

# WHOLE SCHOOL HISTORY OVERVIEW

**When teaching each historical era, the 7 key history skills must be taught for each one.**

- Constructing the Past
- Sequencing the Past/Chronology
- Continuity and Change
- Cause and Effect
- Significance and Interpretation
- Historical Enquiry
- Using Sources as Evidence

**In each era children will learn about and compare some or all of the following historical themes**

- Achievements (scientific and cultural)
- Housing and architecture
- Society (politics and class)
- Food, Farming and Trade
- Entertainment
- Beliefs
- Weapons and warfare

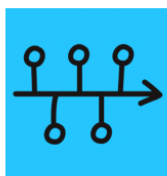
**THE FIRST LESSON IN ANY TOPIC MUST SET THE CONTEXT FOR THAT HISTORICAL ERA – HOW DOES IT COMPARE TO PREVIOUS TOPICS LEARNT, WHAT WAS LIFE LIKE IN THE PLACE BEFORE THIS ERA BEGAN ETC.**

**Make Sure objectives in pacers come from this document. Anything after a dash is just a suggestion of what you could look at to meet the objective; you could look at any relevant aspect of your topic, providing it will allow the children to meet the objective.**

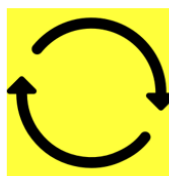
**In ALL lessons, the key skills logo needs to be displayed and discussed. What does the skill mean? What might we be doing today? When did we last use the skill? How does this link to what a historian might do?**



Constructing  
The Past



Sequencing  
The Past



Continuity  
And Change



Cause  
And Effect



Historical  
Enquiry



Using Sources  
As Evidence



Significance And  
Interpretation

**And finally, remember, we are teaching children to be historians, not fact machines.**

# YEAR 1

## Unit 1: Autumn Term How did my grandparents live?

Unit Content	<p>Changes within living memory: When my great grandparents were young – shopping and holiday habits</p> <ul style="list-style-type: none"> <li><b>Achievements (scientific and cultural)</b> Changes in technology in last 50 years – fridges, materials, packaging, ready meals - link to advances in technology (trains, swimming costume materials, seaside resorts) etc.</li> <li><b>Housing and architecture</b> What did shops look like in the past? What did beach fronts look like in the past?</li> <li><b>Food, Farming and Trade</b> What goods were made? What was sold, traded in tourist locations?</li> <li><b>Weapons and warfare</b> Shopping in wartime – rationing, grow your own etc.</li> </ul>	
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Identify that events have happened in the past – <i>I was born, I started school, Last Christmas etc.</i></li> <li>Identify that things from the past might be different to those today – <i>e.g. houses, cars, games, clothing, technology etc.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Identify that events from the past may have occurred over a greater period than their lifetime - <i>How long were grandparents at school for? How long have parents/teachers been married (not to each other) etc.</i></li> <li>With support, sequence artefacts in chronological order – <i>foods, signs, shopping based technologies, swimsuits, sea fronts etc.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify that changes have happened in history that have had an impact on our lives – <i>How was life different now to when your grandparents were 6?</i></li> <li>Identify that some things have stayed the same – <i>grandparents had to shop, had to eat healthily, grandparents had holidays, people still go to the beach or buy ice creams etc.</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple questions about the past - <i>Guided enquiries using knowledge from topic.</i></li> <li>Begin to identify some ways that we can find out about the past – <i>stories, pictures, objects</i></li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Understand that items can tell us about a person or an event. – <i>Family photographs, heirlooms etc.</i></li> <li>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – <i>clothing, housing etc.</i></li> </ul>	
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>Children should be able to describe the similarities and differences between shops now and shops in the past. Including, what you can buy, what they looked like inside, tills, convenience etc.</li> <li>To know how shopping has changed in the last 50 years. Children should be able to sequence images of the inside and outside of shops to show how they have changed and developed.</li> <li>To understand how technological advances have influenced shopping e.g. electronic tills, self-service tills, fridges and freezers, lighting, trolleys, barcodes etc and the impact this has had on people's lives.</li> <li>To understand at least one other element of life that has changed in the last 50 years e.g. holidays.</li> </ul>	
Vocabulary	<p><u>Progressive vocabulary</u></p> <p>Present Different Similar</p>	<p><u>Topic specific vocabulary</u></p> <p>Holiday Seaside Shopkeeper</p>

	Change Technology Compare Past	Grocer Market Till Self-service Freezer Fridge
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**Unit 2: Spring Term**  
**Why do we remember the 5<sup>th</sup> November?**

Unit Content	<p>Significant event: Significant historical event – Gunpowder Plot 1605</p> <ul style="list-style-type: none"> <li>• <b>Housing and architecture</b> Houses of Parliament cellars basements etc.</li> <li>• <b>Society (politics and class)</b> Parliament: Catholic attempt to remove Protestant monarchy</li> <li>• <b>Beliefs</b> Catholic Protestant</li> <li>• <b>Weapons and warfare</b> Gunpowder fireworks and firework safety</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events have happened in the past – <i>attempt to blow up parliament</i></li> <li>• Identify that things from the past might be different to those today – e.g. <i>weapons, houses, fashion, cities etc. Absolute power of monarch.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past may have occurred over a greater period than their lifetime. – <i>length of monarchs rule etc.</i></li> <li>• Identify that events and changes have happened in order and sequence events in chronological order – <i>order of the gunpowder plot timeline</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify that changes have happened in history that have had an impact on our lives - <i>What was different when Guy Fawkes was around? What would happen if someone tried it now? Would they be burned? Could you get under parliament that easily now?</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identifying that certain events have had major consequences in history - <i>Guy Fawkes was burned. Effect on religion – Catholics? Dangers of gunpowder realised – firework safety.</i></li> <li>• Identify some people whose actions have had major consequences in history.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Begin to identify why certain people/events are significant in history.</li> <li>• Recognise that we celebrate significant events that happened a long time ago – <i>Bonfire night</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions about the past - <i>Guided enquiries using knowledge from topic.</i></li> <li>• Begin to identify some ways that we can find out about the past – <i>stories, pictures, objects</i></li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Understand that items can tell us about someone or something. – <i>Guy Fawkes barrels, clothes etc.</i></li> </ul>
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• To know that The Gunpowder Plot was the famous attempt to blow up the Houses of Parliament and murder King James I which was planned for the state opening of parliament on 5<sup>th</sup> November 1605.</li> <li>• To know what England was like during the 1600s (<b>transport, king and houses</b>), including an understanding that James I was a Protestant King and during his rule Catholics were treated unfairly (unable to practice their religion).</li> <li>• Children should understand that The Gunpowder Plot was a plan made by a group of Catholic conspirators who were unhappy with how Catholics were being treated, the most famous of the plotters was Guy Fawkes.</li> <li>• Children should know that the plan failed with Guy Fawkes being caught in the cellar beneath parliament and was therefore charged with treason. Children should know that Guy Fawkes and The Gunpowder Plot are remembered on 5<sup>th</sup> November – Bonfire night.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand some of the consequences of The Gunpowder Plot e.g. new laws to stop Catholics voting, poor treatment of Catholics by Protestants, people realising danger of Gunpowder, introduction of Bonfire night.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Event Historical Parliament Plot Catholic Protestant First Next Long ago	<u>Topic specific vocabulary</u> Guy Fawkes Gunpowder Treason King James I Cellar Bonfire Arrest

