

History

Why do we teach History?

At St Mary's Catholic Primary School, we follow the National Curriculum for History. The study of History helps children to gain coherent knowledge and an understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today. History allows children to develop key skills such as asking perceptive questions, thinking critically, evaluating evidence, examining arguments, and developing perspective and judgement.

Our history curriculum allows children to develop their cultural capital with a real focus on our Gospel Values, especially Integrity and Respect. Purposeful and natural links to British values and discussions around being good UK and global citizens are threaded through the curriculum grounded on the virtues of Perseverance and Magnanimity. Our history curriculum promotes an appreciation of our locality and the rich diversity of our school community, Britain, and the wider world.

Our ambition for SEND, EAL and PP children is identical to that for all other children in our school. All children in our school are entitled to the same experience of History. Practices are edited and support installed to support all children to ensure that everyone can access the learning. This allows all pupils to reach their potential in a safe environment which puts no limit on their achievement.

All children participate in History learning throughout school. Intervention should not result in routine removal from History lessons.

How do we teach History?

At St Mary's, History is taught in half a term block, every term for one hour per week. The subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. Our history curriculum is designed so that children start with 'themselves' and their school or local area.

Teachers use a variety of teaching and learning styles in their history lessons to develop pupils' knowledge, skills and understanding in history.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise that there are children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children. We achieve this through a range of strategies which are differentiated by expected outcome and support from peers or adults.

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key concepts:

- chronological knowledge and understanding
- history of the wider world
- understanding of abstract terms
- Historical concepts
- Continuity and change
- Cause and consequence
- Similarity and difference
- Significance
- Historical enquiry
- Interpretation of history and historical perspective

What do we want our children to achieve through their history lessons?

- Children are engaged, curious and resilient in History lessons and relish the challenge and opportunities for fun that the subject offers.

- Children are critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of the past.
- Children are aware of how historical events have shaped the world today, including History at the local and personal level.
- Children develop enquiry skills to pursue and investigate their own interests within a topic.
- Children visit historically relevant sites and museums and learn from visitors to enhance their learning in History and create positive memories.
- Children retain learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Children are able to articulate what they have learned in History and can describe significant periods, events, and people from the past.
- Children remember more, know more, and can do more.

At St Marys' pupils are happy and excited learners who make good progress in history – they are inspired by the history they are learning and prepared for the challenges they face as they progress to their next stage of study. History is a fundamental part of our school culture and calendar, in which learning is underpinned by the gospel values, these are used to understand and reflect on the past and how we can learn from it for the future.

Pupils are secure in their substantive and disciplinary knowledge and have a good grasp of chronology of the UK and further afield. Pupils are experts at asking questions, interrogating sources, and analysing artefacts. Pupils apply their substantive and disciplinary knowledge to real contexts, in field trips, including a range of museums, and with visitors, including History experts such as WW2 evacuees. `

Pupils have access to a wide range of resources, including primary and secondary sources. The learning environment supports history learning and encourages pupils to ask questions and consider their own opinions. Pupils have the opportunity for extended learning and collaborative projects, learning outside the classroom and ownership over their studies.

Where it all begins - laying the foundations for History in EYFS

Through 'Understanding the World' children will learn about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will talk about the lives of people around them and their roles in society. They will also understand the past through settings, characters and events entered in books read in class and storytelling.





Autumn	Spring	Summer
Past and present <ul style="list-style-type: none"> - Understanding of old and new - Understanding of the passing of time 	Past and present <ul style="list-style-type: none"> - Where does our food come from? - Where, historically, does our food come from? Significant individual comparison: <ul style="list-style-type: none"> - Mary Seacole - Florence Nightingale 	Past and present <ul style="list-style-type: none"> - Understanding the past year - Using vocabulary: before, next, now Use display to talk about what happened before this year. (A short and a long time ago)

Vocabulary
Autumn - old, new, past, present Spring - same, different, food, farming, gathering, nurse, care, Florence Nightingale Summer – before, next, now, a long time ago, a short time ago

History Curriculum – Big Ideas:

The Big Ideas are the key concepts

An abundance of opportunities are embedded across our history curriculum which allow our Historians to investigate and interpret the past through significant events and life’s, comprehend chronology, identify historical changes as well as continuity between and within periods of time and understand/challenge perspectives and interpretations. These are our history key curriculum threads, which run progressively through this subject’s curriculum.

Interpretation	Comparison	Cause and Consequence
		
<p>History is open to interpretation. This is dependent on perspectives, and perceived significance of individuals and events.</p>	<p>Society changes over time. Factors include continuity and change, and similarity and difference within and across historical periods.</p>	<p>Past societies and events have influenced the way we and other people live today.</p>
<p style="text-align: center;">Chronology</p> 		
<p style="text-align: center;">History is defined by different periods of time, and all these have distinct features.</p>		

Chronology:

Within each History topic studied we deepen our children's chronology knowledge, through for example ordering significant events and dates, create a family tree, develop historical context, and organise relevant historical information within a narrative. Our chronology thread through every topic ensures our children develop a depth of chronology so that they can view periods of time contextually and in order.

Continuing and Change between Periods:

Through our studies we explore progress, transformation, regression, and demise. We link previous studies, for example of ancient civilisations, to develop a depth of knowledge and to explain/explore the extent of past changes and reasons for continuities.

Cause and Consequence:

Our curriculum is rich with opportunities for our children to learn how different events during different periods of time have impacted/influenced the way we and other people live today.

Significance of events/people:

Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, our children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

Similarity/Difference with a periods/situation:

Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives, and relationships between different groups. Asking how similar or different allows our pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference are important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

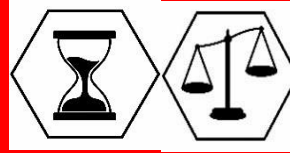
Perspectives and interpretations:

This concept helps our children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing questions, undertaking research, making judgments and effectively communicating answers.

