



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 – key stages 1 and 2
- 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.



Girlington Primary School History Curriculum

	Chronological Understanding	Historical Knowledge	Interpretation	Historical Enquiry
Year 1	<p>I can sequence some events from my own life in order.</p> <p>I can make some comments about things from the past that have happened to me.</p> <p>I can describe memories of key events in people's lives.</p> <p>I can sequence some events in order.</p>	<p>I can recognise the difference between past and present in my own and others' lives.</p> <p>I can recount stories from the past.</p> <p>I can recognise the difference between past and present.</p> <p>I know places change over time.</p> <p>I can begin to compare historical periods with life today.</p>	<p>I can pick out information about the past from sources like pictures, artefacts and stories.</p>	<p>I can find out answers to simple questions about the past from sources of information, e.g. artefacts.</p> <p>I can talk, act, draw and write my ideas.</p>
Year 2	<p>I can plot key events in a significant individual's life in order.</p> <p>I can compare exploration from the past and to the 20th century.</p>	<p>I know some historical figures and understand why they were significant.</p> <p>I can begin to compare historical periods with life today.</p> <p>I know how these explorers have influenced others after them.</p>	<p>I can compare pictures or photographs of people or events in the past with now.</p>	<p>I can represent the past in different ways.</p> <p>I can use a source/artefact to answer questions about the past in the basis of observations.</p>
Year 3	<p>I can place the time period studied on a timeline.</p> <p>I can begin to use dates and terms related to the period of study.</p> <p>I can sequence events and artefacts.</p>	<p>I know about some everyday aspects of people's lives from different time periods.</p> <p>I know some historical figures and understand why they were important.</p> <p>I can compare historical periods with life today.</p>	<p>I can identify and give reasons for different ways the past it represented.</p>	<p>I can use a source/artefact to answer questions about the past on the basis of observations.</p> <p>I can represent the past in different ways.</p> <p>I can use a range of sources to find about a period.</p> <p>I can begin to select and record relevant information from non-fiction text, online resources and other sources.</p>



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<p>Year 4</p>	<p>I can place events from the time period studied on a timeline.</p> <p>I can use dates and terms related to the period of study.</p> <p>I can sequence events and artefacts.</p> <p>I can make comparisons between different time periods.</p> <p>I can use more complex terms e.g. BC/AD.</p>	<p>I can identify key features and events of a time studied.</p> <p>I know about some everyday aspects of people's lives from different time periods and can compare them.</p> <p>I can describe and compare historical periods with life today</p>	<p>I can begin to evaluate the usefulness of different sources.</p> <p>I can compare information from sources and evaluate how useful they are and the information gained.</p>	<p>I can use a range of sources to find out about a period.</p> <p>I can use evidence to build up a clearer picture about past events.</p> <p>I can ask a variety of questions.</p>
<p>Year 5</p>	<p>I use relevant dates and terms related to the period of study.</p> <p>I can place events from the time period studied on a timeline with increasing confidence.</p> <p>I use relevant dates and terms related to the period of study.</p>	<p>I can describe changes within and between periods and societies studied.</p> <p>I can compare an aspect of life with the same aspect in another life.</p> <p>I can examine causes and results of great events and the impact on people.</p>	<p>I can offer some reasons for different versions of events.</p> <p>I can begin to compare accounts of events from different sources.</p> <p>I can analyse the reliability of primary and secondary sources of evidence.</p>	<p>I can ask a variety of questions.</p> <p>I can use the library and internet for research independently with a given brief.</p> <p>I can begin to discuss primary and secondary sources.</p>
<p>Year 6</p>	<p>I can position time periods studies to other time periods taught across the school.</p> <p>I can make more considered comparisons between a growing range of different time periods.</p> <p>I can place events from the time period studied on a timeline with increasing confidence.</p> <p>I can use relevant dates and terms related to the period of study.</p>	<p>I can examine causes and results of significant events and the impact on people.</p> <p>I can describe changes within and between periods and societies studied.</p> <p>I can compare an aspect of life with the same aspect in another life.</p>	<p>I can link sources and work out how conclusions were arrived at.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can offer reasons for different versions of events.</p> <p>I can begin to compare accounts of events from different sources.</p>	<p>I can begin to discuss primary and secondary sources.</p> <p>I can begin to bring knowledge gathered from several sources together in a fluent account.</p> <p>I can discuss the relevance of primary and secondary sources.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p>



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Year 1

Term	Autumn 1 and 2	Spring 1	Summer 1 and 2
Prior EYFS Learning	Notice differences between people – understanding the World Maths – Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.		Understanding the World – Comment on images of familiar situations in the past. Maths – Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.
Topic	Childhood history This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. Significant people – Queen II. Significant event – Significant events in their own personal life, Charles III coronation, Elizabeth II coronation and death.	Bright Lights Big City – Geography driver subject. Pupils to learn about the UK's bustling capital city. This project develops children's knowledge of key locations, transport, the Royal Family, contrasting places and events that have shaped London's past. Significant event – Great Fire of London.	School days This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today. Significant people – Queen Victoria and Margaret McMillan. Significant events – the law being changed so all children can go to school.
National Curriculum Subject Content			
Chronological understanding	I can sequence some events from my own life in order. I can make some comments about things from the past that have happened to me. I can describe memories of key events in people's lives. I can describe memories of key events in people's lives (Queen Elizabeth II).	I can sequence some events in order.	I can sequence some events in order. I can make comments about things from the past that have happened to me.
Historical knowledge <i>compare, link and evaluate</i>	I can recognise the difference between past and present in my own and others' lives. I can recount stories from the past.	I can recount stories from the past. I know places change over time.	I can recognise the difference between past and present regarding my school and area. I know places change over time. I can begin to compare historical periods with life today.
Interpretation <i>Ask, discuss, explain</i>	I can pick out information about the past from sources like pictures, artefacts and stories.	I can pick out information about the past from sources like pictures, artefacts and stories.	I can pick out information about the past from sources like pictures, artefacts and stories.
Enquiry	I can find out answers to simple questions about the past from sources of information, e.g. artefacts. I can talk, draw and write my ideas.	I can find out answers to simple questions about the past from sources of information, e.g. artefacts. I can talk, act, draw and write my ideas.	I can find out answers to simple questions about the past from sources of information, e.g. artefacts. I can talk, draw and write my ideas.
Outcomes and activities	This is the first history unit in year 1 and builds the concept of change in history. It is planned to inspire pupils' curiosity to know more about the past. They will make connections in relation to similarities and differences with their own experience and the past (within living memory) regarding toys and childhood.	There are lessons within this geography unit that focus on the Great Fire of London. This is a significant event beyond living memory that is significant nationally. In this we aim for pupils to use parts of stories to show that they know and understand key features of events (Great Fire of London). Historical thinking is developed	This history unit teaches children about their own school and locality, both today and locality, both today and in the past. This has been picked to inspire pupils' curiosity to know more about the past as it is linked to their school. They also compare schooling in the Victorian era to their experiences today to prompt historical perspective.

- Know common words and phrases relating to the passing of time so pupils can use them in all history lessons. These words will be explored past, after, a long time ago, a year ago, before, here, last month, last week, last year, many years ago, now, then and yesterday. Teachers to explain and model these words and children to have the opportunity to put these words in a sentence. Address misconceptions as the children vocalise their ideas. Following this initial lesson, opportunities will be in each lesson for children to practice these words and build their understanding of words/phrases relating to time.
- Pupils to know different stages of life linking this to the process of change. The stages of life are babies, toddlers, children, adult and elderly. Pupils to know how interests change through the different stages of life and relevance of toys to a stage of life. Pupils to put the different stages in order. Pupils will then discuss their timeline and use the words relating to time. For example, in the past I was a baby.
- Pupils to know that toys have changed overtime because of technology, interest and fashion. Focus of this lesson is the process of change and for children to ask perceptive questions and think critically. Pupils to share their favourite toy from home and talk about why it is their favourite. Children to look at photographs and artefacts of toys from the past. Children to speak about the differences they can see and speculate as to why.
- To know that important life events include occasions such as birthdays, religious or family celebrations and personal achievements. Focus of this lesson is to use vocabulary relating to the passing of time and to understand the concept of importance which will help them to build the schema of significance in the following years. Children will bring in a photograph or an object that reflects an important life event. Pupils will share and describe their event and why it is important to them. They will consider how long ago the event happened and

through understanding the events that led up to the fire and the changes that were a direct consequence of the fire. This is helping them to develop their thinking of Britain's past and process of change, cause and consequence.

- Pupils look at photos of different photos of London and to be asked – Has London always looked the same? The photos will be a mixture of camera pictures and artist drawings of London. As a starter, pupils to sort out pictures into the past and present. This is to build an understanding of characteristics of the past and present. Pupils to look at artist drawings of the past regarding the Great Fire of London. Pupils to reason why they think there aren't any photos? Teacher to read the book, The Great Fire of London. Pupils to watch an animation of the Great Fire of the London – this will help them to visualise the event. Pupils to plot events in the correct order.
- Content learned - Pupils to know that the location of London on a map of the UK. To know that buildings were mostly made from wood and straw. To know that buildings were very close together. Know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily. Know that people used fire to cook and for light. Know that Thomas Farriner's

- Unit to begin by getting pupils to think about their life. This will help them to find similarities and differences between now and the Victorian era (compare and contrast). Pupils to be exposed to a timeline with the 1950s, Great Fire of London, Victorian era and present day – to help them understand the history learned chronologically. Pupils to know that in the Victorian times the monarch was Queen Victoria. Pupils to know railways and canals were invented/made. Many new inventions became popular – telephone, electric light bulb, motorcars, postcards, bicycle and Christmas cards. Pupils to link that we use some of those inventions now but they look/are different. Pupils to know some people became rich in this era which meant they had servants and wore beautiful clothes. To know children from rich families went to boarding school or were taught at home. To know many people were poor in the Victorian era which meant they lived in small cramped houses. To know many people worked in coal mines and factories – worked long hours for little money. To know children from poor families wore rags and had little food to eat. To know poor children worked to earn money for families. To know that towards the end of the era all children had to go to school. Pupils to compare Victorian life with life today. Pupils to be provided picture prompts about what they have learnt about to sort and discuss.
- Second lesson to focus on schooling in Victorian era. Pupils to begin by recapping what they learnt in the last lesson. Pupils to compare schooling in the Victorian era

describe this using time-related words and phrases.

- Children to order information on a timeline relating to family members. This links to the focus of the lesson, pupils to understand a chronological framework relating to stages of life. Pupils will look at a family tree and be asked questions to aid their understanding and link knowledge to the stages of life learning. For example, which family members do not have children? How do you know? Were grandparents once babies? Pupils to create their own family tree and take it home to see if they can expand. Pupils to compare their family tree. This links to the second focus of the lesson, pupils to understand complexities of people's lives through families being different as well as their own identity through their own family.
- Focus of this lesson is for pupils to know similarities and differences in the way of life and how England has changed. Children to begin the lesson recapping the vocabulary learnt relating to time. Children to be exposed to a timeline that consists of bars representing their life, parents' life and grandparents' life. The aim of this is for children to visually see that their grandparents have lived longer. This is key as it links to events within living memory as some grandparents will be able to discuss the 1950's. Pupils to be told that they are going to look at photos of the past to find information. Pupils to be told this is what some historians do. This will expose them to pictures as source, this exposure in combination to other types of sources in different topics and years will help them to identify different types of sources in year 3. Pupils to be prompted through questions to help them think in a precise way when looking at the photos. For example, what are the children are wearing? What is similar? What is different? Pupils to sort the pictures into two sections – then 1950's and present.
- Focus is continued from above and is developed further. Aim of the lesson is for children to know that places change overtime. Pupils to be prompted to recap differences and similarities between now and the

bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight. Know there was a strong wind, which helped the fire to spread. Know that people tried to stop the fire by pulling down houses (called a firebreak). Know that people tried to put out the fire with simple firefighting equipment including buckets of water but the fire was too strong. Know the River Thames stopped the fire spreading to the South. Know that the fire went on for four days. Know that the fire destroyed many homes and St Paul's Cathedral. Know what a cathedral is and know what St Paul's cathedral looks like now. Know the monarch at the time was called King Charles II. Know that after the fire, he wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding. Know that after the fire, the London Fire Brigade was set up to stop this happening again. Know that a monument was built to remember what happened and the people who died. Know that a monument is something that is built to remember an important event.

with now. Pupils to know that there were many children in Victorian classrooms, boys and girls sat separately, children had to write on slate boards with chalk, teachers were strict and could hit children, school day was longer and there were no school dinners. Activity - pupils to sort out pictures / statements to help prompt thinking and discussion. Statements – bare class with lots of children, 30 children in a colourful class, caring teacher, strict teacher, blackboards and chalk, whiteboard and interactive boards, school dinners and no school dinners. This is developing the skill of identifying similarities and differences between ways of life and building the schema of change in history. Pupils to answer the question, 'Think about how school is now. Will it always be like this? Will it change in the future? What might be different?' This will help pupils to develop their schema of change in history which will be built on throughout KS1 and KS2 history.

- Victorian artefacts to be used for this lesson (history loan boxes). Focus of the lesson is how historians use artefacts to find out what was happening at that time. Pupils to look at artefacts and learn how we use artefacts to help us find out about the past. Pupils to link Victorian artefacts with the objects we use now. For example, in the Victorian times they have used an abacus to help them count and now we use maths boxes with dials at Girlington Primary School. Children to think about why we use different stuff/equipment to help with developing reasoning and critical thinking. For example, 'Why do we use pen and

1950's. Children to be showed old photos of their local supermarkets in Girlington area and compare it to now. Pupils to look at simplified version of a map and compare it with a simplified map that represents the present. Pupils to look at the differences – teachers to guide the discussion which will focus on cause and effect. This may be through teachers thinking aloud or asking questions depending on the pupils. For example, why do we think there is more car parks? There are more car parks because more people own cars now. This is introducing them to historical concepts which they will focus on explicitly in KS2.