### Unit 3: Summer Term

#### Who was the 'father' of our railways?

Unit Content	<p><b><i>Who was the 'father' of our railways?</i></b></p> <p>Significant people from history- George Stephenson</p> <p>For the first term, focus on the significance of George Stephenson then in the second term, begin to look at the Wright brothers and their invention. Spend time drawing comparisons between the two. Could also look at Karl Benz.</p> <ul style="list-style-type: none"> <li><b>Achievements (scientific and cultural)</b> Invention of his Steam Engine (Rocket)</li> <li><b>Housing and architecture</b> – Railway stations</li> <li><b>Food Farming and Trade</b> – people were now able to travel and trade goods from further afield</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Identify that things from the past might be different to those today – <i>e.g. transport</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Identify that events and changes have happened in order and attempt to sequence events in chronological order – <i>different modes of transport</i></li> <li>Identify that there have been different periods of time, which have happened in a specific order – <i>Tudors, Victorians, 20<sup>th</sup> C etc.</i></li> <li>Sequence artefacts or events from distinctly different periods of time (3-4 items) – <i>Modes of transport, Transport related inventions etc.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify that changes have happened in history that have had an impact on our lives – <i>How was life different before trains/planes were invented? How did it change life for the average person?</i></li> <li>Identify that some things have stayed the same – <i>People wanted to move around. People needed to sell their goods etc.</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Identify that certain events have had major consequences in history – <i>George Stephenson's developments led to national railways etc. Whole country became more accessible, Mechanised flight brought on lots of other different</i></li> <li>Identify some people whose actions have had major consequences in history -</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Begin to identify why certain people/events are significant in history – <i>achievements, impact, how would life be different if they hadn't done what they did?</i></li> <li>Identify why some individuals are significant both locally and nationally – <i>George Stephenson – growth of the area, growth of railways nationally etc. effect on the world of his inventions</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask simple questions about the past on events beyond living memory - <i>Guided enquiries using knowledge from topic.</i></li> <li>Begin to identify some ways that we can find out about the past – <i>stories, pictures, objects</i></li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Understand that items can tell us about someone or something. – <i>George Stephenson's suitcase. Wilbur or Orville's briefcase.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to make reasoned interpretations about why some artefacts belong to certain people or eras – <i>could compare types of planes or transport methods.</i></li> </ul>	
Substantive Knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• To know what transport is and how it has changed since The Victorian era</li> <li>• To know who Karl Benz (horse and carriage and cars), George Stephenson (trains) and The Wright Brothers (aeroplanes) are and how their inventions have changed transport over time</li> <li>• To know some key inventions and be able to place them in chronological order e.g. first railway was Stockton --&gt; Darlington, Stephenson's Rocket, passenger train etc.</li> <li>• To be able to give reasons why/how life has changed due to the introduction of railways</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Invention Important Consequence Railway Transport	<u>Topic specific vocabulary</u> George Stephenson Steam engine Locomotive Karl Benz Wright Brothers

# YEAR 2

## Unit 1: Autumn Term

### Who is our king? Have there ever been any others?

Unit Content	<p>Study of an aspect of British history that extends childrens knowledge beyond 1066 – focus on the changing role and power of monarchy over time, looking at some key monarchs and their significance.</p> <p>Start sequence with current monarch (King Charles) then go back to William 1 and, in chronological order spend one lesson per monarch (William I, Richard I, Mary I(or Henry VIII), Charles I, Victoria, QE II). Look at when in history they reigned, what power they had and what life was like back then. Then look at a significant aspect/event in their reign. All the way through, keep comparing back to previous monarchs studied and current king. Final lessons will sum up how the role of monarch has changed over time.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Developments in Victoria's reign</li> <li>• <b>Housing and architecture</b> – castles and royal residences, houses of parliament.</li> <li>• <b>Society (politics and class)</b> How was country ruled in different eras, changing role of monarch.</li> <li>• <b>Beliefs</b> Catholic/protestant problems. Puritans and interregnum.</li> <li>• <b>Weapons and warfare</b> Crusades, knights, castle fortifications, Hastings.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that events from the past have shaped the world today – <i>How did the different monarchs' reigns affect life today? – losing power, no longer leading into battle, castles were built for a reason – now they are not. Etc.</i></li> <li>• Identify that things from the past might be different to those today – <i>technology, wars, home, monarchs.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify and compare different periods of time – <i>compare the lifestyle and role of monarch in different periods.</i></li> <li>• Order events on a non-scaled timeline – <i>place monarchs on timeline of kings and queens since 1066.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Explain why certain features of the past have or have not changed – <i>why do we still have kings and queens? Why don't we burn people who believe a different religion?</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Consider how events from the past have had consequences – <i>Charles losing his head, William defeating Harold in Hastings.</i></li> <li>• With support, identify what caused an event to happen – <i>Victoria always wearing black, Richard going to war.</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify why certain events in history are significant in terms of world history – <i>Victoria as empress of India, Richard's battles, Mary's bloodshed.</i></li> <li>• Understand that some people have had an impact nationally and internationally – <i>any of the monarchs.</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Make semi-independent decisions using given evidence – <i>Investigate an aspect of one of the monarchs, e.g why did kings and queens used to live in castles, why was Mary called Bloody Mary etc.</i></li> <li>• With support, use given sources to answer questions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Begin to differentiate between fact and opinion.</li> </ul>
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• Children should understand that King Charles is our King/Monarch and Queen Elizabeth II was the Monarch before that including that Queen Elizabeth II was the longest reigning Monarch.</li> </ul>

	<ul style="list-style-type: none"> <li>To know why England has a Monarch. Children should understand that we have a royal family and the Monarch is part of the royal family with the family name 'Windsor'. Children should know that not all countries have a monarchy and that our King is also the King in other countries (commonwealth).</li> <li>Children should know the role of the monarch including being head of state, royal visits, charity work, unity etc. Including their impact, significance and role nationally and internationally. Children should know how the role of a monarch has changed (e.g. comparison with monarchs since William I).</li> <li>Children should understand that monarchs often live in/own castles. Children should recognise some castles from the UK e.g. Windsor castle. Children should compare known castles to Norman castles and how the roles of castles have changed e.g. battles vs tourism.</li> <li>Children should understand what life was like whilst different monarchs were in charge e.g. crime and punishment, battles, castles and how the reign of different monarchs have impacted life today. Including, what has stayed the same.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Monarchy Heir Reign Ruler Chronological Power	<u>Topic specific vocabulary</u> King Queen Royal Family Parliament Windsor Coronation Commonwealth

Unit 2: Spring Term How did a baker burn down an entire city?	
Unit Content	Significant historical events- people and places in their own locality- Great Fire of London & Fire Newcastle and Gateshead <ul style="list-style-type: none"> <li><b>Achievements</b> London rebuilt and introduction of fire safety and fire brigade</li> <li><b>Housing and architecture:</b> Before the fire building materials Rebuilding of London change in building materials after fire</li> <li><b>Weapons and warfare</b> Gunpowder used to stop the fire</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Identify that significant events and individuals from the past have helped shaped the present <i>Great fire – building regs, city design etc.</i></li> <li>Understand that events can affect the present locally, nationally and internationally.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Sequence events on a non-scaled timeline, giving reasons for their choices – <i>events leading up to and following Great Fire.</i></li> <li>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – <i>Houses were constructed differently as they did not have the technology that we do, no firemen back then etc.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify that changes throughout history have had important consequences – <i>housing safety &amp; fire service etc.</i></li> <li>Explain WHY some things have changed or stayed the same throughout history – <i>people living in towns/cities, building regulations etc.</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Identify that certain events have had major consequences in history – <i>effect on people's lives, building regulations,</i></li> <li>With support, identify what caused historical events to occur– <i>what were the key causes of the great fire?</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify why certain people/events are significant in the wider context of history</li> </ul> <p><b>Historical Enquiry</b></p>