Year 1 Autumn 2: Unit title: My Family History

Duration: ½ term

Big Idea: Chronology & Comparison



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>EYFS – I know who lives in my house.</p> <p>Y1 Science (Aut 1) I know that trees are a type of plant that have a tall stem made of wood, and lots of leaves and branches.</p> <p>EYFS – I know that some things about a place / person will change and some things stay the same.</p> <p>EYFS – I know that photographs show us how life was different in the past.</p>	<p>As a Historian, I know that chronology is placing events in time order.</p> <p>As a Historian, I know that history is the study of humans who lived in the past.</p> <p>I know that Historians place events in the order in which they happened. (Chronology)</p> <p>As a Historian, I know that a family tree shows the relationships between different generations in a family.</p> <p>As a Historian, I know that the living memory are the times that can be remembered by people who are alive today.</p> <p>As a Historian, I know that we learn about the past by interpreting sources.</p> <p>As a Historian, I know that sources can be written, video/audio, images, artefacts or oral history.</p> <p>As a Historian, I know that some things in communication / toys / schools have changed in living memory (the past).</p> <p>As a Historian, I know that my local community was different for families at different times in history.</p>	<p>Y1 SPR – We will learn how transport has changed across history so that people can travel further.</p> <p>Y1 SUM – We will learn that homes reflect the time that they were built in.</p>

Disciplinary Knowledge	<p>EYFS – I can name the people who live in my house and people in my extended family.</p> <p>EYFS – I can use vocabulary such as then, now, before, after and a long time ago.</p>	<p>As a Historian, I can describe changes that have happened over time.</p> <p>As a Historian, I can place events in time order. (Chronology)</p>	<p>Y2 – Identify that the world is always changing.</p> <p>Y2 – use primary and secondary sources to learn about the past.</p>
Vocabulary	<p>Chronology, Next, After, Then, Evidence, Before, Then, Now, Past, Present, Timeline, Family Tree, Generations, Living memory, Source, Artefact, Oral history, Communication</p>		
Mission Advocate SJA	<p><i>How is my community different to those around the world?</i></p> <p><i>How can we show respect for families different from our own?</i></p>		

Year 1 Spring 2: Unit title: History of Transport

Duration: ½ term

Big Idea: Chronology & Comparison



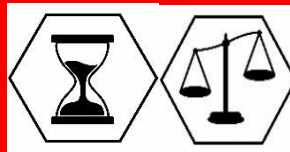
	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>EYFS - I can name some occupations linked to transport (and farms). Chronology:</p> <p>Y1 AUT – I know that living memory is the time that can be remembered by people who are alive today.</p> <p>Y1 AUT – I know that chronology is the order that events happen in.</p> <p>Y1 AUT – I know that History is the study of humans who lived in the past.</p>	<p>As a Historian, I know that we can travel in many ways today.</p> <p>As a Historian, I know that transport options have changed in living memory.</p> <p>I know that Historians study the way things were different in the past.</p> <p>As a Historian, I know that Apollo 11 was the mission that sent two men to walk on the Moon for the first time</p> <p>As a Historian, I know that options to travel in space have changed over time.</p> <p>As a Historian, I know the Wright brothers invented the aeroplane and Bessie Coleman was the first black woman to gain her pilot's licence.</p> <p>As a Historian, I know that options to travel by aeroplane have changed over time.</p> <p>As a Historian, I know tha Henry Ford developed the assembly line, a new way of making cars that made them affordable for everyone.</p> <p>I know Historians choose to study people or events in the past because they resulted in change.</p>	<p>Y2 SUM – We will learn that Michael Collins was one of the first men to travel in space to the Moon.</p> <p>Y5 We will learn that people have a quest for knowledge; considering how knowledge spread and developed as people travelled further across the globe at different times in history.</p>

		<p>As a Historian, I know Robert and George Stephenson developed the 'Rocket', one of the first locomotives.</p> <p>As a Historian, I know that options to travel by train have changed over time.</p> <p>As a Historian, I know that people in the past could travel less far than we can today.</p> <p>As a Historian, I know that some changes happen more quickly than others. The world is changing more quickly in more recent history.</p>	
Disciplinary Knowledge	<p>EYFS – I can use vocabulary like now, before, after, and a long time ago.</p> <p>Y1 AUT - Historians can describe changes that have happened over time.</p> <p>Y1 AUT – I can find out about the past by interpreting sources.</p> <p>Y1 AUT – I can decide whether a source shows life in the past or in the present.</p>	<p>As a Historian, I can recognise historical periods or events using arrows on a blank timeline.</p> <p>As a Historian, I can order events on a timeline.</p>	<p>Y2 SPR - Historians describe how changes affect people's lives.</p> <p>Y5 – We will learn that changes do not follow one trajectory.</p> <p>Y2 AUT – We will place a small selection of sources in chronological order</p>
Vocabulary	History, Past, Transport, Timeline, Living memory, Astronaut, Apollo 11, Journey, Aeroplane, Car, Assembly line, Benefit, Locomotive, Train cars		
Mission Advocate SJA	<p><i>What is the development of transport affecting our planet? Is this ok?</i></p> <p><i>How can we protect our planet?</i></p>		

Year 1 Summer 2: Unit title: Homes through time

Duration: ½ term

Big Idea: Chronology & Comparison



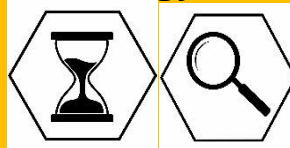
	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>EYFS – I know that many people lived and worked in castles in the past</p> <p>Y1 AUT GEOG– I know that human settlements can be a city, town or village, depending on their size.</p> <p>Y1 SPR GEOG I know that rural means countryside; urban means towns and cities.</p> <p>Y1 SPR SCI I know that material is what an object is made of, e.g. a cup can be made of paper or plastic.</p>	<p>As a Historian, I know that different people live in lots of different types of homes.</p> <p>As a Historian, I know our homes are made of lots of different materials like bricks and glass. They have lots of different features that help us do tasks like cook food, stay warm, and go to the toilet.</p> <p>As a Historian, I know that homes look different at different times in history, including in living memory.</p> <p>As a Historian, I know that homes and the things we use in our homes have changed during the lives of the people in our community.</p> <p>As a Historian, I know that in the Victorian period (before living memory), people lived in cramped houses like back-to-back houses. Houses were made of bricks and glass. As a Historian, I know some features of homes meant that Victorians did everyday tasks differently than we do today.</p> <p>As a Historian, I know that in the Tudor period (before the Victorians) most people lived in rural areas. As a Historian, I know that Tudor houses were made of wood and wattle and daub. In the urban areas, jettying was used to give people more space. Features of homes meant that Tudors did everyday tasks differently than we do today.</p>	<p>Y2 SPR – We will learn that jettying and the fact that houses were built very close together was one of the reasons why the Great Fire of London could spread so quickly.</p> <p>Y5 – We will learn that homes became more sophisticated through the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p>

