Robert Peel – Metropolitan Police Bill – Peelers – Robert Peel felt there was an increase in criminal activity as a threat to the stability of society and preventative policing.
4. Who was Mary Hindle? What was her crime and punishment?
5. Was Mary Hindle’s punishment fair? Compare with John Ryan and Albert Jackson 1907 Turf Moor Theft.

Outcomes: 2. Debate - A balanced argument – using both sides of the argument to see if the punishment fit the crime. |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology | Interpretation, Enquiry and using sources | Communication |
| **Cycle B****Objectives****Unit 2** | Compare significant historical events to their locality.Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. | **Use some dates and historical terms when ordering events and objects. (Y3)****Use dates and historical terms when ordering events and objects. (Y4)****Demonstrate awareness that the past can be divided into different periods of time. (Y3)****Identify where people and events fit into a chronological framework. (Y4)**Explore trends and changes over time.(Y3) | **Use sources to address historically valid questions (Y3)****Use sources to address historically valid questions and hypotheses. (Y4)****Recognise that our knowledge of the past is constructed from different sources of evidence. (Y3)****Recognise how sources of evidence are used to make historical claims. (Y4)**Recognise that different versions of past events may exist. (Y3)Recognise why some events happened and what happened as a result (Y4) | Discuss some historical events, issues, connections and changes. (Y3)Discuss significant aspects of, and connections between, different historical events. (Y4)Select and organise historical information to present in a range of ways. (Y3/4)Use relevant historical terms and vocabulary linked to chronology. (Y3)Use relevant and appropriate historical terms and vocabulary linked to chronology. (Y4) |
| **Vocabulary**  | ***Justice, equality, change and continuity****1.Laws, equality, machinery, homes, steam power, etc**2.Penal wheel, justice, torture, prison, branding, the rack, scold’s bridle, the crank, treadwheel, bobbies, deterrent, execution, judge, jury, treason, victim, trial* | *Present, past, year, decade, century, long ago, timescale, timeline, centenary,* | *Sources**First-hand evidence, second-hand evidence, eye-witness account, satellite images, aerial photographs, locations, stories (Myths and Legends), data, records and oral history.* [*https://lancashireworkinglives.wordpress.com/crime-and-punishment-2/*](https://lancashireworkinglives.wordpress.com/crime-and-punishment-2/)*Skills**Interpretations, analyse, develop perspective, similarities, compare, developments and impact on life.*  |  |

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| **Year Five and Six Cycle A Unit 1*****Anglo Saxons and Scots***Concept: **CHILDHOOD/CIVILISATION**Disciplinary Knowledge: CONSEQUENCE**Britain’s settlements by Anglo-Saxons (3)**Did the impact of the invasion of the Anglo-Saxons alter the childhoods of the Britons and the Scots? |
| 1. **Curiosity – Artefact – Investigate a pre-Anglo-Saxon childhood game (knuckle bones). What do you think this is? What could it have been used for? How old is it? Which country do you think it’s from? Who could have used it?**
2. **Recap on Primary/Secondary sources, use to answer following questions: Who are the Anglo-Saxons? Why did they come to Britain? What did they come for? How did they get here? Where did they come from?**
3. **How did the increase of warfare impact the children's living conditions? Fortification, battles, safety within a settlement. Warfare**: The period was marked by considerable violence and conflict between the Britons, Anglo-Saxons, and later the Scots. Children in these regions would have grown up in a context of frequent raids, battles, and the general instability of wartime. **Fortifications**: As communities sought to protect themselves, children might have lived in more fortified settlements or witnessed the construction of defensive structures.
4. **Did the Anglo-Saxons integrate into the community and how did this affect the children? Cultural Integration**: Over time, there was some degree of cultural integration. Briton and Anglo-Saxon customs, traditions, and familial structures began to blend, affecting the daily lives of children. **Marriages and Mixed Heritage**: Intermarriages between Britons and Anglo-Saxons created families of mixed heritage, where children might have experienced a blend of cultural practices from both communities.
5. **What were the socioeconomic changes brought about by the Anglo-Saxon invasion, and how did these changes affect children's roles and responsibilities within their communities?** The agricultural practices and trade patterns changed with the new settlers. Children would have been involved in different types of farming, animal husbandry, and possibly early forms of craft and trade introduced by the Anglo-Saxons.
6. **How did the transition from Pagan to Christian religious practices among the Anglo-Saxons affect the religious upbringing and moral education of children?** The Anglo-Saxon paganism initially introduced new religious practices and beliefs. Later, with the Christianization of the Anglo-Saxons, children experienced changes in religious practices and the introduction of new Christian rituals and education.