	<ul style="list-style-type: none"> <li>• Make semi-independent decisions and use evidence provided to justify - Who was to blame for the great fires? Guided enquiry using knowledge from topic.</li> <li>• With support, use given sources to answer simple questions about the past.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Begin to differentiate between fact and opinion –<i>photos, accounts and stories</i></li> </ul>																
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• To know that The Great Fire of London started on 2<sup>nd</sup> September 1666 and burned for 4 days and is thought to have started in Pudding Lane, London. Children should know that The Great Fire of Newcastle and Gateshead happened in October 1854. Children should be able to compare and contrast the causes, events and aftermath of the two fires.</li> <li>• Understand what life was like during the 1600s (<b>house material and structure</b>) and how this contributed to the spreading of the fire e.g. buildings are close together, materials used (wood, thatch etc), building regulations, fire safety etc.</li> <li>• Children should be able to describe some causes of the fire and reasons why it spread so quickly including; 10-month drought in London prior to the fire, houses built from wood and straw, warehouses full of flammable materials nearby, spark from oven etc.</li> <li>• To know how fire safety has changed since The Great Fire of London and The Great Fire of Newcastle and Gateshead. Children should be able to use this knowledge to help them describe why these events have not happened again.</li> <li>• To know that Samuel Pepys recorded the key events of The Great Fire of London in a diary and this is one of the major sources of evidence about this event.</li> </ul>																
Vocabulary	<table border="0"> <tr> <td><u>Progressive vocabulary</u></td><td><u>Topic specific vocabulary</u></td></tr> <tr> <td>Sources</td><td>Pudding Lane</td></tr> <tr> <td>Primary</td><td>Timber</td></tr> <tr> <td>Secondary</td><td>Thatch</td></tr> <tr> <td>Significant</td><td>Samuel Pepys</td></tr> <tr> <td>Cause</td><td>Diary</td></tr> <tr> <td>Effect</td><td>Fire hook</td></tr> <tr> <td></td><td>Flammable</td></tr> </table>	<u>Progressive vocabulary</u>	<u>Topic specific vocabulary</u>	Sources	Pudding Lane	Primary	Timber	Secondary	Thatch	Significant	Samuel Pepys	Cause	Diary	Effect	Fire hook		Flammable
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<p align="center"><b>Unit 3: Summer Term</b></p> <p align="center"><b>How do we communicate with each other?</b></p>	
Unit Content	<p>A comparison of inventions in communication throughout time: The printing press in 1400s; The telephone in 1876; the internet/emails in 1970s and 80s. You could also look at the smart phone from 1992. The overall aim is to compare the effect on life of the different inventions.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Invention of the different communication methods and their impact</li> <li>• <b>Society (politics and class)</b> The growth of the Empire, Life in the Royal Navy, Royal Society</li> <li>• <b>Housing and architecture</b> How did the different inventions change homes?</li> <li>• <b>Food, Farming and Trade</b> Effect of communications advancements on trade</li> <li>• <b>Entertainment</b> How have the changes affected the way we spend our time or how we communicate with friends and family?</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Identify that significant events and individuals from the past have helped shaped the present – <i>imagine life without phones or electronic communication. If Bell hadn't invented telephone, would we now have smart phones?</i></li> <li>• Understand that events can affect the present locally, nationally and internationally – <i>who do we communicate with now that we couldn't in the past? How do we do it? How do you find out information?</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Identify and compare periods of time – <i>Look at the differences in life at and shortly after the invention of the printing press, telephone, internet.</i></li> </ul>



	<ul style="list-style-type: none"> <li>Order events on a non-scaled timeline, offering some reasoning for their choices. – <i>different inventions relating to communication? Different inventors?</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Explain WHY some things have changed or stayed the same throughout history – <i>what reasons led to the need for the inventions? What was their purpose? Why do people still send letters when they could text?</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Give examples of how people's actions have affected the world – <i>how did the inventions change life then and also today?</i></li> <li>With support, identify what caused certain events to happen – <i>Why were the inventions made? What need was there to be able to print books or send emails?</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Understand that some people or events have had an impact locally, nationally and internationally – <i>How have the changes in communications affected life today?</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Make semi-independent decisions and use evidence provided to justify – <i>Which communication invention had the greatest impact at the time of its invention? Think about the impact in people's day to day life.</i></li> <li>With support, use given sources to answer simple questions about the past.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Understand the difference between primary and secondary sources</li> </ul>	
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To know what communication is and how communication has changed including how it has impacted people's lives e.g. communication over long distances, changes to internet (dial up, wifi) etc.</li> <li>To know how people communicated in the 1400s and why they communicated that way e.g. town criers as they didn't have electricity for laptops etc.</li> <li>To be able to describe key communication inventions and be able to sequence some of them e.g. printing press, telephone, internet/emails, smart phone etc</li> <li>To know who Alexander Graham Bell is and understand that he invented the telephone.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Communication Artefact Timeline Justify Evidence Technology	<u>Topic specific vocabulary</u> Printing press Alexander Graham Bell Internet Broadcast Social media Telephone

# YEAR 3

Unit 1: Autumn Term From coal to cars	
Unit Content	<p>Local History - A study of how industry has shaped the local area. The main part will be on the coal mining history of the North East and how that affected daily life for locals. It will also look at how the Nissan plant affects modern day life but you can also look at the affect of the shipping industry on both Newcastle and Sunderland.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Technological advancements in the mines. Effect of coal on human lives.</li> <li>• <b>Housing and architecture</b> F pit, UCPS as mining school and Beamish</li> <li>• <b>Society (politics and class)</b> Victorian values and child labour. Population and jobs. Local significance – everything revolved around the mines.</li> <li>• <b>Food Farming and Trade</b> Whole area based around pit life or shipyards</li> <li>• <b>Entertainments</b> How did people entertain themselves – what games were played at school?</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Begin to build a coherent understanding of how different time periods/events relate to each other. <i>Concurrence of events.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Sequence events on a non-scaled timeline. - <i>different inventions or events in coal mining? Different laws relating to labour?</i></li> <li>• Justify choices and opinions when sequencing events – <i>How do know this happened before that etc.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify changes to the local area due to industry – <i>Jobs, population, architecture, landscapes</i></li> <li>• Understand that life in each time period would not have been the same for everyone living then – <i>miners/dockers vs owners etc. Child labour. – How would their life have been different to our own?</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify the effects of industry in the local area – <i>How did life change for people in the North East when the mines opened? Jobs, wealth, entertainments, population, daily life. What happened when the mines closed? Similar for shipyards. What is the effect today on local life of the Nissan plant?</i></li> <li>• Identify what caused certain changes or events to occur - <i>Why did people need so much coal? Why did they mine it around here? Why were Newcastle and Sunderland so important in ship building industry? Are they now?</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Consider the significance of industry to the North East – <i>Were there any other jobs? How did all of the family contribute to the mining industry? What percentage of people worked in the different industries? What happened when the mines closed? Would it be the same if Nissan closed?</i></li> <li>• Begin to make my own interpretations of historical evidence.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Begin to make independent decisions and use evidence to justify thoughts and opinions - <i>Did Mining improve our area? Small independent enquiry using pre-selected primary and secondary sources</i></li> <li>• Begin to consider how reliable different sources are – <i>begin to consider if the information is impartial, reputable, accurate etc.</i></li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Identify primary and secondary sources and begin to form opinions based on the evidence – <i>artefacts, books, museums etc.</i></li> </ul>

Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To know when mining occurred in the North East of England (with particular focus on Washington F Pit) with an understanding that mining boomed during the industrial revolution due to the need for coal power. Children should understand what the word 'colliery' means.</li> <li>To understand why mining stopped. Children should understand that coal was no longer needed for power due to diesel, electric, oil and gas and that working conditions were poor.</li> <li>To understand what life was like for mine workers including working and living conditions. Children should have an understanding of what life was like in mining communities including knowledge of mining unions and strike action and the life of a child. Pupils should also understand that this was not the case for the whole country, only those living in mining areas.</li> <li>Children should understand what life was like whilst mining was popular and after the closure of mines including employment, housing, finances, amenities in town centres etc. Pupils should be able to describe what industry is like in Washington and Sunderland now (car manufacture).</li> <li>Children should be able to describe the positives and negatives of mining for workers and the local community.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Sequence Industry Trade Era Reliability Interpretation Colliery Local history Strike Census	<u>Topic specific vocabulary</u> Union Child labour Nissan Factory Pollution Coal Washington F Pit

Unit 2: Spring Term How much more advanced is iron than stone?	
Unit Content	<p>Stone Age to the Iron Age, including: Hunter gatherers, Early farming, Bronze Age, and Iron Age</p> <ul style="list-style-type: none"> <li><b>Achievements (scientific and cultural)</b> Ability to shape and use metals. Discovery of fire. Invention of the wheel.</li> <li><b>Housing and architecture</b> Caves – living conditions Cave paintings telling stories.</li> <li><b>Society (politics and class)</b> Hunter gatherers to farmers.</li> <li><b>Food Farming and Trade</b> Hunter gatherers to farmers.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Build a coherent knowledge of The Stone, Bronze and Iron ages - <i>by comparison throughout most lessons (including comparison with each other, with now and with eras previously studied)</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Place Stone, Bronze and Iron Ages into a wider chronological context – <i>in relation to now. (George Stephenson, Great Fire of London, WW1, Captain Cook, Miners, Grandparents)</i></li> <li>Understand and use the terms BC (BCE) and AD (CE)</li> <li>Sequence the key changes throughout an era, justifying how and why they know.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify the significant developments and changes throughout the stone, bronze and iron ages (<i>wheel, fire, farming techniques</i>)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Identify what caused the shift in hunter-gathering to farming – <i>communicate the reasons for it.</i></li> <li>Consider the effect on life of the changes within the era– <i>new learning about agriculture, domestication of animals, building permanent homes, social hierarchies, more abstract learning (language, writing, civilisation) etc.</i></li> </ul> <p><b>Significance and Interpretation</b></p>