		<p>As a Historian, I know that in the medieval period (before the Tudors), motte-and-bailey castles were built to protect people. Features included keep, motte, bailey, palisade and gatehouse. As a Historian, I know that Motte-and-bailey castles were made of wood and wattle and daub.</p> <p>As a Historian, I know that a very long time ago, in the prehistoric period, people lived in small villages, in roundhouses with just one room.</p> <p>As a Historian, I know that roundhouses were made of wood and wattle and daub.</p>	
Disciplinary Knowledge	<p>Y1 AUT I can learn about the past by interpreting sources.</p> <p>Y1 AUT I can use vocabulary like now, before, after, and a long time ago.</p> <p>Y1 AUT I can state whether a source shows life in the past or in the present.</p>	<p>As a Historian, I can identify key features of homes from the past using a range of picture sources.</p> <p>As a Historian, I can compare homes from different times in the past.</p>	<p>Y2 – We will learn that things happen as a result of causes. Some things have lots of causes.</p> <p>Y2 – We will place a small selection of sources in order, from most to least recent.</p>
Vocabulary	Home, Similarities, Differences, Living memory, Generation, Victorian period, Back-to-back houses, Tudor period, Wattle and daub, Jettying, Medieval Period, Motte and bailey castle, Keep, Motte, Bailey, Palisade, Gatehouse, Prehistoric period, Roundhouse		
Mission Advocate SJA	<p><i>Are all homes today in the world equal?</i></p> <p><i>Does everyone have access to clean water and bathroom facilities?</i></p>		

Year 2 Autumn: Unit title: Local History Poole & the Pirates

Duration: ½ term

Big Idea: Chronology & Interpretation



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>Exposure to significance of individuals. -EYFS Florence Nightingale, Y1 Christopher Columbus, Neil Armstrong.</p> <p>Historical events have a cause.</p> <p>Awareness of Poole as a distinct geographical place.</p> <p>Geography: The school and community are at the local scale; countries are at the national scale; continents are at the global scale.</p> <p>Law: The law is there to let us know how to behave and what is right. Breaking the law</p>	<ol style="list-style-type: none"> 1. The same person / event can be seen as good or bad depending on perspective 2. Harry Paye raided French and Spanish ships and brought his loot back to his hometown of Poole 3. Historical events can be affected by geographical features. 4. Poole was established in 1248 – by a charter of liberties which was sold to Sir William Longspee 5. By 1433 Poole was a large town and was granted the status to begin exporting wool by the king (Henry VI). 6. Pirates are people who sail in ships, attacking other ships and places to steal things. 7. Harry Paye was a famous pirate from Poole who robbed merchant ships and brought loot back to Poole 8. Harry Paye was born in 1365 and is still celebrated in the town of Poole today. 9. Harry Paye was a privateer hired by the king to steal from France and Spain 10. In 1405 Poole was attacked by the people Harry Paye had stolen from and there was lots of damage. 11. The golden age of piracy (1650-1730) was due to the large amount of high value cargo being transported around the world. 	<p>Perspective of sources and personal bias – Y4 Vikings, Y6 WW2</p> <p>Democracy studies Y3 Roman Britain, Y6 Ancient Greece.</p>

	will get us into trouble with the authorities.		
Disciplinary Knowledge	<p>Historical evidence: History is the study of humans who lived in the past</p> <p>Historical evidence: Historians learn about the past by interpreting sources</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history</p> <p>Chronology: Historians place events in the order in which they happened</p> <p>Chronology: State whether a source shows life in a more or less recent time than another</p>	<ul style="list-style-type: none"> • Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources • Chronology: Place a small selection of sources in order, from most to least recent • Causation: Piracy was common because shipping was the most common method of transporting goods across the world. 	<p>Causation: Historians can argue that one cause is more important than another</p> <p>Historical evidence: Historians cross-reference sources in order to build confidence</p>
Vocabulary	Pirate, hero, raid, significant, law, authorities, privateer, Poole, town, source		
Mission Advocate SJA	<p><i>Was Harry Paye a hero?</i></p> <p><i>How can we be heroes?</i></p>		

Year 2 Spring: Unit title Great Fire of London Duration: ½ term

Big Idea: Chronology & Cause and Consequence



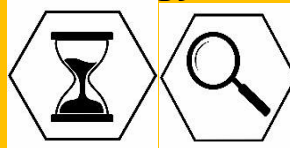
	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>Buildings were different in the past. Y1 Castles</p> <p>Evidence is used to talk about the past. Y1 -both topics</p> <p>Experience pf historical change brought about by a single event e.g., Corfe Castle demolition. Y1 castles.</p> <p>Geography: The capital city of England is London</p> <p>Before factories, most people lived in the countryside in cottages with two or three rooms.</p>	<p>As a Historian, I know that in 1660s, life was different than today.</p> <p>As a Historian, I know that life in 1660s London was dirty, busy, cramped, and homes were made of wood. As a Historian, I know that the plague of 1666 meant that people lived in a locked down city.</p> <p>As a Historian, I know that the Great Fire of London was in 1666 and started in the Pudding Lane bakery, spreading quickly.</p> <p>As a Historian, I know that people only had basic equipment like fire squirts, buckets and fire hooks to try and put it out.</p> <p>As a Historian, I know that the fire spread quickly because most buildings were built close together out of flammable materials; there was a strong wind; fire-fighting equipment was not good enough and relied on ordinary people; and the town mayor did not act quickly enough.</p> <p>As a Historian, I know that the fire lasted just under five days.</p>	<p>Series of events leading to the outcome – Y6 WW2</p> <p>Changes can be brought about by catastrophic events – Y4 Anglo Saxons</p> <p>Primary sources usually give us the most reliable evidence – but they can still be subject to bias Y6 WW2</p>

	In small towns, homes were cramped and jetttying was used to give people more space.	<p>As a Historian, I explore causation: Things happen as a result of causes. Some things have lots of causes. Causes can be long-term conditions or short-term triggers.</p> <p>As a Historian, I know that we find out information about the Great Fire of London in Samuels Pepys' diary.</p> <p>As a Historian, I know that the fire destroyed 1/3 of London, killed people and made 100,000 people homeless.</p> <p>As a Historian, I know that building regulations were introduced, a fire service was established, and a monument to the fire was built.</p>	
Disciplinary Knowledge	<ul style="list-style-type: none"> • Causation: Things happen because something causes them to happen • Historical evidence: Historians learn about the past by interpreting sources 	<ul style="list-style-type: none"> • Historical significance: Historians choose to study people or events in the past because they resulted in change • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today <p>Causation: Things happen as a result of causes. Some things have lots of causes. Causes can be long-term conditions or short-term triggers</p>	
Vocabulary	Disease, Plague, Primary source, Secondary source, Bakery, Flammable, Buckets, Fire squirt, Fire engine, Fire hook, Firebreak, Long term conditions, Short term conditions, Timeline, Impact, Monument		
Mission Advocate SJA	<i>How do we look after people after a disaster?</i>		