- Focus of this lesson is for pupils to be taught about a significant historical event in England. They will learn about the queen's coronation (within living memory) and the queen's death. The lesson will begin by recapping who was Queen Elizabeth II and what they recollect. Pupils to learn about Elizabeth II's coronation. Pupils to know that a coronation is at the same place for every King and Queen. Pupils to know the Queen Elizabeth II was televised as it was an important occasion in the 1950's. Pupils to learn about King Charles III being coronated. Pupils will look at similarities and differences.
- For the last lesson, the focus will be developing pupils' ability to develop perspective and judgement. This will be done by the enquiry question 'Do you think it was better to be a child in the 1950s than today?' This will prompt pupils to link all their knowledge and learning together. Pupils to use their book and be provided with picture prompts to aid their thinking and reasoning. Pupils to tell each other their answer and why.

paper and not a slate board with chalk?'

- There will be an art project linked to this topic which is weaving. Children to be provided the historical context before weaving. Pupils to learn that sewing, dress-making and knitting was believed to be very important subjects for girls who went to school in the Victorian era. Pupils to know there wasn't many jobs for girls who left school so many became servants in homes of wealthy people. Sewing in the Victorian times fell into two categories – plain work (making and mending) and fancy work (embroidery).
- Pupils to visit Abbey House museum. Pupils will get to see the Victorian era through walking and exploring the authentically recreated shops, pubs and houses.
- Pupils to learn that stories are used to help us find out about the past and to be told they are going to role play to help them learn about the past. Pupils to learn that cursive handwriting was taught, reading, writing, arithmetic and religious education were the main subjects, chanting and copying were the main teaching methods, boys and girls were separated, children were punished if their work was messy or if they were not working hard enough. Pupils to be taught this through accounts of a teacher and pupil. Then pupils to practice writing using copperplate template (Victorian handwriting), use chalk or slate boards and chinks and wear flat caps and bonnets. This role play will help them to compare their schooling with schooling in the Victorian era. Pupils to answer questions such as 'How did you feel in that lesson? Do you think school was better in the Victorian times? Why did children sit in rows? Why did



children use an abacus and not a calculator? Why did boys and girls learn different things? Why did Victorian teachers hit children if they misbehaved? Would you have liked to go to a Victorian school?' These questions to help pupils use parts of the stories and their knowledge to show they know and understand features of events.

- This lesson to focus on learning about Margaret McMillan who is a significant individual in the Victorian era who contributed to national achievements. Pupils to be introduced to the word significant. Pupils to learn/see about Margaret McMillan's journey from New York City in America to Inverness in Scotland on google earth. Pupils to know then she moved to Bradford and was shocked by what she saw in schools such as children going to school without food and children getting ill from dirty schools and homes. Pupils to know that Margaret was part of Bradford School board and wanted to make schools better in Bradford. Pupils to learn that because of Margaret McMillan and her sister a new law was made that schools could give meals to children for free. Pupils to be asked 'How do you think Margaret's thinking was different from other Victorians?' Pupils to know that Margaret McMillan and her sister Rachel moved to London and opened a nursery and believed that the best thing for children was fresh air and play. Pupils to be asked, 'Why do you think there are schools names after Margaret McMillan in Bradford and London?' 'How would life be different without Margaret McMillan?' Pupils to write facts about Margaret Macmillan and her impact.



			<ul style="list-style-type: none">• Pupils within this topic in geography learn about the local area and their school using maps, exploring through touring, using satellite images to identify features. This will be linked to history through learning about Girlington primary school in the past. Pupils to look at photographs of the school as evidence and to learn about the history of Girlington Primary school. Pupils to go on a tour and look at the additions and renovations to the building. Mrs Swales (headteacher) to talk to the pupils about the school's history and including the date of its construction and other important events. Focusing on using common historical vocabulary relating to time throughout the discussion.
Vocabulary	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Topic specific – blouses, pinafore, flat cap, coronation, teenager, elderly, baby, toddler, child and adult.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Topic specific – wood, straw, firebreak, monarch, rebuild, overcrowded and monument	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Topic specific – Victorian, cane, dunce cap, chalkboard, slate board, ink pen, bonnet, flat cap and important.



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Year 2

Term	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Prior EYFS Learning	Understanding the World – compare and contrast characters from stories, including figures from the past.		Understanding the World - talk about the lives of the people around them and their roles in society.
Topic	<p>Movers and Shakers This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p>	<p>Coastlines – Geography driver subject This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire. There are history lessons within this unit focusing on Whitby in the past compared to now, past jobs in Whitby and Captain Cook (significant nationally – explorer).</p>	<p>Magnificent Monarchs This project teaches children about the English and British monarchy from AD 871 to the present day. Children will be using timelines and finding out information about royal palaces, portraits and other historical sources. They will build up an understanding of the monarchs and how they are important to the United Kingdom. They will also research six of the most significant sovereigns. The children will be encouraged to ask historical questions, give their opinions and justify their reasons.</p>
National Curriculum Subject Content			
Chronological understanding	I can plot key events in a significant individual's life in order. Compare exploration from the past and to the 20 th century.	Compare exploration from the past and to the 20 th century.	How monarchs have changed/influenced our world over time.
Historical knowledge <i>Compare, link and evaluate</i>	I know some historical figures and understand why they were significant. I can begin to compare historical periods with life today. I know how these explorers have influenced others after them.	I know how these explorers have influenced others after them. I know some historical figures and understand why they were significant.	I can begin to compare historical periods with life today. I know some historical figures and understand why they were important.
Interpretation Ask, discuss, explain	I can compare pictures or photographs of people or events in the past with now.	I can compare pictures or photographs of people or events in the past with now.	I can compare pictures or photographs of people or events in the past with now.
Enquiry	I can use a source/artefact to answer questions about the past in the basis of observations.	I can use a source/artefact to answer questions about the past in the basis of observations.	I can represent the past in different ways. I can use a source/artefact to answer questions about the past in the basis of observations.
Outcomes and activities	This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance. This links to learning about events and achievements within and beyond living memory that are significant nationally and globally and where appropriate reveal aspects of change. This topic links with comparing aspects of life in different periods. Pupils learn about methods of historical enquiry	<ul style="list-style-type: none"> Lesson to begin by recapping what an explorer is and what they can remember about explorers they have studied before. Pupils to learn about Captain Cook. Pupils to know that he lived near Whitby, he sailed and learned to draw maps and 	This project teaches children about the English and British monarchy from AD 871 to the present day. Children will be using timelines and finding out information about royal palaces, portraits and other historical sources. They will build up an understanding of the monarchs and how they are important to the United Kingdom. They will also research four significant sovereigns. The children will be encouraged to ask historical questions, give their opinions and justify their reasons.

through focusing on the diamond method. This topic is picked also to inspire pupils about careers and what they can achieve.

- First lesson to focus on vocabulary for the unit. Pupils to focus on the vocabulary - famous, explorer, scientist, artist and monarchs and activist and what they might do. Pupils to look at images (Roald Amundsen, King Henry I, David Hockney and Emmeline Pankhurst) and work out what they are (sorting) – related to the vocabulary.
- Pupils to recap the vocabulary learnt and to be told this lesson is focusing on significant explorers. Focus of this lesson is learning about events/achievements that are significant globally. Pupil to understand what significant means. Pupils to learn about Christopher Columbus (beyond living memory), Roald Amundsen and Neil Armstrong (within living memory). This to be placed on KS1 timeline format so pupils know chronologically what happened first etc with history content in year 1 being labelled – 1950s and Victorians. Pupils to know Neil Armstrong was the first person to discover/explore the Moon, Roald Amundsen first person to explore/discover South Pole and Christopher Columbus explored America. Pupils to know these events were significant globally. Pupils to be asked, 'Why their discoveries were important?' 'How discoveries changed over time?' Children to discuss and reason with each other in relation to the questions above. This is adding to the schema developed in Year 1 regarding change and technology in relation to time.
- This takes over two lessons which takes a deeper dive on Christopher Columbus. Pupils begin by recapping what they remember and build on the answers of their peers. Pupils to be told we can learn about history from artwork. Pupils to look at artwork to find out about Christopher Columbus (pictures show Christopher Columbus

steer the ship by using where the stars were at night. Pupils to know that he joined the royal navy and became an excellent sailor and map-maker and was asked to go on a voyage. Pupils to know that he sailed across the world's largest sea – Pacific Ocean to discover new land. To know that he set sail on a very large ship called the Endeavour - which was built in Whitby. To know he visited unknown places at that time (Tahiti, Hawaii and New Zealand). To know when he came back, he was celebrated as a hero and everyone was very interested in where he had been and the new detailed maps. To know that his written journals and maps are still used by some scientists today. To know there are many streets and statues named after him across the world. Pupils to be asked 'Why is Captain Cook significant? What is his connection to Whitby? Why do you think the people of Whitby build a statue of Captain Cook? What is his connection to Whitby? How else do people of Whitby remember Captain Cook?'

- First lesson begins introducing the new topic and by prompting prior learning in Year 1 - relating to King Charles and Queen Elizabeth II. Pupils to remember about Queen Elizabeth's (II) coronation. Pupils to remember what a coronation is and that it takes place in the same building. This lesson focuses on exposing children to the important vocabulary for this topic and building their knowledge regarding this so they can use historical vocabulary. Words that they will learn about is castle, royal, empire, past, present, future, timeline, monarch, kingdom, palace monarchy and hierarchy. This to be completed in a stepped approach of exploring the definition and being exposed to the words in sentences. Pupils to play a matching activity with the definition and the word and to stick this in their book. This will serve as a glossary which pupils will refer back to throughout this topic. Pupils developing a secure understanding of simple historical vocabulary will help pupils to begin the journey of developing historically-grounded understanding of abstract terms in KS2.
- The aim of this lesson is for pupils to understand that timeline shows the order that events happened and developing the idea of a historical period. Pupils to place kings and queens in order on a timeline (simplified numbers going from 1 to 57). Once children have put the monarchs in order pupils to be exposed to the idea of historical time periods that it is years being grouped together due to similarities which could be set of rules, beliefs, technology etc. Pupils then to colour code timeline cards into different historical time periods. The historical time periods are Anglo-Saxon,

ordering people, wearing clothes that depict wealth and Christopher Columbus bowing before the monarch and the monarch giving him something). Pupils to know that Christopher Columbus was born in Italy and worked as a mapmaker in Portugal. Pupils to know that he wanted to make money by selling gold, silk and spices from Japan, India and China and that these countries were called the 'Indies'. Pupils to know that Christopher Columbus thought he could get there quicker by following a different route and so he explained his plan to the King and Queen of Spain. Pupils to know this voyage took two months and he actually reached the Americas but he thought it was the Indies. Pupils to know he brought back items that people haven't seen before such as parrots, corn and chocolate which meant he became riche. Pupils to know he went three more voyages to the Americas. Pupils to know this was significant as he started a time of exploration that lasted for hundreds of years. Pupils to order the events in Christopher Columbus' life focusing on building a coherent narrative.

- This lesson takes a deeper dive on Neil Armstrong's life and discovery. Pupils to know that Neil Armstrong was born in 1930 and be shown a timeline which makes it clear and Neil Armstrong and Christopher Columbus were alive in different periods of history. Pupils to know no one had been to the moon. Pupils to know Neil Armstrong studied for seven years to be an astronaut. Pupils to know that it took Neil Armstrong and his team three days to reach the Moon. Pupils to know he was the first person to step out onto the moon, placed a flag of United States of America and carried out experiments. Pupils to know that Neil Armstrong discovered it was possible to travel to the moon and walk on its surface. Pupils to know this was significant as it

- This lesson has a geography objective however, history thinking is developed through children being exposed to the same place changing over time. This is building on from Year 1 where they learnt about their local area. Pupils to look at pictures of Whitby now and in the past. Pupils to be asked, 'Which shows the past? 'Can you explain why you think that? What clues did you notice? How can you tell it was past or present? How has Whitby changed?' Pupils to talk about changes in transport, shops, what people wore, the materials things are made of and what people do for fun.
- This lessons focuses on the historical concept of change in regards to jobs. Pupils to learn about jobs people did in Whitby in the past. To know that people used the sea and physical features of the coastlines and the natural resources around the coast to make a living. Pupils to draw pictures and sentences describing that jobs people did in the past. Pupils to reason why has this changed overtime?

Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of Windsor. Pupils to reflect on 'Did we sequence the monarchs correctly? What was the most challenging aspect of this task? What have we learned in history today?'

- This lesson begins by recapping learning on historical vocabulary. Pupils to focus on new vocabulary such as Year, decade, chronology, period, ruler, rule, power, reign, sovereign and government. This to be completed in a stepped approach of exploring the definition and being exposed to the words in sentences. Pupils to play a matching activity with the definition and the word and to stick this in their book. This will serve as a glossary which pupils will refer back to throughout this topic. Pupils developing a secure understanding of simple historical vocabulary will help pupils to begin the journey of developing historically-grounded understanding of abstract terms in KS2.
- In this lesson, pupils to focus on six significant monarchs – Henry VIII, Elizabeth I, Elizabeth II, William the Conqueror, Alfred the Great and Queen Victoria. Pupils to be put in order from 1 to 6 – original dates to be put to expose children to dates but they are not expected to order 3 digits and 4 digit numbers in year 2. Pupils to be encouraged to use historical vocabulary whilst ordering and discussing. Pupils to write a simple fact about each monarch. This is to consolidate learning regarding placing people on timelines as they have only ordered events before this.
- This lesson focuses on the historical thinking of a concept changing over time – the

made news all over the world and inspired many people to learn more about space and science and inspired more space explorations. Pupils to be told there is still things we do not know about space. Pupils to create poster about Neil Armstrong and what he achieved. This learning is crucial for the next step in learning.