Outcome: Narrative poem – detailing the life of a child during the events (Scots and Anglos-Saxons) |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle A****Objectives****Unit 1** | Describe some aspects of Britain’s settlement by Anglo-Saxons and Scots (from Ireland). | **Use dates and appropriate historical terms to sequence events and periods of time. (Y5)****Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)** **Identify where people, places and periods of time fit into a chronological framework. (Y5)****Develop chronologically secure knowledge of the events and periods of time studied. (Y6)** Describe links and contrasts within and across different periods of time including short-term and long-term time scales. (Y5)Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. (Y6) | Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)Regularly address and sometimes devise historically valid questions and hypotheses. (Y6) Describe the impact of historical events and changes. (Y6)Recognise that some events, people and changes are judged as more significant than others. (Y6) | Use appropriate vocabulary when discussing and describing historical events. (Y5) Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)Choose relevant ways to communicate historical findings. (Y5) Choose the most appropriate way of communicating different historical findings. (Y6)**Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)****Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6)** |
| **Vocabulary**  | ***Childhood, Civilisation, consequence****Settlement, Gaelic, long ships, Scots – Dal Raita invasion, conquest, raiding, Wessex, kingdoms/shires, thane, Mercia, Kent, East Anglia Northumbria, exile, Wergild, Anglo Saxons and geld****.*** | *Past, century, timescale timeline, timeframe, chronology, chronological, duration, sequence, s, AD, BC CE, BCE era* | ***Sources****Primary source, secondary source including all other learnt resources including research.****Skills****Conduct, research, evaluate, collect, record, analyse, conclusions, advancements, interpretations, cause and effect, structured accounts, omissions, impression, biased, motive*  |  |

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| **Year Five and Six Cycle A Unit 2*****Vikings and Anglo Saxons***Concept: **MIGRATION**Disciplinary Knowledge: CHANGE AND CONTINUITY**The Vikings and Anglo-Saxons struggle for the kingdom of England and the time of Edward the Confessor.(4)**How did life change in Briton, during the struggles between the Vikings and the Anglo-Saxons? |
| 1. **Curiosity – Artefact – Investigate – manuscript (** The Ecclesiastical History of the English People, monastery, Vikings jewellery, Christianity, longboat)
2. **Recap on Primary/Secondary sources, use to answer following questions: How did the Viking raid on the Holy island of Lindisfarne began to change life in Britain?** Who are the Vikings? Where did they come from? Why did they come? What happened at the monastery of Lindisfarne? What did the Britons think of the Vikings (Monk records – The Venerable Bede? Bede also known as **Saint Bede**, **the Venerable Bede**, and Bede the Venerable (Latin: Beda Venerabilis), was an English monk, author and scholar.
3. **How did the Britons defend their kingdoms? A** The need for defence against Viking raids led to the establishment of fortified towns known as burhs. These provided refuge and were centres for trade and administration. B Military tactics and technologies evolved, including the construction of a navy under Alfred the Great to counter the Viking longships.
4. **Did the arrival of the Vikings effect the society and the economy of Briton? A.** Viking raids initially disrupted agriculture and trade, leading to periods of famine and economic instability. B. Over time, however, the presence of Vikings and the establishment of the Danelaw led to increased trade across the North Sea, integrating Briton more into the broader Scandinavian trade networks.
5. **Did the Viking pose a threat to the Anglo-Saxon religion of Christianity? A** The Viking invasions initially posed a threat to Christianity in Briton, with monasteries being prime targets for raids due to their wealth. B Despite this, the Vikings who settled in Briton gradually converted to Christianity, influenced by their Anglo-Saxon neighbours, leading to the establishment of churches and the integration of Christian practices into Viking communities.
6. **What was the impact of Vikings arrival upon the Anglo-Saxon kingdoms and power structures**: A The Viking invasions and subsequent settlements led to the reorganization of political power. The establishment of the Danelaw in the late 9th century, where Danish law was followed, marked a significant territorial division. B The constant threat and conflicts with the Vikings led to the unification of smaller Anglo-Saxon kingdoms. King Alfred the Great of Wessex, for instance, played a crucial role in unifying Anglo-Saxon England to resist Viking incursions.