Year 2 Summer 2: Unit title: Explorers -Sacagawea & Michael Collins

Duration: ½ term

Big Idea: Chronology & Interpretation

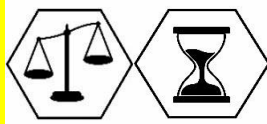


	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>Y1 AUT Science: I know the moon in the sky is more visible at night.</p> <p>Y1 SUM Geography: I know there are seven continents in the world, six of which people live on.</p> <p>Y1 SUM: I know that Apollo 11 was the mission that sent two men to walk on the Moon.</p>	<p>As a Historian, I know that Sacagawea was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold.</p> <p>As a Historian, I know that Michael Collins was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot.</p> <p>As a Historian, I know Sacagawea joined the Lewis & Clark expedition to explore and make maps of North America. Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race.</p> <p>As a Historian, I know Sacagawea made many contributions to her expedition, including translating Shoshone and finding food.</p> <p>As a Historian, I know that Michael Collins piloted the Columbia and made sure that the other astronauts in the Eagle returned to Earth safely.</p> <p>As a Historian, I know similarities and differences exist between two individuals who lived in the past. (Sacagawea & Michael Collins)</p>	<p>Y3 Romans, Y4 Egyptians, Y6 Ancient Greece: I will learn about the significance of important people throughout history.</p>

		<p>As a Historian, I know that people’s attitude towards explorers can change over time.</p> <p>As a Historian, I know Sacagawea was not celebrated at the time of the expedition but has been celebrated since.</p> <p>As a Historian, I know Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today!</p>	
Disciplinary Knowledge	<p>Y1 SUM: I will state whether a source shows life in a more or less recent time than another.</p> <p>Y2 SPR: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today.</p> <p>Y1 SUM Science: Use a Venn diagram to classify items into two or three sets based on properties.</p> <p>EYFS Geography: A map is a drawing of a place from above.</p>	<p>As a Historian, I can identify similarities and differences between significant people from the past.</p> <p>As a Historian, I can sort information into a Venn diagram.</p> <p>As a Historian, I can talk about the difficulties that significant people might have faced on an expedition.</p>	Y3 – I will learn that Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences.
Vocabulary	Tribe, Native American peoples, Pilot, Astronaut, Expedition, Similar, Different, Translate, Moon, Apollo 11, Columbia, Eagle, Shoshone, Space race		
Mission Advocate SJA	<p><i>Why does an explorer need to be courageous?</i></p> <p><i>Are all explorers brave?</i></p>		

Year 3 Autumn: Unit title Mayans Duration: ½ term

Big Idea: Comparison & Chronology

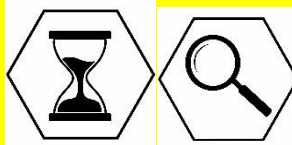


	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>Historical processes can be affected by geographical factors.</p> <p>Chronological comparisons between before and after an event.</p> <p>Experience of different periods of history.</p>	<ol style="list-style-type: none"> 1. To understand that some cultures are significantly different to ours. 2. To know that the Mayans had sophisticated academic processes and were writers, mathematicians and astronomers. 3. The Maya civilisation flourished from 250 to 800. It declined after that, but descendants of the Maya live in Central America today 4. The Maya lived in city-states ruled by kings (An empire is a group of countries or places ruled by one person) 5. An autocracy is a system of government where one person or one group can rule exactly as they want to forever 6. Maya worshipped multiple gods who were each responsible for something 7. Ancient Maya sacrificed animals and sometimes humans to honour gods 8. Maya built step-pyramids and temples to honour gods <p>The Maya developed a number system (base 20), as well as developing the concept of zero.</p>	<p>City-state rulership – Technology and change in the Bronze Age Y5</p> <p>Development of academic studies and methods – Y6 Ancient Greece</p>

Disciplinary Knowledge	<ul style="list-style-type: none"> in which they happened Chronology: State whether a source shows life in a more or less recent time than another	<p>9. To know that we can find out about cultures as both historians and archaeologists.</p> <p>10. [Mathematics]: Number system over time has developed to include zero</p> <p>11. Similarity & difference: Historians can consider the similarities and differences between people in two different civilisations from the past</p> <p>12. Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000)</p> <p>13. Chronology: Place dates [AD only] on a timeline</p> <p>14. Historical Evidence: Archaeology is the branch of history that deals with the remains of human life. There are limits to what historians can learn from any collection of sources.</p>	Historical evidence: Historians cross-reference sources in order to build confidence Historical evidence: Archaeological evidence must be considered carefully before drawing conclusions – Y5 Stone Age.
Vocabulary	Maya, chronology, king, gods, sacrifice, civilisation, City states, Democracy, Empire, Autocracy, temple, observatory, calendar, religion, primary source, secondary source, base 20, step-pyramid, archaeology, evidence		
Mission Advocate SJA	<p style="text-align: center;"><i>Were all people treated equally during the Mayan culture?</i></p>		

Year 3 Spring: Unit title Iron Age Duration: ½ term

Big Idea: chronology and interpretation

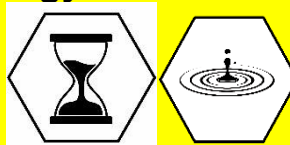


	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>Historical events have a cause. These causes can be a variety of reasons – from new discoveries to shortages of items.</p> <p>Historical periods and civilisations do not make instant changes, these are gradual and for a variety of reasons.</p>	<ol style="list-style-type: none"> 1. To know people changed from very small family groups to farmers. 2. To know that before the Iron Age, where people lived changed from living in camps and utilising natural structures to living in human-constructed roundhouses (which were often in hill forts). 3. To know that the materials that people used for tools and weapons changed from Bronze to iron. <ul style="list-style-type: none"> • The Iron Age is the last age of British prehistory before the romans bring Writing and it becomes history. • Indigenous people of the time are often referred to as Celts. The Celts were grouped into tribes – our nearest are the Durotriges – they were run by a leader and protected their own members. • .The Iron age is from 800BC to AD 43 – lasting twice as long as the Roman occupation. • Many people living in close proximity caused regular fighting between tribes – people built hillforts and other defences to protect their tribes. • Major features in the landscape were created in this period – Maiden castle is huge! identify key features of maiden castle – location, shape, size, intended use. 	<p>Romanisation will occur over a long period and not immediately – Y3 Roman Britain</p> <p>Iron Age is the last period in prehistory – Y5 Stone Age</p> <p>Bronze to Iron use was gradual – Y5 Bronze Age</p>