	<ul style="list-style-type: none"> <li>Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain – <i>tools, farming civilization etc</i></li> <li>Identify why our interpretations of some time periods is difficult due to limited primary sources or written evidence – <i>consider why it is harder to find evidence, the further back in time you go. How can we fill in the gaps?</i></li> <li>Begin to make my own interpretations of historical evidence.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Begin to make independent decisions and use evidence to justify thoughts and opinions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Consider why sources are limited for the Stone, Bronze and Iron ages.</li> </ul>	
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To understand that pre-historic means the time before written records were kept. Children should be able to name the Stone Age, Bronze Age and Iron Age as pre-historic eras and be able to place those eras in order.</li> <li>Children should understand that the Stone Age spread over a long period of time, therefore it has three smaller eras within it – Palaeolithic, Mesolithic and Neolithic. Children should be able to describe changes that happened between these eras.</li> <li>Children should be able to describe key elements of what life was like for the people living during the Stone Age, Bronze Age and Iron Age including houses, lifestyles and key changes/developments e.g. Stone Age = hunters and gatherers, cave art, discovery of fire, agricultural development towards end of era, pottery, Stonehenge etc. Bronze Age = discovery of extracting metal out of rocks, change of tool use, Beaker pottery, invention of the wheel etc. Iron Age = weapons were made as war began, building of forts, invention of the plough etc.</li> <li>Children should be able to explain why some of the changes between or across the eras occurred e.g. move from hunter-gathering to farming.</li> <li>To understand how advancements in the Stone, Bronze and Iron Ages have impacted on life today and the development of Britain e.g. Stonehenge, tools, forts etc.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> BC AD Prehistory Advancement Hunter-gatherer Ancient Class Archaeology Excavate Agriculture Settler	<u>Topic specific vocabulary</u> Stone Age Bronze Age Iron Age Palaeolithic Mesolithic Neolithic Tool Tribe Stonehenge

**Unit 3: Summer Term**  
**Mummies, Pyramids and other ancient practices**

Unit Content	<p>The first half term of the topic will involve studying the Ancient Egyptians. The second half term will then involve comparing aspects of Egyptian life with that in Ancient Sumer, The Shang Dynasty and the Indus Valley. You will not be able to compare everything about each civilisation so select an area to compare for each one. Eg. Religion in Egypt vs in Shang Dynasty, Importance of rivers in Egyptian and Indus Valley or rulers in Egypt vs Sumer.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Irrigation. Communication – hieroglyphs</li> <li>• <b>Housing and architecture</b> Pyramids and tombs. Construction techniques. Valley of the Kings.</li> <li>• <b>Society (politics and class)</b> Slaves and Pharaohs. Army only lower class. Upper class had powers and rights.</li> <li>• <b>Food Farming and Trade</b> Irrigation. Trade within and without the Egyptian empire. Growth of empire and end.</li> <li>• <b>Entertainment</b> Sports – especially swimming (importance of the Nile), board games, hunting, parties (jewellery and make up).</li> <li>• <b>Beliefs</b> God like pharaohs – all powerful. Polytheistic religion</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of ancient civilisations - <i>when and where did they exist, were they concurrent or not? What was going on in Britain at the time?</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Place Ancient Egypt into a wider chronological context – <i>in relation to prior areas taught and the current time. (George Stephenson, Great Fire of London, WW1, Captain Cook, Miners, Grandparents, Stone Age)</i></li> <li>• Understand and use the terms BC (BCE) and AD (CE).</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Compare changes/differences between different civilisations – <i>religion, trade, architecture, daily life etc.</i></li> <li>• Identify continuities throughout eras – <i>What similarities are there between life in the different civilisations?</i></li> <li>• Understand that life in an era would not have been the same for all people. – <i>slaves vs pharaohs, women vs men, children vs adults etc.</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Consider the effect on modern life of events ancient civilisations – <i>religion, structures and architecture, written language, farming practices etc.</i></li> <li>• Investigate what caused the Egyptians to build such enormous structures – pyramids, tombs</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of religion to Ancient civilisations. <i>How did it affect their daily life?</i></li> <li>• Explore why rivers were so significant to life in Ancient civilisations. <i>-Egyptians harnessing the flood plains and irrigation? River Indus floods during monsoons. Impact of Rivers Euphrates and Tigris on Sumerians.</i></li> <li>• Begin to make own interpretations of historical evidence – <i>Carter's discovery of King Tut's tomb. What can we tell about Tutankhamun?</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Begin to make independent decisions, using evidence to justify my thoughts - <i>Compare the differences in certain aspects of the different ancient civilisations.</i></li> </ul>

<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• To understand that Ancient Egypt is one of the earliest civilisations and recognise its place in History. Be able to identify another early civilisation (Indus Valley, Sumer of Shang Dynasty) and make comparisons with life in Ancient Egypt.</li> <li>• Understand that the Ancient Egyptian civilisation developed around the river Nile due to its benefits including the importance of flooding. Identify the impact the landscape had on everyday life.</li> <li>• To know some Ancient Egyptian religious beliefs e.g. Gods, afterlife, views on creation, cycle of life, burial routines etc.</li> <li>• Know that Ancient Egypt was a monarchy ruled by a pharaoh and what this ruling looked like, including traditions relating to ruling by a pharaoh e.g. burial sites and how they changed over time. Understand the social structure in Ancient Egypt and what life would look like for different groups of people.</li> <li>• Know how we have learnt so much about Ancient Egypt e.g. lasting structures (pyramids), hieroglyphics, artefacts etc.</li> </ul>	
<p>Vocabulary</p>	<p><u>Progressive vocabulary</u></p> <p>God/Goddess Continuity Belief religion Pharaoh Civilisation Irrigation</p>	<p><u>Topic specific vocabulary</u></p> <p>Pyramid Mummy Tomb After life The River Nile Hieroglyphs Indus Valley</p>



# YEAR 4

<b>Unit 1: Autumn Term</b> <b>What have the Roman's ever done for us?</b>	
Unit Content	<p><b>What have the Roman's ever done for us?</b>  The Roman Empire and its impact on Britain (not Roman Empire as a whole)</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> sanitation, public order, irrigation, roads, a fresh water system.</li> <li>• <b>Housing and architecture</b> Building with stone - Hadrian's Wall. Spas, Aqueducts, viaducts, Fort towns</li> <li>• <b>Society (politics and class)</b> Emperors, slaves, gladiators. Why were they successful? Different attitudes of different tribes towards the Romans.</li> <li>• <b>Food Farming and Trade</b> Growth of empire – coins with emperor's heads.</li> <li>• <b>Entertainment</b> Gladiators</li> <li>• <b>Beliefs</b> Polytheistic</li> <li>• <b>Weapons and warfare</b> Army life. Rebellion – Boudicca/ different perspectives of Boudicca. Salt and Ale. Tortoise formation. Army structure and roles.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of British history from the Iron Age to Roman Britain - <i>consider what life was like in Celtic Britain prior to the Roman Invasion.</i></li> <li>• Understand where the Roman Empire fits in wider chronological context. – <i>Make clear which period of time Britain was actually under Roman rule.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Begin to use scaled timelines to understand intervals between events and their durations. - <i>different events in Roman Occupation or of empire in general. Different Roman Emperors during occupation?</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the changes brought about due to the Roman conquest – <i>public order, roads, architecture, irrigation, water systems, entertainment, sanitation, engineering etc.</i></li> <li>• Identify the continuities throughout the period – <i>were all Britons affected in the same way? What features of life remained.</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify the causes of specific events and the effect they had on life in the UK -<i>Identify the reasons for the invasion of Britain by the Romans and the impact that it had on the lives of people living here, both then and now. – How did it advance British society?</i></li> <li>• Identify the causes of specific events and the effect they had on life in the UK - <i>Identify the reasons for the Roman abandonment of Britain and the impact on life in the country following their exit.</i></li> <li>• Consider the legacy left behind by the past eras – <i>What do we have in Britain today that is a result of Roman occupation, both physical structures and ideas/theories.</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of historical individuals - <i>why Boudicca is such a significant individual for both British and Roman British history – what was her response to the Roman invasion? How successful was it? (primary resources)</i></li> <li>• Consider alternative interpretations of the past – <i>different responses to the Roman invasion – Cartimandua.</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Investigate a significant person in history - Roman emperor – <i>Hadrian would be appropriate – Why did he build a wall?</i></li> <li>• Use a range of sources of evidence to build a picture of events in the past.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Evaluate the usefulness and reliability of different sources – <i>Boudicca, Tacitus and Cassius Dio</i></li> </ul>

Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To understand that the Romans tried to invade Britain on three occasions (2 failed attempts with Julius Caesar and one successful attempt with Emperor Claudius in 43BC). Children should understand how Caesar and Claudius were different and why Claudius was successful (allies in south of Britain, strong army etc).</li> <li>To understand why the Romans chose to invade Britain e.g. they had already invaded most of Europe. They believed that Britain was full of minerals and valuable agricultural land.</li> <li>Children should be able to describe the resistance to the Roman invasion e.g. Boudica and the building of Hadrian's wall. Including information about the key individuals involved in this and their reasons and method of resistance (Boudica and E.Hadrian).</li> <li>Identify changes during Roman times e.g. how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of Christianity, building of roads, forts and towns. Children should be able to describe what life in a Roman settlement was like and how this differs from a Celtic settlement. Children should be able to describe how these changes impacted the life of British citizens.</li> <li>To understand why the Romans left Britain (Ottoman empire invasion) and the legacy they left.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Century Sanitation Empire Conquer Emperor Slaves Legacy Contrast Significance	<u>Topic specific vocabulary</u> Roman Invasion Boudicca Hadrian Aqueduct Fort

## Unit 2: Spring Term

### Has Corona virus ever happened before?

Unit Content	<p>The Great Plague (1665 – 1666) Newcastle (1636) and advancements in medicine</p> <p>The first half term will focus on the Great Plague; its causes, effect on daily life and the attempts to tackle it. The second half term will then focus on some of the significant medical developments between the plague and the modern day, thinking about vaccinations, penicillin/antibiotics, surgery, anaesthetics etc.</p> <ul style="list-style-type: none"> <li><b>Achievements (scientific and cultural)</b> Medicine (miasmatic theory - bad air) and sanitation, housing – town planning (link to Great Fire)</li> <li><b>Housing and architecture</b> Cramped, slum housing, lack of sanitation. Red crosses on the doors, quarantine.</li> <li><b>Society (politics and class)</b> Plague 'doctors', so-called 'nurses' miasmatic theory (bad air), changes to daily life (grass!) Effects on the wealthy and poor (wealthy often fled cities to the safer countryside).</li> <li><b>Food Farming and Trade</b> Trade limitations</li> <li><b>Entertainment</b> Ring a ring of roses</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Understand what life in medieval Britain would have been like – <i>link to how this contributed to the spread of the plague – housing, lack of sanitation etc.</i></li> <li>Understand the terms medieval and dark ages and place into context compared to other eras studied.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Begin to use scaled timelines - <i>Sequence the spread of Black Death across Europe and compare to spread of Corona Virus across world. Or could place different medical breakthroughs on scaled timeline.</i></li> <li>Use terminology of centuries to order and sequence events/people, rounding up to the nearest century. – <i>Match medical discoveries to their centuries.</i></li> </ul> <p><b>Continuity and Change</b></p>

	<ul style="list-style-type: none"> <li>Compare and contrast events in different eras - the Black Death vs the Corona Virus – <i>Remedies, medicine, religion, cultural response, lockdowns, populations etc.</i></li> <li>Identify how changes in history affected people's lives - <i>how lives changed for medieval Britons due to the plague. How did medical advancements change our lives? Longer lifespans, larger populations, vaccination programmes etc.</i></li> </ul> <p><b>Cause and Effect.</b></p> <ul style="list-style-type: none"> <li>Consider the effect of historical events on life .- <i>population of Britain and Europe after the plague – new laws, changes to ways of life</i></li> <li>Consider the cause of historical events – <i>What led to the outbreak of the plague? Living conditions, diseases on ships, poor sanitation etc.</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Consider the significance of historical events – <i>What was so significant about some of the medical breakthroughs? Which ones were more significant?</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Investigate a person or event, using a range of sources to answer questions – <i>Eyam?</i></li> </ul> <p>Use a range of evidence to build up a picture of a past event.</p> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Compare contrasting sources of evidence – <i>Could people say that the great plague was a good thing? It led to many improvements in health and sanitation, it changed social structures and saw a different approach to life across Europe.comapre with devastating facts of plague.</i></li> </ul>	
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To know that The Great Plague happened between 1665 and 1666. Children should know that the plague happened within a period called Medieval Britain and should be able to describe what life was like within Medieval Britain e.g. social hierarchy, life in towns and villages, religion, entertainment and food etc. Learning should focus on how life in the 1600s impacted the spread of the plague <b>e.g. houses close together allowed for it to spread quickly, lack of sanitation, access to health care etc.</b></li> <li>To explain reasons behind the cause of The Great Plague and the why it spread so quickly e.g. fleas travelling on rats, overcrowding, cramped space, poor hygiene and sanitation routines, lack of understanding of germs and spreading of illness, hot summer in 1665, poor communication and understanding etc.</li> <li>To know what life was like during the period of The Great Plague, including; differences between the wealthy and the poor, symptoms of the plague, treatments, Plague Doctor, treatment of the deceased, death rate etc. Children should also understand how the village of Eyam, Derbyshire dealt with and contained the plague.</li> <li>Children should recognise the medical advances and improved understanding that happened following the plague and compare The Great Plague to the coronavirus pandemic e.g. anti-biotics, sanitation, clean water, access to NHS care, quarantines, PPE, vaccines etc.</li> <li>Children should also recognise how the medical breakthroughs and advancements from history have affected people's lives today e.g. Alexander Fleming – antibiotics, Florence Nightingale – nursing, John Snow – cholera in water etc.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Plague Quarantine Medicine Slums Dark Ages Medieval Spread	<u>Topic specific vocabulary</u> Black Death Plague Doctor Buboes Mask Infections Vaccination Death Rate Cure

### Unit 3: Summer Term

*What on Earth caused thousands of children to be taken away from their parents and sent to the countryside?*

Topic Content	<p>A Study of an aspect in British history, beyond 1066 – Life in Britain during the Blitz. You <b>MUST</b> also consider life in Germany for civilians – The British committed just as many atrocities as the Nazis, just look at Dresden.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b>. Planning and innovations.</li> <li>• <b>Society (politics and class)</b> United effort – beginning of end of class system linked to women's rights and WW1. Nazis and our democracy. Evacuations</li> <li>• <b>Food Farming and Trade</b> Land Army, rations</li> <li>• <b>Entertainment</b> Keeping spirits up – link to WW1</li> <li>• <b>Weapons and warfare</b> Technological advancements, bombings, Evacuations.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of life in Pre-war Britain. - <i>the build up to, and outbreak of WWII What caused the war? What was life like in Interwar years? bombings, evacuations, gas masks, losing loved ones, Churchill etc.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Sequence key events on a scaled timeline, giving reasons for their order. – <i>Major events/battles in the war?</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify how changes in history affected people's lives - <i>how people's lives changed throughout the war and in the aftermath – soldiers, children, women, society as a whole, poor people, rich people,</i></li> <li>• Compare changes in history with other eras - <i>Consider how warfare in WW2 was different to warfare in previous areas studied – tactics, weaponry, casualties, technology etc. Were there any similarities?</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify the cause of specific events in history - <i>reasons for the invasion of Britain by the Germans and the impact that it had on Britain – identify the effects on following civilisations and today</i></li> <li>• Identify the cause of specific events and the affect they had on life in Britain – <i>Why did Hitler order the Blitz? How did it change life for Brits, particularly in London?</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of historical events -<i>why was WWII different to previous wars? Why is it remembered so much more than other wars?</i></li> <li>• Consider alternative interpretations of the past – <i>views of German civilians. Was life the same for civilians in Uk and Germany?</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Investigate a significant event in history using a range of sources - <i>Could do the events and local significance of RAF Usworth. Or could be D-day events. As long as it is not just the war but a smaller part of it.</i></li> <li>• Use evidence to build up a picture of a past event.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Compare contrasting sources of information and explain why they may contradict each other - <i>how and why propaganda was used and the effect it had on the reliability of primary sources from the time. How might secondary sources written later on be more reliable and unbiased?</i></li> </ul>

Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• To know when and where the Second World War took place, some of its causes and key figures from the period e.g. Neville Chamberlain, Winston Churchill, Adolf Hitler etc</li> <li>• To be able to describe how roles within society changed as a result of the war (before, during and after), particularly the lives and roles of women.</li> <li>• To describe what life was like in both Britain and Germany during the war. Know that the bombing of UK cities was called 'The Blitz'. Pupils must understand why children were evacuated and why rationing was introduced. Pupils must also consider the life of German civilians and know that Britain and the allies bombed German cities e.g., Dresden.</li> <li>• To understand what propaganda is and be able to discuss examples of this whilst understanding that propaganda played a key part on both sides of the war.</li> <li>• To know that the 'Battle of Britain' was fought in the air and the significance of this to the outcome of the war.</li> <li>• Pupils should also understand advancements in technology and warfare that were made during WW2 and how this impacted the war e.g. atomic bomb, computers, jet engines, radar, tanks etc</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Innovation Evacuate Rationing Propaganda Commemorate Conflict Duration Period	<u>Topic specific vocabulary</u> The Blitz Enemies Allies Air Raid Bomb Hitler Churchill Nazi Spitfire Blackout

# YEAR 5

## Unit 1: Autumn Term

### Usain Bolt and Keir Starmer – How did the Greeks lead us to this?

Topic Content	<p>Ancient Greece - A study of Greek life and achievements and their influence on the western world focusing on democracy and the Olympics.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Democracy, philosophers.</li> <li>• <b>Housing and architecture</b> Temples and amphitheatres,</li> <li>• <b>Society (politics and class)</b> Compare to Saxons, Greece is a collection of states including Athens and Sparta. Alexander the Great and mixing of cultures.</li> <li>• <b>Food Farming and Trade</b> Long coastline and islands, trade by sea.</li> <li>• <b>Entertainment</b> Greek myths – why did they use mythology? (Explained phenomena, reinforced ideas of Gods, and justified social and political institutions). Olympics</li> <li>• <b>Beliefs</b> Gods and Goddesses linked to the myths</li> <li>• <b>Weapons and warfare</b> Trojan Horse, Athenian and Spartan wars, Greek warships (link to physical features). Phalanx (similar to tortoise formation – compare with Romans). Alexander the Great and his defeat of Persia, mixing of cultures.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Construct a clear picture of what life was like before and during a historical era.</li> <li>• Understand that the Ancient Greek era was very large and split into different periods</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Sequence key events on a scaled timeline, which crosses BC (BCE) and AD (CE) – <i>could be events, inventions, leaders, battles etc.</i></li> <li>• Identify the durations of and intervals between events on a timeline.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify a range of continuities and changes within a specific era – <i>compare Athenians to Spartans. What similarities and differences were there? Why? democracy, society, entertainment, beliefs, punishments etc</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Understand what caused historical events -<i>Consider how the geography of the Greek peninsula led to the creation of Greek City-states and the effect this had on life in Ancient Greece.</i></li> <li>• Identify the effects on today's world of past events - <i>influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Consider the significance of past events on modern day life – <i>why is it known as the 'cradle of democracy'? What is the significance of the Olympics?</i></li> <li>• Consider the significance of historical individuals - <i>Investigate one of the key Greek thinkers – why were they significant? What changes/ideas are they known for? How did their thinking affect modern life?</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Independently select sources, evidence or arguments to justify opinions – <i>could Investigate some of the Greek myths – what was their purpose? How did they affect people's lives? Why do we still remember them now?</i></li> <li>• Use historical terms/vocabulary to articulate opinions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Identify how sources might be affected by bias and explain how this affects our understanding.</li> </ul>



Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To know that the Ancient Greek period lasted from around 1200BC until 323BC and that there were five different periods within this time (Minoan and Mycenaean, Dark Ages, Archaic Period, Classical Period and Hellenistic Period). Children should learn about key events during this time e.g. Battle of Marathon, first Olympics Games, introduction of democracy etc.</li> <li>To know the stories of key Greek Myths and Gods including how the belief in these Gods impacted society and traditions e.g. Olympic Games, Trojan horse.</li> <li>To know that Ancient Greece was made up of city states including the similarities and differences between key city states e.g. Athens and Sparta and why Greece was not a united country at the time. Students should know what a city state looked like and what life was like there e.g. roles of men and women, slavery, justice etc.</li> <li>To know that Ancient Greece was the first democracy and understand what this looked like in Ancient Greece and how it has influenced our life in Modern Britain.</li> <li>To be able to name and describe significant people from the Ancient Greek period. Pupils should know who Alexander the Great was and that he had the largest empire in the ancient world. Pupils should understand his significance at the time and today. Pupils should also know the names of 3 Greek philosophers (e.g. Socrates, Plato and Aristotle) and the ideas that they shared and how they are still relevant today.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Democracy City state Mythology Philosophy Influence Legacy	<u>Topic specific vocabulary</u> Greece Athens Sparta Olympic Games Myths Philosophy Socrates Plato Aristotle Alexander the Great Phalanx formation Battle of Marathon

Unit 2: Spring Term How would you like to spend a day in a factory?	
Topic Content	<p>Industrial Revolution - A Study of an aspect or theme in British history, beyond 1066</p> <ul style="list-style-type: none"> <li><b>Achievements (scientific and cultural)</b> Cragside, the first electricity production. Compare with modern day environmentally friendly electricity/technologies. Sanitation (link to Romans)</li> <li><b>Housing and architecture</b> Factories and mills, Victorian housing, development of towns and cities. Fire and safety developments in mill buildings.</li> <li><b>Society (politics and class)</b> Child labour and legislation.</li> <li><b>Food Farming and Trade</b> Trade links (Empire) and mass production.</li> <li><b>Entertainment</b> Ability and expansion of physical horizons, holidays.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Construct a clear picture of life prior to and at the beginning of the Victorian era.</li> <li>Understand the chronological place in world history of different eras - <i>Place Victorian Britain into chronological context</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Use scaled timelines to sequence events - <i>inventions in Industrial revolution, labour laws etc.</i></li> <li>Identify the duration and intervals of different eras/events</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Identify a range of continuities and changes within a specific era – <i>compare Athenians to Spartans. What similarities and differences were there? Why?</i></li> </ul>

	<ul style="list-style-type: none"> <li>Consider how life changed throughout an era. - <i>Identify any similarities and differences before and after the industrial revolution. society, wealth, sanitation, pollution, workhouses, factories, education, rural to urban living, farming to industry etc</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Identify a range of causes for a specific event - <i>what led to Victorian inventors created so many inventions that are still around today technological advances (think back to mining in Y3), new raw materials from Empire, lack of money in agricultural work etc.</i></li> <li>Identify the effect of past events/eras on today's world – <i>education, mass manufacture, working conditions, human rights, punishments in schools, growth of Empire</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify the significance of past events and their impact on today's world – <i>how did the Industrial revolution affect life today. Would anything be different if it had not happened? What benefits to we have? Any negatives?</i></li> <li>Compare different interpretations of events and decide on their reliability – <i>why might they differ – what were the writer's motives? Could look at child labour laws.</i></li> <li>Interpret the achievements of the past eras - <i>use context of then and now, right and wrong, good or bad etc. Can we judge past civilisations by modern standards?</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Independent selection of sources, arguments and evidence to justify opinion - <i>important achievements from the Victorians using critical thinking, research and debate</i></li> <li>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Use census data to investigate population shifts and changes.</li> </ul>	
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To know that the Industrial Revolution is the name for a time of great change in industry, technology and science. Children should recognise that this period occurred during the Victoria era.</li> <li>Children should understand how the lives of people living within Britain changed during the Industrial revolution and the change in society between a pre-industrial and industrial society e.g. farming by hand to using machinery, transport, migration to cities, job opportunities in factories etc.</li> <li>Understand what an invention is and describe some of the key inventions of the Victorian era including cameras, telephones and cars. Children should understand the significance of the invention of the steam engine for the running of factories and the transportation of its goods.</li> <li>To know some causes of the Industrial Revolution including why it was so successful and why it happened in Britain first e.g. Britain having a wealth of natural resources, population boom between 1750 and 1900, agriculture changes, changes to power sources, new technology in the cotton industry, expansion of the British Empire and transport links.</li> <li>To understand what life was like for people working in factories during the Industrial Revolution, particularly children. Pupils should understand what a day in the life of a child factory worker looked like and explain that the reasons for the poor working conditions of children during this era was largely due to the lack of laws to protect children. This topic could be explored through the Lizzie Dowson (Ouseburn) enquiry.</li> <li>To know how the Industrial Revolution has impacted life today including the significance of inventions, power and wealth of the British Empire and the introduction of laws to protect workers and children (1833 Factory Act).</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Revolution Industrial Human rights Population shift Enquiry	<u>Topic specific vocabulary</u> Factory Steam Engine Child labour Mill Workhouse Ouseburn Urban Rural Invention Power Slum

