



Priestsic Primary and Nursery School

History

Units of learning

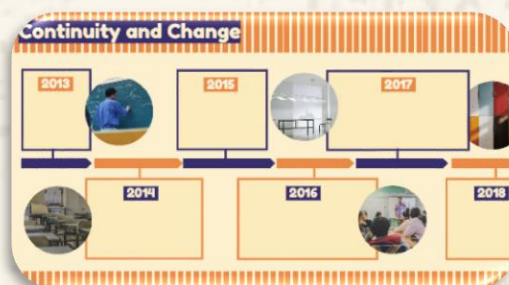
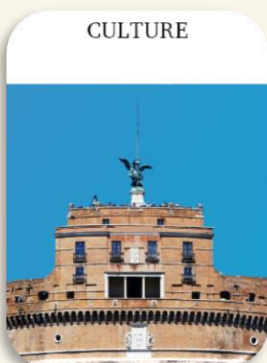


History Curriculum at Priestsic

The history curriculum at Priestsic has been carefully designed to ensure progression amongst all year groups. While different year groups will study different time periods, in accordance with the National Curriculum, these time periods are studied through specific *lenses*. These lenses give context to the study of the time period and provide a framework for which study can revolve around. As these lenses are returned to throughout different year groups, they give pupils the opportunity to compare and contrast between different time periods e.g; how were the cultures of Ancient Greece and Ancient Egypt similar or different?

Each time period has been selected and narrowed down to focus on content appropriate to the age and stage of the learners and will tie in to what our learners have covered in other subject areas. For example, until learners have gained an understanding of negative numbers in maths, learners will not discuss the concept of AD/BC. Only once they are secure in their understanding of negative numbers can they begin to understand and appreciate this vital aspect of history.

Our curriculum drivers of aspiration, health and wellbeing, vocabulary and diversity run through our history curriculum and influence the significant figures we study.



Understanding the World Past and Present

	After one third of FI	After two thirds of FI	End of FI	Vocabulary			
Foundation 1	I can recognise and name some family members. I can talk about something I have done and something that is special to me. I know how old I am. I know I go to nursery/school. I understand 'later'. I can talk about what I can see and hear. I can show an interest in different occupations through my play.	I can talk about something that has happened in the right order. I know that babies and animals grow up. I can show some understanding of 'now' and 'next'. I can ask questions about what is happening next. I can show interest in the lives of people who are familiar to me and use some vocabulary linked to this.	I can talk about some events in my life story. I can talk about the routine of the day. I can talk about how things grow up, get older and change. I can ask questions about aspects of my familiar world. I can talk about different roles in society and use vocabulary related to this. I can communicate freely about my own home and community.	Remember, younger, older, before, later, now, next, then, after, old, age, photograph, special, new, old			
Links to Curriculum Drivers	Diversity and aspiration - learning about different roles in the community through diverse stories. Visits from people who help us						
Language	Sequencing - first ... next ... then happened first. Next ... happened It is because ... It is ... Hypothesis - ... a suggestion that tries to explain something based on evidence How do you know ...? I think ... It will .. This is ... because ... What do you think? What will happen if? Observation - It is ... because .. It has ... Comparison It is different. It is not the same. It looks the same because ...						
Foundation 2							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Historical Enquiry	I can take an interest in and comment on unknown objects exploring textures, mass moving parts etc. (guided through hypothesising function).	I can take an interest in and comment on images of familiar situations from the past. I can hypothesise about the function of artefacts, based on creative ideas or past experiences.	I can justify hypotheses regarding artefacts using my existing knowledge or seeking more information, asking	ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past	Now, next, today, tomorrow, yesterday, event, life cycle, change, grow, decay, first, next, last, after,		

	Vocabulary – hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, wind s, (add precise when sourced objects and seen opportunities)	I can answer and ask why questions about text that has been read to me. I can listen and talk about non-fiction books applying new knowledge and vocabulary. I can compare and contrast characters from stories, including figures from the past.	questions, building on the ideas of others, or using images and books.	and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.	finally, explain, past, long ago, hundreds, past		
Links to Curriculum Drivers	Diversity and aspiration – learning about different roles in the community through diverse stories. Significant Figures – Visits from people who help us						
Language	Sequencing – first ... next ... then ... after that and then happened first. Next ... happened then .. happened It is because ... It is ... Hypothesis – ... a suggestion that tries to explain something based on evidence How do you know ...? It is because ... I think ... because .. It will .. because ... This is ... because ... What do you think? What will happen if? Observation – It is ... because .. It has ... Comparison It is different/ they are different because ... It is not the same. It is the same because ... It looks the same because ...						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Similarities and Differences	I know people in the school environment and their roles. I can take an interest in the different roles of people who support my community and make observations of their role, uniforms and transport. I can understand that not everyone celebrates the same celebrations, but how we celebrate are similar.	I can talk about similarities and differences linked to roles in society (naming and describing those familiar). I can talk about similarities and differences with images of familiar situations in the past. I can talk about similarities and differences with characters and figures from the past.	I can compare and contrast the different stages in a life cycle. I can talk about an observation of a change over time.	ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings,	Now, next, today, tomorrow, yesterday, event, life cycle, change, grow, decay, first, next last, after, finally, explain, past, long ago, hundreds, past		

				characters and events encountered in books read in class and storytelling.	
Links to Curriculum Drivers	Diversity and aspiration - learning about different roles in the community through diverse stories. Significant Figures - Visits from people who help us				
Language	Sequencing - first ... next ... then ... after that and then happened first. Next ... happened then .. happened It is because ... It is ... Hypothesis - ... a suggestion that tries to explain something based on evidence How do you know ...? It is because ... I think ... because .. It will .. because ... This is ... because ... What do you think? What will happen if? Observation - It is ... because .. It has ... Comparison It is different/ they are different because ... It is not the same. It is the same because ... It looks the same because ...				

Year 1 - Significant people -

Lens - Continuity and change

National Curriculum Objective - lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole/ Florence Nightingale and Edith Cavell.

Overview - Pupils to learn key significant people that have effected life now.

Building on -

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that people, places and objects change over time.• Know how to use dates to talk about people or events from the past (when appropriate)
Conceptual understanding	<ul style="list-style-type: none">• Know why people are important in history.• Know that people were responsible for significant events in the past and what happened as a result of their actions.• Know why people did things, why events happened and what happened as a result of this
Critical thinking (Understanding)	<ul style="list-style-type: none">• Know that photos, artefacts and people's memories can help us learn about the past and be used to answer questions about an event within and beyond living memory• Know that parts of stories or other sources can be used to show understanding of events or people from the past

Substantive knowledge

Context: To build an understanding of the significant people that have effected our history. These are historical figures that have influenced the way we live.
<ul style="list-style-type: none">• Know the names of significant people• Know why people are famous.• Know what has happened as a result of people's actions.• Know how we can find out about people from the past.• Know when these people were famous and what they did that make them famous.• Know why things have happened as a result of peoples actions• Use a range of sources including stories to find out about people from the past.

Summary on a page

- Florence Nightingale- How Florence Nightingale has effected hospitals.
- Amelia Earhart-
- Ernest Shackleton and Ann Bancroft- How exploration has changed and how successful people are on expeditions/ comparisons.
- Queen Elizabeth II- How have toys changed since Queen Elizabeth's childhood.
- Neil Armstrong- First Moon Landing
- Mae Jemison- First Black African American in space
- Samuel Pepys- Diaries of the GfOL
- Grace Darling- Seaside- Rescue from a ship in the past.

