

# Goathland History Curriculum



# What does the National Curriculum say?

## PURPOSE OF STUDY

A HIGH-QUALITY HISTORY EDUCATION WILL HELP PUPILS GAIN A COHERENT KNOWLEDGE AND UNDERSTANDING OF BRITAIN'S PAST AND THAT OF THE WIDER WORLD. IT SHOULD INSPIRE PUPILS' CURIOSITY TO KNOW MORE ABOUT THE PAST. TEACHING SHOULD EQUIP PUPILS TO ASK PERCEPTIVE QUESTIONS, THINK CRITICALLY, WEIGH EVIDENCE, SIFT ARGUMENTS, AND DEVELOP PERSPECTIVE AND JUDGEMENT. HISTORY HELPS PUPILS TO UNDERSTAND THE COMPLEXITY OF PEOPLE'S LIVES, THE PROCESS OF CHANGE, THE DIVERSITY OF SOCIETIES AND RELATIONSHIPS BETWEEN DIFFERENT GROUPS, AS WELL AS THEIR OWN IDENTITY AND THE CHALLENGES OF THEIR TIME.

## AIMS

THE NATIONAL CURRICULUM FOR HISTORY AIMS TO ENSURE THAT ALL PUPILS:

KNOW AND UNDERSTAND THE HISTORY OF THESE ISLANDS AS A COHERENT, CHRONOLOGICAL NARRATIVE, FROM THE EARLIEST TIMES TO THE PRESENT DAY: HOW PEOPLE'S LIVES HAVE SHAPED THIS NATION AND HOW BRITAIN HAS INFLUENCED AND BEEN INFLUENCED BY THE WIDER WORLD

KNOW AND UNDERSTAND SIGNIFICANT ASPECTS OF THE HISTORY OF THE WIDER WORLD: THE NATURE OF ANCIENT CIVILISATIONS; THE EXPANSION AND DISSOLUTION OF EMPIRES; CHARACTERISTIC FEATURES OF PAST NON-EUROPEAN SOCIETIES; ACHIEVEMENTS AND FOLLIES OF MANKIND

GAIN AND DEPLOY A HISTORICALLY GROUNDED UNDERSTANDING OF ABSTRACT TERMS SUCH AS 'EMPIRE', 'CIVILISATION', 'PARLIAMENT' AND 'PEASANTRY'

UNDERSTAND HISTORICAL CONCEPTS SUCH AS CONTINUITY AND CHANGE, CAUSE AND CONSEQUENCE, SIMILARITY, DIFFERENCE AND SIGNIFICANCE, AND USE THEM TO MAKE CONNECTIONS, DRAW CONTRASTS, ANALYSE TRENDS, FRAME HISTORICALLY-VALID QUESTIONS AND CREATE THEIR OWN STRUCTURED ACCOUNTS, INCLUDING WRITTEN NARRATIVES AND ANALYSES

UNDERSTAND THE METHODS OF HISTORICAL ENQUIRY, INCLUDING HOW EVIDENCE IS USED RIGOROUSLY TO MAKE HISTORICAL CLAIMS, AND DISCERN HOW AND WHY CONTRASTING ARGUMENTS AND INTERPRETATIONS OF THE PAST HAVE BEEN CONSTRUCTED HISTORY

GAIN HISTORICAL PERSPECTIVE BY PLACING THEIR GROWING KNOWLEDGE INTO DIFFERENT CONTEXTS, UNDERSTANDING THE CONNECTIONS BETWEEN LOCAL, REGIONAL, NATIONAL AND INTERNATIONAL HISTORY; BETWEEN CULTURAL, ECONOMIC, MILITARY, POLITICAL, RELIGIOUS AND SOCIAL HISTORY; AND BETWEEN SHORT- AND LONG-TERM TIMESCALES.

# What is our intent for pupils' learning?

## **INTENT**

- OUR TEACHING OF HISTORY WILL HELP PUPILS GAIN A COHERENT KNOWLEDGE AND UNDERSTANDING OF BRITAIN'S PAST AND THAT OF THE WIDER WORLD;
- TO INSPIRE CHILDREN'S CURIOSITY ABOUT THE PAST AND TO RECOGNISE WHAT WE CAN LEARN FROM IT TODAY.
- TO TEACH CHILDREN TO UNDERSTAND THE COMPLEXITY OF PEOPLE'S LIVES, THE PROCESS OF CHANGE, THE DIVERSITY OF SOCIETIES AND RELATIONSHIPS BETWEEN DIFFERENT GROUPS, AS WELL AS THEIR OWN IDENTITY AND THE CHALLENGES OF THEIR TIME.
- FOR PUPILS TO ACHIEVE THEIR ABSOLUTE POTENTIAL BY HAVING THE HIGHEST EXPECTATIONS OF THEIR LEARNING.
- FOR CHILDREN TO BE CONFIDENT TO ASK QUESTIONS, TAKE RISKS AND EXTEND THEIR KNOWLEDGE.
- THIS IS ENABLED BY POSITIVE RELATIONSHIPS AND OUR NURTURING APPROACH.



# What should teaching and learning look like?

## **IMPLEMENTATION**

- IN EYFS, EACH AREA OF LEARNING AND DEVELOPMENT MUST BE IMPLEMENTED THROUGH PLANNED, PURPOSEFUL PLAY AND THROUGH A MIX OF ADULT-LED AND CHILD-INITIATED ACTIVITY. PLAY IS ESSENTIAL FOR CHILDREN'S DEVELOPMENT, BUILDING THEIR CONFIDENCE AS THEY LEARN TO EXPLORE, TO THINK ABOUT PROBLEMS, AND RELATE TO OTHERS. CHILDREN LEARN BY LEADING THEIR OWN PLAY, AND BY TAKING PART IN PLAY WHICH IS GUIDED BY ADULTS. AS CHILDREN GROW OLDER, AND AS THEIR DEVELOPMENT ALLOWS, IT IS EXPECTED THAT THE BALANCE WILL GRADUALLY SHIFT TOWARDS MORE ACTIVITIES LED BY ADULTS, TO HELP CHILDREN PREPARE FOR MORE FORMAL LEARNING, READY FOR YEAR 1
- USING A RANGE OF HIGH-QUALITY RESOURCES.
- USING A CORE TEXT TO LINK KNOWLEDGE ACROSS THE CURRICULUM
- EXCELLENT TEACHER SUBJECT KNOWLEDGE AND HIGH ORDER QUESTIONING.
- PROVIDING OPPORTUNITIES FOR ALL CHILDREN TO ACCESS GREATER DEPTH LEARNING.

## **TO INCLUDE IN A SEQUENCE OF TEACHING (THE ORDER CAN BE CHANGED TO SUIT THE NEEDS OF THE CLASS OR THE PERIOD/EVENT BEING COVERED)**

- 1) PRE-ASSESSMENT—ESTABLISH/RECAP WHAT IS ALREADY KNOWN E. G. ABOUT THE PERIOD OR CIVILISATION AND HOW THIS FITS WITH OTHER PERIODS
- 2) ORIGINS—LEAD UP TO THE PERIOD STUDIED, TIMELINES, GEOGRAPHY, LINKS TO OTHER PERIODS, CIVILISATIONS, SOCIETIES ETC.
- 3) KEY EVENTS, FAMOUS INDIVIDUALS—BUILD UP KNOWLEDGE AND UNDERSTANDING OF THE PERIOD STUDIED
- 4) SOURCES OF EVIDENCE—BUILD UP KNOWLEDGE AND UNDERSTANDING BY USING AND EVALUATING SOURCES OF EVIDENCE E. G. TO LEARN ABOUT EVERYDAY LIVES
- 5) ENQUIRIES—USE KNOWLEDGE AND SKILLS TO ANSWER BIG QUESTIONS ABOUT THE PERIOD STUDIED
- 6) END OF UNIT RECAP AND ASSESSMENT—WHAT IS NOW KNOWN? WHICH SKILLS HAVE BEEN DEVELOPED? WHAT WOULD PUPILS STILL LIKE TO KNOW MORE ABOUT?