Outcomes: Diary entry – record the change that have been witnessed over time. |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle A****Objectives****Unit 2** | Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor | **Use dates and appropriate historical terms to sequence events and periods of time. (Y5)****Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)** **Identify where people, places and periods of time fit into a chronological framework. (Y5)****Develop chronologically secure knowledge of the events and periods of time studied. (Y6)** Describe links and contrasts within and across different periods of time including short-term and long-term time scales. (Y5)Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. (Y6) | Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)Regularly address and sometimes devise historically valid questions and hypotheses. (Y6)Recognise how our knowledge of the past is constructed from a range of sources. (Y5)Evaluate sources and make simple inferences. (Y5)Choose relevant sources of evidence to support particular lines of enquiry. (Y5)Describe the impact of historical events and changes. (Y6) | Use appropriate vocabulary when discussing and describing historical events. (Y5) Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)**Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)****Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6)** |
| **Vocabulary**  | ***Migration, change and continuity****Exile, invade, raid, outlawed, Kingdom, pillaged, longship/longhouse, warrior, Edward the Confessor, Scandinavia, settlement, Sweden, Norway, Danelaw, conquer, invader, raids, vicious, and Norse. continuity, change cause, causation, consequence key/significant rise fall, decline impact, influence, legacy* | *Past, century, timescale timeline, timeframe, chronology, chronological, duration, sequence, s, AD, BC CE, BCE era* | *Sources**Primary source, secondary source including all other learnt resources including research.**Skills: hypothesis, observation, enquiry, curiosity, debating, collect, different scales, record, infer, reliable, analyse, analyse trends, evaluate, suggest, compare, contrast, influence, identify, hypothesis, sift arguments, sources.* |  |

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| **Year Five and Six Cycle B Unit 1*****Middle East – Baghdad*** Concept: **CIVILISATION**Disciplinary Knowledge: INTERPRETATIONS**A non-European society that provides contrast with British history (9)**How do interpretations of Baghdad’s civilisation differ within the Golden age? |
| Questions1. Curiosity - Artefact session – Investigate image: What can I see? What does this tell me? What can I infer? What questions could I ask? What else would I need to know? Artist impression of early Baghdad
2. Recap on: What is a civilisation? What do you remember about other ancient civilisation? Where does Baghdad sit in the time frames of ancient civilisations?
3. How do we interpret a source? Discuss primary and secondary sources – personal interpretation, can have biases.
4. Who was Ibn Battuta and how far did he travel?
5. Where was 10th C Baghdad and what was its place in the world? Compare London at that time with Baghdad using sources
6. How do ancient maps reveal the advancements in the Golden Age? (compare Jesus map)
7. What was the significance of Baghdad as a centre of imports and exports? Silk road, traded items such as jade
8. What was the importance of the House of Wisdom?
9. What were the significance contributions from early scholars?
10. How have Muslim ideas and achievements effected our lives? (thousand and one inventions.com)
11. Communication and findings- How has our research informed our interpretations of early Islamic civilisation?

Outcomes: Non-chronological report - |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle B****Objectives****Unit 1** | Describe key aspects of a non-European society such as the early Islamic civilisation. | **Use dates and appropriate historical terms to sequence events and periods of time. (Y5)****Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)** **Identify where people, places and periods of time fit into a chronological framework. (Y5)****Develop chronologically secure knowledge of the events and periods of time studied. (Y6)** Describe links and contrasts within and across different periods of time including short-term and long-term time scales. (Y5)Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. (Y6) | **Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)****Regularly address and sometimes devise historically valid questions and hypotheses. (Y6)** **Recognise how our knowledge of the past is constructed from a range of sources. (Y5)****Evaluate sources and make simple inferences. (Y5)****Choose relevant sources of evidence to support particular lines of enquiry. (Y5)**Give some reasons for contrasting arguments and interpretations of the past. (Y6)Describe the impact of historical events and changes. (Y6)Recognise that some events, people and changes are judged as more significant than others. (Y6) | Use appropriate vocabulary when discussing and describing historical events. (Y5) Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)**Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)****Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6)** |
| **Vocabulary** | ***Civilisation, interpretations****Mosque, coins, water mill, coins, pottery, mathematics, Power: Monarchy: Legitimacy of this type of rule, al-Khawarzimi, Abbasid caliphate, empire, Islamic, Caliphs (kings), Middle East, e Hijaz (modern day Saudi Arabia), society, traders, advances, advancements, silk, silk-road, medicine, transient settlements, major towns and cities, conquering, territory, assimilation* | *Past, century, timescale timeline, timeframe, chronology, chronological, duration, sequence, s, AD, BC CE, BCE era* | ***Sources:*** *photography, artwork, museums, artefacts, written word, laws and democracy, artefact, sources, primary source, primary, evidence, secondary source, secondary evidence, evidence,****Skills:*** *hypothesis, observation, enquiry, curiosity, debating, collect, different scales, record, infer, reliable, analyse, analyse trends, evaluate, suggest, compare, contrast, influence, identify, hypothesis, sift arguments, sources,* |  |