Further reading and resources:

- Oak Academy
- Little People Big Dreams books
- Queen Elizabeth Jubilee books
- Moon Landing Books
- TV interviews and transcripts
- Photos

Significant figures	Vocabulary
Florence Nightingale Amelia Earhart Ernest Shackleton and Ann Bancroft Queen Elizabeth II	Old, new, oldest, past, present, modern, before, after, timeline, a long time ago, then, now Research, objects, historians, investigate
Neil Armstrong Mae Jemison Samuel Pepys Grace Darling	Recently, older, newer, oldest, newest, most recent, modern, years, century, timeline, time order, old fashioned Artefact, collect, evidence, facts, reasons, events, compare, source, information, monarch- King and Queen, family tree Cause consequence

Year 1 - What was my grandparents' childhood like? (Toys and games) -

Lens - Continuity and change

National Curriculum Objective - *Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*

Overview - Pupils to learn about the toys and games that they play with, their parents played with, their grandparents played with and the toys played with in the Victorian period. They will find out how and why children's play has changed over time, specifically their toys and games. Pupils will learn to use a timeline to order artefacts and begin to talk about changes over time. Pupils will use time related vocabulary to talk about what they observe. They will talk to older people, asking questions, to find about what toys and games they played when they were young.

Learning will be enhanced by a trip to Mansfield Museum to undertake learning about toys and games in the past.

Building on - The children's understanding of their immediate family and who people are in their basic family tree (them, siblings, parents, grandparents). That some events happened before they were born. Knowledge of the similarities and differences between now and things that happened in the past.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that the term 'past' means something has already happened• Know that the term 'present' means today/now.• Know that some objects belong in the past.• Know that people, places and objects change over time.• Know where to place up to 3 objects/events on a simple timeline in chronological order.• Know some simple vocabulary for the passing of time and use in their talk and writing. Eg old, new, oldest, past, present, modern, before, after
Conceptual understanding	<ul style="list-style-type: none">• Know and understand key differences between their everyday life and that of their parents and grandparents.• Understand that familiar objects we have today would have been different in the past.
Critical thinking (Understanding)	<ul style="list-style-type: none">• Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.• Know that photos, artefacts and people's memories can help us learn about the past and be used to answer questions about an event within and beyond living memory

Substantive knowledge

Context: With the increase in technology, childhoods have changed over the last 50 years. This unit will explore the toys and games that the children, their parents and grandparents played. We will be looking for similarities and differences

between the toys. Which toys and games are still played today? We will use different sources to find out how and why these changes have happened.

- Know that 'past' is the word we use to describe things that have already happened and 'present' is the word used to talk about things that are happening today.
- Know that toys in the past and toys today are made from different materials.
- Know that toys today are made from plastic as it has now been invented.
- Know that toys in the past were made from natural materials like wood and clay
- Know that electricity and batteries are used more in newer toys
- Know that because of developments in technology the toys we play with today are different to the toys that our parents and grandparents played with.
- Know that some things are the same and some things are different to how it was in the past.
- Know that some things from the past are still used today (like dolls) but have changed because of technology and inventions
- Know that time order means being ordered by how old something or someone is
- Know that we can learn about the past by looking at objects from that time
- Know that a timeline is a way of organising objects in time order
- Know that we can find out about the past from talking to older people and asking questions

Summary on a page

- Suggested time periods: Old 1900s, grandparents- 1970s, parents- 1990s and present day.
- Toys were different in the past
- Toys have changed over time
- The way children play has changed over time
- We can find out about the past from talking to people and investigating objects

Further reading and resources:

- Focus Education unit- What was my grandparents' childhood like?
- Books about toys in the past
- Video clips about toys from the past and games children played:
- <https://www.youtube.com/watch?v=mCYDHkdFg8> (playground games and skipping)

Significant figures	Vocabulary
Family focus Parents Grandparents	Old, new, oldest, past, present, modern, before, after, timeline, time order, a long time ago, then, now

	Research, objects, historians, investigate, inventions, change, same, different
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Year 1 - What was my grandparents' childhood like? -

Lens - Continuity and change

National Curriculum Objective - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Overview - Pupils to learn about what their parents and grandparents childhoods were like. Making comparisons of the similarities and differences between them.

Considering how the houses have changed, food has changed, schools have changed and start to understand why these changes have happened, with a particular focus on technology.

Building on - The children's understanding of their immediate family and who people are in their basic family tree (them, siblings, parents, grandparents). That some events happened before they were born. Knowledge of the similarities and differences between now and things that happened in the past.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that the term 'past' means something has already happened.• Know that the term 'present' means today/now• Know that some objects belong in the past.• Know that people, places and objects change over time.• Know where to place up to 3 objects/events on a simple timeline in chronological order.• Know some simple vocabulary for the passing of time and use in their talk and writing. Eg old, new, oldest, past, present, modern, before, after.
Conceptual understanding	<ul style="list-style-type: none">• Know and understand key differences between their everyday life and that of their parents and grandparents.• Understand that familiar objects we have today would have been different in the past.• Know how the local area has changed since my parents and grandparents were young.
Critical thinking (Understanding)	<ul style="list-style-type: none">• Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.• Know that photos, artefacts and people's memories can help us learn about the past and be used to answer questions about an event within and beyond living memory

Substantive knowledge

Context: Children will explore how their lives are different and similar to that of their parents, grandparents and further back in the past (Victorian era). They will find out how; schools, houses and the local area, homes and food has changed over time and begin to talk about why. Children will use different sources to find out how and why these changes have happened, including talking to older local people. They will find out about what their school was like in the past.
<ul style="list-style-type: none">• Know what our parents and grandparents school days were like.• Relate school days of people in the past to Priestsic School building to gain knowledge of the children's immediate local area history.• Know how the housing in the local area has changed over time and begin to talk about why this might be.

- Know that household objects have changed over time and begin to talk about why.
- Know how people's shopping habits have changed since our parents and grandparents were children.
- Know how what we eat has changed since our parents and grandparents were children.
- Know that to find out about the past different sources of information can be used including first hand recounts and experiences.
- Know some similarities between our childhoods and the childhoods of our parents and grandparents.
- Know some key differences between our childhoods and the childhoods of our parents and grandparents.

Summary on a page

- Suggested time periods: Old 1900's, Grandparents 1970's, Parents 1990's and present day.
- Houses and artefacts in the home have changed over time. Technology has impacted on how we live today.
- Our school has changed from how it used to be.
- What we eat and how we buy it has changed over time.
- The local area has changed over time.
- We can find out about the past from objects, photos and older people's recollections

Further reading and resources:

- Focus education unit- What was my grandparents' childhood like?
- Books about schools, homes, food in the past
- Photos of the local area in the past
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Significant figures	Vocabulary
Possible link with the residents of Stoneyford Road Care Home as a way for the children to gain information about the local area in the past and childhoods in the past.	In order A long time ago When my parents/grandparents were children... In the _____ times Old New Before After First Next

Year 2 - The Great Fire of London

Lens - Chronology and change

National Curriculum Objectives:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Overview - Pupils apply their knowledge of events beyond living memory that are significant nationally to why and how the Great Fire of London started and the impact and consequences it had on London then and now.

Building on - Changes within and beyond living memory (toys (Y1), homes (Y1)), chronological understanding (Y2 Moon Landing).

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that the passing of time can be recorded on a timeline from the oldest events to the most recent.•• Know that some things happened within living memory but that many things happened beyond this•• Know how to use dates to talk about people or events from the past (when appropriate)
Conceptual understanding	<ul style="list-style-type: none">• Know key aspects of everyday life in a different time period.• Know why people did things, why events happened and what happened as a result of this.• Know about new ideas and inventions of the time and the impact of these.• Know similarities and differences between life now and in the past.
Critical thinking	<ul style="list-style-type: none">• Know the importance of real sources of evidence to help us understand events in the past.• Know several ways of finding out about the past.• Know that asking about artefacts helps us to find out more about them.• Know that parts of stories or other sources can be used to show understanding of events or people from the past.• Know that modern day items and historical artefacts can be compared and that similarities and differences can be drawn.• Know that there may be differences about how adults talk about the past and how things are remembered.

Substantive knowledge

Context: How the British fire service was founded and how it and the equipment have changed with time. The Great Fire of London (1666) The fire service (1666-present) Fire equipment and travel have changed due to electric and motorised transport and equipment that is used.