		<ul style="list-style-type: none"> • Change from the bronze age to the iron age was gradual – the use of iron was prolific as it was harder and stayed sharp longer. • People lived in larger and sturdier permanent homes – roundhouses made from wood. • We see evidence of new technologies – quern stones, the use of coins for trade – due to the amount of people who could now be provided for in a smaller area. 	
Disciplinary Knowledge	Chronology: Place a small selection of sources in order, from most to least recent	<ul style="list-style-type: none"> • Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000) • Historical Evidence: Archaeology is the branch of history that deals with the remains of human life. There are limits to what historians can learn from any collection of sources. 	<p>Causation: Historians can argue that one cause is more important than another</p> <p>Historical evidence: Historians cross-reference sources in order to build confidence</p> <p>Chronology: Use vocabulary like decade, century and millennium</p>
Vocabulary	Change, Artefact, Archaeology, Rampart, Hillfort, iron, tribe, Durotriges, Prehistory, Roundhouse		
Mission Advocate SJA	<i>In caring for our environment – how well do we care and preserve iron age sites and artefacts?</i>		

Year 3 Summer: Unit title Roman Britain Duration: ½ term

Big Idea: Chronology and cause and consequence



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>There were indigenous peoples in Britain before the Romans – Y3 Iron Age</p> <p>Empires are groups of places ruled by one person – comparison with kings -Y3 Mayans</p> <p>Geography: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel</p> <p>An empire is a group of countries or places ruled by one person</p>	<ol style="list-style-type: none"> 1. To know that the Romans brought reading and writing to Britain allowing them to record <u>their own versions</u> of history. 2. To know that Romans built infrastructure to help people travel more quickly. 3. To know that they prized efficiency building towns and cities which were laid out in grids. 4. Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43. Ancient Rome expanded gradually from 473 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476. At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa 5. The head of state remained the most powerful person in Rome, and he was autocratic. Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) 6. It was hard for the Romans to control Britain – it was far from the Roman Empire and the native people fought against the invaders. 7. Roman science and technology - like roads and medicine - was needed more and more as the empire expanded 	<p>study civilisations with multiple deities. (Y4 Egyptians)</p> <p>there were many indigenous peoples in Britain before the Romans Y5 Stone and Bronze Age</p> <p>rulers of empires are emperors – comparison of this with monarchy – Y4 Anglo-Saxons, Y5 Victorians</p> <p>efficiency of life – architecture,</p>

		<p>8. Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England</p> <p>9. Many tribe leaders were allowed to stay in power as long as they submitted to Roman rule and paid taxes.</p> <p>10. Drivers of power can be categorised into institutional, economic, physical, intellectual and informal. The Romans kept control using physical power, including disciplined armies, forts, roads and walls. The Romans had institutional and economic power by allowing native tribe chiefs to continue in their roles as long as they submitted to and collected taxes on behalf of the emperor. The Romans had informal power, as 'Romanisation' meant Roman culture and customs spread through British towns. The story of Boudica's revolt, AD 60, exemplifies how all these different types of power came together to defeat Britons</p>	<p>roads etc – Ancient Greece Y6</p>
<p>Disciplinary Knowledge</p>	<p>Mathematics: Order and compare numbers up to and beyond 1000</p> <p>Mathematics: Read Roman numerals</p> <p>Causation: Causes can be long-term conditions or short-term triggers</p> <p>Causation: Some things that have lots of causes that are connected in some way</p> <p>Historical evidence: Archaeology is the branch of history that deals with the remains of human life</p> <p>Historical evidence: There are limits to what historians can learn from any collection of sources</p>	<ul style="list-style-type: none"> • [Mathematics]: Recognise numbers and years written in Roman numerals • Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others • Causation: Historians can argue that one cause is more important than another • Historical evidence: Historians cross-reference sources in order to build confidence • Chronology: Use vocabulary like decade, century and millennium • Power, empire & democracy: Drivers of power can be categorised into: institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others). 	<p>Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically</p> <p>Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring &</p>

	<p>Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically</p> <p>Chronology: Recognise and use AD/BC and BCE/BC accurately</p> <p>Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3)</p>		<p>Observing; Recording & Presenting; Analysing & Evaluating</p>
<p>Vocabulary</p>	<p>Invasion, settlement, migration, empire, Christianity, ancient, Empire, Emperor, province, governor, taxes, delegate, Britannia, Caesar, Aurelian Moors, Auxiliary, legionary, soldier, fortress, town, safe, Hadrian's Wall, literate, Conquer</p>		
<p>Mission Advocate SJA</p>	<p><i>Integrity – How well do we stand up for the rights of others?</i></p>		

Year 4 Autumn: Unit title Ancient Egypt

Duration: ½ term

Big Idea: Chronology & Comparison



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>Some religions believe in an afterlife, Burials support this and reflect the lives they lived.</p> <p>Geography: Egypt is a place in our world – bridging the continents of Africa and Asia.</p> <p>People built large constructions to honour their gods – Y3 Mayans Recording of history in their own methods – Y3 Mayans</p> <p>Science: Natural rocks are either igneous, sedimentary or metamorphic</p>	<ol style="list-style-type: none"> 1. To know that the Ancient Egyptians had great faith in multiple gods and built pyramids as tombs for pharaohs and their belongings. 2. To know that the Ancient Egyptians had their own system of writing and their own calendar. 3. To know the Ancient Egyptians, they built their civilisation around the river Nile for water which helped them to farm. 4. Egypt is a place in our world – bridging the continents of Africa and Asia. The Nile is a river that flows through Egypt and other countries in Africa. 5. Ancient Egypt was an empire, led by an autocratic pharaoh. An autocracy is a system of government where one person or one group can rule exactly as they want to forever. 6. An empire is a group of countries or places ruled by one person. 7. Ancient Egyptians believed that the pharaoh was half man, half god 8. Mummification preserved bodies for the afterlife, the Field of Reeds 9. Egyptians built pyramids to honour the pharaoh (half man half god) 	<p>Concept of Empire – Y6 – Ancient Greece</p> <p>Construction in the landscape to honour a belief – Y5 Stone Age-stonehenge, Y6 Ancient Greece - temples</p> <p>Empire and autocracy – Y6 Ancient Greece</p> <p>Conflicts and the recoding of battles – Y6 WW2 and Ancient Greece.</p>

		<p>10. Egyptians used phonetic, conceptual and pictorial hieroglyphics to share stories with future generations</p> <p>11. Pharaohs fought battles outside of Egypt and received tributes and riches from the people they conquered, like the Kingdom of Kush at some points</p>	
Disciplinary Knowledge	<p>Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</p> <p>Causation: Things happen as a result of causes. Some things have lots of causes</p> <p>Historical evidence: Archaeology is the branch of history that deals with the remains of human life</p>	<ul style="list-style-type: none"> • Causation: Some things that have lots of causes that are connected in some way • Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically • Power, empire & democracy: Different places have different systems of government. Some can be autocratic • Power, empire & democracy: Empires are large areas of land that are controlled by one person or group of people • Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies 	<p>Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events</p> <p>Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating</p>
Vocabulary	Desert, Ancient Egypt, prehistoric Britons, Africa, River Nile, precipitation, autocratic, pharaoh, empire, agriculture, travel, transporting, afterlife, Field of Reeds, Book of the Dead, Osiris, Anubis, Feather, Mummification, preserve, pyramid, sedimentary rock,		
Mission Advocate SJA	<i>Are we respectful of the past and do we learn from it? i.e., is it ok to clear out the pyramids?</i>		