# What are the intended outcomes?

## IMPACT

- PUPILS ARE PASSIONATE ABOUT HISTORY AND ITS SIGNIFICANCE TODAY.
- PUPILS HAVE AN UNDERSTANDING OF THE WORLD AND HOW DIFFERENT CULTURES HAVE FLOURISHED SINCE THE EARLIEST CIVILISATIONS.
- UNDERSTANDING THE WORLD INVOLVES GUIDING CHILDREN TO MAKE SENSE OF THEIR PHYSICAL WORLD AND THEIR COMMUNITY THROUGH OPPORTUNITIES TO EXPLORE, OBSERVE AND FIND OUT ABOUT PEOPLE, PLACES, TECHNOLOGY AND THE ENVIRONMENT.



# History : the big themes

OUR LEARNING WILL REFLECT THESE SEVEN HISTORICAL 'BIG THEMES'. THESE CONCEPTS (AND KEY VOCABULARY ASSOCIATED WITH EACH 'BIG THEME') WILL BE INTERWOVEN INTO OUR CURRICULUM AND LESSONS. THEY WILL ENABLE PUPILS TO DEVELOP THEIR HISTORICAL KNOWLEDGE AND UNDERSTANDING. THESE 'BIG THEMES' WON'T PRESENT TOGETHER IN EVERY UNIT BUT WILL BE SEEN THROUGH HISTORY LESSONS TO VARYING DEGREES AS THE CHILDREN PROGRESS THROUGH THE PRIMARY CURRICULUM.



**Religion**— the role of faith and beliefs (gods, goddesses, beliefs, worship, temples, afterlife, priest).



**Conflict**— how tension and disagreements were formed and their outcomes (power, alliance, military , invasion, conquer, war).



**Society**— how individuals lived in communities and what their everyday lives were like (settlement, migration/movement, empire/kingdom, culture, civilisation).



**Leadership**— what a leader or leaders 'looked like' and the implementation of their rules and laws (monarchy, king/queen, emperor, power/control, democracy, governance, laws/legislation).



**Economy**— how a country or place produced goods and how much money it had (trade, resources, rich/poor, peasantry, slavery, poverty, wealth).



**Achievements and legacy**— something that has been handed down from one period to another period/ something that remains from an earlier time.



**Travel and exploration**— exploring 'unknown' lands and territories for different purposes, often religion, invasion, economic or migration.

MAIN FOCUS OF 'BIG THEMES' IN THIS UNIT.

THIS IS THE KEY QUESTION/QUESTIONS THAT FOCUS THE LEARNING FOR THE UNIT, WHICH WILL DRIVE ENQUIRY QUESTIONS DURING THROUGHOUT THE UNIT AND CAN BE ASSESSED AT THE END.

## NATIONAL CURRICULUM COVERAGE

| Year 5 Autumn  |  | Saxons   |   |
|--|--|--|---|
|  Society<br> Conflict<br> Achievements and legacy<br> Religion |  | <p>Overview—In this unit, the children will learn about what happened to Britain after the Roman withdrawal. They will find out who the Anglo Saxons were, discovering that a range of invaders came to Britain from Northern Europe to settle in Britain. They will examine their settlements and discover what life was like in Anglo-Saxon Britain and compare it to Roman Britain. A link to Whitby will also be investigated with a possible visit to Whitby abbey. They will also investigate the legacy they left behind them and the problem with evidence and interpretations of the time.</p> <p>Suggested resources to support planning — (Mr T) Sharepoint</p>   |   |
| Enquiry questions  | National curriculum coverage   | Subject specific skills and knowledge development  | Key Tasks   |
| How was Saxon England different to Roman Britain?<br><br>Why was Whitby Abbey significant in this period?  | A local history study (links made)<br><br>Britain's settlement by Anglo Saxons<br><br>Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources | <ul style="list-style-type: none"><li>Understand that there is very little evidence for this period of history.</li><li>Recap the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li><li>Scots invasions from Ireland to north Britain (now Scotland)</li><li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.<ul style="list-style-type: none"><li>Position events on a timeline.</li></ul></li><li>make comparisons between different times in history.</li><li>begin to identify primary and secondary sources</li><li>Look at key primary sources from the period (Sutton Hoo, Staffordshire hoard, Gildas and Bede) to learn about life during the period.<ul style="list-style-type: none"><li>Sutton Hoo burial contains immense wealth (potentially King of East Anglia)<ul style="list-style-type: none"><li>Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events</li></ul></li><li>Christian conversion – Canterbury, Iona and Lindisfarne (Establishment of Whitby Abbey Streonshulh by King Oswy of Northumberland)<ul style="list-style-type: none"><li>Synod of Whitby aligned the church with Rome and not Ireland.</li><li>What was the Abbey? Purpose of the building? What evidence is there?</li></ul></li></ul></li></ul> | <ul style="list-style-type: none"><li>Show on timeline where these events fit in line with historical knowledge from previous years.</li><li>Explain the difference between primary and secondary sources.</li><li>Work produced from source and enquiry tasks - note taking and written answers.</li><li>Written comparison between Anglo-Saxons and Romans.</li></ul> |

DISCIPLINARY KNOWLEDGE (THE NAME GIVEN TO THE KNOWLEDGE TAUGHT IN SCHOOL HISTORY THAT IS ABOUT HOW HISTORIANS DO THEIR WORK).

⚠ SOURCES AND EVIDENCE ARE NOT INCLUDED IN INDIVIDUAL UNITS AS THE EXPECTATION IS THAT THEY WILL BE COVERED THROUGHOUT.

OVERVIEW IS A SUGGESTION OF HOW THIS TOPIC MIGHT LOOK /FEEL ALONG WITH ANY LINKS TO USEFUL RESOURCES OR PLANNING SUPPORT.

WHAT WE WILL COVER...  
THE 'MEAT ON THE BONES OF THE CURRICULUM' LINKS TO PRIOR LEARNING BUT BUILDS SKILLS AND KNOWLEDGE PRO-

SOME SUGGESTED EXPECTED OUTCOMES. THESE WILL SUPPORT THE CHILDREN TO ANSWER THE ENQUIRY QUESTION/S.

POSSIBLE TRIPS AND VISITS LINKED TO THIS TOPIC.

# What do we cover in the EYFS?

## **UNDERSTANDING THE WORLD ELG:**

### **PAST AND PRESENT**

**CHILDREN AT THE EXPECTED LEVEL OF DEVELOPMENT WILL:** - TALK ABOUT THE LIVES OF THE PEOPLE AROUND THEM AND THEIR ROLES IN SOCIETY; - KNOW SOME SIMILARITIES AND DIFFERENCES BETWEEN THINGS IN THE PAST AND NOW, DRAWING ON THEIR EXPERIENCES AND WHAT HAS BEEN READ IN CLASS; - UNDERSTAND THE PAST THROUGH SETTINGS, CHARACTERS AND EVENTS ENCOUNTERED IN BOOKS READ IN CLASS AND STORYTELLING.