Legacy:

- The fire service was formed by King Charles II after the Great Fire of London (1666).
- The Great Fire started at the bakery of Thomas Farriner on Pudding Lane, shortly after midnight on Sunday, 2 September through until Thursday 6th September 1666.
- After The Great Fire, the first fire insurance company called the, "The Fire Office", was established in 1667 by Nicholas Barbon. Policy holders were given a badge, or fire mark, to affix to their building. If a fire started, the Fire Brigade was called. They looked for the fire mark and, provided it was the right one, the fire would be dealt with.
- The first organised municipal fire brigade in the world was established in Edinburgh, Scotland, when the Edinburgh Fire Engine Establishment was formed in 1824, led by James Braidwood. The London Fire Engine Establishment, formed in 1833 with James Braidwood as the first Fire Chief.
- Following the ending of the war the National Fire Service was taken over by local County Authorities. The Fire Services Act (1947) became effective on the 1st of April 1948.
- During the 1990s and into the new century, firefighting has needed to deal with new and challenging issues from engaging with the community in fire safety to new equipment and techniques to meet a changing new world.

Also (Key questions to focus on):

- How did the Great Fire of London start?
- Where did the Great Fire of London start?
- How is the Great Fire of London documented?
- What materials were used to protect people's homes?
- What are the comparisons of equipment used in the past to present?

Summary on a page

- Suggested time period: 1666- present
- When and how the Great Fire of London began
- Timeline of events (happened in less than a week)
- Fire services were introduced by King Charles II.
- Fire insurance companies ran fire services with badge for identifying houses.
- Forms of travel and firefighting mechanisms changed due to technological advances.
- Changes in who ran fire services throughout timeline.
- Consequences of the fire on London

Further reading and resources:

- <https://www.firefighterfoundation.org.uk/history/>

- <https://www.cityfire.co.uk/news/history-of-firefighting-and-fire-safety/>
- <https://www.thefirebrigadesociety.co.uk/uk-fire-service-history/>
- <https://www.notts-fire.gov.uk/>

Significant figures	Vocabulary
King Charles II - introduced fire services after the Great Fire of London.	Chronology Changes Recently
Samuel Pepys - Wrote a diary that described events in the Great Fire of London.	Older, newer, oldest, newest, most recent, modern, years, century, timeline, time order, old fashioned.
Thomas Farriner - The baker of Pudding Lane, London where the Great Fire of London began.	Artefact, collect, evidence, facts, reasons, events, compare, source, information, monarch- King and Queen, family tree
	Cause consequence

Year 2 - Sea-sides in the past - How have sea-sides changed over time?

Lens - Chronology and change

National Curriculum Objectives:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Overview - Pupils apply their knowledge of events beyond living memory that are significant nationally to why people started to go to the seaside for holidays and how seaside holidays have developed.

Building on - Changes within and beyond living memory (toys (Y1), homes (Y1)), chronological understanding (Y2 Great Fire of London).

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that the passing of time can be recorded on a timeline from the oldest events to the most recent.• Know that some things happened within living memory but that many things happened beyond this.• Know how to use dates to talk about people or events from the past (when appropriate).
Conceptual understanding	<ul style="list-style-type: none">• Know key aspects of everyday life in different time period.• Know why people did things, why events happened and what happened as a result of this.• Know about new ideas and inventions of the time and the impact of these.• Know similarities and differences between life now and in the past.
Critical thinking	<ul style="list-style-type: none">• Know the importance of real sources of evidence to help us understand events in the past.• Know several ways of finding out about the past.• Know that asking about artefacts helps us to find out more about them.• Know that parts of stories or other sources can be used to show understanding of events or people from the past.• Know that modern day items and historical artefacts can be compared and that similarities and differences can be drawn.

Substantive knowledge

Context: How sea-sides have changed in the past: Scarborough, Morcombe, Blackpool, Weymouth, Lyme Regis, Bognor Regis. The Industrial Revolution (1760 - 1840 to present) was a time when the people started to go on holiday. Sea-sides have changed due to electric and motorised transport.

Legacy:

- Around 1700s Seaside holidays first started and at first it was only the rich who went on holiday.
- 1840s Railways were invented which meant more people could go on holidays
- First British seaside town was Scarborough
- Scarborough - Acidic water was found here, and it was believed to be helpful treating minor ailments and made the town very popular 1815
- King George IV transformed his home into a palace by the sea as he really liked to visit the seaside. Part of the home has been transformed into a museum.
- Places that the royal family frequented eg Queen Victoria, made going to the sea-side popular as a health benefit. Places they stayed were then given the name 'Regis' eg Bognor Regis, Lyme Regis etc

Also (Key questions to focus on):

- How did people get to the sea-side?
- What did people like doing at the seaside? - They liked riding donkeys, eating ice-creams, walking along the pier and promenade.
- What did people wear at the sea-side and why? - They got changed in bathing machines as people did not like showing their bodies
- Where did people stay when at the sea-sides? - As sea-sides became more popular - more hotels were built for people to stay in whilst at the seaside.

Summary on a page

- Suggested time period: 1700- present
- When holidays were introduced
- Holidays started around the industrial revolution - Queen Victoria
- Holidays were different in the past
- People found different ways to travel
- Sea-sides were not always popular places
- To start, only rich people were able to go on holiday.

Further reading and resources:

- https://www.oasisacademyfirvale.org/uploaded/Fir_Vale/Academy_Life/Learning/Curriculum_Impact/Curriculum_Overview/Summer_2/History/Y2.pdf
- <https://www.bbc.co.uk/bitesize/articles/zxx2xbk>
- <https://school-learningzone.co.uk/key-stage-one/ks1-geography/the-seaside/the-seaside.html>

Significant figures

Vocabulary

King George IV - King George IV transformed his home into a palace by the sea because he really liked to visit the seaside.

Queen Victoria - Queen Victoria enjoyed spending time at different seaside destinations and made going to the seaside a health benefit.

George Stevenson (Prior knowledge, Y1) - English Engineer who built the first locomotive steam engine in 1814.

Chronology
Changes
Sea-side
Compare
Transport
Past
Present
Then
Now
Older
Newer
Today
Modern
Timeline
Sources of information
Impact
Consequence
Charabanc
Pier
Promenade

Year 2 - The First Moon Landing - How do we know about significant events in the past?

Lens - Chronology and change

National Curriculum Objectives:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

Overview - Pupils apply their knowledge of events beyond living memory that are significant nationally of how technological advances that have impacted humankind.

Building on - Changes within and beyond living memory (Y1 toys), chronological understanding (Y1 toys), explain how famous people have influenced our lives for the better (Y1 local history).

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that the passing of time can be recorded on a timeline from the oldest events to the most recent.• Know that some things happened within living memory but that many things happened beyond this• Know how to use dates to talk about people or events from the past (when appropriate)
Conceptual understanding	<ul style="list-style-type: none">• Know why people did things, why events happened and what happened as a result of this.• Know about new ideas and inventions of the time and the impact of these.• Know similarities and differences between life now and in the past.
Critical thinking	<ul style="list-style-type: none">• Know the importance of real sources of evidence to help us understand events in the past.• Know several ways of finding out about the past.• Know that parts of stories or other sources can be used to show understanding of events or people from the past.• Know that modern day items and historical artefacts can be compared and that similarities and differences can be drawn• Know that there may be differences about how adults talk about the past and how things are remembered

Substantive knowledge

Context:

To learn about Earth and whether it is the only (and best) place to live. To encourage aspiration, learn about famous people who weren't satisfied with staying where they were. Explore our world and the world beyond, inspired by the explorers who discovered it, both real and fictional. Learn about the characteristics that all these explorers have. Investigate how great explorers travel and see if they can emulate them.

To explore whether people could live on Earth or whether we could live on the moon, investigating conditions for life. Learn about their place in the world, developing a wider knowledge of it; and how important it is to look after it responsibly if we can't live on any other planets.

Legacy:

- May 26, 1951: President John F. Kennedy said he would send astronauts to the moon by 1970 as part of a leadership battle between the USA and Russia.
- Oct. 11, 1968: First manned flight of Apollo 7 spacecraft.
- Dec. 21, 1968: First flight to the moon carried by Saturn V rocket. Apollo 8 astronauts orbit the moon 10 times.
- March 3, 1969: First flight of lunar module.
- May 18, 1969: Apollo 10 flies around moon.
- July 16, 1969: Astronauts Neil Armstrong, Buzz Aldrin and Michael Collins fly to moon on Apollo 11.
- As a result of the first moon landing computer technology was improved, e.g. smartphones, ipads etc.