- This lesson focuses on comparing exploration over time. Pupils to be told that they will be comparing and that historians compare to understand history. Pupils to be reminded that they have compared before in history in year one (pictures on the interactive board to prompt this) – comparing their toys with the past, comparing their school day with the school days in the Victorian era. Pupils to recap what the learnt about the three significant explorers we focused on. Pupils to be asked, 'What similarities can you think of between these explorers (Christopher Columbus and Neil Armstrong)? What differences can you think of?' Teachers to then guide pupils thinking into focusing on the question in a deeper and systematic way. Focusing on destination, transport reasons for the journey, length of journey, discoveries and significance. This will help pupils to focus and develop their historical thinking. Pupils to know that transport was different (Columbus sailed on a ship and Armstrong travelled in a rocket), reasons for travelling is different (Columbus wanted to find a trade route to become rich and Armstrong wanted to land on the moon and represent USA). Pupils to understand life has changed over time due to changes in technology, inventions, land use and new ideas about how things should be done (society). Plenary – pupils to be asked 'What are the differences between exploration now and in the past?' Bringing their knowledge of the world

aspect being focused on is monarchy. This is preparing them for learning in KS2 as they will be focusing on multiple historical concepts. Pupils will be learning and exploring the power of different monarchs over time. Pupils will be prompted to record/ask questions as the lesson continues and answer questions. Lesson to begin by focusing on the scale of power – absolute power, most of the power, some of the power and no power. Pupils to learn about each monarch and discuss and reason how much power each specific monarch had/has. Pupils to know that William the Conqueror had absolute power and what this means (could do whatever he wanted without any rules to stop him). Pupils to know King John had limited power (he was told what to do by other people). Pupils to know King Edward I had formed a 'model' parliament as he asked ordinary people to help him decide certain decisions (most of the power). Pupils to know that Henry VIII had absolute power as he could make laws without parliament. Pupils Pupil to reason if this is most of the power or some of the power. To know that William of Orange and Mary II came on the throne they promised to obey the laws and listen to parliament and was controlled by the parliament. To know that King Charles cannot make any laws but is head of state. Pupils to place the monarchs on a grid relating to the power they had/has to help them reason and think critically to answer the question, 'Who do you think was the most or least powerful monarch?'

- Pupils to learn about Elizabeth I and her impact and her significance on Britain. Pupils to know she made England one of the richest country in Europe. To know that her time is known as the 'golden age'

around them with their knowledge of the past.

- This lesson focuses on pupils learning and using the diamond ranking model to sort items in order of importance. Pupils to learn and know important items go on the top and least important things go on the bottom and what it means when things are on the same level. Pupils to imagine they are explorers are on expedition to explore a new place. Teachers to ask what would you pack to take with you and why? Pupils to look at photos of a map, compass, fresh fruit and mobile phone. Teachers to ask 'What would you take? Why would it be good to take them? What would you not take and why? Pupils to then sort out pictures of compass, map, fresh fruit, mobile phone, chocolate, tent and sleeping bac, camera, water bottle, teddy bear and tinned food using the diamond ranking model. Pupils then to explain and share what they have picked and why it is important. Pupils to notice that everyone had the same pictures but not everyone's diamond ranking model looks the same. Pupils to have the option to change but they must have a reason. Pupils to be told this is the same in history sometimes there are different stories being told about the same historical event as historians might look at a piece of evidence and understand it differently using their historical knowledge and understanding. Historians will look and weigh up the evidence and make an informed decision. This introduces the concept historical enquiry and how there can be contrasting arguments and interpretations of the past in history to pupils preparing them for KS2.
- This lesson focuses on pupils learning about a significant person in their own locality and learning to evaluate a person's actions to work out the historical significance. This builds the foundations for pupils in KS2 to

as she made England very rich, peaceful and encouraged people to explore different things. To know she wanted to keep the peace between Catholics and Protestants. Pupils to know she was intelligent and brave and supported the arts. Pupils to know that this impacted the general public of England and arts flourished (drama, art and poetry). Pupils to know she did not marry and proved that a woman could rule a kingdom alone. Pupils to know that she supported explorers and encouraged science and defeated the Spanish Armada from taking over. This made England very powerful.

- Pupils to learn about Queen Victoria and her impact on Britain. Pupils to know she created a British Empire. Pupils to know under her rule, she supported charities, new technologies and inventions (they should be able to name some from their learning in Year 1 about the Victorians – steam trains, telephone and electricity). To know she wanted the streets of the UK to be clean and thought about the environment.
- Pupils then to compare similarities and differences between Queen Victoria and Queen Elizabeth.
- Pupils to focus on learning about Alfred the Great. Pupils to know that Alfred the Great introduced learning, especially reading and writing in England. Pupils to know he stopped the Vikings from taking over all of England. To know he built forts and walls around towns to people could stay safe from enemies. To know he had books translated from Latin into English so more people could read them. Pupils to discuss the significance and impact of this.
- Pupils to know that Alfred the Great was considered to be wise and brave. Pupils to know that he united the

devise historically valid questions about significance. Pupils learn about Sir Titus Salt and why he is significant. Pupils should have visited Saltaire prior to this lesson and should be reminded about the link to the Victorians which they studied in Year 1. Pupils to be prompted about their prior learning. Pupils are introduced to the Dawson's model which a set of five statements that help historians to decide if a person is historically significant. Pupils to use their knowledge of Sir Titus Salt and evaluate it using the Dawson's model to see if he is historically significant. The five statements are they made big changes in their lifetime, they made a lot of people's lives better or worse, they changed the way people think, their ideas are still used today and they were a very good or very bad role model. Pupils to know that Titus Salt was a rich mill owner who used his money to build a town in Saltaire so workers could live comfortably which was not common at that time. He made sure workers had a nice place to live. This inspired some people such as Mr Cadbury who had a chocolate factory who built a special village for his workers. Pupils to know that Titus Salt improved Bradford by making the air cleaner by reducing pollution. Pupils to know that dirty air is not good and can cause health problems. Some pupils to know that some people did not listen to him but some did and tried to change their factories and mills so that the air was cleaner and better to breathe. Pupils to know lots of buildings that Titus Salt made are still there and lots of people visit the town due to the history. Pupils to be asked questions throughout the lesson to prompt thinking, 'What big changes did Titus Salt make? How did Titus Salt make life better for the people of Bradford? What ideas are still being used today? Was did Titus Salt do that made him a good role model?' Pupils can link his

English Kingdoms and why this was significant. Pupils to know that he valued education and created schools to teach his people. Pupils to reason why this is significant and the impact of the monarch's belief on people.

- Pupils to learn about Henry VIII and his impact on Britain. To know he was powerful, hungry, closed monasteries, allowed people to get divorced, gave ordinary people who were clever and good at what they do power (before you had to be rich to have power), made laws without the parliament and created Church of England.
- Pupils to compare Alfred the Great and Henry VIII.
- Children to recap the four significant monarchs they have been learning about. Pupils to reason about who they think is the most significant monarch. Pupils to use the Dawson's Model to scaffold their historical thinking.

idea of making air cleaner to the current clean air zone in Bradford as they would have seen road signage about this.

- The aim of the lesson is for pupils to learn about Rosa Parks who is a significant individual who has contributed to international achievements. Pupils to begin the lesson by recapping the word activist and what might they do. Pupils to think of questions they would like to find out about Rosa Parks. Pupils to know Rosa Parks was an activist, she gave speeches and led protests. Pupils to know that Rosa Parks wanted every person to be treated kindly and fairly, no matter what their skin colour was. Pupils to know at that time, black children lived separate lives to white children. Pupils to know schools were separated and black children could not share a school with white children. Pupils to know that Rosa Parks saw black people around her be treated differently and black adults were separated and treated differently from white adults too. Pupils to know at that time black people were being made to follow many laws that weren't fair and were not allowed to use the same buildings as white people. Pupils to know that Rosa Parks decided not to give up her seat to a white person on a bus and that she was arrested and jailed for breaking the rules. Pupils to know black people across the city heard about this and started to protest. Pupils to know black people stopped riding on the buses for a year until the law was changed. Pupils to know some people didn't want the laws to change and were angry at Rosa Parks for wanting change and threatened to hurt her. Pupils to know she moved and kept giving speeches and leading protests for fair jobs, equality and for voting rights. Pupils to know that she is still remembered today for her bravery and actions that changed how life was for the better. Pupils to be asked to

reflect on their thinking whilst this lesson is taking place and their opinions. Pupils to link this to any protests and campaigning they see now (environmental rights and teacher strikes). Pupils to create a poster about Rosa Parks and her significant achievements. Questions to guide thinking – Why is Rosa Parks significant? What did she do? What big change did she make happen? How did she help people? Opportunities to link this to British Values and values of Girlington Primary School and protected characteristics. This learning to be added to the timeline so they can build a coherent chronological understanding.

- This lesson focuses on Emmeline Pankhurst (activist), pupils to distinguish between a fact and opinion and looking at how we find out about the past. Pupils to learn that a fact is something that is true and an opinion is a thought or belief. Pupils to be exposed to examples of facts and opinion and for them to create sentences that are facts and opinions. Pupils to sort statements into facts and opinions as a class to tackle any misconceptions so the learning can take place. Pupils to know when historians are sorting through information, they have to think carefully about whether they are reading a fact or an opinion. Pupils to know this information can be through clues in photos, pictures, objects, artwork and writing from the past to find evidence about the facts. Pupils to be shown a black and white photo of women campaigning for voting rights. Pupils to deduce information from the photo such as there are six women in the photo stood in the streets, they are holding signs which say votes for women and the sign says there is a meeting on Monday 25th November. Pupils to be asked, 'What do the clues tell us?' This is introducing children to the methods of enquiry and how



evidence is used rigorously to make historical claims for learning in KS2. Whilst learning about Emmeline Pankhurst, pupils to offer their opinions about what they are learning to begin to develop their perspective and judgement about what has happened in the past. Pupils to know that Emmeline Pankhurst was born in Manchester and she started to campaign for votes for women as women were not allowed to vote (links to year 4 learning about democracy). Pupils to know she set up a group for women who had the same beliefs and members of this group were named suffragettes. Pupils to know suffragettes marched in the streets, published newspaper and made speeches and some suffragettes interrupted meetings, broke windows and went on hunger strikes. Pupils to know that many people in England were shocked by this behaviour and Emmeline and other suffragettes were arrested for protesting. Pupils to know she went to prison many times but she never stopped fighting for women's rights. Pupils to know that World War 1 broke out so Emmeline started to use her time and effort to help by doing jobs that only men had been allowed to do as men were fighting in the war. Pupils to know now women were allowed to drive trains and work in factories. After the First World War Ended, people decided Emmeline and the suffragettes were right. Pupils to know that after the war women were allowed to vote if they were over 30 years old. Pupils to know this was still unequal as voting age for men was 21 years old. Pupils to know years later, the law was changed again so the voting age for women was 21 years old. Pupils to sort statements relating to what they have learnt and discussed about into facts and opinions.

- In this lesson, pupils will be exposed to current day activists (Marcus Rashford and Malala



Yousafzai) to help pupils in a following lesson to be able compare and contrast activists in the past. Marcus Rashford has been picked as his activism is related to children and schooling. Malala Yousafzai has been chosen as it is a significant activist who has a similar background to the majority of pupils who attend Girlington Primary school. Pupils to know that Marcus Rashford is a famous footballer and that when he was growing up his family didn't always have enough money to buy food and that his mum was often worried about this. To know that Marcus Rashford had to go to food banks and that he had a school dinner every day which his mum did not have to pay for. To know that Marcus Rashford is successful and helps a lot of people now who do not have enough money by giving gifts to the homeless. Pupils to know when the covid pandemic started lots of children stopped going to school and had to learn at home. Pupils to know that this meant children who usually had free school dinners might be hungry at home if their families did not have enough money. To know that Marcus Rashford started working with a charity that gave people food. Pupils to know Marcus Rashford wrote a letter to the prime minister asking them to make sure they helped children get enough food, Pupils to know Marcus Rashford started a petition asking for more money to be given to feed children. Pupils to know petition is a document that people add their names to, asking for something to happen or change. Pupils to know that the Queen gave Marcus Rashford a special award to say thank you for helping so many people. Pupils to know that Malala Yousafzai is also an activist. Pupils to know that she grew up in Pakistan and was stopped going to school by the Taliban who wanted girls not to go to schools because they are

girls. Pupils to know Malala went to a school run by her father who believed that girls have a right to education and to go to school. Pupils to know that Malala spoke about this issue even though it was dangerous. Pupils to know Malala was shot by the Taliban and had to fly to the UK to get treatment as it was dangerous for her to live in Pakistan, Pupils to know that she still campaigns about education rights for girls and received the Nobel Peace Prize. Pupils to think about the four significant activists that they have learned about and write what they did, why did they do it and what made them want to change how life was? Plenary - pupils to reflect and answer these questions- Why are these activists important? How did they help people? How did they make people's lives better? Do you think they are good role models? This lesson introduces the concept of history helping pupils to understand the complexity of people's lives, the process of change, how societies can be different and relationships between different groups of people. This will be further explored and focused on in KS2 explicitly.

- In this lesson, pupils use the Dawson Model and the Diamond Ranking Method to consolidate their learning and compare explorers and activists. Lesson begins by recapping the two historical methods relating to significance. Pupils to use the Dawson's Model checklist in relation to Christopher Columbus, Neil Armstrong, Emmeline Pankhurst and Rosa Parks to consolidate what makes a historical figure significant. Pupils to then use the Diamond Ranking Model to reason who they think is the most significant and why. This prompts pupils to begin to develop their historical judgement and perspective.