| Cycle   | Enquiry Q  | EYFS ELG  | Skill and knowledge development   | Key tasks  |
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| CA Autumn<br>Changes within living memory   | How have toys changed since grandma was a child/in the last 100 years? | Understanding the World: Past and Present <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul><br><b>Book link: Lost Toy in the Museum- David Lucas</b>   | <ul style="list-style-type: none"> <li>Ask and answer questions about old and new objects.</li> <li>Recognise that some objects belong in the past.</li> <li>Identify the purpose of each toy and who would have used it. <ul style="list-style-type: none"> <li>Who played with it?</li> </ul> </li> <li>Identify some materials used to make the toys and how this has changed.</li> <li>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'a long time ago' 'old' and 'new'.</li> <li>Understand why we wear poppies.</li> </ul> | <ul style="list-style-type: none"> <li>Museum exhibition displaying old and new toys- talk about similarities and differences</li> <li>Compare adults' recounts of toys they played with when they were young.</li> <li>Sequence toys from distinctly different periods of time in chronological order.</li> </ul> <p>Talk about Remembrance/ why we wear poppies.<br/>Make Remembrance Day poppy for monument in village.</p> |
| CA Spring<br>Significant People from the Past<br>Florence Nightingale<br>Mary Seacole | Why should we remember Florence Nightingale and Mary Seacole?          | Understanding the World: Past and Present <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul><br><b>Book link: Florence Nightingale- Little People, Big Dreams</b> | <ul style="list-style-type: none"> <li>Understand who these women were using stories.</li> <li>Find out what they did.</li> <li>Find out how they are remembered.</li> <li>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> <li>Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</li> </ul>  | <ul style="list-style-type: none"> <li>Use drama to recount stories from the past.</li> <li>Use stories to distinguish between fact and fiction.</li> </ul>  |

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| CA Summer<br>Significant people, places and historical events.<br>Explorers | Who was Captain Cook and what did he do? | Understanding the World: Past and Present <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Book link: Grandad's Island<br/>Benji Davies.</p> | <ul style="list-style-type: none"> <li>Understand who these figures were.               <ul style="list-style-type: none"> <li>When were they born?</li> <li>Who are they?</li> </ul> </li> <li>Find out what they did (use artefacts, pictures, stories,)</li> <li>Find out how they were able to explore</li> <li>Find out about the significant historical people in our own locality.               <ul style="list-style-type: none"> <li>Understand why Captain Cook is significant to Whitby.</li> <li>Understand why Captain Cook is significant to the world.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Use drama to recount stories from the past.</li> <li>Use stories to distinguish between fact and fiction.</li> </ul> |
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| CB Autumn<br>Historical<br>Events<br>GfL                                      | How has<br>firefighting<br>and fire<br>safety<br>changed<br>since the<br>GfL?       | <p><b>Understanding the World: Past and Present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>Talk about the lives of people around them and their roles in society.</li> </ul> <p><b>Book link:</b> The Great Fire of London Emma Adams</p>  | <ul style="list-style-type: none"> <li>To show understanding of how and why the GfL started</li> <li>To be able to explain why it spread so far</li> <li>To be recognise the fire service has changed since the GfL</li> <li>Draw a timeline of different historical periods showing key historical events and people.</li> <li>Recount the main events from a significant event in history.</li> <li>Look at and use books, pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the Internet to find out about the past.</li> </ul> | Timeline key events and place the period on a simple timeline<br><br>Recreate pudding lane<br><br>Visit from fire service- children ask questions and compare fire service to that during the GfL |
| CB Spring<br>Events<br>Beyond<br>living<br>memory<br>Birth of the<br>railway. | How did<br>people travel<br>long<br>distances<br>before trains<br>were<br>invented? | <p><b>Understanding the World: Past and Present</b></p> <p><b>Understanding the World: Past and Present</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>Book Link:</b></p> <ul style="list-style-type: none"> <li>- The Little Engine That Could-Watty Piper</li> <li>- The Little Red Train: The Runaway Train Benedict Blathwayt</li> </ul> | <ul style="list-style-type: none"> <li>Ask and answer questions— <ul style="list-style-type: none"> <li>What was life like before trains</li> <li>How did people get around?</li> <li>What makes George Stephenson significant?</li> </ul> </li> <li>Talk about how trains have changed over time using drawings and photographs e.g. The Rocket and Bullet train.</li> <li>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> </ul>  | <ul style="list-style-type: none"> <li>Drama—role play the first passenger journey.</li> </ul>  |

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| <p>CB Summer Events within and beyond our living memory</p> <p>History of our Village</p> | <p>What was life like for our grandparents in the past in our villages?</p> | <p><b>Understanding the World: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between families,</li> </ul> | <ul style="list-style-type: none"> <li>• How long have people lived in Castleton, Glaisdale, Lealholm?</li> <li>• Why did people move here?</li> <li>• Use evidence when communicating about the village in the past. <ul style="list-style-type: none"> <li>• Log book, photographs, maps,</li> </ul> </li> <li>• What was it like to live in Castleton/Glaisdale/Lealholm when grandparents were young</li> <li>• Use subject related vocabulary relating to the passing of time as well as recently, before, after, now, later, a long time ago, significant.</li> </ul> | <ul style="list-style-type: none"> <li>• Interview some of the older generations in the community to discuss the history of the village.</li> <li>• Position key events on a timeline e.g. opening of school, village hall, war memorial, etc.</li> <li>• Walk around the village looking for clues about its history.</li> </ul> |
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# What do we cover in KS1?

## **SUBJECT CONTENT KEY STAGE 1**

PUPILS SHOULD DEVELOP AN AWARENESS OF THE PAST, USING COMMON WORDS AND PHRASES RELATING TO THE PASSING OF TIME. THEY SHOULD KNOW WHERE THE PEOPLE AND EVENTS THEY STUDY FIT WITHIN A CHRONOLOGICAL FRAMEWORK AND IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN WAYS OF LIFE IN DIFFERENT PERIODS. THEY SHOULD USE A WIDE VOCABULARY OF EVERYDAY HISTORICAL TERMS. THEY SHOULD ASK AND ANSWER QUESTIONS, CHOOSING AND USING PARTS OF STORIES AND OTHER SOURCES TO SHOW THAT THEY KNOW AND UNDERSTAND KEY FEATURES OF EVENTS. THEY SHOULD UNDERSTAND SOME OF THE WAYS IN WHICH WE FIND OUT ABOUT THE PAST AND IDENTIFY DIFFERENT WAYS IN WHICH IT IS REPRESENTED. IN PLANNING TO ENSURE THE PROGRESSION DESCRIBED ABOVE THROUGH TEACHING ABOUT THE PEOPLE, EVENTS AND CHANGES OUTLINED BELOW, TEACHERS ARE OFTEN INTRODUCING PUPILS TO HISTORICAL PERIODS THAT THEY WILL STUDY MORE FULLY AT KEY STAGES 2 AND 3.

### **PUPILS SHOULD BE TAUGHT ABOUT:**

- 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]
- SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY



## Overview—

In this unit, children will explore the history of toys. Children will think about and discuss their favourite toys and then go on to look at what toys were like in the past and how they are different to toys today. A week will be spent away from 'toys', looking at 'Remembrance' and what it is. Children will learn why we wear poppies and find out about a significant individual, Moina Michael.

| Enquiry questions   | National curriculum coverage  | Subject specific skills and knowledge development   | Key Tasks   |
|---|---|---|---|
| How have toys changed since grandma was a child/in the last 100 years?                                | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past.</p> | <ul style="list-style-type: none"> <li>Ask and answer questions about old and new objects.</li> <li>Recognise the continuity and changes in toys within living memory.</li> <li>Recognise that some objects belong in the past.</li> <li>Identify the purpose of each toy and who would have used it. <ul style="list-style-type: none"> <li>Who played with it?</li> </ul> </li> <li>Identify the materials used to make the toys and how this has changed. <ul style="list-style-type: none"> <li>How was it made?</li> </ul> </li> <li>Recognise the increased use of technology and computers (you may want to look at the development of 'Mario' through time).</li> <li>Begin to use sources to identify some details and answer simple questions.</li> <li>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> <li>Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</li> <li>Understand why we wear poppies. <ul style="list-style-type: none"> <li>Who is Moina Michael?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Museum exhibition displaying old and new toys (real artefacts, sketches, photographs) with a 'museum' style description.</li> <li>Compare adults' recounts of toys they played with when they were young.</li> <li>Sequence toys from distinctly different periods of time in chronological order.</li> <li>Information piece about Remembrance/ why we wear poppies.</li> </ul> |
| What is Remembrance?  |   |   |   |
| <b>Disciplinary concepts</b><br>Change and continuity<br>Chronology (within and beyond living memory) |   | <b>Possible trips and visits</b><br>Museum  |   |



Overview— In this unit, the children investigate what makes Mary Seacole and Florence Nightingale so significant by first looking at who they were and what they did. They will learn about how it made a difference at the time and where it can be seen today. Children will look at the similarities and differences between the two women and how and why they are remembered today.