Also (Key questions to focus on):

- Do we look after the Earth or does the Earth look after us?
- How did people perceive the moon?
- How do we know about Earth and space?
- How do we know people have travelled to the moon?
- Why did the USA and Russia race to be the first to the moon? - To promote leadership and demonstrate technological advances.
- Who are Neil Armstrong, Buzz Aldrin and Michael Collins?
- Who is Mae Jemison? Why is she a significant person in History?
- How were space shuttles/space suits/rockets tested?

Summary on a page

- Suggested time period: 1969 - 1972
- Look at Earth - conditions of life
- Look at what the moon is like (flat, round)
- Can living things survive on the moon?
- The First Moon Landing - use sources to investigate
- First people land on the moon - timeline of all 6 moon landings - technological advances
- Space race between Russia and USA.
- Mae Jemison pen portrait

- **Further reading and resources:**

- <https://eu.elpasotimes.com/story/archives/2019/07/16/first-moon-landing-timeline-apollo-mission/1719532001/#:~:text=July%2016%2C%201969%3A%20Astronauts%20Neil,%20astronauts%20make%20second%20landing>
- <https://www.inspireacademyashton.org.uk/wp-content/uploads/2020/07/Year-2-Neil-Armstrong.pub.pdf>
- <https://kids.nationalgeographic.com/history/article/moon-landing>
- <https://www.bbc.co.uk/bitesize/articles/zdb8kty>

Significant figures	Vocabulary
Neil Armstrong- Neil Armstrong was the first man on the moon, marking a significant mark in the history of mankind and scientific discoveries.	Chronology
	Changes
	Past
	Present
	Then
	Now
	Older
	Newer
	Today
	Modern
	Timeline
	Sources of information
	Impact
	Consequence
	Moon
	Atmosphere
	Gravity
	Barren
	Dust
	Weather
	Orbit
	Journey
	Mission
	Cramped
	Apollo

Year 3 - Local history -Why is mining so important to Sutton?

Lens - Continuity and change.

National Curriculum Objective: Pupils should be taught about, a local history study

Overview - Pupils apply their knowledge of local history through the lens of continuity and change. Broadening pupil's understanding of the impact of discovery and technology locally, pupils study the locally significant coal mining industry including how it shaped and changed our region and the experiences, lives and work of miners.

Building on - events within living memory and The Great Fire of London (continuity and change)

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that many aspects of everyday life stay the same over time but that some things change.• Know chronologically secure, clear narratives, relevant to the period studied.• Know the connections between local and regional history.• Know the connections between short-term and long-term timescales.
Conceptual understanding	<ul style="list-style-type: none">• Know why people did things, why events happened and give explanations about why they may have done things.• Know that there are consequences to actions or events within history.• Know some key people or groups of people within historical events and explain why they were important.
Critical thinking	<ul style="list-style-type: none">• Know that a range of historical sources can be used to learn about the past.• Know that sources can be used to provide answers to questions posed.• Know that differing view of the past exist and provide reasoning for this.

Substantive knowledge

Context: Mining massively impacted the local area of Sutton in Ashfield and the wider county of Nottinghamshire. Almost all pupils from the area will have had relatives who were involved in the mining industry one way or another. From the openings of the mines, to the eventual closure, the strikes, the changes in labour laws, pupils will apply their knowledge of continuity and change to the time period of 1947-1990, the modern era of coal mining in the UK.

- Introduction to mining, coal and why it was important (specifically within the local area).
- Local area facts such as local collieries- Sutton colliery, Teversal colliery etc.
- Conditions in the mine for adults, children, animals.
- Changes in the law to address safety as time went on.
- Changes over time- significant events in the local area, key dates
- Gathering of first hand accounts and placing this in the timeline of local history.

- The end of mining, why and how did it end? Strikes and laws to address this. How did the end of mining impact the local area?
- Mining today- what does it look like? Does it still exist?

Summary on a page

- Suggested time period: 1947-1990
- Coal mining was a principle industry in the UK, analyse the need for coal and why we have since moved away from using it as an energy source.
- Local mines such as Pleasley Pit and Rufford Pits.
- Coal mining peaked in 1913 but gradually declined over the years.
- See Century of Change Book for far more detailed information.

Further reading and resources:

- Century of Change Books
- https://en.wikipedia.org/wiki/Coal_mining_in_the_United_Kingdom#Nationalisation
- https://en.wikipedia.org/wiki/Mining_in_the_United_Kingdom
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-black-british-stories-mac-williams/zng3f82>

Significant figures	Vocabulary
Sir Humphry Davy - The inventor of the Davy lamp.	Local Trade Industry Mine Pit Strike (Names of different mining equipment- snap tins, davey lamps etc) (Names of local pits and collieries)

Year 3 - Stone Age -How did Britons begin?

Lens - Culture

National Curriculum Objective: Pupils should be taught about

- Changes in Britain from the Stone Age to the Iron Age

Overview - Pupils apply their knowledge of power through a cultural lens. They explore the beginnings of Britain, hunter-gatherers to farmers, housing and settlements and the artistic contributions that come through cave paintings and sculpture. Throughout the time, comparisons are made across Stone, Bronze and Iron ages.

Building on - Year 1 and 2 studies of culture in the local area and of significant historical figures such as Amelia Earhart.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that many aspects of everyday life stay the same over time but that some things change.• Know chronologically secure, clear narratives, relevant to the period studied.• Know the connections between local and regional history.• Know the connections between short-term and long-term timescales.
Conceptual understanding	<ul style="list-style-type: none">• Know why people did things, why events happened and give explanations about why they may have done things.• Know that there are consequences to actions or events within history.• Know some key people or groups of people within historical events and explain why they were important.
Critical thinking	<ul style="list-style-type: none">• Know that a range of historical sources can be used to learn about the past.• Know that sources can be used to provide answers to questions posed.• Know that differing views of the past exist and provide reasoning for this.

Substantive knowledge

Context: Pupils will learn about the earliest people to settle in Britain and the cultural changes that took place. Pupils will identify how life was changed as a result of technology and explore what life would have been like in some of the earliest documented experiences of humans.

- First people in Britain and the chronology of this period.
- Hunter gatherers to farmers, changes in food.
- Nomadic lifestyles and settling (movement-caves-housing)
- Changes in housing and lifestyle.
- Changes in artistic contributions, cave paintings to pottery.
- Stonehenge and Skara Brae.
- Tools and their development.

- Archaeology and how we know so much about this time period. Introduction to basic source critique. Include discussion of what pre-history is and how lack of written records effects knowledge.

Summary on a page

- Suggested time period: 8700- 1000 BC (Although dates should not be mentioned for this age and stage.)
- Stonehenge and Skara Brae were monuments created by people from this time although the reasons for them are relatively unknown.
- Cave paintings, pottery and other artistic contributions were used to document experiences.
- Contact was made around 2500 BC with Europe which brought new trade and settlers who knew how to craft from bronze.
- Hill forts and early settlements were established to keep communities safe from attacks.

Further reading and resources:

- https://en.wikipedia.org/wiki/List_of_archaeological_periods
- <https://historicengland.org.uk/services-skills/education/teaching-activities/timeline-stone-age-to-iron-age/>
- <https://www.history.com/news/prehistoric-ages-timeline>
- https://en.wikipedia.org/wiki/Three-age_system
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
Clarence Van Riet Lowe- South African archaeologist, one of the first to recognise the Stone Age as having 3 distinct eras. Also an accomplished artist and copied many of the cave paintings by hand. Mary Anning	Archaeologist Artefact Neolithic Chronology Tribal Hunter-gatherers Shelter Civilisation Settlement Prey Stone/Bronze/Iron Age Ancient Prehistoric

Year 4 - Ancient Egypt -What was it like to live in Ancient Egypt?