Girlington Primary School History Curriculum

Vocabulary	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Topic specific – discovery, spices, ranking, items, explore, explorer, similarities, mill, factories, rich, wealthy differences, technology, map, fairly, equally, compass, king/queen, activist, significant and voyage.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Topic specific – past, shipbuilder, fisherman, herring, transport, shops, compare, changed, same, factory and jet worker.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Topic specific – monarch, castle, empire, past, present, future, government, timeline, kingdom, palace, monarchy, royal and reign.
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Girlington Primary School History Curriculum

Year 3

Term	Autumn 1 and 2	Summer 1 and 2
Prior EYFS Learning	Understanding the World – Talk about the lives of the people around them and their roles in society.	Understanding the World – Talk about the lives of the people around them and their roles in society.
Topic	Through the Ages This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.	Empires and Emperors This project teaches pupils about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.
National Curriculum Subject Content		
Chronological understanding	I can place the time period studied on a timeline. I can begin to use dates and terms related to the period of study. I can sequence events and artefacts.	I can place the time period studied on a timeline. I can begin to use dates and terms related to the period of study. I can sequence events and artefacts.
Historical knowledge <i>Compare, link and evaluate</i>	I know about some everyday aspects of people's lives from different time periods. I know some historical figures and understand why there were important. I can compare historical periods with life today.	I know about some everyday aspects of people's lives from different time periods. I know some historical figures and understand why there were important. I can compare historical periods with life today.
Interpretation <i>Ask, discuss, explain</i>	I can identify and give reasons for different ways the past it represented.	I can identify and give reasons for different ways the past it represented.
Enquiry	I can use a source/artefact to answer questions about the past on the basis of observations. I can represent the past in different ways.	I can use a range of sources to find about a period. I can begin to select and record relevant information from non-fiction text, online resources and other sources.
Outcomes and activities –	•	•
Activities	This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement. Pupils to know and understand how Britain has been influenced by the wider world through the introduction of bronze. This is the beginning of the pre-history topics. This topic introduces the idea of hunter-gathers and aspects of Mesolithic life such as.... This topic also introduces the term 'archaeologist' and this term will be used again in the next topic – The Romans, Anglo-Saxon and the Vikings (Y4), Ancient Egypt (Y4), Indus Valley (Y4), Ancient Sumer (Y4), Shang Dynasty (Y5), Ancient Greece (Y5) and.	<ul style="list-style-type: none"> Aim of this lesson is for pupils to weigh up arguments and sift judgements. Pupils to recap prior history taught using the timeline – what do we know already? Pupils to be provided with image prompts of history they have learnt. The Roman empire to be added to the timeline and comparing other historical events they have learnt about. Pupils to explore at pictures of Roman artefacts around the room, focusing on what it was made out of and why. Pupils in groups to observe the Roman gallery with the focus questions – What is it made for? What was it used for? This will help them share their different arguments about what the artefact is used for and sift judgements. The artefacts are stylus, Roman helmet called galea, large jar called amphara, metal shackles, golden coins, relief carving, metal pin, mosaic, bronze scraper

This topic has the enquiry question – Would you rather live in the Stone Age, Bronze Age or the Iron Age? This question is referred to at the end of each lesson.

- Create their own prehistoric timeline.
- This lesson focuses on pupils understanding historical vocabulary (related to time) so they can use and apply it and understand timelines. Pupils are introduced to BC and BCE for the first time. The vocabulary explored is era, circa, prehistory, pre-historic, Stone Age, Iron Age, Bronze Age, century, millennia, BC, AD, BCE and CE. Pupils will plot previous learning onto a timeline. Pupils will be plotting - Rosa Parks, Emmeline Pankhurst, Neil Armstrong, Christopher Columbus, Captain Cook, Alfred the Great, Queen Elizabeth I, Queen Elizabeth II, Henry VIII, Queen Victoria and the Great Fire of London. Pupils to look at the book 'A Street Over Time' to explore the earliest time we know about the Stone Age. Pupils to look at pictures in the book and discuss what they notice about how they live. Pupils to then create a timeline of the three ages – Stone Age, Bronze Age and Iron Age. This will help them to realise the scale of the time period and how further back it is in history and in relation of what they have learnt. Aim of this is to understand the concept of BC/BCE and be able to understand their previous learning in relation to what they will be learning about. They will be introduced to the KS2 timeline (which is used for each year in KS2).
- Pupils will have a day of learning history with an expert. In this day they will explore how life changed throughout the Stone Age, Bronze Age and Iron Age. Pupils will spend a session looking and examining pictures of cave paintings. Pupils will be told this told historians about life in the Stone Age. Pupils will examine cave paintings to deduce Identify stone age settlements on the map.
- The aim of this lesson, is for pupils to make deductions and draw conclusions from a historical source (artefact) and think about the reliability of the source. Pupils are exposed to the word settlements for the first time. Pupils to know a settlement is a place where people live. Pupils are exposed to a map with arrows to Stone Age settlements (Skara Brae, Kilmartin Glens, Thornhill, Pontnewydd Cave, Clegyr Boia, Aveline's Hole, Carn Brea, Gough's cave, Durrington Walls, Avebury, Kingsmead quarry, Creswell Crags, Star Carr, Thornborough Henges, Howick and Carnoustie). Pupils to be asked questions for children to work out the pattern of these settlements (near the coast). Pupils look at a photograph of Skara Brae and note down perceptive questions they want to find out the answer to. Teachers will prompt

– strigil, called fibula and Roman god of war – Mars. Pupils then to be told what each artefact is and what it was used for. Pupils to know that the stylus is made from metal which has a blunt and a sharp end. The blunt end was used for rubbing. To know children used a stylus and a wax tablet in school when they were learning to write. To know the Roman helmet was made from iron and shaped to protect a soldier's head and neck. To know that the large jar was designed to carry liquids over long distances and easy to hold whilst pouring the liquid. To know that the metal shackles were made to fit around the ankles of slaves so they could not escape. To know many different coins of different shapes and designs were found over the Roman empire. To know the picture of the coin shows a portrait of the Emperor Trajan and on the other side shows the emperor riding a horse. To know the pin was used for pinning the clothing of Roman women. To know the figurine of the Roman God was used in a shrine at home for asking the gods for help. To know the strigil was used when people visited the public baths as people did not use soap to wash. To know they used rubbed oil and sand over there bodies and scraped off the oil, dirt and sweat. Pupils in groups to present the findings to each other regarding – what did we think the artefact was, what we thought it was made from and why, what do we know now and if our prediction was correct.

- Aim of this lesson is for pupils to think about the reliability of a source and develop their historical perspective. Pupils to break down the word reliability so they can use this word. Pupils to read two different versions of the founding of Rome. Explore the work reliability and ask the pupils to decide if the historian or the mythological version is more reliable. Pupils to reflect on if they should believe every historical source they read. Pupils to know that there can be different versions of one event. Pupils to know one version is a myth and was most likely believed by Romans as they believed in demi-Gods. Pupils to decide which account they believe is most likely to be true and why.
- History day with expert. Pupils will explore and handle different Roman artefact and discuss what they teach us about the Romans. Use Roman writing and how they were the founders of the Latin language. Explain how this helped us to have a better understand of Roman life.
- Aim of this lesson is for pupils to develop their judgement and sift arguments regarding significance. Pupils to know that an emperor is a male ruler of an empire and are often higher in ranking than kings and have more power. Pupils to know that Roman emperors could command the army to invade and conquer new

through questioning during this to develop historical thinking. Pupils to look at the photo of Skara Brae and work out what they think the things were used for and what it taught us about life in the Stone Age. Pupils to know that the Skara Brae is a Neolithic settlement in Scotland, weather is wet and windy so the people living there must have needed to be warm. To know this settlement was buried in sand and soil over the years. To know a storm in 1850 (added to the class KS2 timeline) blew some of the sand and soil away so some parts were visible. To know it was fully excavated by archaeologists between 1928 and 1930. To know this settlement was extremely protected by sand and soil which meant it was the best-preserved Neolithic settlement in England. To know this is excellent for historians as it contained many clues about how historians lived. To know that historians were not sure which time period it was from so they used a scientific technique to find out. To know that Skara Brae provides clues that the way people in the Stone Age lived. Pupils to know that there was a bed, fire to keep warm, near the sea and to know that not everyone was nomadic.

- This lesson focuses on pupils building a schema around the use of inventions making life better and easier (this is revisited in Ancient Sumer, Ancient Egypt and Indus Valley Y4) and process of change. Pupils to compare Stone Age tools and to be told that archaeologists did this to understand how they changed and developed over time. Pupils to know that the Stone Age period almost lasted 200 million years and that it has been divided into three sections by historians. To know that the three stages are Palaeolithic (paleo – early), Mesolithic (meso – middle) and Neolithic (neo – new). Pupils to know that tools during the Palaeolithic were simple and mostly made of stone, bone and wood. Pupils to know tools became more complex as pupils developed new skills and formed new ideas. To know this made tasks like hunting, chopping and digger easier. Pupils to know that this meant there was more food available and humans could build more permanent shelters. The tools focused on are hand axe, spear, scraper and hammerstone. These tools are Palaeolithic and children to know humans were just beginning to make tools. Pupils to focus on bow and arrow from the Mesolithic tools and to find out that toolmaking skills of the early humans progressed. Pupils to focus on the axe, arrowhead, spearhead, hammer and chisel from the Neolithic tools. Pupils to find out that toolmaking skills were honed to make improvements i.e. stones being polished to make them sharper and stones being fastened onto handles. Pupils to compare

land, choose senators and decide whether to follow their advice and decide how to spend public money. To know that some emperors were popular with the people and the army. To know that Trajan built roads, bridges and monuments that still stand today and is believed to be popular. To know some emperors were unpopular and selfish. To know Commodus had little interest in the empire and army. To know he liked to fight wounded soldiers and murdered families if he felt they were too rich and popular. Pupils to explore different emperors – Hadrian, Claudius, Tiberius, Nero, Constantine, Commodus, Claudius, Trajan, Caligula and Augustus. Pupils will know the length of reign, number in relation to the others, and significance of each one. Pupils will then recap the Dawson's model and how it is used by historians to help them decide if a person is historically significant. The model is a set of five statements – they made big changes in their lifetime, they made a lot of people's lives worse or better, they changed the way people thought, their ideas are still used today and they were a very good or bad role model. Pupils will use this model to help them decide. Pupils to use this knowledge to decide which one is the most significant and why. Pupils to use the diamond method to rank the emperors in regards to significance and explain who they think is the most significant and why. Pupils to explain who they think is the least significant and why.

- Aim of this lesson is for pupils to understand the hierarchy in Roman society and research what life would be like in each section. This will help them to develop an understanding of what life would like in that period. Pupils to know that hierarchy refers to how people are ranked. Pupils to know that people were usually born into a group and couldn't move from it during their lifetime. Pupils to know the two groups were upper and lower class. Pupils to work in groups to become an expert on a type of group relating to the hierarchy system. Pupils then to find information from each other to fill their information. To know that the class determined which jobs they could do, how important they were and the clothes they could wear. Pupils to know that the emperor, patricians and equites were upper class. To know that slaves, plebeians and freed people were lower class. To know that the emperor was at the top, was a patrician who was chosen to rule over the empire, he had absolute power and was allowed to wear a purple toga. To know patricians were the wealthiest and most powerful citizens, well educated, could own property, many were elected into the senate and some were commanders of Roman army legion. To know that equites were upper class businessmen,

the tools throughout the Stone Age and discover how they improved throughout. Pupils will sort the tools into the correct stages and discuss how they improved. Pupils will reason to answer the questions – which do you think was the best tool and why?

- The aim of this lesson is for pupils to make deductions and draw conclusions about the Cheddar Man by looking at the evidence. Pupils to have an enquiry question for the lesson – what does the Cheddar man teach us about the Stone Age? Pupils to look at evidence around the room. Evidence one (place of discovery) tells pupils about where Cheddar man was found – Cheddar Gorge in Somerset in 1903. Teachers to plot this on their class timeline. Pupils to know that 10,000 years ago Cheddar Gorge would have looked different and would have been a source of food, water and shelter for the hunter-gathers. Pupils to know that archaeologists do not know why Cheddar Man was in the cave. This is important and will be emphasised by teachers for pupils to understand that some parts of history are known as exact facts whilst some we do not know and can be provisional. Pupils to know he could have had an accident, died from natural causes, or other people may have buried him there. Evidence two is a photo of the Cheddar's man skull and writing to go with it. Pupils to know that he was in his twenties and around 168 cm tall. Pupils to know that we know this by radiocarbon testing which tells us he is about 10,000 years old and this means he is Mesolithic. Pupils to know that he had a hole above his eye socket, which may have been caused by bone disease or injury or the skull could have been damaged during the excavation. This is again exposing them to the concept that some parts of history are known as exact facts whilst some we do not know and can be provisional. Evidence three and four (genetic analysis) is a reconstruction of the Cheddar Man and explains his genes. Pupils to know Cheddar Man had wavy hair, blue or green eyes, dark or black skin. Pupils to know that archaeologists have found the remains of dark-skinned blue-eyed Europeans from the Mesolithic in Spain and Hungary. This tells us that it is not unusual in Europe in the Stone Age that colouring of the skin was darker and that people who lived here thousands of years ago migrated from Africa and populated Europe. This will link to future history learning regarding migration. Pupils to know the maps now do not represent how the world was 10,000 years ago. Pupils to know with advancements in technology we are able to reconstruct what we think he looks like with the evidence we have. Pupils to know this was shocking as many

government workers, and high-ranking leaders in the Roman army. To know they could own property and a horse and males were allowed to wear a toga with narrow purple stripe and gold ring. To know that plebeians were ordinary, free citizens of Rome or legionary soldiers in the Roman army. To know they had rights, could vote and had variety of jobs. To know that freed people were slaves who had either bought their freedom or had been released by their owners and had the same rights as plebeians. To know that slaves were at the bottom and had no rights and freedom. To know they could be bought and sold and that they worked very hard and some were treated cruelly. Pupils at the end to reflect on what life was like for each group.

- Aim of this lesson is for pupils to have a clear narrative and understanding of why the Roman army was successful and know that the army was a key part of the Roman empire. Pupils to know that the Roman empire was very successful due to the army. Research the question “Why were the Roman army so successful?” Children to use books, videos and decide create a mind map of all the reasons why the Roman army were successful. To know the Roman army was successful because it was well structured and a hierarchy where everyone followed the commands of higher-ranking soldiers and officers. To know only men could be in the Roman Army and there were two main types of Roman soldiers: legionaries and auxiliaries. To know that the legionaries were the elite soldiers. A legionary had to be over 17 years old and a Roman citizen. To know that every new recruit had to be fighting fit - anyone who was weak or too short was rejected. To know that legionaries signed up for 25 years and were awarded with a piece of land if they survived. Pupils to know that the (legionary) uniform and equipment was effective. To know that they trained regularly and practised moves such as The Turtle, The Wedge, The Repel Cavalry and The Orb. To know that discipline was very harsh and that soldiers were beaten if they did not follow orders. Soldiers who left there post or fell asleep on duty were beaten to death. To know there were awards for bravery such as medals, arm and neck bands. Pupils to explore books to find out more information about the Roman army. Pupils to take the knowledge gained to reflect and answer on what made the Roman army successful. Pupils to know that the structure of the army, size, training, equipment, fear of punishment and rewards made the Roman army successful.
- Aim of this lesson is for pupils to understand the historical concept of cause and consequence. Pupils to break down the word cause and consequence so they can use these words in

people thought he would have had paler skin. Once the pupils have examined the evidence, pupils to answer the enquiry question. Pupils to deduce and draw conclusions about – what many hunter-gathers looked like, he was found in a cave so people in the Stone Age might have lived in caves, people moved from Africa to Britain, that he was healthy and died in his 20s which can mean people died younger and how long ago it was (about 10,000 years).