There are some nice activities here—<https://www.keystagehistory.co.uk/?s=florence+nightingale>

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/>

| Enquiry questions   | National curriculum coverage   | Subject specific skills and knowledge development  | Key Tasks   |
|---|--|--|---|
| Why should we remember Florence Nightingale and Mary Seacole? | 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. | <ul style="list-style-type: none"> <li>Understand who these women were.             <ul style="list-style-type: none"> <li>When were they born?</li> <li>Where were they born?</li> </ul> </li> <li>Place historical figures, events and artefacts in order on a given time line, using dates where appropriate.</li> <li>Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past)/ what were the most important events in their lives?</li> <li>Find out why Mary Seacole and Florence Nightingale are commemorated today and how they are remembered.</li> <li>Look at the similarities and differences between the two women.             <ul style="list-style-type: none"> <li>Is there anything that is comparable?</li> </ul> </li> <li>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> <li>Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</li> </ul> | <ul style="list-style-type: none"> <li>Place historical figures on a timeline.</li> <li>Confidently ask and answer questions related to Mary Seacole and Florence Nightingale using a hot seat scenario.</li> <li>Use drama to recount stories from the past.</li> <li>Use stories to distinguish between fact and fiction.</li> <li>.</li> </ul> |

**Disciplinary concepts**

Significance

Similarity and difference

**Possible trips and visits**



Overview—Children are introduced to the lives of explorers and the different challenges they met when travelling the world. As a result of their previous learning, children have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop their historical skills, the children study the experiences and adventures of some famous explorers: Captain Cook, Amelia Earhart and Tim Peake. By studying and comparing the historical periods in which these explorers lived, they will begin to gain an understanding of chronology and begin to identify similarities and differences between their explorations.

| Enquiry questions  | National curriculum coverage  | Subject specific skills and knowledge development  | Key Tasks   |
|--|---|--|---|
| <p>Who are explorers and where have some explorers travelled in different periods of time?</p> <p>Why should we remember Captain Cook, Amelia Earhart and Tim Peake?</p> <p>How were their explorations different?</p> | <p>Significant historical events, people and places in their own locality.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> | <ul style="list-style-type: none"> <li>Understand who these figures were. <ul style="list-style-type: none"> <li>When were they born?</li> <li>Where were they born?</li> <li>Who are they?</li> </ul> </li> <li>Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past).</li> <li>Find out how they were able to explore and look for similarities and differences <ul style="list-style-type: none"> <li>equipment</li> <li>Transport</li> <li>the difficulties that they faced</li> </ul> </li> <li>Place historical figures, events and artefacts in order on a given time line, using dates where appropriate. <ul style="list-style-type: none"> <li>Sequence some events in chronological order. Match objects to people.</li> </ul> </li> <li>Find out about the significant historical people in our own locality. <ul style="list-style-type: none"> <li>Understand why Captain Cook is significant to Whitby.</li> <li>Understand why Captain Cook is significant to the world.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Place historical events on a timeline.</li> <li>Fact file for the different explorers.</li> <li>Recording of similarities and differences (table).</li> <li>Confidently ask and answer questions related to Captain Cook using a hot seat scenario.</li> </ul> |

**Disciplinary concepts**

Historical significance

Similarities and differences

Chronology

**Possible trips and visits**

Captain Cook Trail/Museum



Society



Economy

In this unit, children will learn about the Great Fire of London from different viewpoints. They will develop an understanding of chronology by sequencing events and placing these on a broad timeline (Y2). Pupils will use historical sources such as Samuel Pepys' diary and artefacts to find out about what life was like at that time.

| Enquiry questions  | National curriculum coverage  | Subject specific skills and knowledge development  | Key Tasks   |
|--|---|--|---|
| How has firefighting and fire safety changed since the GfOL? | <ul style="list-style-type: none"> <li>Learn about events beyond living memory that are significant nationally</li> <li>Use historical terms and begin to understand where events fit within a chronological framework</li> <li>Understand some of the ways we can learn about the past and how it is represented.</li> </ul> | <ul style="list-style-type: none"> <li>To explain how and why the GFoL started</li> <li>To be able to explain why it spread so far</li> <li>To talk about what the people of London did then and what would they do now</li> <li>To recognise that Samuel Pepys documented the events at the time.</li> <li>To be able to talk about how the Great Fire of London changed how people did things.</li> <li>To be able to describe how the fire service has changed since the GFoL.</li> <li>Draw a timeline of different historical periods showing key historical events and people.</li> <li>Use documentary evidence to recount the life of Samuel Pepys.</li> <li>Research the life of Samuel Pepys using different sources of evidence.</li> <li>Recount the main events from a significant event in history.</li> <li>Look at and use books, pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites</li> </ul> | Timeline key events and place the period on a broad timeline.<br><br>Diary entry in the style of Samuel Pepys<br><br>Recreate Pudding Lane<br><br>Newspaper report<br><br>Visit from fire service- children ask questions and compare fire service to that during the GFoL. |

#### Disciplinary concepts

Chronology (within and beyond living memory)

Understand that history is represented in different ways e.g. artefacts, diaries, paintings

#### Possible trips and visits

Visit local fire station to compare then and now

 Travel and exploration

 Achievements and legacy

 Economy

 Society

## Overview—

Children will discover that civilised humans lived for many thousands of years without the railway. Castleton only got a railway station 150 years ago. Children will learn that the pioneers of the railways were Victorian engineers and business people. They will consider the skills and knowledge these pioneers would have needed. They will learn that railways spread quickly throughout the world. They will take a trip to the railway museum at Shildon or take a ride on a local steam train.

| Enquiry questions   | National curriculum coverage  | Subject specific skills and knowledge development   | Key Tasks  |
|---|---|---|--|
| <p>Was George Stevenson really a significant person?</p> <p>How did people travel long distances before trains were invented?</p> <p>How do we know about the first passenger journey?</p> <p>What have the consequences of the first passenger journey been? How has it changed our world?</p> | <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand some of the ways in which we find out about the past</p> | <ul style="list-style-type: none"> <li>Place historical figures, events and artefacts in order on a given time line, using dates where appropriate</li> <li>Ask and answer questions— <ul style="list-style-type: none"> <li>What was life like before trains</li> <li>How did people get around?</li> <li>What makes George Stephenson significant?</li> </ul> </li> <li>Use information gained from a range of sources to draw conclusions—newspapers, telegrams, photographs.</li> <li>Explore the consequences of the first train service—Darlington to Stockton - and how it has changed the world today (military, food, transportation purposes— we can now see the wider world).</li> <li>Investigate how trains have changed over time (including how/what they are used for).</li> <li>Look at examples of the first trains to compare with the Bullet Train, Maglev, Eurostar etc.</li> <li>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> <li>Use subject related vocabulary relating to the passing of time as well as recently, before, after, later, a long time ago, significant.</li> </ul> | <ul style="list-style-type: none"> <li>Place historical events on a timeline.</li> <li>Drama—role play the first passenger journey.</li> <li>Distinguish between fact and myth.</li> <li>Presentation about how the first train changed our world.</li> <li>.</li> </ul> |

## Disciplinary concepts

Historical significance

Cause and consequence

Chronology

## Possible trips and visits

Railway Museum at Shildon or Darlington; NYM Railway



Achievements and legacy



## Overview—

Children will start by thinking about what our village is like today. They will then use a village walk as the basis for a journey back in time. They will look for evidence to show them what life was like in the past. They will speak to elderly members of the community to hear what their experiences of life in the community and at school were.