Lens - Culture

National Curriculum Objective: Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, **Ancient Egypt**, The Shang Dynasty of Ancient China

Overview - Pupils apply their knowledge of culture through a historical lens. They explore the culture of Ancient Egypt; traditions, religion, clothing, diet and much more in order to gain an immersive knowledge of how people lived thousands of years in the past.

Building on - Year 3 Study of The Stone Age, Bronze Age and Iron Age, Year 2 key figures throughout history and Year 1 study of toys and games from parent's and grandparent's generations. These units all study historical culture on a local and national scale.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.• Know that change can have a lasting impact.• Know clear narratives within and across periods studied (including in previous years)• Know the connections between local, regional, national and international history• Know the connections between short-term and long-term timescales.
Conceptual understanding	<ul style="list-style-type: none">• Know and compare two periods of history, identifying similarities and differences between them• Know that the consequences of actions/events in history may affect different peoples differently• Know why people did things or why events happened.• Know the key people in historical events, what they did and say why they were important• Know about different people and their beliefs in a period of time
Critical thinking	<ul style="list-style-type: none">• Know there are primary and secondary sources and understand that they can vary in reliability.• Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event or person.

Substantive knowledge

Context: Ancient Egypt as we know it first began over 5000 years ago when people first settled next to the Nile. The ancient Egyptian civilisation as we refer to it began in approximately 3000 BC when political control of the Nile Valley was unified under King Narmer. This civilisation lasted until 30 BC when the Romans conquered Egypt and subsequently it became part of the Roman Empire. During this

time, Ancient Egypt developed many traditions, rituals, inventions and much more. Students will learn about the general context of Ancient Egypt, it is vital that learners understand the sheer extent of the time period. They will need to know about The Pyramids and the Gods while also understanding that most of The Pyramids were created near the beginning of Ancient Egypt and so the people who lived later in Egyptian civilisation regarded The Pyramids as ancient themselves! Students will then focus on a specified time-frame in Egyptian history, analysing it through the lens of culture, understanding how people lived at that time; how they dressed, spoke, prayed and played among other areas of study.

- Understanding that Egyptian history is typically split into 3 periods, The Old, Middle and New Kingdom.
- That Ancient Egyptians had many different Gods with different responsibilities, e.g Osiris, Ra, Anubis etc and that Ancient Egyptians believed in and prepared for an eternal afterlife.
- Ancient Egypt was ruled by Kings (and later Pharaohs) and that many of these leaders were elevated to god-hood post-death.
- Significant cultural aspects of Egyptian life including Pyramids and burial/funeral traditions in Ancient Egypt (while noting that Pyramid building was largely restricted to early Ancient Egypt or 'The Old Kingdom.')
- Ancient Egyptians had a very distinct writing system- hieroglyphs- which we can understand to this day thanks to the Rosetta Stone.
- Understand how we know so much about The Ancient Egyptians, due to The Rosetta Stone, written records and artwork, preservation of burial sites and tomb-robbing by European and American historians.
- Ancient Egyptian festivals and traditions, e.g Sed Festivals.
- Ancient Egyptian games such as Senet.
- Ancient Egyptian dress, noting the differences in styles between rich/poor, male/female as well as the popularity in jewellery, makeup and perfume.

Summary on a page

- Suggested time period: Eighteenth Dynasty of Ancient Egypt- 1550-1292 BC (During the new Kingdom). In particular, focus on reign of Pharaoh Amenhotep III- 1388 BC- 1350 BC.
- Pharaoh Amenhotep's reign was one of the most prosperous in Ancient Egypt.
- Egyptian empire had expanded to it's peak and controlled the majority of land surrounding The Nile.
- Sed festivals were held to test the strength and leadership of Pharaohs. Almost like a jubilee celebrating their reign but also testing to see if they were fit enough to continue. Those who survived, ascended to god-hood.
- Pyramids were no longer being built, due to the time, expense and effort needed, plus they were vulnerable to tomb robbers.
- Mummification was still used for the dead, however important figures were instead buried in more traditional tombs with grand statues built outside to commemorate the dead as opposed to Pyramids. Amenhotep has the most surviving statues with 250 still existing to this day.

- Men, women and children all wore jewelry, makeup and wigs made from resources in the area, such as kohl (ground frankincense and other minerals) for eyeliner.

Further reading and resources:

- https://en.wikipedia.org/wiki/Amenhotep_III#
- https://en.wikipedia.org/wiki/New_Kingdom_of_Egypt#Height_of_power
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/life-ancient-egypt>
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
<p>Merit Ptah- Ancient Egyptian doctor, first ever woman in recorded history to have practised medicine- 4800 years ago. Terribly, it wasn't until the 1930's that another woman in Egypt would practise medicine- Helena Sidarous.</p> <p>Nerfeti- Along with her husband- Pharaoh Akhenaten, she ruled over one of the wealthiest periods in Ancient Egyptian history (and possibly ruled alone following Akhenaten's death).</p>	<p>Archaeologist</p> <p>Pharaoh</p> <p>Tomb</p> <p>Pyramid</p> <p>Hieroglyphs</p> <p>Sarcophagus</p> <p>Mummy</p> <p>Papyrus</p> <p>Names of different pharaohs</p> <p>Names of different Egyptian Gods</p> <p>Cultural dress</p> <p>Death mask</p> <p>Mummification</p> <p>Sed festival</p> <p>Nile</p>

Year 4 - Ancient Greece -How have the Ancient Greeks changed the world we live in?

Lens - Continuity and change

National Curriculum Objective - a study of Greek life and achievements and their influence on the western world

Overview - Pupils apply their knowledge of continuity and change through a historical lens. They explore the development of Ancient Greece, their achievements and inventions and their lasting impact on the world today.

Building on - Year 3 Local History Study, Year 2 Great Fire of London and Year 1 What's the same and what's different. These units all study continuity and change on a local and national scale.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.• Know that change can have a lasting impact.• Know clear narratives within and across periods studied (including in previous years)• Know the connections between local, regional, national and international history• Know the connections between short-term and long-term timescales.
Conceptual understanding	<ul style="list-style-type: none">• Know and compare two periods of history, identifying similarities and differences between them• Know why people did things or why events happened.• Know the key people in historical events, what they did and say why they were important• Know about different people and their beliefs in a period of time
Critical thinking	<ul style="list-style-type: none">• Know there are primary and secondary sources and understand that they can vary in reliability.• Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event or person.

Substantive knowledge

Context: Ancient Greece was not ever one unified country but instead one civilisation, made of small city states: Athens, Sparta, Thebes, Delphi and Corinth. The classical Age (500-336BC) was a time when the Greeks achieved new heights in architecture, theatre and philosophy. Ancient Greece had their own unique religious pantheon that influenced myths, legends and their understanding of the world.

- Legacy
The Ancient Greeks created:
Cartography

Democracy
 Philosophy
 The alphabet and many of the words we still use today
 They also:
 Used trial by jury
 Developed the Olympics
 Heavily influenced modern medicine
 Understand the impact of their legacy and how it has changed over time.

Summary on a page

- Suggested time period: 800-700 BC
- When the Olympics were introduced
- Creation of city states such as Athens and Sparta
- Greek alphabet was introduced
- Greek pottery first introduced
- Democracy started
- Greece began to expand and form colonies across Europe which is how their legacy spread.
- Temples to the traditional Greek Olympian Gods began to be built, starting with temples to Apollo (The Sun God).
- Difficult to discuss one specific ruler/leader as every city state had it's own government and laws but it is possible to compare and contrast these, for example Athens had a (semi) democratic system whereas Sparta was ruled by two Kings.

Further reading and resources:

- https://en.wikipedia.org/wiki/Archaic_Greece
- <https://www.bbc.co.uk/bitesize/topics/z87tn39>
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
Hippocrates- Ancient Greek philosopher and physician, came up with most of the standards we still follow today in medicine including the Hippocratic Oath.	Philosophy Athenians Spartans Democracy Dictatorship Olympic Greek Gods Legacy Politics Etymology Inequality Civilisation B.C/A.D Cartography Architecture City states
Sappho- Ancient Greek poet, widely regarded as one of the best romantic poets of all time. Believed in love for all, she often wrote about women she loved in her poetry making her one of the first LGBT+ historical figures.	