Year 4 Summer 1: Unit title **Anglo Saxons**

Duration: ½ term

Big Idea: Chronology and Interpretation



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> •Slavery is a system where people are owned by other people. Slaves are forced to work for no money •Many Christians were persecuted for their beliefs (Y3) <p>The oral tradition is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word (Y3 Mayans & Romans)</p>	<ol style="list-style-type: none"> 1. The Anglo Saxons originally came as invaders, took what they could and left. They later returned with their families to settle the land. 2. The Anglo Saxons gained control of the land over time and rule. 3. They live in large tribal kingdoms, which occasionally battled for land and resources. 4. The Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left 5. The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king (monarch of Britain). 6. The term 'Anglo-Saxon' now refers more generally to the period of English history from AD 410 to 1066, and includes the history of everyone in England 7. Sutton Hoo was the burial site of an Anglo-Saxon king, discovered by archeologists in 1939 8. Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals 	<p>Viking studies Y4– changing landscape</p> <p>Democracy & oral testimony – Y6 Ancient Greece</p> <p>Monarchy – Y5 Victorians</p> <p>Inferences around burial practices and beliefs – Y5 Stone Age</p> <p>Y5 Geography – World trade: Fairtrade – money for resources/items.</p>

		<p>9. Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who traded with countries as far east as India and Sri Lanka</p> <p>10. The items the king was buried with show he wanted to present himself as having physical, economic, intellectual and informal power</p>	<p>A fair price. All year groups.</p> <p>•Geography: Imports are goods that are brought into the country. Exports are goods that are traded out of the country</p> <p>•Geography: Trade has become increasingly global</p> <p>Y6 – on the move</p> <p>Geography: Migration is the process of moving from one place to another</p> <p>Geography: Migration can be short term or long term</p> <p>•Geography: People migrate because of push and pull factors</p>
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Disciplinary Knowledge	<p>Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically, Archaeology is the branch of history that deals with the remains of human life, There are limits to what historians can learn from any collection of sources, Historians cross-reference sources in order to build confidence</p> <p>Chronology: Describe historical periods and times using dates and as a given number of years ago, Recognise and use AD/BC and BCE/BC accurately</p> <p>Causation: Historians can argue that one cause is more important than another</p>	<ul style="list-style-type: none"> • Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating • Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events 	<p>Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating</p> <p>Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events</p>
Vocabulary	Bayeux tapestry, Anglo Saxon, invader, settler, tribe		
Mission Advocate SJA	<p style="text-align: center;"><i>How can we judge whether a community is successful?</i></p>		

Year 4 Summer: Unit title **Vikings** Duration: ½ term

Big Idea: Chronology and Cause and Consequence



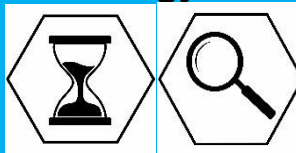
	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y4 Egypt & Anglo-Saxons)</p> <p>Britain was invaded by a series of peoples from different countries over time. (Y3 Romans, Y4 Saxons)</p> <p>Geography: Trade is the process of buying and selling goods (Y4 Rainforests, All Year groups Fairtrade)</p> <p>Geography: Migration is the process of moving from one place to another. Migration can</p>	<ol style="list-style-type: none"> 1. The Vikings come from modern Scandinavia (Denmark, Norway & Sweden) 2. The Vikings invade – they pillage valuable items and intend to take land. They are paid to maintain peace by the Anglo Saxon Leader. 3. This is eventually broken by an attack by the Vikings, who are defeated, and agree to Danelaw. Forts are built and armies trained to fortify the kingdom <ul style="list-style-type: none"> • The Vikings were groups of people from Scandinavia who were most powerful in 9th and 10th centuries • The Vikings were warriors, but archaeological evidence suggests that the size and ferocity of Viking forces has been exaggerated • The Vikings were skilled craftsmen and had an extensive trade network • The Vikings participated in a slave trade • Evidence shows that the Vikings invaded a variety of countries including Britain, some Vikings settled where they conquered. • The Vikings had elements of democracy including 'things' Vikings occupy a significant place in our popular culture, and there have been many different interpretations of them 	<p>Reliability of sources – Y6 spartan ferocity</p> <p>Trade by craftsmen – Y6 Ancient Greece</p> <p>Geography: Imports are goods that are brought into the country. Exports are goods that are traded out of the country</p> <p>Geography: Trade has become increasingly global</p>

	<p>be short term or long term. People migrate because of push and pull factors (Y4 Anglo-Saxons)</p>	<ul style="list-style-type: none"> • The Vikings believed in multiple gods, and the afterlife which they called Valhalla. Over time, many Viking Settlers converted to Christianity. • The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when. 	<p>The oral tradition is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word (Y5 Sum)</p>
<p>Disciplinary Knowledge</p>	<p>Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically, Archaeology is the branch of history that deals with the remains of human life, There are limits to what historians can learn from any collection of sources, Historians cross-reference sources in order to build confidence.</p> <p>Chronology: Describe historical periods and times using dates and as a given number of years ago, recognise</p>	<ul style="list-style-type: none"> • Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating • Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events 	<p>Historical evidence: primary sources – Y5 Victorians. Causation: factors leading to conflict Y6 WW2</p>

	<p>and use AD/BC and BCE/BC accurately</p> <p>Causation: Historians can argue that one cause is more important than another</p>		
<p>Vocabulary</p>	<p>Viking, Longship, Longhouse, Scandinavia, Norway, Denmark, Sweden, Invasion, Danelaw, danegeld, kingdom, Odin, Thor, Loki, Asgard, Valhalla, Ragnarok, grave goods, Great Heathen Army, Alfred the Great</p>		
<p>Mission Advocate SJA</p>	<p><i>Should the Vikings be characterised by their unkind deeds?</i></p>		