| Enquiry questions   | National curriculum coverage  | Subject specific skills and knowledge development  | Key Tasks   |
|---|---|--|---|
| <b>What was life like for children in the past in our villages?</b> | Changes within living memory and beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life | <ul style="list-style-type: none"> <li>How long have people lived in Goathland?</li> <li>Why did people move here?</li> <li>What evidence is available to us to find out about the school? Discuss the different types of evidence.</li> <li>Use evidence when communicating about the village in the past.</li> </ul> | <ul style="list-style-type: none"> <li>Interview some of the older generations in the community to discuss the history of the village.</li> </ul> |
| What does the evidence tell us about our villages in the past?      |   |  | <ul style="list-style-type: none"> <li>Position key events on a timeline e.g. opening of school, village hall, war memorial, etc.</li> </ul>      |
| Why do our villages exist?  |   | <ul style="list-style-type: none"> <li>Walk around the village looking for clues about its history.</li> </ul>   |   |

Disciplinary concepts

Similarity and difference

Change and continuity

Village Walk

Guest speakers coming to school

# What do we cover in KS2?

## SUBJECT CONTENT KEY STAGE 2

PUPILS SHOULD CONTINUE TO DEVELOP A CHRONOLOGICALLY SECURE KNOWLEDGE AND UNDERSTANDING OF BRITISH, LOCAL AND WORLD HISTORY, ESTABLISHING CLEAR NARRATIVES WITHIN AND ACROSS THE PERIODS THEY STUDY. THEY SHOULD NOTE CONNECTIONS, CONTRASTS AND TRENDS OVER TIME AND DEVELOP THE APPROPRIATE USE OF HISTORICAL TERMS. THEY SHOULD REGULARLY ADDRESS AND SOMETIMES DEVISE HISTORICALLY VALID QUESTIONS ABOUT CHANGE, CAUSE, SIMILARITY AND DIFFERENCE, AND SIGNIFICANCE. THEY SHOULD CONSTRUCT INFORMED RESPONSES THAT INVOLVE THOUGHTFUL SELECTION AND ORGANISATION OF RELEVANT HISTORICAL INFORMATION. THEY SHOULD UNDERSTAND HOW OUR KNOWLEDGE OF THE PAST IS CONSTRUCTED FROM A RANGE OF SOURCES. IN PLANNING TO ENSURE THE PROGRESSION DESCRIBED ABOVE THROUGH TEACHING THE BRITISH, LOCAL AND WORLD HISTORY OUTLINED BELOW, TEACHERS SHOULD COMBINE OVERVIEW AND DEPTH STUDIES TO HELP PUPILS UNDERSTAND BOTH THE LONG ARC OF DEVELOPMENT AND THE COMPLEXITY OF SPECIFIC ASPECTS OF THE CONTENT.

### PUPILS SHOULD BE TAUGHT ABOUT:

**CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE**

**THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN**

**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**

**A LOCAL HISTORY STUDY**

**A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066**

**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**

**ANCIENT GREECE—A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD**

**A NON-EUROPEAN SOCIETY THAT PROVIDES CONTRASTS WITH BRITISH HISTORY – ONE STUDY CHOSEN FROM: EARLY ISLAMIC CIVILIZATION, INCLUDING A STUDY OF BAGHDAD C. AD 900; MAYAN CIVILIZATION C. AD 900; BENIN (WEST AFRICA) C. AD 900-1300.**



Society



Economy



Achievements and legacy

## Overview—

In this unit, the children will learn that people have been living in Britain for a very long time. They will investigate the changes that occurred in the Stone Age with a focus on tools, homes and food. They will use this knowledge in their next unit to identify continuity and change.

| Key Enquiry question(s)  | National curriculum  | Subject specific skills and knowledge development   | Key Tasks   |
|--|--|---|---|
| <b>What was everyday life in Britain like in the Stone Age?</b><br><br>The Stone Age ended over six-thousand years ago. Why is it important? | Changes in Britain from the Stone Age to the Iron Age.<br><br>Develop the appropriate use of historical terms.<br><br>Regularly address and sometimes devise historically valid questions. | <ul style="list-style-type: none"> <li>Discuss the scale of history.</li> <li>Understanding of how a timeline works               <ul style="list-style-type: none"> <li>Use dates and terms related to the time period and passing of time</li> <li>Understanding historical periods through time</li> </ul> </li> <li>Prehistory—everything before civilisation occurred (less developed and no source of writing) - evidence—archaeology.</li> <li>Use a variety of sources when researching               <ul style="list-style-type: none"> <li>Understand what we can learn from archaeology</li> </ul> </li> <li>Use research skills to find answers to specific historical questions (secure understanding of what life was like for people during these periods)               <ul style="list-style-type: none"> <li>Tools</li> <li>Homes</li> <li>Food (introducing agriculture)</li> </ul> </li> <li>Subject related vocabulary as well as century, decade, BC and AD, settlement.</li> </ul> | <ul style="list-style-type: none"> <li>Use a timeline within a specific period of history to set out the order that things may have happened</li> <li>Present work in chosen format relating to the enquiry questions.</li> </ul> |

## Disciplinary concepts

Cause and consequence

Change and continuity

Chronology

## Possible trips and visits

Star Carr—Rotunda



Society



Economy



Achievements and legacy

Overview— In this unit, the children will build on the knowledge of the Stone age from the previous unit. They will investigate the changes that occurred during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. Children will identify continuity and change in tools, homes and food and will begin to form their own enquiry questions.

| Key Enquiry question(s)   | NC coverage   | Subject specific skills and knowledge development   | Key Tasks   |
|---|---|---|---|
| <p><b>How and why did life in Britain change from the Stone age to the Iron age?</b><br/>(Why is metal a big step forward?)<br/>Would you rather have lived in the Stone Age, Bronze Age or Iron Age?</p> | <p>Changes in Britain from the Stone Age to the Iron Age.<br/>Develop the appropriate use of historical terms.<br/>Regularly address and sometimes devise historically valid questions.</p> | <ul style="list-style-type: none"> <li>Understanding of how a timeline works</li> <li>Use a variety of sources when researching</li> <li>To research in order to find similarities and differences between periods of history <ul style="list-style-type: none"> <li>Tools / Homes / Food (introducing agriculture)</li> </ul> </li> <li>Know that the Bronze Age lasted around 1700 years</li> <li>Know that the Bronze age was called the Bronze Age because humans started making tools from bronze (an alloy made from copper and tin)</li> <li>Know that bronze was used for tools, weapons and armour as well as building materials like tiles.</li> <li>Know that daggers, blades, spearheads, chisels, axes and anything that used to be made from stone or flint was then made from stronger and more durable bronze</li> <li>Know that the Bronze Age saw another change in climate (wetter weather forced people to move from the hills, which were easier to defend, and into the valleys where it was easier to grow food and find shelter)</li> <li>Know that the people living in Britain during the Iron Age were called Celts</li> <li>Know that iron was a stronger, harder metal than the bronze previously used. It was worked into shape by hammering it against an anvil – a process known as smithing – and was used to make objects such as ploughs, armour and coins</li> <li>Know that during the Iron Age, Britain consisted almost entirely of settled farming communities. This meant that nearly everyone would have lived on a farm. The people worked together in small communities, tending their livestock and growing crops</li> <li>Know that the roundhouse was the typical Iron Age home. Some of these were very large and would have housed many people. The frame of the house was constructed out of large timbers and the walls were made out of wattle and daub. In the centre of the roundhouse would have been a fire for cooking and providing light and warmth. Beds may have had hay or feather mattresses and placed on top of a wooden frame and animal skins or woollen blankets would be used to keep the people warm.</li> <li>Know why Iron Age people developed hillforts</li> <li>Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire.</li> </ul> | <ul style="list-style-type: none"> <li>Use a timeline within a specific period of history to set out the order that things may have happened</li> <li>Work to show a secure understanding of what makes the stone age, bronze age and iron age unique</li> <li>Record similarities and differences between people, objects and events over time.</li> <li>Write a set of instructions for how bronze is made</li> <li>Write a non-chronological report on Celt life.</li> </ul> |

#### Disciplinary concepts

Cause and consequence

Change and continuity

Chronology

#### Possible trips and visits

Ryedale folk museum



Society



Religion



Achievements and legacy



Economy

Overview— Children will learn that our modern world owes a lot to the ancient Greeks. They are to thank for many ideas and inventions (e.g. the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more). They will look at a range of sources to develop their knowledge of life in Ancient Greece and will be able to develop their own enquiry questions. They will discover what else we can thank the Ancient Greeks for today and investigate how their legacy continues to influence our daily lives and the modern world.