Year 5 - Anglo Saxons and Vikings -Why was the Danelaw necessary?

Lens - Power

National Curriculum Objective: Pupils should be taught about

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Overview - Pupils apply their knowledge of power through a historical lens. They explore the invasions of Britain by the Anglo-Saxons and The Vikings and how these two civilisations co-existed in Britain.

Building on - Year 5 study of The Roman Empire.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that continuity is the idea that many aspects of everyday life stay the same over time.• Know that some key events caused great change for large numbers of people, e.g the Roman Empire's spread across Europe and Africa.• Know clear narratives within and across periods studied (including in previous years)• Know the connections between local, regional, national and international history• Know the connections between short-term and long-term timescales.
Conceptual understanding	<ul style="list-style-type: none">• Know some of the connections between two periods of history to begin to develop historical perspective.• Know that the consequences of actions/events in history may affect different peoples differently and that these consequences can be both positive and negative.• Know that these consequences may be viewed differently by different peoples.• Know that there are similarities and differences in everyday life for different groups of people in a historical context (e.g, men/women, rich/poor, rulers/ordinary people).
Critical thinking	<ul style="list-style-type: none">• Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.• Know that sources can be useful for particular tasks and should be evaluated and selected based on this criteria.• Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

Substantive knowledge

Context: Beginning at 449 AD, The Anglo-Saxons and Jutes invaded Britain bringing along with them a raft of changes to the country such as The Heptarchy, counties and much more. Year 5 will study the reasons why they came, the power structures and balances between the kingdoms and the subsequent invasion of The Vikings (789 AD). Year 5 will analyse how the two societies co-existed and eventually left.

- Where each Viking and Anglo-Saxon tribe settled
- The Power balance between the Heptarchy
- Crime and punishment
- King Alfred the Great
- Danelaw
- The Battle of Hastings
- The attack on Lindisfarne Priory

Summary on a page

- Suggested time period: 449 AD- 1066 AD
- Initial invasion of Britain in 449 AD by Angles, Saxons and Jutes.
- Reasons why tribes left Scandinavia and Germany to settle in Britain- including rising floodwaters.
- Establishment of Heptarchy and division of Britain into kingdoms following Rome's exodus of Britain.
- The initial wars and later relative peace between tribes once Kingdoms established. How this impacted Britain- Dark Ages and lack of education, movement of life from towns and cities to the countryside, place names and words like cow and cheese still being used in Britain. All of this can be examined through the lens of power and provide reasons why Viking raids were easy ways for Vikings to seize power for themselves.
- Following invasions by Vikings from 789 AD
- The culture of Vikings moving from raiding abbeys and monasteries to settlement and extortion including the establishment of the Danelaw. All can be analysed through the lens of power, from overt strength to coercive control.
- The idea of Viking Sagas being where we get a lot of our information from is problematic. Viking Sagas were written centuries after the time of Vikings (specifically The Sagas of The Icelanders) and so will contain many inaccuracies, could be a great example to use when critiquing sources.
- The Battle of 1066 is the end of this period and should not be the primary focus. Instead, look at it through the lens of power, how power was transferred from warring factions in Harold and Harald to William the Conqueror. Reasons why William was so successful- a divided nation, exhaustion from previous battles and timing.

- The Bayeux Tapestry can provide interesting source-work as a record for the battle and events leading up to it, students could act like a historian by 'interpreting' part of the tapestry.

Further reading and resources:

- https://en.wikipedia.org/wiki/Battle_of_Hastings
- <https://www.bbc.co.uk/bitesize/topics/zxsbcdm>
- <https://www.youtube.com/watch?v=Wc5zUK2MKNY>
- <https://www.youtube.com/watch?v=QV7CanyzhZg> (first 4 minutes)
- <https://www.bbc.co.uk/bitesize/topics/ztyr9j6>
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
Alfred The Great-	Raid
King Cnut-	Longship
King Offa-	Scandinavia
	Danelaw
	Jorvik/other area names
	Heptarchy
	Shire/county
	Wessex
	Wergild
	Mercia
	Angles/Saxons/Jutes
	Concurrent
	B.C/A.D
	Kent
	Sussex
	Northumbria
	Essex
	East Anglia
	Battle of Hastings
	King names
	Lindisfarne Priory
	Monastery

Year 5 - The Roman Empire -How did The Romans pave the way?

Lens - Power

National Curriculum Objective: Pupils should be taught about

- the Roman Empire and its impact on Britain
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (specifically in the examples listed in the NC the legacy of Ancient Greek and Roman culture on later periods of British history including the present day).

Overview - Pupils apply their knowledge of power through a historical lens. They explore the power dynamics of The Roman Empire to gain an immersive knowledge of how Roman society spread and influenced societies across the world.

Building on - This will be an introduction to the lens of power, ready to build on the following subject of Anglo Saxons and Vikings.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that continuity is the idea that many aspects of everyday life stay the same over time.• Know that some key events caused great change for large numbers of people, e.g the Roman Empire's spread across Europe and Africa.• Know clear narratives within and across periods studied (including in previous years)• Know the connections between local, regional, national and international history• Know the connections between short-term and long-term timescales.
Conceptual understanding	<ul style="list-style-type: none">• Know some of the connections between two periods of history to begin to develop historical perspective.• Know that the consequences of actions/events in history may affect different peoples differently and that these consequences can be both positive and negative.• Know that these consequences may be viewed differently by different peoples.• Know that there are similarities and differences in everyday life for different groups of people in a historical context (e.g, men/women, rich/poor, rulers/ordinary people).
Critical thinking	<ul style="list-style-type: none">• Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.• Know that sources can be useful for particular tasks and should be evaluated and selected based on this criteria.• Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

Substantive knowledge

Context: Spanning from Julius Caesar's initial, failed attempt to invade Britain (55BC), to the first successful invasion (43AD) by Emperor Claudius and the eventual withdrawal from Britain in 410 AD. Year 5 will study the Roman Empire and its invasion of Britain through the lens of power, analysing how roads were created to mobilise armies, how walls were built to defend and segregate and how life was improved to establish control.

- Julius Caesar and his failed invasion of Britain, reasons why.
- Emperor Claudius and his successful invasion, what did he do differently?
- How Emperor Claudius established control over the local tribes, including negotiations, deals and bartering.
- Boudicca and the rebellion of the Iceni.
- Hadrian's Wall, forts, defences and the reasons why Rome never conquered Scotland.
- Establishment of roads and how they changed Britain, including other advancements such as baths and aqueducts.
- The withdrawal of the Empire from Britain.

Summary on a page

- Students should begin by learning the overall context of The Roman Empire. They should learn broad details such as what an empire is, how they conquered and spread throughout Europe, their values of Democracy, The Senate and Emperors. They should learn about Romanisation as a form of control, the idea that any conquered territory 'became Roman' and thus took on the culture of Rome such as bathing and coliseums as well as religion. Slavery and inequalities can also be analysed through the lens of power.
- Following this, a specific focus should be placed on Rome's time in Britain, starting with Caesar's first invasion in 55 BC, moving to Emperor Claudius' successful invasion in AD43, the subsequent rule and influence of Rome in Britain, leading to their eventual withdrawal in AD410.
- Caesar's failed invasion- due to weather, lack of local knowledge of terrain and wars elsewhere prompting a withdrawal.
- Claudius' successful invasion- use of roads, forts and other engineering to establish power and control. Negotiations and extortion of local tribes creating further power.
- Examples of tribes trying to re-claim their power- Boudicca and the Iceni's rebellion against Rome. Her alliances with tribes, her warring and burning of various cities and her eventual loss and death.
- Creation of Hadrian's Wall as a way to exert further control and as a safety precaution against the Scottish tribes.
- The lasting influence and examples of Romanisation in Britain- use of Latin, Baths, sewers, roads, place names.