Year 5 Autumn: Unit title Stone Age Duration: ½ term

Big Idea: Chronology & Interpretation



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>Farming (Y3 Mayans)</p> <p>Geography: Human settlements can be a city, town or village, depending on their size</p> <p>A very long time ago, people lived in small villages, in roundhouses with just one room</p> <p>Science: Natural rocks are either igneous, sedimentary or metamorphic</p> <p>Science: A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other traces that they</p>	<p>As a Historian, I know that lifestyles changed from hunter-gatherers to farmers.</p> <p>As a Historian, I know that the use of materials began with stone.</p> <p>As a Historian, I understand that Prehistory refers to the study of humans before there was writing and that Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age.</p> <p>As a Historian, I know Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather.</p> <p>As a Historian, I know that agriculture is the farming of plants (arable) and animals (pastoral) to eat, and that Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period.</p> <p>As a Historian, I know the move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated.</p>	<p>Recording of written history makes it easier to study the past (Y6 Ancient Greece).</p> <p>How physical factors influence lifestyle (Y6 Ancient Greece)</p> <p>Architecture is influenced by purpose (Y6 Ancient Greece)</p> <p>Belief and ritual (Ancient Greece Y6)</p>

	<p>made when they were alive</p> <p>Science: Trace fossils include imprints of a mark left by an animal, the imprint of a feather or excrement</p>	<p>As a Historian, I know that the lack of written sources mean that it is difficult to know what people believed. We rely on evidence from archaeologists and use our knowledge to make inferences:</p> <ul style="list-style-type: none"> • The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important • Stonehenge and other stone circles are made of sedimentary and • igneous rocks • Burials suggest that people believed in an afterlife, and reflect the lives they lived 	
Disciplinary Knowledge	<p>Historical evidence: History is the study of humans who lived in the past</p> <p>Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</p> <p>Chronology: Use vocabulary like now, before now, a long time before now to describe periods in time</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history</p>	<p>1. To understand that evidence from the Stone Age is gathered via physical evidence and interpreted by archaeologists.</p> <ul style="list-style-type: none"> • Historical evidence: Archaeology is the branch of history that deals with the remains of human life • Historical evidence: There are limits to what historians can learn from any collection of sources 	<p>Archaeological evidence is useful from more recent periods of history as well as the ancient past Y6 WW2</p> <p>Historical evidence – the use of primary sources in understanding life for people Y6 Ancient Greece</p>

Vocabulary	Artefact, archaeology, interpretation, prehistory, change, hunter-gatherer, shelter, settlement, civilisation
Mission Advocate SJA	<i>In caring for our environment – how well do we care and preserve Stone Age sites and artefacts?</i>

Year 5 Spring: Unit title Technology and Change (Bronze Age) Duration: ½ term

Big Idea: Chronology and Comparison



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>Before the Bronze age was the stone age. The stone age was characterised by the use of stone tools. Y5 Stone Age.</p> <p>C</p> <p>ity-states ruled by kings (An empire is a group of countries or places ruled by one person) Y3 Mayans</p> <p>Geography: Trade is the process of buying and selling goods (Y4 Rainforests, All Year groups Fairtrade)</p> <p>Geography: Imports are goods that are brought into the country. Exports</p>	<p>As a Historian, I know that the Bronze age was a transitional period between the use of stone tools and metalwork, and that metal weapons, jewellery and a new pottery-type (Beaker) are characteristic of the period.</p> <p>As a Historian, I understand that the Bronze Age shows a clear shift from the prior Neolithic, especially in burial practices and living styles.</p> <p>As a Historian, I know that the Bronze Age is characterized by the first use of metals by humans:</p> <ul style="list-style-type: none"> • Britain experienced a Bronze Age later than some other civilisations from 3000 to 800BC • Bronze is made by melting ore and mixing copper and tin. • Raw materials (ore) were traded as they were much less prevalent than stone. • Trade was an important factor in the spread of Bronze Age technology as tin was a relatively scarce ore • Bronze made tools better and stronger – tools and weapons • The development of bronze tools stimulated more effective farming creating the possibility of greater populations of people leading to city states 	<p>Trade and exchange between craftsmen – Y6 Ancient Greece</p> <p>Trade as an option when monetary systems were not available – Y6 WW2</p> <p>Changes to everyday life for all members of society – no socio-economic bias – Y6 WW2</p>

	<p>are goods that are traded out of the country</p> <p>Geography: Trade has become increasingly global</p>	<ul style="list-style-type: none"> We do not know exactly how or where bronze was discovered. People began to settle in villages, making roundhouses from wood. Bronze revolutionized farming and agriculture – tools lasted longer and allowed more land to be cleared and ploughed. <p>As a Historian, I know that much of what we know about the Bronze Age is from buried hoards and burial goods. There can be a bias towards knowing about the richest people in society.</p>	
Disciplinary Knowledge	<p>Historical evidence: Archaeology is the branch of history that deals with the remains of human life</p> <p>Historical evidence: Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically, Archaeology is the branch of history that deals with the remains of human life</p> <p>Historical evidence: There are limits to what historians can learn from any collection of sources</p>	<ul style="list-style-type: none"> Historical significance: Historians choose to study events from the past because they have affected the way that things changed over periods of time. Historical Evidence: use primary sources to make inferences about life during the Iron and Bronze ages. Historical Evidence: use primary sources to make inferences about what life was like for people in the past 	<p>Historical significance: Historians choose to study people or events from the past because they have affected the way that things are now.</p> <p>Historical Evidence: use primary sources to make inferences about what life was like for all people – there is a possible bias in primary sources depending on who's point of view they show.</p>
Vocabulary	Artefact, archaeology, prehistory, change, Beaker, ore, smelting, mining, agriculture, Bronze		

**Mission
Advocate
SJA**

In caring for our environment – how well do we care for and preserve Bronze Age sites and artefacts?

Year 5 Summer: Unit title Victorians Duration: ½ term

Big Idea: Chronology and Comparison

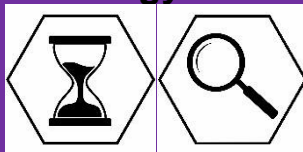


	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>Knowledge of charities and what they focus on. (CST – charities across school.)</p> <p>Monarchy and its meaning across a governed country -link to Y3 Mayans and Y4 Anglo Saxons</p>	<ol style="list-style-type: none"> 1. Life was different whether you were rich or poor, this affected everyone right down to children who worked in workhouses if they were poor. 2. Reforms in working conditions made changes for all, alongside ‘Barnardo’s’ work to support free education for all children. 3. The Victorian era is characterised by the reign of Queen Victoria. <ul style="list-style-type: none"> • The period in time known as Victorian 1837-1901 • There was a difference in life at this time depending on whether you were rich or poor. • Victorian life and modern life are very different especially within childhood. • Many children worked in work houses to help feed their families during the Victorian period • Lord Shaftesbury was pivotal in reforming the working conditions of the UK and in education for all children • Barnardo set up the first ‘ragged school’ for all children to get a free education in 1867. • He extended this to care for children with nowhere to go in 1870 at his ‘home for boys’ 	<p>Democracy studies in Y6 Ancient Greece</p> <p>Life is different for you depending on whether you are poor or rich -Y6 Ancient Greece, KS3 medicine through time study.</p> <p>Charitable links throughout the year</p>