- Aim of this lesson is for pupils to build their (substantive) knowledge to prepare them for comparing. Pupils to be asked the question – what was life like at the end of the Stone Age? Their learning about the end of the Stone Age will be split into four areas – housing, inventions and jobs and arrival of bronze. This will link with their learning about civilisations in year 4. Pupils to know that end of Neolithic was an important time for human development as they had started to settle in permanent homes and change their ways of life. Pupils to know that at the end – some Neolithic humans began to live in permanent settlements which were stone houses buried mostly underground to protect them from the weather and animals. Pupils to know that humans who lived in settlements started farming wheat and barley. Pupils to know that some kept animals such as pigs, goats, cows and sheep. Pupils to know despite these changes, many humans were still nomadic and travelled the land. They got their food from hunting and gathering. They might have kept few animals to carry their belongings but did not start farming or building settlements. Pupils to know that pottery was invented towards the end which made it easier for them to cook food, boil water and store objects. Pupils to know at the end, humans started to build monuments and stone circles such as Stonehenge. Pupils to know historians believe that these monuments may have been used as landmarks to help nomadic tribes find their way around or as sites for burials or religious rituals. Pupils to know that people who lives in permanent settlements in the Neolithic had more time to practise one task and become skilled. This led to people having specific jobs as before they did everything to help the tribe. Pupils to know that within the settlements that the various roles within the settlements were farming, hunting, crafting tools and pottery. Pupils to know that these roles were important as these items were used in their work and daily live. Pupils to know that Neolithic ended when Beaker Folk arrived in Britain C2500BC. Pupils to know that they brought new metalworking skills and made tools from a metal called bronze. Pupils to know that bronze was a stronger and lighter material than stone. Bronze

this lesson and others. Pupils to read the information about the first Roman invasion of Britain and breakdown the information together. Pupils to highlight the causes and consequences. Pupils to reflect on the statements highlighted and decide whether it is a cause or consequence. Pupils to know that the causes are Caesar wanted to revenge on the Celts because he helped the Gaul fight against the Roman army. To know that another cause was that England was rich in minerals and had good farmland which was desirable for the Romans. Pupils to know that the consequences are that the Roman army invaded and that it was difficult due to the tribal living. Pupils at the end to discuss – if you were a roman emperor would you invade Britain and why?

- The aim of this lesson is for pupils to be exposed to how historians can have different judgements about a historically significant individual and to learn about the power struggle in Britain between the Celts and the Romans. Teachers to discuss the word 'rebellion' with the pupils and write an agreed definition. Pupils to be asked why they think many Celtic tribes tried to rebel against Roman rule. Pupils to learn about Boudicca and the Iceni tribe and the rebellion of Boudicca. Pupils to consider why Boudicca's actions are significant and what they tell us about the struggle for power during this period of invasion. To know that Boudicca was the queen of the Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire in AD 60 or 61. To know we do not know much about Boudicca's early life and what we know of her comes from two Roman historians who wrote about the rebellion a while after. Pupils to be asked how does this impact reliability. To know that the historians wrote that Boudicca's husband died and the Emperor Nero demanded that she step down as the queen and Boudicca refused. To know that she refused and gathered other Celtic tribes to join her and rebel against the Romans. To know she led thousands of Celtic warriors to battle and defeated a Roman region and destroyed Roman settlements of Camulodunum, Londinium and Verulamium, before being defeated herself. Pupils to know that there is a statue of Boudicca on the Westminster Bridge to commemorate the warrior Queen and her rebellion against the Roman rule. Pupils to know that she is represented by historians in different ways. Pupils to explore different representations of Boudicca and think why she is represented in different ways. Pupils to think about - How are they different? Why did people feel differently about it?

tools and weapons were much sharper and more durable than stone tools. Pupils to know that the introduction of bronze was significant event and changed life in Britain forever. Pupils to focus on asking significant questions to develop their historical perspective.

- Focus of this lesson was Identify similarities and differences and draw contrasts between the Stone Age and the Bronze Age. Lesson to begin by pupils recapping the Stone Age. Pupils to watch a small video about the Bronze Age to provide background. Pupils to know that making metal was a significant invention introduced to Britain and changed how they lived. To know that the Beaker people introduced this and know historians call them Beaker people because of the beaker pots. To know that metal meant tools was sharper so more land can be farmed and more crops can grow. This means more people can be fed easily. Pupils to know that people dug in the mines for tin and copper to make bronze. Pupils to look at photos of how historians think homes, settlement, tools, farming, worship, wealth and clothes looked like in the Stone Age and Bronze Age. Pupils to be prompted to think historically by being asked - What do you notice about the pictures? How are they different/similar to the Stone Age? Pupils to discuss similarities and differences and what the changes are. Pupils to decide which parts are different by looking carefully at images (homes, settlements, tools, farming, wealth and clothes). Also decide which parts of life is similar (worship). Pupils at the end to answer - Which would you rather live in and why?
- Focus of this lesson is for pupils to know and understand significant aspects of the Beaker folk and how they influenced Britain. Pupils to focus the enquiry question for the lesson “Why were the Beaker folk important?” Look at evidence and discuss why they were important and how they moved Britain from the Stone age to the Bronze age. Pupils to know that the Beaker folk were an ancient group of people who moved from Europe to Britain c2500 BC. To know they were metalsmiths who brought metal tools, a new pottery style and a new way of life with them. Pupils to know that their arrival marked the end of the Stone Age and the beginning of the Bronze Age. Pupils to know that the archaeologists named these ancient people after the unique bell-shaped beakers. Pupils to know that Beaker culture was a peaceful population and used more land for farming. Pupils to know that Beaker folk burial sites have been found with Bell Beaker pots, weapons and tools inside. Pupils to know beaker folk made objects from metal including weapons, tools and jewellery. To know they started making objects from copper and gold

- The focus of this lesson is for pupils to understand the power struggle between the Romans and the Celts and how this impacted Britain. Pupils to know that by the end of the first century AD, Rome had conquered most of Britannia however they struggled to conquer Caledonia (Scotland). Pupils to know that this was due to the fearsome tribes. Pupils to know that the Romans wanted to conquer Caledonia due to the rich natural resources – lead, silver and gold and that they could make them pay taxes and force people to become slaves. To know the northern Caledonians were called Picts and lived like the Celts before Roman Invasion. This links to their history knowledge gained in autumn term. To know they lived in hillforts and both men and women were skilled in battle. To know that the Romans convinced some of the tribes in southern Caledonia to accept their rules by giving bribes and gifts however, the Picts refused to accept. To know that it was hard to invade due to them living in tribes so could not take over towns, the Caledonian landscapes were covered in mountains and marshes and the weather was cold and wet. This meant the Roman soldiers found it hard to march and fight in Caledonia. To know whilst they were trying to takeover battles were happening elsewhere which meant they could not take a larger army. To know that the Picts knew the landscape so knew where to hid and where to attack from successfully. Pupils to know this meant that the Romans were unsuccessful to conquer the Picts. To know that Hadrian’s wall was built by the Emperor Hadrian at the border as a way to defend their territory. Pupils will research Hadrian’s Wall and understand why it was built.
- Pupils to understand the influence of the Roman empire on England. Pupils recap how the Celts lived in the Iron Age. Pupils will describe the “romanisation” of Britain by looking at the features of a Roman town. Discuss what aspects of a Roman town we would see today. Pupils to know that Roman towns were built in the same grid pattern. To know each town had a central square called a forum and a town hall called a Basilica. To know that Roman towns were surrounded by defensive walls and there was a gate that let people enter and leave. To know that the forum was a marketplace and a general meeting place, where people can spend time with their friends and listen to speeches and debates. To know the basilica is long, rectangular building that was used for legal matters. To know wealthy people lived in bigger houses made from brick or stone on the edge of town. To know that poorer people lived in small wooden houses or in brick apartment buildings. To know there were amphitheatres that were a

but from c2200 BC they learned how to mix copper and tin to make bronze which was a much harder and durable metal than copper. To know that Beaker folk had chiefs who ruled over their communities which was different as before this people in tribes were all equals. Beaker chiefs from one community would trade with another – this is the first example of trading. Pupils to create a mind map with their answers to the enquiry question – why were the Beaker folk important? Examples of what they could write is that they came to Britain with many new ideas, brought a new style of pots, began trading, this communities had leaders to lead new ideas and deals, brought over bronze and were using more land to farm.

- There is an art project linked to this history topic. Children to make their own Beaker pots. Pupils to know that they will be taking inspiration from Bell Beaker Pottery which is a type of prehistoric pottery that was made at the beginning of the Bronze Age. Pupils to know that Bell Beaker pottery first appeared in an area called Iberia in Europe – where Andorra, Portugal, Spain and Gibraltar are today. The Beaker folks were the population that made the pots. Pupils to know they migrated across Europe and took their pottery making skills with them. Pupils to know that Bell Beaker pottery reached Britain around 2500BC – teachers to place this on the class timeline. Pupils to look at images of what historians think the pottery looks like. Pupils to know this was a different style to the pottery that was being made in Britain and were more decorative. To know Bell Beaker pots were shaped like an upside-down bell and have a flared lip. Pupils to know that archaeologists have discovered that Bell Beaker pots were treasured items. Pupils to know that the Beaker folk believed that the dead would need them in their next life, so high status male Beaker males were buried with several Bell Beaker Pots when they died. Pupils to know that these pots were elaborately decorated with repeated patterns consisting of lines, marks and shapes. Pupils to know that they created these patterns by using fingernails, stones, shells, twigs, combs, rope and cord. Pupils to know that archaeologists believe that Beaker folk drank beer from their pots during male feasting ceremonies through examining residue found inside the pots. Teachers to emphasise that evidence is used rigorously to make historical claims.
- Focus of this lesson is for pupils to compare Bronze Age and Iron Age farming (similarities and differences to draw contrasts). Pupils to recap what they know about farming in the Bronze Age? This relates to their learning about the Beaker folk above. Pupils to sort images of

place for entertainment. Entertainment included gladiator fights, wild animal fights and horse events. Pupils to know that temples were built to worship gods and churches were introduced when Christianity was accepted by the Romans in AD 313. Teachers to put this on the timeline. Pupils to know there were Roman baths where people could swim, bath, relax and wash. Pupils to draw a Roman town labelling the feature. Pupils to discuss how this is different to the Celts. Pupils to reflect on – what is similar to towns today? What is different?

- Aim of this lesson is for pupils to understand the influence of the Roman empire on England. Pupils to also develop their understanding how inventions have changed how people live. Pupils will describe the different Roman inventions and how they changed life in Britain. Pupils to know that the Romans brought over roads, stinging nettles, Latin language, fast food, advertising, sewage and plumbing, towns, calendar, currency (coins), certain vegetables (cabbage, peas, carrots and turnips), cats, certain fruit (grapes and pears), bricks, cement and the role of police and firemen. Pupils to order what inventions the Romans brought to England from best to worse. Ask the children to decide which of these inventions had the biggest impact and justify their answers.
- Aim of this lesson is for pupils to understand the influence of the Roman empire on England. Pupils to know that before the Roman Empire, Britain had no proper roads. Pupils to think why the Romans built the roads. Pupils to know that the roads helped the Roman army move quickly from one place to another, better links between places, messages could be sent quickly and supplies can be sent easily to different towns. Pupils to research Roman roads and which of those roads we still use today. The routes explored, the Fosse Way (Exeter to Lincoln), Stane Street (Chichester to London), Dere Street (York to Scotland), Ermine Street (London to York via Lincoln) and Akeman Street (St Albans to Cirencester). Pupils will draw the roman roads on a map and discuss why this changed life in Roman Britain.
- Aim of this lesson is for pupils to understand the diversities of societies and as well as their own identify and culture. Pupils to explore the word “culture” and look at artefacts to see what they tell us about Romano-British culture. Artefacts are the Great Dish, Colchester Vase, Bronze Head, gold and silver rings and carved tombstone. The artefacts reveal religion was important and many artworks depicted gods and later Christian symbols. To know by that feasts were occurred and fine table-wear was used. To know that roman-style entertainment was adopted and gladiators were famous across

farming into present day and Bronze Age. Pupils to watch a video about farming in the Iron Age and read a secondary historical source. Pupils to know that from residue left in pots we know that people farmed and ate wheat, nettles and barley. Pupils to know that they ate sheep, oxen and pigs and we know this by finding frequent bones on Bronze Age sites. Teachers to emphasise how evidence is rigorously used to make historical claims. Pupils to know that Celts knew that iron was stronger and more durable than bronze and was easier to mine. Pupils to know that they made tools from iron which made farming easier and this meant settlements could continue to grow. Pupils to know that iron tipped plough or 'ard' replaced the bronze plough in the Iron Age. The two iron blades could cut through heavier soil, meaning that more land could be farmed. Pupils to know the plough was guided by a farmer and pulled by oxen. Pupils to know this was a significant invention as this meant it could cut through hard soil so farmers could plant crops throughout the year. To know that this meant food production was made more efficient and people could enjoy free time. To know that the Celts used this time to practise crafts and develop their skills. Once they have discovered about the Iron Age and farming within that, they will discuss similarities and differences. Pupils to create a Venn diagram about farming in the Bronze Age and the Iron Age. Pupils to know that the similarities are both grew crops and ploughed the field. Pupils to know that there are differences in the materials that the plough was made from, Iron Age grew crops all year round as the tool was good enough to cut through tough soil, farmers in the Iron Age had more free time. Pupils to be asked a plenary question – how has Iron Age farming impacted farming today? How did it change how we farm today?

- Focus of this lesson is for pupils to think critically and weigh evidence to develop their judgement. Explore an Iron age hoard and what it tells us about the Celts. Pupils to know that an Iron Age hoard is significant archaeological collection of coins, jewellery, precious and scrap metal objects and other valuable items discovered in Great Britain from approximately 8th century BC to the 1st century AD. Pupils to look at images of the Snettisham hoard. Pupils to examine each picture and answer a series of questions to guide and develop their historical thinking. What material is it made from? What was it used for? What clues tell you that it is well made? What condition is it in? Teachers will read and listen to their explanations and feedback if they are guessing or using evidence (what they can see in the picture plus their historical knowledge) to back up their claims.