### Unit 3: Summer Term

#### How dark were the dark ages?

Topic Content	<p>Britain's invasion and settlement by Anglo Saxons and Picts</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Laws and crime and punishment, Weregeld. Development of the English Language</li> <li>• <b>Housing and Architecture</b> Changes in buildings since the Romans left.</li> <li>• <b>Society (politics and class)</b> Roman withdrawal (Collapse of Empire) Different kingdoms and different rulers. Development of a countrywide monarch – Angleland.</li> <li>• <b>Food Farming and Trade</b> Saxons attracted by better arable land and weather conditions in Britain</li> <li>• <b>Entertainment</b> Storytellers- Beowulf, feasting halls and music (Jarrow Hall) Jewellery (link to Sutton Hoo)</li> <li>• <b>Beliefs</b> Christian to Pagan to Christianity (link to Northern Saints, Bede)</li> <li>• <b>Weapons and warfare</b> Invasion and settlement of the Angles, Saxons and Jutes</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain – <i>achievements, architecture, society, entertainment, beliefs etc.</i></li> <li>• Place Anglo-Saxon Britain into the wider context of historical chronology - <i>Identify the changes in life in Britain in the intervening years between the Romans leaving and the first invaders arriving.</i></li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Sequence different periods onto scaled timelines, justifying reasoning -</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify a range of continuities and changes throughout a period - <i>Anglo-Saxon Britain from Roman Britain – housing, society, foods, entertainment, beliefs etc.</i></li> <li>• Compare similarities and differences from the beginning and end of a historical era – <i>Did life change for everyone? Were there positives or negatives of being invaded? Was it different in each of the regions</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify a range of causes for a specific event - <i>what led the different Germanic tribes to leave their homelands and invade Britain. Land, weather, invitation (Hengist and Horsa invited by Vortigern), lack of defences once romans had left.</i></li> <li>• Consider the effect on British life due to past events - <i>would invasions have made too much difference at first? Did they fight or accept and work/trade with invaders? Beginnings of Christianity, poetry, language as we know it. Eventually led to concept of 'Britain' and our country's name - Angleland</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of historical events - <i>how Britain was divided up into kingdoms and the effect this had on the lives of people living there – close to the border could lead to raids, each area dominated by different invading tribes, waxing and waning power of different kingdoms – leave Alfred the Great out as he comes in during the Saxon-Viking struggles in Y6.</i></li> <li>• Interpret historical findings - <i>the findings at Sutton Hoo - discern what life might have been like in Anglo-Saxon times. What can we tell from the artefacts? What can't we tell?</i></li> <li>• Compare sources of evidence to help identify reliable information – <i>consider a range of information (author, audience, purpose of a source, where and when it was created).</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Independent selection of sources, arguments and evidence to justify opinion</li> <li>• Use historical terms/vocabulary to articulate opinions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Use sources to interpret different viewpoints.</li> </ul>

<p>Substantive knowledge</p>	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>• To describe some of the invasions that took place in the wake of the Roman departure including the settlements of different groups and the emergence of new Kingdoms. Including how life changed before and after the Roman empire.</li> <li>• Know where the Anglo-Saxon tribes originated from and some of the theories as to why they settled in Britain.</li> <li>• To be able to describe what life was like in Anglo-Saxon settlements (roles of men and women, jobs, life of children, leadership structure, clothes, art, food, religion, law and order etc). Including, where applicable, how these factors changed and developed during the 6<sup>th</sup> century.</li> <li>• Understand what Sutton Hoo is and its archaeological significance in Anglo-Saxon history and its contribution to the study of early British history.</li> <li>• To be able to discuss the battles between Anglo-Saxons and Britons and their long-term effects e.g. the story of King Arthur and the birth of 'England'</li> </ul>	
<p>Vocabulary</p>	<p><u>Progressive vocabulary</u></p> <p>Invasion Settlement Kingdom Society Migration Decade Conflict Law</p>	<p><u>Topic specific vocabulary</u></p> <p>Anglo-Saxon The Angles The Saxons The Jutes Sutton Hoo King Archaeologist Jewellery Cyning</p>

# YEAR 6

## Unit 1: Autumn Term Anglo-Saxon and Viking struggles

Topic Content	<p>The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Shipbuilding, exploration.</li> <li>• <b>Society (politics and class)</b> Roles of women (equality) King Alfred the Great and Cnut – why were they both called the Great?</li> <li>• <b>Food Farming and Trade</b> Reasons for invasion - land</li> <li>• <b>Entertainment</b> Hnefetafl</li> <li>• <b>Beliefs</b> Pagan, polytheistic.</li> <li>• <b>Weapons and warfare</b> Link to Blitzkrieg lightning raid. Invasions on Lindisfarne. Compared validity of Anglo Saxon chronicles and Viking sources Fluctuations of success against the Saxons. Danegeld.</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Place Anglo-Saxon and Viking Britain into the wider context of historical chronology.</li> <li>• Identify the Viking lifestyle and spread across the world before 793AD</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Construct and compare scaled timelines, <i>show the waxing and waning of power between the Saxons and Vikings.</i></li> <li>• Place events in chronological context and compare with concurrent events</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the changes that took place throughout the period – <i>borders, danegeld, burghs, trade, language, education, language, power moving to London etc.</i></li> <li>• Identify the continuities throughout the period – <i>life for commoners/peasants, tribal struggles, agriculture etc.</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Investigate the causes of different events in history – <i>understand the reasons for the Viking invasions – why was Britain an attractive target?</i></li> <li>• Consider wide-ranging effects of historical events - <i>What was the effect of the initial Viking raids (Lindisfarne) – fear, belief, Anglo Saxon chronicles. Identify what led to Alfred the Great becoming a unified leader of the Britons and how this effected life in Britain.</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Interpret sources of evidence and form independent conclusions. – <i>look at the Anglo-Saxon Chronicle to identify their views of the Vikings and identify potential for bias in primary sources.</i></li> <li>• Compare the significance of different events. - <i>Alfred the Great and Cnut the great had on the battle for power in the conflict (danegeld, education, burghs, beginning of England as we know it)</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Use Critical thinking, reasoning, research and debate to carry out a line of enquiry.</li> <li>• Independent selection of sources, arguments and evidence to justify opinion</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Know that secondary sources are interpretations of events and that historians can disagree about causes and consequences of key events.</li> <li>• Bring knowledge gathered from different sources together to justify opinions</li> </ul>

Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To know that the Vikings came from Scandinavia and describe reasons why they chose to invade Britain. Children should also know that the Vikings spread across Europe, not just Britain. Children should use prior knowledge (Anglo-Saxons and Romans) to understand what life was like before The Vikings arrived.</li> <li>To understand that the first Viking raid occurred in 793AD at Lindisfarne. Children should know and understand what happened during the raid and why they chose to raid at Lindisfarne. Children should also understand that this largely signified the start of The Viking and Anglo-Saxon struggles.</li> <li>To describe what it was like to be a Viking including Viking weapons and fighting techniques. Children should be able to describe Viking armour, techniques and use of long boats. Children should also identify that in Britain the enemy was the Anglo-Saxons. Children should understand that there was a power struggle throughout this era between The Vikings and the Anglo-Saxons. Children should also identify some Viking Gods and how the belief in Gods influenced the life of a Viking.</li> <li>To describe who King Alfred was including reasons why he was called ‘the Great’. Including, understanding the events before and after the Danelaw plan. Children should be able to compare King Alfred to other leaders during this time e.g. Cnut.</li> <li>To know how this era ended including the relevance of the battle of Hastings and Stamford Bridge.</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Missionary Monastery Polytheistic Monotheistic Bias Raid	<u>Topic specific vocabulary</u> Scandinavia Longship Lindisfarne Monk Danegeld Danelaw Cnut Alfred the Great Pagan Norse Gods