		<ul style="list-style-type: none"> The charity still exists to help children today 	
Disciplinary Knowledge	<p>Historical evidence: History is the study of humans who lived in the past</p> <p>Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</p>	<ul style="list-style-type: none"> Historical significance: Historians choose to study people or events from the past because they have affected the way that things are now. Historical Evidence: use primary sources to make inferences about life during the Victorian period. Historical Evidence: use primary sources to make inferences about what life was like in education 	<p>Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today – understanding that these are not always positive.</p>
Vocabulary	<p>Power, empire & democracy: Empire is a combination of places across the world united under one leader. Industry, industrial revolution, reign, monarchy, workhouse, factory, Queen Victoria, Thomas Barnardo, Inventions, Slums</p>		
Mission Advocate SJA	<p><i>Were all people treated with compassion?</i></p> <p><i>Were the British justified in extending their empire?</i></p>		

Year 6 Autumn: Unit title Ancient Greece Duration: ½ term

Big Idea: Chronology and Interpretation



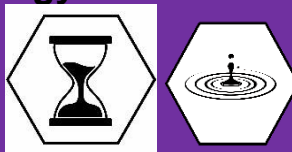
	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
<p>Substantive Knowledge</p>	<p>Geography: Europe is made up of 50 countries; Russia is split across Asia and Europe (Y3 Sum)</p> <p>An empire is a group of countries or places ruled by one person</p> <p>A civilisation is a group of people and their society, culture and way of life.</p> <p>An autocracy is a system of government where one person or one group can rule exactly as they want to forever</p>	<ol style="list-style-type: none"> 1. To know that the Ancient Greeks founded the first proper democracy. 2. To know that within life in Ancient Greece, there were big differences depending on who you were and where you lived. (Athens & Sparta) 3. To know that the Ancient Greeks made mathematical and scientific discoveries which are still important today. <ul style="list-style-type: none"> • Ancient Greece was a civilization made up of lots of city states, which each had their own government and identity. • Ancient Greece was not an empire. • Athens developed a democracy, which was more sophisticated than the Vikings, but more limited than ours today. • Ancient Greeks used skills in architecture to build temples to honour their gods. Architectural orders include Doric, Ionic and Corinthian, and these influences can be seen in our buildings today. • Ancient Greeks believed in multiple gods for example, Zeus, Poseidon and Athena. • Each of the Greek gods featured in their own myth, which was created to teach people about the world around them and be good citizens. 	<p>KS3 – ideas, political power, industry, and empire: Britain, 1745-1901</p>

	<p>Ancient Egypt was an empire, led by an autocratic pharaoh</p> <p>The pharaoh was considered a god on Earth, and the Egyptians built pyramids to honour them after they died</p> <p>Democracy is a system of government where everyone has a say</p>	<ul style="list-style-type: none"> • The Ancient Greeks contributed knowledge that is relevant today, including science, mathematics and astronomy. Their effect on our language and literature is still evident today. • The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Egypt. This was then built on further by a variety of civilisations including our own. 	
<p>Disciplinary Knowledge</p>	<p>Similarity & difference: Similarities and differences exist between two individuals who lived in the past</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history</p> <p>Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today</p>	<ul style="list-style-type: none"> • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences • Chronology: Use vocabulary like decade and century. Sequence events chronologically and recognize periods of change 	<p>KS3 Study</p>

Vocabulary	Civilisation, Democracy, Primary source, Secondary source, Artefact, Government, Empire, Architecture, City-state, polis, Olympia, Sparta, Athens, identity, Doric, Ionic, Corinthian, neoclassical
Mission Advocate SJA	<i>Are women treated fairly?</i> <i>Was the Greek democracy fair?</i>

Year 6 Summer: Unit title **WW2** Duration: ½ term

Big idea: Chronology and Cause and Consequence



	Prior Knowledge	New Knowledge to be explicitly taught (Must Haves)	Future Knowledge How knowledge will be built upon
Substantive Knowledge	<p>Wars are fought by soldiers and are usually between countries or groups of countries. (Y3 conflict in Ancient Rome, y4 pharaohs conquering other countries outside of Egypt, Y6 Battle of Marathon).</p> <p>WW1 ended in 1918 with the treaty of Versailles (Y6 Literacy WW1).</p> <p>Germany had to reduce its forces and pay reparations to some of the countries they fought against (Y6 Literacy WW1).</p>	<ol style="list-style-type: none"> 1. To know that World War Two impacted upon the lives of the people living in Dorset, this included residents' jobs, lifestyles, education, and homes. 2. To know that Dorset was operationally important during World War Two because of its location. 3. To know that evidence of World War Two can be found across Dorset. <ul style="list-style-type: none"> • There were many factors which caused the outbreak of WW2 • Adolf Hitler was the leader of the National Socialist Party (Nazi party). This led Adolf Hitler to become the leader of Germany. • Germany invaded Poland in 1939, as GB had agreed to protect them GB declared war on Germany. • The war was fought by soldiers of many nationalities known as the Allies. • WW2 was made up of a series of battles and events. • Many children were evacuated to Poole from major cities. • Food was limited during the war and rationing was used to ensure that everyone had a fair amount. Rationing lasted until well after the war was over for some items. 	<p>KS3 – Challenges for Britain, Europe and the wider world 1901 to present day.</p>

		<ul style="list-style-type: none"> • D-Day and operation overlord was a key turning point in the war. • Poole quay and wider Dorset were crucial areas in the planning and execution of D-Day • The local area was influenced by WW2 and some of these changes are still visible. This is especially clear in Tyneham. 	
Disciplinary Knowledge	<p>Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</p> <p>Chronology: Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history</p>	<ul style="list-style-type: none"> • Causation: Things happen because something causes them to happen – there were several events which led up to the outbreak of WW2 • Historical Evidence: use primary sources to make inferences about life during WW2. • Chronology: place events throughout WW2 into chronological order. Discuss why some are more difficult to place than others. • Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today – understanding that these are not always positive. 	KS3 Study
Vocabulary	Primary source, secondary source, reliability, bias, democracy, Allies, Axis, blitzkrieg, evacuation, rationing, blitz, D-Day, operation, air raid, occupation		
Mission Advocate SJA	<p><i>Is kindness a weakness?</i> <i>Are leaders always good people?</i></p>		