Europe. To know there were statues of emperors displayed in Britain. To know stylish and expensive jewellery was available in Britannia. To know people created tombstone with carvings to remember the dead. Pupils to annotate pictures of artefacts about what they tell us about Romano-British Culture.

- Aim of this lesson is for pupils to learn about how 'Romanisation' of Britain included beliefs. To know that most Britons before the Romans were pagans and worshipped different gods and spirits. To know that the Romans brought their own beliefs and so many gods. To know that Britons could worship their own gods as long as they were respectful to the Roman ones. Pupils to know that in the second century AD, Christian traders from Rome began to arrive in Britannia and told stories about Jesus. To know that many Britons began to change their religion to Christianity. To know that Roman authorities believed people should worship many Gods so Christianity was banned. To know that Emperor Constantine became a Christian and made Christian legal. Pupils to know 10 years after this, Christianity was the official religion of the Roman Empire. Pupils to describe religion in Roman Britain and how it changed from paganism to Christianity. Plenary – pupils to think and answer - Why did the religion change in Roman Britain? What impact did it have?
- Aim of this lesson is for pupils to combine their learning about the Roman Empire and to compare Roman Britain with the Celts in the Iron age. What has changed? Is it for the better? Pupil to compare art, battles, beliefs, clothing, entertainment, food, houses, language and transport. This is developing their knowledge of comparing and contrasting. Pupils to decide if they would rather live in the Iron Age or Roman Britain and why?
- Pupils to explore Roman art and make their own mosaics. Pupils to know that a mosaic is picture or pattern made from small pieces of colourful stone or other materials. To know mosaics are used to decorate floors, walls, ceilings and precious objects. Pupils to look at images of mosaics from different history periods – Mesoamerican, Mesopotamian, Ancient Greek, Roman, Islamic and modern art. Discuss the difference in styles and why styles change overtime. To know that the wealthy romans used mosaics to decorate their villas. To know that mosaics of gladiators, mythology, nature and animals were popular in the Roman times. To know a key feature of the design were borders. Pupils to put pictures depicting the different styles onto a timeline using the dates to help them.
- This takes place in an English lesson. Aim of this lesson is for pupils to understand the

Pupils to find out that artefacts in the Snettisham hoard was found in Snettisham - Norfolk. Pupils to know that the golden objects in the picture are made from electrum – a mixture of gold, silver and copper. There are rings, bracelets and ingots and coins. Pupils to know an ingot is a block of metal. Pupils to know that a torc is a large metal ring made from a single piece of metal or many pieces of metal twisted together. Pupils to know that some items look better quality than others. Pupils to know that the quality of workmanship of the artefacts is excellent and the designs are very complex for the time that they were made. Pupils to know that threads of metal were twisted around each other in patterns to make some of the torcs. To know that different combinations of gold, silver and copper were mixed together to make each item to either change the colour of the piece or make the metal easier to work with. Pupils to know that the Celts mixed mercury with gold and used this mixture to coat bronze objects and jewellery. Pupils to know this made bronze objects look like solid gold. Pupils to know that it is likely that the Celts learned how to do this from Spanish traders. Teachers to emphasise this and linking how Britain has been influenced by the wider world. Plenary to prompt pupils to ask perceptive questions and inspire pupils' curiosity – What part of your learning did you find most interesting? What do you want to find out more about?

- Focus of this lesson is for pupils to note the changes in Britain and how that tribes attacking tribes meant tribes used the landscape around them to protect themselves. Pupils to look at an interactive map with hillforts labelled across England. Teachers to zoom in and click on the orange buttons to explore some of them. Pupils will realise there are more symbols for hillforts near the south and south-west of England, the west coast of Wales and Scotland and the Scottish border regions. Pupils to look at an image of hillforts – Crug Hywel, Barbury Castle, Danebury, Maiden Castle, Cadbury Hill, British Camp. Pupils to discuss similarities between them and think why would they build a settlement at top of a hill. Pupils to know that hillforts were Iron Age settlements that were usually build on a hill. Pupils to know there was over 4000 hillforts in Britain during the Iron Age. Pupils to know the position gave the tribes a good view of approaching attackers and were built all over England. Pupils to know that hillforts were built for defence and were built on a flat land at the top of the hill. Pupils to know they were defended from attacks by bandits or other tribes by ditches, wooden fences and ramparts. Pupils to know ramparts are banks

withdrawal of the Roman rule in Britain. Pupils to understand towards the end of the rule, the roman army was being withdrawn to fight battles elsewhere in the empire. To know that the Angles, Jutes, Picts and Scots were trying to attack Britannia and when the Britons asked the Roman emperor for help, he did not offer any. Pupils to know this was the end of the rule however aspects of the roman way of life continued. Pupils to plot these key events on a timeline. Pupils to identify and summarise the significant factors that led to Roman withdrawal. Pupils use a fictional account that is based on historical events.

made from earth, wood or stone. Pupils to know that this was important part of defending as fighting was common between different tribes. Pupils to know that due to the use of iron this meant more people had strong, sharp weapons like swords and spears. Pupils to know tribes started to attack neighbouring tribes in the hope of gaining more land and wealth. To know that there is evidence found in Danebury hillfort of skulls that show sword and spear injuries and that archaeologists believe that these bodies were thrown into the pit after a fierce battle. Pupils to know that many people had lived inside a hillfort and that hillforts were used as gathering spaces for trading and festivals. Pupils to know that the buildings and fences of hillforts have perished over time but the outlines of many hillforts can still be seen. Pupils in this lesson describe an Iron Age hillfort, why they were used and why they had to build them.

- Focus of this lesson is for all pupils to understand the methods of enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed. Pupils will read a roman description of a Celtic warrior and draw their own picture. This description depicts Celtic warriors as tall, broad, muscular, hair being blond, battle naked, some shave their beard, they dye themselves with woad a bluish colour when battling to look more terrible, wear bronze helmets with horns, use long shields and wear a short sword. Pupils to be told that the evidence is provided by the Romans who wanted to conquer the Celts. Pupils to be asked - Who provided the evidence? Would this be accurate? Do you think their descriptions are fact or an opinion? Are these quotes a good source of historical evidence? Discuss why we can't believe everything we read. Pupils to then watch a video of the Celtic warriors and read a secondary source. Pupils to know that historical sources show that the Celts had a warrior culture, men, women and children fought in battles against other tribes and they practised fighting skills and were expected to be courageous in battle. To know that Celtic warriors rode on chariots with their enemies' heads hanging around their horses' necks. Pupils to know that they screamed battle cries, blew the loud carnyx horn and rattled their swords against their shields. This noise and confusion together with the tactic of mass charge, often panicked the enemy. Pupils to know that the best warriors were treated like heroes. Pupils to then draw a picture of a Celtic warrior with their new knowledge. Pupils to visually see how there can be contrasting arguments and interpretations of the past have been constructed.

- The focus of this lesson is for pupils to develop their judgement about whether they believe a historical artefact or source is accurate. They must be able to use historical knowledge to justify their judgement. Pupils will focus on the word judgement and what it means. Pupils will read about Celtic beliefs and how the evidence leads to statements about how they practiced their beliefs. Pupils to know that the Celts did not leave any written records so it is hard for historians to be certain about Celtic beliefs. Pupils to know the four main sources of evidence for Celtic beliefs are written sources, artefacts, human remains and stories from Celtic mythology. As pupils explore each one they will be asked – What does it tell us about Celtic beliefs? Do you think it is accurate and why? Pupils to know that written sources about Celtic beliefs were created by invading Romans and Greek historians during the Iron Age. Pupils to be asked why might they not be accurate. Pupils prior learning about Roman interpretations of Celtic warriors will help them with this. Pupils to know that these written sources might not be accurate because the Romans and Greeks did not understand Celtic culture so they might have misunderstood what they had seen. Pupils to look and know that artefacts show the craftsmanship of the maker and materials used but does not show the thoughts and feelings of the owner. Pupils to know that human remains tells historians a lot about how the person lived and died but not their thoughts and feelings or the thoughts and feelings of the people who buried them. Pupils to know that stories from Celtic mythology are believed to show Celtic beliefs but they were written down hundreds of years after the Iron Age. To know they were passed on orally before they were written down, so they might have changed over time. Pupils to read through various statements and match them with the evidence that tells us this. Pupils will then make a judgement about the statements – whether they think they are accurate based on the evidence.
- At the end of the unit answer the question, “Would you rather live in the stone age, bronze age or iron age?” (Pupils are exposed to this question every lesson) Pupils will justify their reasons.

Autumn 2 – Local history.

This unit of learning is aimed at pupils developing curiosity of their own identify and at the history of where they live. This will help them to understand the complexity of the process of change, the diversity of societies and their own identity.



- The aim of this lesson is for pupils to gain knowledge about Bradford currently so they are able to compare and contrast at a later date. Pupils are exposed to the enquiry question – what was Bradford like in the past? How has it changed over time? Pupils will watch a video that shows places they know and have been to in Bradford and what they looked like in the past. Pupils to discuss - what they notice? What is similar? What is different? Pupils will research about Bradford currently. Pupils will use laptops to research – what country this is in? What county it is in? Does it have any rivers? How many people live here? Does it have any important buildings? What is the weather like? What is the biggest building? What parks does it have? Does it have any shopping centres? What are the different parts of Bradford?
- Aim of this lesson is for pupils to learn about the cause and consequence regarding - how the demand for textiles meant that mills were made, which impacted Bradford over time. Pupils to understand we are focusing on the definition – a factory with machinery for a particular manufacturing process regarding mills. Pupils to recap local mills – they are near Lister Mill and might have seen Barkerend Mill and have been to Salts Mill in year 2. Pupils to know that mills in Bradford were very important in the 19th century as it was an international centre of textile manufacture especially wool. Pupils to know that Bradford was known as the ‘wool capital of the world’. Pupils to think about – do you think this had an impact on the city of Bradford? What impact do you think it had? Do you think it impacted other industries too? Pupils to look at the location of these mills in relation to each other on Google Earth. Pupils to know that Barkerend Mills was established in 1815 and was expanded due to the need of wool. Pupils to know that this mill was largely demolished so in the past it was bigger than what they can see now. Pupils to know that Lister Mills was constructed as the original Manningham Mills were destroyed by fire. Pupils to know this was the largest silk factory in the world as its height employing over 10,000 men, women and children. Pupils to know that this mill provided velvet for King George V coronation and curtains for the White House. Pupils to know that Lister Mill contributed to the war effort manufacturing flame proof wool and khaki battle dress. Pupils to know that know that the building has been restored and has been converted into apartments and commercial space. Pupils to know that Salts Mill was opened in 1853 and teachers to prompt what they already know about Salts Mill. Pupils should be prompted to say how Sir Titus Salt



built a town next to the mill for workers. Pupils to know that cloth production at Salts finally ceased in 1986. Pupils to know Salts Mill is now a place of art, dining and shopping in one historic building and contains David Hockney's art work. Pupils to think about the impact of the mills – jobs, people moving to Bradford, brought more money into Bradford, made Bradford famous, Bradford became a big city and Bradford being a busy place will impact housing and what is there.

- Pupils visit Bradford Industry Museum and learn how hard it is to make cloth and that it takes over one hundred machines to make one piece of cloth. Pupils to look and explore the different machines the museum has from the different mills. Pupils to learn about weaving and the different stages. Pupils to know that wool comes from sheep and one of the steps was spinning the wool to make it stronger and longer for weaving. Pupils to know that thousands of people worked in the mills and even children as young as four years old had worked in mills. Pupils to know that houses in the past was different and that mill workers lived in small houses and would have to go to the end of the street to go to the toilet.
- Pupils will reflect on their learning from the museum and bring it together with their peers to write it down. The aim of this is for pupils to develop their critical thinking about the knowledge they have learnt and focusing on the impact of the textile industry on Bradford.
- Aim of this lesson is for pupils to know the impact of the mills on Bradford. This lesson overlaps with geography. Pupils to understand buildings and jobs can influence and impact an area. Pupils to break down the word impact so they can understand and use that word. Pupils to create a mind map on Lister Mill. The questions on the mind map are – What is this place? What is it near? What could it be used for in the past and present? What impact has it had? Pupils to know that it is local to them, it was a factory that made silk and that 10,000 people worked there. This had an impact on housing, production of silk clothing and people wanting to move to Bradford to work here. Pupils to repeat this for Salts Mill. Pupils to know the impact that Salts Mill had on housing, town being built for the workers, people moving to work here and clothing. Pupils at the end of the lesson to reflect on – What would have happened when the mills closed?