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| **Year Five and Six Cycle B Unit 2*****Ancient Greeks – Athens and Sparta*** Concept: **JUSTICE & EQUALITY**Disciplinary Knowledge: SIMILARITIES AND DIFFERENCE**Ancient Greece (8)**Was the life of a slave similar or different in Athens or Sparta? |
| Questions:1. ***Curiosity –****image Greek vase showing battle of*The Peloponnesian War was a war fought in ancient Greece between Athens and Sparta. What is happening? Why are they fighting? When does this take place? Why is it on a vase?
2. Where in the world was Ancient Greece? When was the Ancient Greek era? 1200BCE to 323 BCE
3. What is a city state? A part of Ancient Greece which is governed by itself. Identify the main city stated of: Argos, Syracuse, Athens and Sparta etc
4. How were Athens and Sparta different? Government, military, different values.
5. Was it better to be a woman in Athens or Sparta? Sparta: matriarchal, Athens: patriarchal
6. How did people become a slave in Ancient Greece? Athens: War, trade and piracy, Sparta: The Helots (captives from war)
7. What was it like to be a slave in Athens or Sparta? – Investigate the life of slaves in Athens and Sparta and make a comparison.

Outcomes: Debate – Was the life of a slave similar or different in Athens or Sparta? |
|  | Think like a historian…Substantial Knowledge | Work like a historian …Disciplinary knowledge |
| Events, People and Changes | Chronology  | Interpretation, Enquiry and using sources | Communication |
| **Cycle B****Objectives****Unit 2** | Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. | **Use dates and appropriate historical terms to sequence events and periods of time. (Y5)****Use dates and a wide range of historical terms when sequencing events and periods of time. (Y6)** **Identify where people, places and periods of time fit into a chronological framework. (Y5)****Develop chronologically secure knowledge of the events and periods of time studied. (Y6)**  | **Use a wider range of sources as a basis for research to answer questions and to test hypotheses. (Y5)****Regularly address and sometimes devise historically valid questions and hypotheses. (Y6)**Recognise how our knowledge of the past is constructed from a range of sources. (Y5)Evaluate sources and make simple inferences. (Y5)Choose relevant sources of evidence to support particular lines of enquiry. (Y5)Give some reasons for contrasting arguments and interpretations of the past. (Y6) | Discuss and debate historical issues. (Y5) Acknowledge contrasting evidence and opinions when discussing and debating historical issues. (Y6)Use appropriate vocabulary when discussing and describing historical events. (Y5) Use appropriate vocabulary when discussing, describing and explaining historical events. (Y6)Choose relevant ways to communicate historical findings. (Y5) Choose the most appropriate way of communicating different historical findings. (Y6)Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. (Y5)Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. (Y6) |
| **Vocabulary**  | ***Justice, equality, similarity, differences****Parthenon, Sparta, spartan, Athens, Athenians, marathon, laws, city states, temple, forum, social, structure, politics, political, equality, citizenship, justice, protection, slavery, slaves, democracy, Hoplites, civilisation, temple* | *Past, century, timescale timeline, timeframe, chronology, chronological, duration, sequence, s, AD, BC CE, BCE era* | ***Sources:*** *photography, artwork, museums, artefacts, written word, laws and democracy, artefact, sources, primary source, primary, evidence, secondary source, secondary evidence, evidence,****Skills:*** *hypothesis, observation, enquiry, curiosity, debating, collect, different scales, record, infer, reliable, analyse, analyse trends, evaluate, suggest, compare, contrast, influence, identify, hypothesis, sift arguments, sources,* |  |