Suggested resources to support planning — (Mr T) Sharepoint

| Enquiry questions  | National curriculum coverage   | Subject specific skills and knowledge development   | Key Tasks   |
|--|--|---|---|
| <p>How do</p> <p>How are we still influenced today by the life of the Ancient Greeks</p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> | <ul style="list-style-type: none"> <li>Find the Ancient Greeks on a timeline and compare with other eras studied..</li> <li>Understand that Ancient Greece was made up of city states. <ul style="list-style-type: none"> <li>Look at maps and link geography (climate and physical features) to implications on food production, travel and settlements.</li> <li>Compare Athens and Sparta.</li> <li>Athens—coast/port/outward looking culture/wealthy due to trade/ democracy.</li> <li>Sparta—insular, surrounded by mountains/ military machine (all about the army)/ agriculture/oligarchy.</li> </ul> </li> <li>Use sources to infer <ul style="list-style-type: none"> <li>The influence of religion</li> </ul> </li> <li>Use sources to find out <ul style="list-style-type: none"> <li>the Greek culture that we still use today (Olympics, theatre etc.)</li> </ul> </li> <li>Examine influences on the western world <ul style="list-style-type: none"> <li>Greeks influenced people at the time (Romans)</li> <li>Today— the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more.</li> </ul> </li> <li>Develop own enquiry questions. eg—which city state would you prefer to come from? Use sources to answer.</li> <li>Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration.</li> </ul> | <ul style="list-style-type: none"> <li>Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>Comparison grid for Athens and Sparta.</li> <li>Evidence of the understanding of the influence of Ancient Greece on the world today.</li> <li>Developing enquiry questions.</li> </ul> |

Disciplinary concepts

Historical significance

Similarities and differences

Possible trips and visits



Society



Leadership



Religion



Achievements and legacy



Economy

Overview— Children will learn about the Ancient Egyptians. They will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. They will use geographical skills to map the area inhabited by the civilization to understand the importance of the River Nile as a water supply and for providing fertile farming lands. They will study the role of the Pharaoh, agricultural developments and find out about the role of the scribe. The unit will conclude with a study of Egyptian beliefs about the afterlife.

| Enquiry questions   | National curriculum   | Subject specific skills and knowledge development   | Key Tasks   |
|---|---|---|---|
| <b>What made the Ancient Egyptian civilisation so successful?</b><br><br><b>What did the earliest civilisations have in common?</b> | <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> | <ul style="list-style-type: none"> <li>An overview of all four earliest civilisations and compare timelines.— Mesopotamia, Egypt, Indus Valley and Shang China             <ul style="list-style-type: none"> <li>When? Where in the world?</li> </ul> </li> <li>Understand the kingdoms of Ancient Egypt</li> <li>Understanding of how a timeline works             <ul style="list-style-type: none"> <li>Use terms related to the period and begin to date events &amp; understand more complex terms e.g. BC/AD.</li> </ul> </li> <li>Investigate the role of the Pharaoh in Ancient Egypt.</li> <li>Investigate the role of the River Nile             <ul style="list-style-type: none"> <li>Settlement (stable weather conditions—equator and tropics)—farming/ travel / transport.</li> </ul> </li> <li>Use sources to find out about agricultural developments—a key achievement to enable Egyptians to be successful             <ul style="list-style-type: none"> <li>Look at the development of tools over time / irrigation / make links with food and trade.</li> </ul> </li> <li>Find out about the role of the scribe (involved in everything).             <ul style="list-style-type: none"> <li>• Rosetta stone (how we know about the Egyptians)/ hieroglyphics.</li> </ul> </li> <li>Investigate Egyptian beliefs about the afterlife.             <ul style="list-style-type: none"> <li>• Burials and mummification</li> <li>• Book of the dead (scribes)</li> <li>• Pyramids and tombs</li> </ul> </li> <li>Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire.</li> </ul> | <ul style="list-style-type: none"> <li>Create a timeline within the Ancient Egyptian period to set out the order that things happened.</li> <li>Create an annotated map of Upper and Lower Egypt.</li> <li>Without the River Nile, lives would have been different because...</li> <li>Work to show an children's understanding of the Egyptian achievements and features of everyday Egyptian life.</li> </ul> |

Disciplinary concepts

Interpretation

Similarities and differences

Significance

Possible trips and visits

Oriental Museum



Society



Conflict



Achievements and legacy



Economy



Leadership

Overview— In this short series of lessons, children will learn what the Roman Empire was, when it began and how it expanded. Children will look at a range of maps and sources to help them to answer the enquiry question. Children will use this knowledge in our next unit which follows on.

| Enquiry questions   | National curriculum coverage  | Subject specific skills and knowledge development   | Key Tasks  |
|---|---|---|--|
| <b>What was the Roman Empire and how did it become so large/powerful?</b> | <p>The Roman Empire and its impact on Britain</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Gain historical perspectives by placing growing knowledge into different contexts: economic, military, political and social history</p> | <ul style="list-style-type: none"> <li>What is an Empire?</li> <li>What were the origins of the Roman Empire it begin?</li> <li>When did it begin?</li> <li>How did it expand? How large did it get? What enabled this to happen? <ul style="list-style-type: none"> <li>Link to road network / trade routes / show on maps.</li> </ul> </li> <li>Understand the spread of the Roman Empire in a geographic and chronological sense. Make links between new and existing learning. Do we know what Europe looked like before the Roman Empire? Identify the narrative of British history and begin to make links between British, Roman and world history.</li> <li>Look at sources that support the narrative that Roman technological/societal advances enabled them to dominate at this time e.g. writing, money, military</li> <li>Subject related vocabulary: chronology, era, dates, time period, raid, mediaeval, homeland, exploration, empire, civilisation, parliament, senate, empire, republic, monarchy, peasantry, leadership.</li> </ul> | <ul style="list-style-type: none"> <li>Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>Annotated maps.</li> <li>Analyse some key sources to support the enquiry</li> <li>Pupils can present the answer to the enquiry question in different ways.</li> </ul> |

**Disciplinary concepts**

Historical significance

Continuity and change

**Possible trips and visits**

Hadrian's Wall; Arbeia

# KS2 Cycle B Summer



Society



Conflict



Achievements and legacy



Economy

**Overview**— Begin by recapping prior learning about the Roman Empire and Celts and the hill forts they built to protect themselves from invaders. During the same period, in Italy, the Roman Empire had started to flourish. The children will investigate what had angered the Roman Emperor Julius Cesar enough for him to invade Britain in BC 55 and why his attempts failed. They will look at the Celts and examine their resistance and two of their most famous leaders – Caratacus and Boudicca. The unit will conclude by looking at Roman achievements and the end of Roman Britain.