- The eventual fall of Rome due to: over-expansion, debt, rebellions, civil-unrest, barbarians and how that led to Rome's withdrawal from Britain in AD410.

Further reading and resources:

- Crash course world history on youtube (not for pupils)
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt#zd877yc>
- <https://www.youtube.com/watch?v=oPf27gAup9U>
- <https://www.youtube.com/watch?v=3PszVWZNWVA>
- <https://www.imagininghistory.co.uk/post/julius-caesar-and-his-invasion-of-britain>

Significant figures	Vocabulary
<p>Julius Caesar- successful and powerful Emperor of Rome.</p> <p>Boudicca- strong female figure who stood up for the rights of her Iceni people.</p> <p>Septimus Severus- First black emperor, originating from North Africa and expanded Roman territory in Scotland, strengthening Hadrian's Wall. Can provide interesting PSHRE-related discussions as to how he is technically Britain's only black ruler and prompts the question as to why it has been so long since then.</p>	<p>Legacy</p> <p>Legion</p> <p>Emperor/empire</p> <p>Londinium/other place names of the time.</p> <p>Conquer</p> <p>Rebel</p> <p>Romanisation</p> <p>Iceni</p> <p>Civilisation</p> <p>B.C/A.D</p> <p>Hadrian's Wall</p> <p>Forts</p> <p>Watling Street/other important road names</p>

Year 6 - WW2 - Does being powerful make you right?

Lens - Power

National Curriculum Objective - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Overview - Pupils apply their knowledge of power through a historical lens. They explore the events that led up to WW2 and examine how and why World War 2 ended. The study what life was like for people during World War 2 and analyse the impact of the war on Britain and Germany.

Building on - Year 5 study on Anglo Saxons and Vikings (power) and Year 5 study on Rome (power).

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that changes can have long or short term consequences and have an effect on large numbers of people or only particular groups.• Know clear narratives within and across periods studied (including previous years learning)• Know the connections between local, regional, national and international history and between a range of historical viewpoints (eg social, cultural, military)• Know the connections between short-term and long-term scales.
Conceptual understanding	<ul style="list-style-type: none">• Know that people make decisions for a variety of reasons eg personal gain, a lack of options• Know they make decisions based on the cultural context of the time and this may be different from our context• Know there are similar aspects to different periods of time eg strong leadership, invasion, but there are also differences
Critical thinking	<ul style="list-style-type: none">• Know which source of evidence is most appropriate• Know that evaluating the usefulness and accuracy of a source is important• Know that some accounts are biased and may miss out key facts• Know and begin to analyse why there are different historical interpretations of events, people and changes• Know that interpretations of history may be inaccurate and should be analysed and evaluated

Substantive knowledge

Context: WW2 was a key turning point in national and international history. Taking place between 1st September 1939 - 2nd September 1945, the Allies of Great Britain, USA, France, Russia, Canada et al combined to defeat the threat posed by the Axis forces of Germany, Italy and Japan. Students will learn about: the various events

leading up to WW2, key socio-political phenomena of the time such as rationing and evacuation, the role of Nottinghamshire in the war, the lasting impact of WW2 and much more. The lens of power allows learners to gain an understanding of how power dynamics can rapidly shift on a global scale as well as how power can be exerted over the powerless on a personal level.

- Cause of WW2
- Allies and Axis powers
- Evacuation
- Rationing
- Role of women
- Local study looking at the impact of WW2 on Nottinghamshire
- How and why WW2 ended
- How WW2 has influenced modern society (Great Britain and Germany)
- The Holocaust

Summary on a page

- Key dates of WW2- 1st September 1939- 2nd September 1945
- VE Day (when war in Europe was declared won by the allies following the unconditional surrender of Germany) 8th May 1945
- Ally countries including: Great Britain, USA, USSR, France, Poland, Canada, Belgium, China, Australia, India, Greece (non-exhaustive)
- Axis powers including: Germany, Italy, Japan, Hungary, Romania, Bulgaria, Finland, Thailand (non-exhaustive)
- Neville Chamberlain's policy of appeasement towards Germany being a key factor to Germany claiming more and more territories leading up to the war (power left unchecked)
- How the war influenced people in the UK- rationing, evacuation, blitz, bomb-shelters, role of women and 'we can do it!'
- The Holocaust, the causes of it (financial blame, scaremongering, propaganda and Aryanism)
- Key turning points in the war, led by Britain- The Battle of Britain and Codebreaking the Enigma Code.
- Nottinghamshire's role in WW2 including local tank factories and prisoner of war camps. (See Century of Change Local History book in staffroom for excellent resources and information)
- The end of the war, Germany's surrender and what living in Germany was like towards the end of the war (ersatz or substitute clothing made of paper, extreme hunger, local resistance), end of the war with Japan including the Atomic Bomb, diplomacy post-war including the establishment of East and West Germany.

Further reading and resources:

- Crash course history (not for pupils)
- Century of Change Local History book in staffroom

- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>
- <https://www.gov.uk/government/news/the-women-of-the-second-world-war#:~:text=From%201941%2C%20women%20were%20called,bus%20and%20fire%20engine%20drivers.>

Significant figures	Vocabulary
<p>Alan Turing- Helped end the war a lot quicker due to his breaking of the Nazi enigma machine. An incredible mathematician. Despite this, months after breaking the code he was arrested for 'gross indecency due to being gay. Because of his awful treatment by the police and government he later committed suicide and it was only recently in 2013 that he was given a pardon.</p> <p>Adolf Hitler ruled Germany from 1933 to 1945. He called himself Führer (Leader). Hitler believed that Germans were born to rule over other peoples. This led to World War II. He also believed that there was no place in society for Jewish people. This idea led to the Holocaust, when millions of Jews were killed.</p>	<p>Dictator Aryan Holocaust Concentration Camp Nazi Propaganda Allies/Axis Evacuation Anti-Semitism Blitz Rationing</p>

Year 6 - Ancient Maya - Why was Maya one of the most sophisticated societies in the history of the world?

Lens - Culture

National Curriculum Objective - describe and compare a non-European historical society to other civilisations and then to closely analyse and describe one key moment within history and understand its lasting impact on society today

Overview - Pupils apply their knowledge of culture through a historical lens. They explore the development of Ancient Maya, their achievements and inventions and their lasting impact on the world today.

Building on - Year 1 Houses and Homes, Year 2 famous people (Amelia Earhart), year 3 Stone/Bronze and Iron Age, Year 4 Ancient Egypt and Year 5 Ancient Rome

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none">• Know that changes can have long or short-term consequences and have an effect on large numbers of people or only particular groups.• Know clear narratives within and across periods studied (including in previous years)• Know the connections between local, regional, national and international history and between cultural, religious and social history.• Know the connections between short-term and long-term timescales.
Conceptual understanding	<ul style="list-style-type: none">• Know and compare two periods of history, identifying similarities and differences between them• Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.• Know that change can have a lasting impact.• Know why people did things or why events happened.• Know about different people and their beliefs in a period of time• Know that people make decisions for a variety of reasons• Know that there are similar aspects to different periods of time and that there are also differences
Critical thinking	<ul style="list-style-type: none">• Know there are primary and secondary sources and understand that they can vary in reliability.• Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event.• Know that interpretations of history may be inaccurate of history may be inaccurate and should be analysed and evaluated.

Substantive knowledge

Context: Ancient Maya as we know it was a non-European historical society which is typically split into three distinct periods: Pre-Classic (2000 BC-250 AD), Classic (250 AD- 900 AD) and Post-Classic (900 AD- 1539AD). Students will learn about the beginnings of this great civilisation, the progress they made in agriculture, maths and architecture as well as the unique religion and culture of the time. During the study of Ancient Maya, students will engage with source-work and gain an understanding for how we know so much about Ancient Maya.