Unit 2: Spring Term What on Earth is a Ziggurat and what do you do with one?	
Topic Content	<p>A non-European society – Classic Mayan Civilization.</p> <ul style="list-style-type: none"> <li><b>Achievements (scientific and cultural)</b> Astronomy, place value number system including 0,</li> <li><b>Housing and architecture</b> Ziggurats, stone buildings (link to Anglo Saxons at the time).</li> <li><b>Society (politics and class)</b> Nobles and peasants and the class system. Strict rules.</li> <li><b>Food Farming and Trade</b> Collapse of civilisation over farming of the land</li> <li><b>Entertainment</b> Celebrations, pok-a-tok.</li> <li><b>Beliefs</b> polytheistic beliefs, sacrifices (mainly animal) Blood-letting</li> <li><b>Weapons and warfare</b> Warring between city states</li> </ul>
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>Develop understanding of concurrent civilisations - <i>Compare Anglo-Saxon Britain with the Mayan civilisation (beliefs, achievements, building/technology, beliefs, society, entertainment etc.</i></li> <li>Consider the reasoning for similarities/differences between civilisations.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>Create scaled timelines - <i>key developments in the Mayan era and compare with timelines for Saxons/Vikings, considering duration, intervals etc.</i></li> <li>Compare concurrent civilisations - <i>Place Ancient Maya into chronological context and in direct comparison with Anglo-Saxons/Vikings in Britain.</i></li> </ul> <p><b>Continuity and Change</b></p>



	<ul style="list-style-type: none"> <li>Identify changes throughout a historical era– <i>agriculture, technological advancements, astronomy, city states etc.</i></li> <li>Identify continuities throughout a period – <i>beliefs, entertainment, society etc.</i></li> <li>Investigate the difference between life for peasants and nobles in Mayan society</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Consider wide ranging effects of historical events.- <i>effect on modern life of Mayan achievements (number system – zero)</i></li> <li>Investigate what caused historical events to occur – <i>why did the majority of the Mayan civilisation to suddenly disappear by examining different sources.</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>Give detailed explanations of the significance of historical events/individuals - <i>Consider the significance of religion to the Ancient Mayans and the impact it had on their life. (town planning, bloodletting, sacrifice, afterlife, Pok A, Tok etc)</i></li> <li>Interpret different sources of evidence and form independent conclusions. - <i>about the decline of the city states.</i></li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Independently carry out a line of enquiry , selecting relevant sources, arguments and evidence to justify an opinion.</li> <li>Engage in reasoned debates, using historical evidence to justify opinions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of sources as evidence</li> <li>Bring together knowledge gained from different sources to form a conclusion and justify it.</li> </ul>	
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>To know that the Maya civilisation came from the Yucatan Peninsula which is the modern-day region of Central America (Mexico, Belize and Guatemala). Children should know that this area was split into highlands and lowlands and how this impacted on life e.g. inhospitable environments, farming etc.</li> <li>To understand that the Maya civilisation existed at roughly the same time as the Anglo-Saxon/Viking civilisation and be able to compare the two civilisations. Pupils should be able to use this comparison to explain why the Maya civilisation was considered an advanced society.</li> <li>To know that the Maya civilisation had a very strict class structure. Within this, children should understand that the Maya civilisation was made up of independent city-states (e.g. Chichen Itza) each with its own king or holy lord. Children should understand what life was like for leaders, nobles and peasants and what city states looked like.</li> <li>To know about the impact that the Maya civilisation had on the world e.g. invention of the zero, place value number system, astronomy etc.</li> <li>To understand that the Maya civilisation was a very religious society. Children should be able to describe some of their key beliefs and practices e.g. Ziggurats (temples), sacrifice, bloodletting, stelae, afterlife, gods, pok-a-tok etc.</li> <li>To describe some theories as to why the Maya civilisation ended including the understanding that historians are not 100% sure what happened due to the lack of historical sources from this period. Possible reasons include; drought, over-farming of the land, disease, war, social revolution, breakdown of trade routes, earthquakes, overpopulation etc.</li> </ul>	
Vocabulary	<p><u>Progressive vocabulary</u></p> <p>Pre-Columbian Peasant Noble Line of enquiry Sacrifice Astronomy Decline</p>	<p><u>Topic specific vocabulary</u></p> <p>Yucatán City-state Chichen Itza Ziggurat Temple Sacrifice Bloodletting After Life Pok-a-tok</p>

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<b>Unit 3: Summer Term</b> <b>Britain used to own 25% of the world. We were pretty great, weren't we?</b>		
Topic Content	<p>A Study of an aspect or theme in British history, beyond 1066 - Spread of Empire, slavery, trade, and demise of empire</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Owned 25% of globe; Made British government very rich due to taxes of people who had never set foot in Britain and work of slaves.</li> <li>• <b>Society (politics and class)</b> British view of natives in colonised countries – savages/sense of superiority; Did they genuinely believe that they were making the lives of the savages better by bringing European goods, skills and technology?; Underground railroad – Harriet Tubman; Partus sequitur ventrem law; Emancipation proclamation; Near eradication of aborigines and native Americans.</li> <li>• <b>Food Farming and Trade</b> Introduction of new products brought back from the colonies: coffee, cotton, tobacco, tea etc as well as gold and other minerals/jewels from Africa; Created plenty of job opportunities</li> <li>• <b>Entertainment</b> Wealthy Brits visiting colonies on holiday. Spread of sports – look at which countries are best at cricket, rugby etc.</li> <li>• <b>Beliefs</b> Spread of Christianity – link back to crusades.</li> <li>• <b>Weapons and warfare</b> Strength of British Navy – more land meant more ports; Wanted to claim land so that the French, Spanish or Dutch didn't; American War of Independence and Civil War.</li> </ul>	
Disciplinary knowledge	<p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build an understanding of what led to the development of the British empire (<i>East India Company, trade, wealth, power, adventure, naval strength, competition etc. Identify the complete spread of the Empire at its height and what is left now.</i>)</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Create and place events on a scaled timeline, identifying durations and intervals - <i>the rise and fall of the empire on scaled timeline, giving justifications for selections.</i></li> <li>• Place events into wider chronological history and compare with concurrent eras. - <i>empire growth and fall into wider context of world history – WW1 and 2, Tudors, slavery, Columbus, Cook, Industrial revolution, American wars etc.</i></li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify a range of continuities and changes within an era - <i>the changes in the different conquered lands as a result of being claimed by Britain. Identify the changes in Britain as a result of the empire growth and fall.</i></li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify wide ranging effects of past peoples on world today- <i>what led to the growth of the empire and what ultimately led to its downfall. – slavery, sport, society, trade, disputes, religion</i></li> <li>• Consider the effect of events on different peoples – <i>slaves, rich, poor, colonials etc.</i></li> <li>• Consider the wide-ranging effect of events on modern life - <i>Consider how the slave trade has led to long-lasting racism that is still around today.</i></li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Interpret different sources to consider different views of a historical event - <i>the empire – greedy, slaves, treatment of aboriginals etc. vs power, strength, helping others improve, spread wealth, religion etc.</i></li> <li>• Give detailed explanations of the significance of individuals and events - <i>people in the fight to get equal rights for slaves, leading to fighting for racial equality. (Partus sequitur ventrem law, emancipation proclamation, Harriet Tubman, Martin Luther King, Black Lives Matter etc)</i></li> </ul> <p><b>Historical Enquiry</b></p>	

	<ul style="list-style-type: none"> <li>• Use a range of sources, arguments and evidence independently carryout a line of enquiry - <i>was the empire as a whole was a good or bad thing?</i></li> <li>• Independent selection of sources, arguments and evidence to justify opinion to form reasoned arguments, including debates.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Evaluate the reliability of sources of evidence, considering a range of information (<i>author, audience, purpose of a source, where and when it was created</i>).</li> <li>• Bring together knowledge gathered from different sources to justify opinions.</li> </ul>	
Substantive knowledge	<p>By the end of the unit, children should understand and be able to recall the below substantive knowledge. The learning of this knowledge should be achieved through a selection of the disciplinary knowledge objectives above.</p> <ul style="list-style-type: none"> <li>▪ To understand that the British Empire once included around 25% of the globe and the reasons that these lands were conquered.</li> <li>▪ To identify the effects of British rule on colonised lands, both at the time and in the present.</li> <li>▪ To understand the concept of the Trans-Atlantic Slave trade and the role that Britain played in making this happen and the lasting effects of these actions, notably racism.</li> <li>▪ To understand the effect of the slave trade on millions of people and the role of significant people in trying to find this (Tubman, Luther King etc.)</li> <li>▪ To identify what led to the collapse of the British Empire and consider why this was a good thing for millions of people around the world</li> </ul>	
Vocabulary	<u>Progressive vocabulary</u> Slavery Transatlantic Indigenous Colonist Equality Territory Aristocracy Persecution Oppression Perspective	<u>Topic specific vocabulary</u> Colonisation Plantation Harriet Tubman Conquered Rebellion Perspective