| Enquiry questions  | National curriculum coverage                      | Subject specific skills and knowledge development   | Key Tasks   |
|--|---|---|---|
| <p><b>What was the impact of the Roman Empire on Britain?</b></p> <p><b>Disciplinary concepts</b></p> <p>Cause and Effect</p> <p>Push and pull factors</p> <p>Significance</p> <p>Change and continuity</p> <p><b>Possible trips and visits</b></p> <p>Arbeia, Hadrian's Wall, Cropton</p> | <p>The Roman Empire and its impact on Britain</p> | <ul style="list-style-type: none"> <li>Recapping prior learning about the Celts and the hill forts they built to protect themselves from invaders. During the same period, in Italy, the Roman Empire had started to flourish.</li> <li>Understand why Julius Cesar tried to invade Britain in 55BC and why he failed.</li> <li>Sequence events related to both invasions of Britain. Turn this sequenced timeline into a scaled timeline.</li> <li>To be able to consider why the accounts may have been presented differently. Explore possible reactions to Roman invasion. <ul style="list-style-type: none"> <li>Boudica's legacy – fought back strongly yet eventually lost against the Roman army.</li> <li>Cartimandua – successfully cooperated with the Romans and ruled her kingdom.</li> </ul> </li> <li>Discuss the Romanisation of Britain—cities.</li> <li>Identify where on the timelines certain achievements were introduced. <ul style="list-style-type: none"> <li>What achievements would have impacted on people's lives? E.g. aqueducts, sewers and baths, roads.</li> </ul> </li> <li>Identify where we can see the impact of Rome on our world today: - Architecture - Sanitation and hygiene - Roads - The calendar</li> <li>Discuss the end of Roman Britain.</li> <li>Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, early middle ages, homeland, exploration, empire, civilisation,</li> </ul> | <ul style="list-style-type: none"> <li>Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>Pupils can voice their opinions about Roman invasion, describing cause and effect and relate this to prior learning.</li> <li>Use sources to explore a Roman achievement and explain why it is significant.</li> <li>Debate—which is the most significant achievement. You may want to present this as a written piece.</li> <li>Children research how their achievement was used during the Roman period and write a summary. Then add a comparison of how it impacts lives today.</li> </ul> |



Society



Conflict



Achievements and legacy



Religion

Overview—In this unit, the children will learn about what happened to Britain after the Roman withdrawal. They will find out who the Anglo Saxons were, discovering that a range of invaders came to Britain from Northern Europe to settle in Britain. They will examine their settlements and discover what life was like in Anglo-Saxon Britain and compare it to Roman Britain. A link to Whitby will also be investigated with a possible visit to Whitby abbey. They will also investigate the legacy they left behind them and the problem with evidence and interpretations of the time.

| Enquiry questions   | National curriculum coverage  | Subject specific skills and knowledge development  | Key Tasks   |
|---|---|--|---|
| <p><b>How was life in Anglo Saxon England different to Roman Britain?</b></p> <p><b>Disciplinary concepts</b></p> <ul style="list-style-type: none"> <li>Continuity and change</li> <li>Similarities and differences</li> <li>Significance</li> <li>Cause and effect</li> </ul> <p><b>Possible trips and visits</b></p> <ul style="list-style-type: none"> <li>Whitby Abbey</li> <li>Lindisfarne</li> </ul> | <p>A local history study (links made)</p> <p>Britain's settlement by Anglo Saxons</p> <p>Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources</p> | <ul style="list-style-type: none"> <li>Understand that there is very little evidence for this period of history. Move for it now to be known as early-middle ages, rather than dark ages</li> <li>Recap the Roman withdrawal from Britain in c. AD 410 and the retreat/fall of the western Roman Empire.</li> <li>Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms—heptarchy: place names and village life—compare with Roman Britain and our landscape today.</li> <li>Begin to identify primary and secondary sources and how these are useful to historians.</li> <li>Look at key sources from the period (Sutton Hoo, Loftus Princess, Crayford Study and Harrogate hoard, plus Gildas and Bede) to learn about life during the period.</li> <li>Sutton Hoo burial contains immense wealth (potentially King of East Anglia) - Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events.</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne (Establishment of Whitby Abbey Streonshah by King Oswy of Northumberland) <ul style="list-style-type: none"> <li>Why and when was Whitby Abbey built/formed. Purpose of the building? What evidence is there?</li> </ul> </li> <li>In addition to subject related vocabulary – legacy and period.</li> </ul> | <ul style="list-style-type: none"> <li>Show on timeline where these events fit in line with historical knowledge from previous years.</li> <li>Map task to show the changing influences and development in our area over time—place names and settlements.</li> <li>Work produced from source and enquiry tasks - note taking and written answers.</li> <li>Written/tabular comparison between Anglo-Saxons Britain and Roman Britain.</li> </ul> |



Society



Economy



Achievements and legacy



Leadership

Overview— In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the theme of invasion and settlement by revisiting their learning from Year 4 and in our previous unit about the Roman, Anglo-Saxon and Scot invasions. Children will learn about how the Vikings switched from raiding to invasion and conquest and how this impacted England. Children will also learn about how the Saxons regained control of England. A trip to Jorvik would give children a deeper understanding of Viking life.

| Enquiry questions  | National curriculum  | Subject specific skills and knowledge development  | Key Tasks  |
|--|--|--|--|
| <p>Is it fair to describe the Vikings as vicious raiders?</p> <p>How did the Saxons regain control of England?</p> <p><b>Disciplinary concepts</b></p> <p>Continuity and change</p> <p>Interpretation</p> <p><b>Possible trips and visits</b></p> <p>York, Holy Island</p> | <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> | <ul style="list-style-type: none"> <li>Explore Viking raid on Lindisfarne as way to introduce the early contact between the Anglo-Saxons and Vikings. Construct scaled timelines. <ul style="list-style-type: none"> <li>Viking raids/ trade routes and networks.</li> <li>Different boats for different purposes.</li> <li>Viking exploration and settlements.</li> </ul> </li> <li>Investigate primary sources available that recount the conflict from a Saxon perspective.</li> <li>Compare the timelines of the multiple periods of history (Saxon, Viking and Abbasid Caliphate) to allow them to see how they are linked together and cross over.</li> <li>Understand the switch from raiding to invasion and conquest—came for farmland. How King Alfred managed to defend Wessex and eventually establish a coexistence with the Danelaw.</li> <li>Explore the actions of Alfred's children (Edward and Æthelflæd) and how they continued their father's work to establish the defensive network of fortifications. Then, how they played a key role in repelling the Vikings. Then, the Saxons beginning to reclaim the Danelaw.</li> <li>Look at an overview of the later Saxon and Viking/Danish kings to identify the trends (conflict and short reigns). Then, the way in which the Saxon period ended at the Battle of Hastings.</li> <li>In addition to subject related vocabulary – legacy and period.</li> </ul> | <ul style="list-style-type: none"> <li>Scaled timelines.</li> <li>Create questions that would help to give a more balanced view of events.</li> <li>Create a clear summary of the other aspects of the Viking culture not covered by the term raider.</li> <li>Work produced from source and enquiry tasks - note taking and written answers.</li> <li>Alfred the Great—outline his achievements and actions—which could contribute to him warranting the title of 'the great'.</li> <li>Presentation to answer enquiry</li> </ul> |

-  Achievements and legacy
-  Economy
-  Society
-  Religion

Overview—In this unit, the children will answer the question ‘How does this civilization tie into our existing knowledge?’. They will find out what Baghdad was like as a city and how the geography of the region impacted on the city. Children will find out why Baghdad was significant and pursue their own lines of enquiry. Examining and evaluating a range of sources will help the children to deepen their understanding of this empire and to develop our skills as historians.

| Enquiry questions   | National curriculum  | Subject specific skills and knowledge development   | Key Tasks   |
|---|--|---|---|
| <p>Why was the city of Baghdad significant?</p> <p>How was Baghdad different to Britain around 900AD?</p> | <p>A non-European society that provides contrasts with British history – early Islamic civilization including a study of Baghdad c. AD 900</p> | <ul style="list-style-type: none"> <li>• Understand the differing intervals between events and how events can be both a cause and a consequence.</li> <li>• Understand multiple timelines run concurrently <ul style="list-style-type: none"> <li>• Place timeline in a coherent narrative alongside the others studied and make links between them (Saxon and Viking would link chronologically and may provoke discussion about contact).</li> </ul> </li> <li>• Understand the city of Baghdad and its achievements around 900AD including size, function as a trading centre, capital of the empire, layout etc.</li> <li>• Extract evidence from sources and interpret it to compare and contrast their existing historical knowledge base. <ul style="list-style-type: none"> <li>• Learn about the context of the civilisation including the geography of the area and the lives the populace lived. This can be extended by comparing it to other civilizations they know of.</li> </ul> </li> <li>• Extract and interpret sources to answer a specific learning question related to Baghdad's function as a centre of learning or trade. <ul style="list-style-type: none"> <li>• The achievements of the civilization including Baghdad's role as an educational and trading centre.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Produce a scaled timeline focusing on key events in the Early Islamic timeline. Then identify events which are linked or where cause and effect can be seen</li> <li>• Work produced from source and enquiry tasks - note taking and written answers.</li> <li>• Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</li> </ul> |