- Maya products (food - compare this to Ancient Egypt)
- that were produced and traded
- Maya artefacts and structures
- The political system
- Religion and superstition
- The numerical and alphabetical system

Summary on a page

- Focus of study- Late Classic era (600-900 AD)
- Building of Chichen Itza, one of the largest Mayan cities ever built.
- Chichen Itza was a hub for Mayan culture and as such is a great focal point for study.
- During the classic period, rule was held by 'Divine Kings' who maintained the link between the mortal and spiritual worlds.
- Maya developed much of their art and sculpture during this period, including their famous jade sculptures.
- Worth discussing why the Classic era is significant, a grand shift from rural and agricultural living to more urban, populous cities.
- Maize was seen as an almost spiritual crop, a gift from the Gods and was held in high regard.
- The link between religion and the ruling class.
- The use of human-sacrifice, seen as commonplace and was often linked to ceremonies such as the swearing in of a new King.
- The establishment of vast trade-routes across central America.
- Art was generally reserved for the ruling classes and reflected their religion and culture, however a typically under-represented artistic area is graffiti, with many of the poorer, under-represented peoples of Maya expressing themselves through graffiti.
- Vast pyramids and temples were built in reverence of the Gods.
- Belief in the supernatural influenced all aspects of Maya life, even down to simple household tasks such as cooking or cleaning.
- End of classic era, abandonment of cities.

Further reading and resources:

- Crash course world history on youtube (not for pupils)
- <https://www.youtube.com/watch?v=6P85RWxLY4I>
- https://en.wikipedia.org/wiki/Maya_civilization#Religion_and_mythology
- https://en.wikipedia.org/wiki/Chichen_Itza

Significant figures	Vocabulary
Dr Dianne Davies - Dianne a female archaeologist, specialising on the Maya, a culture from Central America. She	Glyph Codices Central America

uses her academic knowledge and
excavational experience to share with
others.

Sacrifice
Ritual
Civilisation
Hierarchy
Legacy
Pyramid
City state
Trade
export

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Time and Chronological Knowledge	<p>Knowledge Know and talk about significant events in my own experiences.</p> <p>Know the names of the days of the week and their order.</p> <p>Know that birthdays celebrate the day I was born.</p> <p>Know the general relationships in my basic family tree including my siblings, mum, dad and grandparents.</p> <p>Skill</p>	<p>Know that the term 'past' means something has already happened</p> <p>Know that the term 'present' means today/now. Know that some objects belong in the past.</p> <p>Know that people, places and objects change over time. Know where to place up to 3 objects/events on a simple timeline in chronological order.</p> <p>Know some simple vocabulary for the passing of time and use in their talk and writing. Eg old, new, oldest, past, present, modern, before, after</p>	<p>Know that the passing of time can be recorded on a timeline from the oldest events to the most recent.</p> <p>Know that some things happened within living memory but that many things happened beyond this</p> <p>Know how to use dates to talk about people or events from the past (when appropriate)</p>	<p>Know that many aspects of everyday life stay the same over time but that some things change.</p> <p>Know chronologically secure, clear narratives, relevant to the period studied.</p> <p>Know the connections between local and regional history.</p> <p>Know the connections between short-term and long-term timescales.</p>	<p>Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</p> <p>Know that change can have a lasting impact</p> <p>Know clear narratives within and across periods studied (including in previous years)</p> <p>Know the connections between local, regional, national and international history.</p> <p>Know the connections between short-term and long-term timescales.</p>	<p>Know that continuity is the idea that many aspects of everyday life stay the same over time.</p> <p>Know that some key events caused great change for large numbers of people, e.g the Roman Empire's spread across Europe and Africa.</p> <p>Know clear narratives within and across periods studied (including in previous years)</p> <p>Know the connections between local, regional, national and international history</p> <p>Know the connections between short-term and long-term timescales.</p>	<p>Know that changes can have long or short term consequences and have an effect on large numbers of people or only particular groups.</p> <p>Know clear narratives within and across periods studied (including previous years learning)</p> <p>Know the connections between local, regional, national and international history and between a range of historical viewpoints (eg social, cultural, military)</p> <p>Know the connections between short-term and long-term scales.</p>

<p>Conceptual Understanding</p>	<p>Use the environment visual timetables to sequence and discuss the days structure using vocabulary - now and next.</p> <p>Talk about my immediate family.</p>	<p>Know why people are important in history.</p> <p>Know that people were responsible for significant events in the past and what happened as a result of their actions.</p> <p>Know and understand key differences between their everyday life and that of their parents and grandparents.</p> <p>Understand that familiar objects we have today would have been different in the past.</p> <p>Know how the local area has changed since my grandparents were young.</p>	<p>Know key aspects of everyday life in a different time period.</p> <p>Know why people did things, why events happened and what happened as a result of this</p> <p>Know that we celebrate certain events because of what happened many years ago</p> <p>Know about new ideas and inventions of the time and the impact of these</p> <p>Know similarities and differences between life now and in the past</p>	<p>Know why people did things, why events happened and give explanations about why they may have done things.</p> <p>Know that there are consequences to actions or events within history.</p> <p>Know some key people or groups of people within historical events and explain why they were important.</p>	<p>Know and compare two periods of history, identifying similarities and differences between them</p> <p>Know that the consequences of actions/events in history may affect different peoples differently</p> <p>Know why people did things or why events happened.</p> <p>Know the key people in historical events, what they did and say why there were important</p> <p>Know about different people and their beliefs in a period of time</p>	<p>Know some of the connections between two periods of history to begin to develop historical perspective.</p> <p>Know that the consequences of actions/events in history may affect different peoples differently and that these consequences can be both positive and negative.</p> <p>Know that these consequences may be viewed differently by different peoples. Know that there are similarities and differences in everyday life for different groups of people in a historical context (e.g. men/women, rich/poor, rulers/ordinary people).</p>	<p>Know and compare two periods of history, identifying similarities and differences between them.</p> <p>Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</p> <p>Know that change can have a lasting impact. Know why people did things or why events happened.</p> <p>Know about different people and their beliefs in a period of time</p> <p>Know that people make decisions for a variety of reasons</p> <p>Know they make decisions based on the cultural context of the time and this may be different from our context</p> <p>Know there are similar aspects to</p>
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Critical Thinking		<p>Know that artefacts are objects that were made and used in the past and that they give us clues about life long ago.</p> <p>Know that photos, artefacts and people's memories can help us learn about the past and be used to answer questions about an event within and beyond living memory</p>	<p>Know the importance of real sources of evidence to help us understand events in the past</p> <p>Know several ways of finding out about the past</p> <p>Know that asking about artefacts helps us to find out more about them</p> <p>Know that parts of stories or other sources can be used to show understanding of events or people from the past</p> <p>Know that modern day items and historical artefacts can be compared and that similarities and</p>	<p>Know that a range of historical sources can be used to learn about the past.</p> <p>Know that sources can be used to provide answers to questions posed.</p> <p>Know that differing view of the past exist and provide reasoning for this.</p>	<p>Know there are primary and secondary sources and understand that they can vary in reliability.</p> <p>Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event or person</p>	<p>Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.</p> <p>Know that sources can be useful for particular tasks and should be evaluated and selected based on this criteria.</p> <p>Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p>	<p>Know which source of evidence is most appropriate</p> <p>Know that evaluating the usefulness and accuracy of a source is important.</p> <p>Know that some accounts are biased and may miss out key facts.</p> <p>Know and begin to analyse why there are different historical interpretations of events, people and changes.</p> <p>Know that interpretations of history may be inaccurate and should be</p>

			<p>differences can be drawn</p> <p>Know that there may be differences about how adults talk about the past and how things are remembered</p>				<p>analysed and evaluated</p> <p>Know there are primary and secondary sources and understand that they can vary in reliability. Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event.</p>
Disciplinary vocabulary	<p>Now, next, today, tomorrow, yesterday, lifecycle, change, grow, decay, first, next, last, after, finally, explain, long ago, hundreds</p>	<p>Old, new, oldest, past, present, modern, before, after, timeline, a long time ago, then, now</p> <p>Research, objects, historians, investigate</p>	<p>Recently, older, newer, oldest, newest, most recent, modern, years, century, timeline, time order, old fashioned</p> <p>Artefact, collect, evidence, facts, reasons, events, compare, source, information, monarch- King and Queen, family tree</p> <p>Cause consequence</p>				