Girlington Primary School History Curriculum

Vocabulary	AD, BC, archaeology, artefact, bronze age, change, chronological, connection, contrast, democracy, gods/goddesses, hunter-gatherer, invention, local, metal-working, museum, myths, legends, prehistoric, source, significance, similarity, Stone Age and trend. Topic specific – artefact, settlement, archaeologists, trading, nomad, warrior and beliefs	AD, BC, archaeology, artefact, bronze age, change, chronological, connection, contrast, democracy, gods/goddesses, hunter-gatherer, invention, local, metal-working, museum, myths, legends, prehistoric, source, significance, similarity, Stone Age and trend. Topic specific – emperor, hierarchy, structure, cause, consequence, rebellion, stylus, shackles, mosaic, forum, basilica, monuments, rein, plebeians, patricians, legion and invention.
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Girlington Primary School History Curriculum

Year 4

Term	Autumn 1 and 2	Summer 1 and 2
Prior EYFS Learning	Understanding the World – Talk about the lives of the people around them and their roles in society. Understanding the world – Compare and contrast characters from stories, including figures from the past.	Understanding the World – Talk about the lives of the people around them and their roles in society. Understanding the world – Compare and contrast characters from stories, including figures from the past. Understanding the World – Understand the past through settings, characters and events encountered in books read in class and storytelling.
Topic	Invasion This project teaches pupils about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.	Ancient Civilisations This project teaches pupils about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Pupils will learn about characteristics of civilisations. Children will learn about the rise, life, achievements and eventual end of each ancient civilisation and compare them.
National Curriculum Subject Content		
Chronological understanding	I can place events from the time period studied on a timeline. I can use dates and terms related to the period of study. I can sequence events and artefacts.	I can use dates and terms related to the period of study. I can make comparisons between different time periods. I can use more complex terms e.g. BC/AD.
Historical knowledge <i>Compare, link and evaluate</i>	I can identify key features and events of a time studied. I know about some everyday aspects of people's lives from different time periods and can compare them.	I know some historical figures and understand why they were important. I can describe and compare historical periods with life today.
Interpretation <i>Ask, discuss, explain</i>	I can begin to evaluate the usefulness of different sources.	I can compare information from sources and evaluate how useful they are and the information gained.
Enquiry	I can use a range of sources to find out about a period. I can use evidence to build up a clearer picture about past events. I can ask a variety of questions.	I can use evidence to build up a clearer picture about past events. I can ask a variety of questions.
Outcomes and activities –	This project teaches pupils about life in Britain after the Roman withdrawal. Pupils learn about Roman Britain in year three and this topic follows on from it. This will help pupils build a clear coherent knowledge and understanding of Britain's past and know the impact the wider world has had on Britain. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest. <ul style="list-style-type: none"> Pupils to be introduced to the enquiry question – what happened in the 600 years after the Roman rule? Pupils to recap learning about Roman rule and the end. Pupils to know many Britons went back to the Celtic way of life. Pupils look at an invasion timeline and use an atlas to explore where the groups came from. The groups are Picts & Scots from Ireland and Scotland, Anglo-Saxons from Germany, Netherlands and Denmark, Vikings from Scandinavia and Normans from France. Pupils to match statements to questions relating to the timeline. This will help pupils to 	This project teaches pupils about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Pupils will learn about characteristics of civilisations. Children will learn about the rise, life, achievements and eventual end of each ancient civilisation and compare them. This topic helps pupils to gain a coherent knowledge and understanding of the wider world. It helps pupils to understand the diversity of societies and relationships between different groups. <ul style="list-style-type: none"> The first lesson is focused on pupils gaining a historically grounded understanding of an abstract term – civilisation. This lesson focuses on pupils understanding what a civilisation is and discussing each feature, so they can start to use this word accurately. Pupils to know features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.

learn how to read different timelines and understand the different groups. Plenary – answer the enquiry question explaining that different groups tried to invade.

- This lesson overlaps with geography. Aim of this lesson is for pupils to understand that the geography of the land impacts actions. Pupils to draw conclusions regarding actions taken by the invaders linking it to the geography of Britain. Pupils to look at a map that shows lines in different colours to represent the different groups and the route they took. Pupils to be told the enquiry question – did the geography of Britain help or hinder invaders? Pupils to know that geographical features of a place can have a significant impact on how easy or how difficult it is to invade. Pupils to look at a map of Britain and notice it is surrounded by seas and oceans. Pupils to think about – what invaders would need to think and plan about? For example, pupils to know that invaders can invade by boats or ships however they need to be well-coordinated to manage the storms. Pupils to look at a range of images to prompt their thinking regarding the enquiry question. First set of images to represent physical features - pictures of the coastlines, inland, mountain ranges, marshlands and forests. Second set of images represent human features – Hadrian's wall, hillforts, bridges. Pupils to sort the images into sections – helped invaders, hindered invaders and helped & hindered.
- Aim of this lesson is for pupils to understand and learn the historical concept of cause and consequence and learn about Britain's settlement by Anglo-Saxons and Scots. Pupils break down the meaning of cause and consequence. Pupils to know that the Britons were being attacked by the Scots and they asked the Anglo-Saxons for help. To know the Jutes first came to Britain at the invitation of the leader Vortigern, to help the Britons defend themselves from the Picts and Scots. However, the Saxons, Angles and Jutes decided to invade and settle to take advantage of Britain's good farming land. To know there was flooding in Scandinavia which meant homes were lost and food supply was depleting. The three tribes invaded from the south and east of England. The Britons were forced to take on Anglo-Saxon ways or move west to Cornwall or Wales while the Anglo-Saxons settled in England. To know they wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.

Pupils to create a glossary relating to the vocabulary that they can refer to in the following lessons, if needed.

- The aim of this lesson is for pupils to deduce information from artefacts and develop their historical thinking and to develop their curiosity. Pupils to look at the timeline and recap prior learning using the timeline. Pupils to know which civilisations we will be learning about and how these fits in with the topics they have learnt previously. Pupils look at pictures of archaeological finds from Ancient Sumer and Ancient Egypt. Pupils to know that the *goal of archaeology is to understand what people of the past were like and how they lived. Scientists who study archaeology are called archaeologists.* Pupils to be prompted of archaeological finds from previous projects and explain why such discoveries are essential to understand the past – Sutton Hoo, Cheddar Man and the Roman collection of finds. Pupils to study a selection of artefacts from either ancient Sumer or ancient Egypt. Pupils to investigate the pictures, working together to deduce information from each artefact and recording their ideas. Pupils to then read about the artefacts. The Sumerian pictures of artefacts are – board game, jewellery and a bowl with carvings. The Egyptian pictures are – board games, pectoral piece of jewellery and a jar with pictures on it. Pupils to deduce information relating to leisure time, hierarchy, religious beliefs and styles.
- Focus of this lesson is for pupils to develop their understanding of the historical term – civilisation by learning about how the ancient Sumer civilisation started. Enquiry question of the lesson is – How did farming allow ancient Sumer to grow and develop. Pupils to know ancient Sumer was the first civilisation in the world. To know it developed in the Fertile Crescent in Mesopotamia, c4500 BC, on the banks of the Tigris and Euphrates rivers. To know nomads settled on the banks because the land was rich in nutrients and there was plenty of water. To know people started to farm the land and created inventions, such as the plough, the wheel and irrigation, to make work more productive and life easier. To know as the populations grew, city states, trade and writing developed. Pupils to create a mind map to answer the enquiry question.
- The aim of this lesson is for pupils to know how inventions advance civilisations and change and impact life. Pupils to know that changes can happen rapidly or slowly. The enquiry question is – how did significant inventions change the way people lived? Pupils to look at each invention and describe what it is made from and how it might have changed the lives of

Pupils to act out the causes and pupils to act out the consequences.

- Aim of this lesson is for pupils to understand and learn the historical concept of cause and consequence and learn about Britain's settlement by Anglo-Saxons and Scots. Pupils to recap the causes and consequences. Pupils to think due to the different parts of Briton being under different rules – how would this impact Briton? Would you see the same things? What would be different? Pupils learning in year 3 about societies having different beliefs, artworks, language etc. will help them. To know there was a culture clash between the east and west. To know there was own styles of clothing, houses and own set beliefs in the different each areas of England. To know there was communication problems between the different areas – Anglo-Saxons spoke their Germanic languages whilst Britons spoke a mixture of Celtic languages that differed due to regional variations. To know that the borders of the different areas shifted due to battles. To know that when a king died, anyone could put themselves forwards which means there were numerous battles. To know a king can rule over more than one kingdom and become knows at Bretwalda. To know overtime the different areas merged into seven kingdoms until the Vikings arrived. Pupils to know that when Anglo-Saxons established settlements they were names after features in their surroundings. Pupils to know that some of these names exist today – Oxford and Bamburgh. Place endings – bourne/burn-stream, burgh/bury – fort, ford – river crossing, ham – village, hurst – wooded hill, ley – forest clearing, stow – meeting place, ton – fenced areas and wick – farm. Pupils to write the consequences of Anglo-Saxon rule.
- Aim of this lesson is for pupils to understand the methods of historical enquiry – how evidence is used to make historical claims. Pupils learn about the Sutton Hoo ship burial and how this find tells us about Anglo-Saxon power, belief and custom. To know that historical artefacts reveal much about the object's use or owner. To know Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. To know that eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. To know the craftsmanship, materials and function of the objects showed that the person buried was wealthy and important. To know the items were of some importance to be buried. This suggests there was a hierarchy. To know there were items from

ancient Sumerians. To know life changes when new technologies and tools were invented, because they made work quicker and easier and improved everyday life and made work efficient. To know Sumerian inventions, include the wheel, the plough, cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing.

- Focus of this lesson is for pupils to build a sense of what Sumer looked like and the developments they made in terms of cities. Pupils focus on building the schema on how geography of the land impacts history though the materials available. Pupils to be prompted to think back to how the geography of Britain impacted invaders. The enquiry question is - If you lived in a Sumerian city state, what would you see, hear, taste, touch and smell? Pupils to know Sumerian cities, including Uruk and Ur, grew gradually over time. To know City buildings were built from mud bricks and had defensive walls, winding streets, ports for transport and trade and a range of public buildings. To know mud was available in Sumer whilst wood was limited and relied on trade for many resources. To know houses for the wealthy were in the centre of the cities, and homes for the poor were at the edges. To know thousands of people lived in and around the cities. To know people worshipped at temples built on mudbrick platforms called ziggurats, and had a variety of specialist jobs. To know farmers worked outside the city, and surplus food was stored in granaries inside the city walls or given as religious sacrifices. Pupils to watch historical simulations Uruk at 4500 BC and at a later date to visually see the changes over time. Pupils to create a mind map to answer the enquiry question.
- Focus of this lesson is for pupils to understand how society is structured - impacts individual lives and to understand Sumerian hierarchy to be able to compare and contrast this later. Pupils to look at a diagram of hierarchy in ancient Sumer. Pupils to know the king or lugal was at the top of ancient Sumerian hierarchy. To know he made laws, led the army and ordered taxes to be paid. To know priests and priestesses were next. To know they were powerful and told people how to behave to please the gods. To know that the upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. To know that the lower classes were craftspeople, farmers and other workers. To know that slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes. Pupils to use the knowledge gained to work out

France, Mediterranean, Syria and Sri Lanka which suggests that there was trade happening from all over the world. Pupils in groups to present their findings of what this tells us about Anglo-Saxons.

- History day with expert. Pupils will get to handle Anglo-Saxon and Viking reproduction artefacts and discuss their interpretation. Pupils to learn about Runes and a Saxon/Viking skill - how to tool a design into a piece of leather, attached to a key ring as a souvenir reminder of the visit. Pupils to learn about Viking weapons and fighting tactics. Pupils to discuss the development between the helmets, swords, armour over time. Pupils to learn about exchange and money and how coins were made.
- The focus of this lesson is for pupils to understand and develop their historical concept of change and understand life relating to that time period. Pupils will learn about about everyday life in Anglo-Saxon Briton. Pupils focus on the first evidence together which is a textbook page (secondary source). To know that the king ruled the entire kingdom, making laws and raising armies. Thegns were local lords who rules the villages – they owned more five or more hides, which were areas of land. Ceorls owned a hide, grew crops for the thegns and were free to move villages. To know that slaves were mostly born into slave families or taken from conquered lands. Pupils look at the image of the hierarchy and the descriptors to answer the questions – What was everyday life for the ceorls, peasant farmers and slaves? Pupils to work in groups and be given a different piece of evidence relating to everyday life. The areas are law, housing, jobs, artefacts and beliefs. Pupils to feedback what they have learnt about everyday life and to combine knowledge. Pupils to understand how beliefs, laws, customs, rules and houses change overtime.
- Aim of this lesson is to develop their historical learning and understanding of how events can be interpreted different ways and the reliability of a source. Enquiry question – what can we learn about the raid at Lindisfarne using evidence? Pupils learn about the raid on Lindisfarne. Pupils to read a primary source which was written by a monk. To know how the context influences the writer's viewpoint and that the account contains the thoughts, opinions and beliefs of the writers which can impact the information included and how people and events are shown. To know that the Vikings raiding a monastery shocked the Christian world. To know monks who heard of the raid wrote descriptions and letters

the different roles depicted on the Standard of Ur.

- The aim of this lesson is for pupils to learn about King Sargon the Great through the lens of exploring cause and effect. The enquiry question for this session is – Was Sargon the Great a successful ruler? Pupils to know that Sargon the Great overthrew the king of Akkad and took the throne. To know he admired Akkad's neighbour, ancient Sumer, because it was an advanced society and he wanted to rule it himself. Pupils to know at this time, the kingdom of Sumer was very divided, especially between the rich and poor. To know that King Sargon sided with the poor, gathered a strong army and took control of Sumer c2334 BC. To know he united the country by tearing down defensive walls, forcing everybody to speak the same language, bringing order and justice and protecting the weak. To know that trade, the army and the arts flourished. Pupils to discuss the cause and effects of King Sargon's actions. Pupils to discuss how he gained and kept his power. Pupils to discuss the enquiry questions. Pupils to complete a quiz about their learning.
- Focus of this lesson is for pupils to be hooked onto learning about a new civilisation and to build an understanding of this time period. Pupils to revisit the ancient civilisation map and timeline diagram to discover the location and chronology of ancient Egypt. Pupils to focus on the areas – water, cities, art, architecture, writing, art and inventions. Pupils to know that Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. To know that the Egyptians used the water to cook, clean and irrigate crops, and also as a food source. Cities developed over time, and some were home to around 250,000 people. To know that the trade, crafts and food production flourished. To know that architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh. Art developed and was used to decorate objects and tombs. At the end of the session, ask 'What do you know about the ancient Egyptians that you didn't know before?' and 'Do you think the ancient Egyptian civilisation were similar or different to ancient Sumer?'
- This links to the art project – making a sculpture. Pupils to make an Egyptian death mask using Modrok. Pupils to know that in ancient Egypt, masks represented the strength of the mummy's spirit and guarded the soul of the mummy from evil spirits. Pupils to know that the masks were made from stucco, plaster or cloth which was then painted on top. Pupils to

describing how the monks were attacked and some were taken for slaves. To know that the alter and church were damaged and money and treasures stolen. To know the primary sources were all written by monks, so all have a Christian viewpoint and talk about the event in emotive ways. To know the Vikings came from Scandinavia (Denmark, Norway and Sweden). To know they often launched surprising and violent raids and stole items made from precious metals such as gold and silver. To know they raided to gain wealth, gain fame, steal goods to trade with others and generate another source of income. To know they travelled in longboats. To know that the Vikings saw that the monasteries were rich and an easy target for attack, because they were built in remote locations with no weapons or guards for protection. To know after the Lindisfarne attack, the Vikings repeatedly raided coastal monasteries in the summer months for plunder and slaves, before returning home for the winter. These raids went on for decades.