**Disciplinary concepts**

Significance

Continuity and change

Possible trips and visits



Overview—In this unit, the children learn about how civilians at home in Britain were affected during the Second World War. They will understand how night after night of consecutive air raids during the Blitz affected different communities and find out how people tried to stay safe in times of danger. They will also understand the role of women and others left behind, who worked to keep their nation strong whilst many men were away fighting. As well as understanding the role of women and other adults, they will learn what happened to children who were evacuated from the city to the country. A visit to Eden Camp will deepen children's understanding of what life was like in WWII and they will discover what evidence there is of WWII in Whitby. Bombsites.org

| Enquiry questions   | National curriculum coverage   | Subject specific skills and knowledge development  | Key Tasks  |
|---|--|--|--|
| <b>How did the lives of British people change on the Home Front during World War 2?</b> | A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality. | <ul style="list-style-type: none"> <li>Explore what happened at the end of WWI. <ul style="list-style-type: none"> <li>The consequences of the Treaty of Versailles—economic and social damage – make link to the rise of the Nazis and other extreme parties.</li> </ul> </li> <li>WWII <ul style="list-style-type: none"> <li>When? What? Why?</li> <li>Why did Britain have to go to war in 1939?</li> <li>Diversity of nations that took part in the war</li> <li>The ways in which Britain, and British people, were affected by events during the Second World War <ul style="list-style-type: none"> <li>Understanding of why evacuation was necessary and what the experience was like</li> <li>Approaches to defeating the threat of German invasion – air raids, shelters, rationing, evacuation—interview, gas masks, Home guard, women in factories and on the land, the Blitz, Dunkirk</li> <li>Impact of propaganda and censorship on enabling us to understand what the Home front was really like</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Produce a scaled timeline focusing on key events. Identify events which are linked or where cause and effect can be seen e.g. Battle of Britain—key turning point.</li> </ul> |
| What was evacuation really like?  |  |  | <ul style="list-style-type: none"> <li>Annotated maps.</li> </ul>  |
| How was the RAF able to win the Battle of Britain?                                      | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066                                | <ul style="list-style-type: none"> <li>Work produced from source and enquiry tasks - note taking and written answers e.g. study of artefacts for a museum.</li> </ul>  | <ul style="list-style-type: none"> <li>Design/pursue lines of enquiry, thinking about the types of evidence and how they enable historical study.</li> </ul>   |
| <b>Disciplinary concepts</b><br>Interpretation<br>Cause and consequence                 |  | <ul style="list-style-type: none"> <li>Examine evidence of impact of WWII on the local area e.g. evacuation from Middlesbrough to local area, use of Danby Beacon as a Radar station; Eden Camp..</li> <li>In addition to subject related vocabulary – continuity, social, religious, political, technological, social.</li> </ul>   |  |
| <b>Possible trips and visits</b><br>Eden Camp or Murton Park                            |  |  |  |



Society



Achievements and legacy



Leadership



Religion



Conflict

## Overview—

This unit of work focuses on the changing role of the monarch throughout time. Children will be able to draw on their historical knowledge of different time periods to support their learning in this unit.

| Enquiry questions  | National curriculum coverage   | Subject specific skills and knowledge development   | Key Tasks  |
|--|--|---|--|
| <p><b>How has the role of the monarch changed in Britain since 1066?</b></p> <p>What makes a good monarch?</p> <p>Is there still a place for the monarchy in modern Britain?</p> | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> | <ul style="list-style-type: none"> <li>What is a monarchy? Share examples and look back at periods studied.</li> <li>In the Middle Ages, the king was the most important man in England. <ul style="list-style-type: none"> <li>He ruled over all the people in his kingdom with the support of his barons and the Church. The king owned all the land and gave estates to his followers. In return for their estates, the king's followers promised to be loyal to him. They also provided him with knights to serve in his army and gave him money and advice.</li> </ul> </li> <li>King John was forced to sign the Magna Carta in 1215 (power became limited). <ul style="list-style-type: none"> <li>The Magna Carta was important because it promised to protect English people's rights and freedoms. In Magna Carta, John promised to treat people fairly and justly. This was the first time that an English king had been challenged by his own subjects for being a harsh ruler, so that the king was forced to agree to a list of reforms that were written down.</li> </ul> </li> <li>Over the course of history, monarchs have been forced to pass their power over to Parliament. Charles I was even executed by Parliament in 1649. By the end of Queen Victoria's reign in 1901, all power lay in the hands of Parliament in Westminster.</li> </ul> <ul style="list-style-type: none"> <li>Discuss War of the Roses, Civil War—where is the power—monarchy/people?</li> <li>Industrial Revolution <ul style="list-style-type: none"> <li>Suffragette movement (link with Greece) / Representation of the people/ Voting made equal</li> </ul> </li> <li>In addition to subject related vocabulary – continuity, social, religious, political, technological, social.</li> </ul> | <ul style="list-style-type: none"> <li>Produce a scaled timeline focusing on key events and at least three monarchs: e.g. John, Charles I, Elizabeth I</li> <li>Represent power change over time with a line graph.</li> <li>Work produced from source and enquiry tasks - note taking and written answers.</li> <li>Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</li> </ul> |

## Disciplinary concepts

Chronological understanding

Change

## Possible trips and visits

York Castle Museum



Economy



Society



Achievements and legacy

## Overview—

In this unit, children will discover their own local history by looking at how the fishing industry had changed in Whitby. A walk around Whitby, following the Heritage Trail will give children a deeper insight into the history of Whitby. Children will then explore different industries in different areas to see how they compare. They will conclude the unit by looking at how the local area was affected by changes in industry and the lasting legacy of this.

| Enquiry questions  | National curricu-             | Subject specific skills and knowledge development   | Key Tasks   |
|--|-------------------------------|---|---|
| <p>What impact the mining industry had on the North Yorkshire Moors and surrounding area?</p> <p>How does this compare with the rest of Yorkshire at the same time?</p> <p><b>Disciplinary concepts</b></p> <p>Change</p> <p>Similarities and differences</p> <p><b>Possible trips and visits</b></p> <p>Land of Iron—Loftus</p> <p>Boulby Potash or Anglo American visiting speaker.</p> <p>A walk through history—Ingleby Incline to Rosedale?</p> | <p>A local history study.</p> | <ul style="list-style-type: none"> <li>What do we mean by 'mining industry'?</li> <li>What did it do?</li> <li>What benefits did it bring?</li> <li>Look at local population growth through maps and census data noting the significance of residential building, industrial development and railways</li> <li>19<sup>th</sup> and 20th centuries</li> <li>Ironstone railways and the birth of Middlesbrough as a hotbed of industry: population graphs and national records.</li> <li>How did different industries of other areas compare? <ul style="list-style-type: none"> <li>Bradford—wool</li> <li>St Helens—glass</li> <li>Staffordshire — pottery</li> </ul> </li> <li>How was the local area affected by changes in industry?</li> <li>In addition to subject related vocabulary – continuity, social, religious, political,</li> </ul> | <ul style="list-style-type: none"> <li>Double page spread (or similar) outlining local mining, its benefits on the local area and its impact.</li> <li>Compare and contrast table.</li> <li>Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</li> </ul> |