- The aim of this lesson is for pupils to develop their historical judgement. The enquiry question is – did the Anglo-Saxons surrender to the Vikings or did they fight back? Teachers to break down the word surrender so pupils can understand the question and be able to use the word. To know there is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. To know some surrendered their power and land, some paid money, called *Danegeld*, so that the Vikings would leave them in peace, and some fought the Viking invaders. To know by the time of the reign of Alfred the Great, only the Anglo-Saxon kingdom of Wessex remained. After a series of attempted invasions, Alfred defeated the Viking, Guthrum and made a peace treaty, splitting England into Anglo-Saxon Wessex in the west and the Viking kingdom of Danelaw in the east. Pupils will write a class response together answering the question.
- Aim of this lesson is for pupils to build their understanding and learning of comparing and contrasting. Enquiry question - Were the everyday lives of Vikings similar or different to the everyday lives of Anglo-Saxons? Pupils to focus on aspects to help them answer the enquiry question. Aspects are hierarchy, jobs, religion & beliefs, laws, housing and family life. Pupils to answer - Would you like to live in Anglo-Saxon Britain or Viking Britain? Why?
- Aim of this lesson is for pupils to learn about King Athelstan – the first king of England and why he is historically significant and remembered today. Pupils to research the following words to help them with this lesson –

know important people such as Pharaohs would have their masks made of silver or gold. Pupils to know that common people had their masks made from wood or clay or would not have one. Pupils to know that the masks had generalised features. To know that the pharaohs had the designs of serpents, beards and eyeliner to represent their power.

- Aim of this lesson is for pupils to learn about everyday life in ancient Egypt and be able to compare this later with Ancient Sumer and Indus Valley civilisation. Pupils to look at images taken from Egyptian scrolls, wall paintings, drawings and tombs to deduce information about daily life. Pupils to discuss their thoughts and ideas, comparing their deductions. Pupils to know that Egyptian cities grew over time and were surrounded by high walls. To know small roads radiated off a main road that ran through the centre. To know religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city. To know that thousands of people lived in the cities. To know wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with garden and pools. To know that poorer people lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on farms outside. To know that arts and leisure were important, and the ancient Egyptians enjoyed music, dancing and playing games.
- Aim of this lesson is for pupils to develop their historical knowledge of hierarchy and compare and contrast hierarchy from Sumer and Egypt. The enquiry question ‘How similar was the hierarchy of ancient Egypt to the hierarchy of ancient Sumer?’ Pupils to revisit ancient Sumer hierarchy diagram. Pupils to place mixed up statements about ancient Egypt hierarchy in the right order using their historical knowledge and understanding of hierarchy. Pupils to know hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Pupils to know that pharaoh was at the top of the hierarchy and had absolute power. To know that the vizier ensured that the pharaoh’s orders were carried out. To know priests performed rituals to keep the gods happy. To know scribes and soldiers kept government records and supervised building projects. Pupils to compare both hierarchy diagrams and use the information gathered to answer the enquiry question in their books. At the end of the session, ask the children to share their answers.

significant, achievements, important and leader. Pupils to know Athelstan was the grandson of Alfred the Great. To know he was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. To know that after this battle, Athelstan was the first king who became known as 'King. Pupils create a profile of King Athelstan including who he was, the significant achievement of beating the Celtic and Viking kings and became the King of all England and why this is important.

- Aim of this lesson is to develop their chronological knowledge and know what happened after Athelstan and develop their judgement. Enquiry question – Was England peaceful after Athelstan? Pupils to have information about what happened after Athelstan on timeline cards. Pupils to read the information and put the information in chronological order. Pupils to know that England was not a peaceful kingdom after Athelstan. To know that the kingdom was ruled by a succession of Anglo-Saxon and Viking monarchs who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne. Pupils at the end to answer the enquiry question.
- Aim of this lesson is for pupils to develop their understanding knowledge of the historical concept of causes and effects and be able to explain the causes and effects of the Norman Invasion. Pupils to know every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. The enquiry question for this lesson is - what were the causes and effects of the Norman invasion and the Battle of Hastings in 1066?'. Pupils to know that the Norman invasion was caused by the death of Edward the Confessor. To know there were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. To know that Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. To know then William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. To know that William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England. Pupils to look at statements and decide if it is

- Focus of this lesson is for pupils to learn about a historically significant pharaoh and know and understand why. Pupils to learn about the female pharaoh Hatshepsut and create a profile about her. Pupils to know that a pharaoh was a ruler of ancient Egypt, in charge of everything including laws and religion. To know that people of Egypt worked to fulfil the pharaoh's wishes. To know that pharaohs were also high priests and were believed to be deities or gods. To know that pharaohs built monuments and pyramids to help them reach the afterlife and they used symbols (cobra and false beards) to show their power. Pupils to know that pharaohs used to be all men. To know that the title was passed down from father to son or eldest male relative. To know that Hatshepsut was the queen of a pharaoh - King Thutmose II. To know after he died, she took the title of 'regent' to her nephew (Thutmose III) who was a baby and next in line. To know a regent is a kind of guardian for a pharaoh when they are too young to make decisions. To know Hatshepsut played the role of 'regent' until suddenly, she decided that she was a pharaoh. To know no one is sure why, but she began to dress in the same male pharaoh clothes and even wore the pharaoh's "beard" which was part of their sign of power. To know it is believed she dressed that way because they didn't have any way for a female pharaoh to dress. To know archaeologists and scientists believe that Hatshepsut had a skin disorder and used a particular salve to try to heal it. To know that it is believed that the salve contained a poisonous substance, and, using it for so long, it is believed that this is what killed her. To know once she had passed away, Thutmose III, her nephew went throughout the kingdom and destroyed all of the images of Hatshepsut that he could find. To know that when Hatshepsut ruled, Egypt did well and that she was interested in expanding the economy and negotiating peaceful deals.
- The focus of this lesson is for pupil to compare and contrast Ancient Sumer with Ancient Egypt. Pupils to work out that ancient Sumer and ancient Egypt shared many similarities. To know they both developed on the banks of rivers where the land was made fertile by flood water. To know that they both invented new technologies to make work easier and improve everyday life. To know that they both had a writing system, trade links with other countries and worshipped a range of gods. To know that people lived in large cities and had a range of specialised jobs. Pupils to work out there are differences. To know that temples and tombs were built differently, and the ancient Egyptians used art and sculpture more widely to

a cause or a consequence. At the end of the session, lead a discussion regarding the enquiry question - about their ideas and explore the causes invasion and battle, the effect of these events.

commemorate pharaohs and decorate tombs. Pupils to give their own personal opinion when asked - If you could time travel, where would you like to travel

- back to Ancient Sumer or Ancient Egypt? Why? Pupils to give a historical answer - Where do you think is a better place to live and why? Why do you think there are similarities and differences between the ancient Sumer and the ancient Egyptian civilisations? Pupils to discuss their answers to the question - Why do you think there are similarities and differences between the ancient Sumer and the ancient Egyptian civilisations?
- Pupils visit Leeds museum to look at a real life mummy and receive a workshop about the process of mummification and look at real Egyptian artefacts. The aim of this is for pupils to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.
- Focus of this lesson is for pupils to deduce information using their historical knowledge and understandings of timelines. Pupils to be introduced to the enquiry question that will be asked at the end of this learning block - How was the Indus Valley civilisation similar to or different from the ancient Sumerian and ancient Egyptian civilisations? This question will be focused on at the end of each lesson about the Indus Valley civilisation. Pupils to focus on the timeline (with the three ancient civilisations) as a source of evidence and deduce information to draw conclusions about Indus Valley regarding where it was, where it fits in relation to their prior learning, how long it lasted and can we deduce from that.
- Focus of this lesson is for pupils to make connections between the organisation of cities and people's lives. Pupils to focus on these following words which will help them in this lesson – layout, defences, sewerage and systems. Pupils look at images of New York, Bradford, Egypt, York and Ancient Sumer to discuss ideas linked to the vocabulary. Pupils to focus on the layout of Indus Valley. Pupils to know that the streets form a grid pattern and there was a main street with smaller streets. Pupils to know the building materials were mud bricks. Pupils to know public buildings were several storeys high. To know wealthy people had two floors in their house with a courtyard in the middle. To know that the city Harrapa had huge walls that protected the city from floods and invaders. To know the city Mohenjo-Daro had guard towers. To know that there was a sophisticated sewerage system and flushing toilets. To know that there were public baths made from mud bricks. Pupils to discuss what

this would be like and why the cities would have been structured like that.

- Focus of this lesson is for pupils to know what trade consisted of in Indus Valley so they can compare trade across the three civilisations later. Pupils to know that trade means exchanging something that they had for something that they wanted. To know that traders in the Indus Valley had rules to make sure that trading was fair. To know that they used balanced scales with stone cube weights to measure the goods. To know that traders used their own seals. To know that they pressed them into soft clay and left it to harden. Then they used the clay impression as labels to show who had made the product and who was the new owner. To know that Indus Valley craftspeople were very skilled indeed. To know that they made luxury goods like red carnelian beads, gold necklaces, earrings and jade bracelets. To know that Indus Valley merchants also traded overseas, mainly with cities in Mesopotamia, but also with Iran, Afghanistan and China. To know that pottery and metal tools were the biggest exports, but they also traded cloth, woven baskets, jewellery, figurines, mirrors, pearls and ivory combs. To know that journeys could take weeks or even months, and transporting goods over land was expensive. Merchants had to pay tolls to pass through different regions, and they paid taxes when they entered different cities.
- Focus of this lesson is for pupils to deduce information from artefacts using their historical knowledge and thinking. Pupils to look at a range of artefacts from Indus Valley (games, jewellery, clay pot, design on clay and a weighing scale) and deduce what they are and what they might be used for. Pupils to find the statements and check if they were right. Pupils to focus on what the artefact tells us about Indus Valley. Pupils to know that games were used for entertainment, men and women wore a wide variety of jewellery and many had intricate details. To know that pots were used for eating, drinking and storage and some were buried with people in their graves. To know that they thought it could be used in the afterlife. To know seals were pressed onto wet clay which left an imprint of the design. To know that the clay imprints were attached to a trader's goods so that the buyer could identify who had made them. To know that it was common for seals to include pictures of animals as it was a common symbol in the Indus Valley. To know that historians think that these weights and pan scales were possibly used for trade and tax collecting.

- Aim of this lesson is for pupils to understand how enquiry is used to deduce information and how historians can have different accounts of the past. Pupils are introduced to a piece of text detailing the missing evidence regarding Indus Valley. For example, no temples have been found, does that mean there wasn't a religion in Indus Valley. Pupils to answer the following questions - Why can historians not be sure about leadership and religion in the Indus Valley? Do you think that the Indus Valley people believed in the afterlife? Do you think that the spearheads were used for warfare, hunting or both? Why do you think this? Why is it important to decipher the writing of the Indus Valley civilisation?
- Aim of this lesson is for pupils to understand why a civilisation might decline, focus on cause and consequence in history and build their schema around this. Pupils to watch a video about why civilisations might end. Pupils to discuss factors - invasion, natural disasters, climate change, drought and irrigation failure. Pupils to work in teams and will be given a civilisation to focus on and know why the civilisation declined. Some pupils will be given Ancient Sumer, Ancient Egypt or Indus Valley. Pupils will feedback what they have found out about the decline (cause and consequence). Pupils to know Ancient Sumer declined due to climate change, natural disaster and invasion. To know that food was not being produced and there was a drought. To know there was a fire that destroyed homes and cities. To know the Elamites and Amonites overthrew ancient Sumer. Pupils to know that Ancient Egypt declined due to invasion. To know that the Greeks conquered Egypt (332 BC) and this led to Greek culture replacing Egyptian culture overtime. To know Egypt became part of the Roman empire (31 BC). Pupils to know Indus Valley declined due to natural disaster, human activity and human activity. To know that the Indus Valley flooded and changed course overtime and that Ghagger Hakra river dried up which was the main water supply. To know that salt was left on the farmland after flooding or overuse of irrigation. The salty land prevented crops from growing. To know that Cities in the Indus Valley became overcrowded. To know that new houses were built on top of old ones, and even important buildings were built over. This overcrowding eventually led to the cities being abandoned. To know Indus Valley relied on trade with Mesopotamia and the trade route between the two civilisations collapsed due to political problems in Mesopotamia.
- Pupils to answer - How was the Indus Valley civilisation similar to or different from the ancient Sumerian and ancient Egyptian



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		civilisations? Pupils to use their learning and knowledge to answer this.
Vocabulary	AD/BC, archaeology, artefact, century, decade, millennium, change, connection, conquest, contrast, chronological, interpretation, invasion, peasant, settler, settlement, source and similarity. Topic specific - Dark Ages, monastery, invader, Bretwalda, raid, raider, hierarchy, long ship, withdrawal, hinder, burial, raid and surrender.	AD/BC, archaeology, artefact, century, decade, millennium, change, connection, conquest, contrast, chronological, interpretation, invasion, peasant, settler, settlement source and similarity. Topic specific - emperor, pharaoh, plough, empire, god/goddesses, afterlife, canal, canopic jar, city state, cuneiform, drought, emperor, empire, floodplain, hieroglyph, innovation, scribes, leisure, merchant, ziggurat and lugal.



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Year 5

Term	Autumn 1 and 2	Summer 1 and 2
Prior EYFS Learning	Understanding the World – Talk about the lives of the people around them and their roles in society. Understanding the world – Compare and contrast characters from stories, including figures from the past. Understanding the World – Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understanding the World – Talk about the lives of the people around them and their roles in society. Understanding the world – Compare and contrast characters from stories, including figures from the past. Understanding the World – Understand the past through settings, characters and events encountered in books read in class and storytelling.
Topic	Dynamic Dynasties This project teaches pupils about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.	Ground-breaking Greeks This project teaches pupils about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.
National Curriculum Subject Content		
Chronological understanding	I can place events from the time period studied on a timeline. I use relevant dates and terms related to the period of study.	I can place events from the time period studied on a timeline with increasing confidence. I use relevant dates and terms related to the period of study.
Historical knowledge <i>Compare, link and evaluate</i>	I can describe changes within and between periods and societies studied. I can compare an aspect of life with the same aspect in another life.	I can describe changes within and between periods and societies studied. I can examine causes and results of great events and the impact on people. I can compare an aspect of life with the same aspect in another life.
Interpretation <i>Ask, discuss, explain</i>	I can offer some reasons for different versions of events. I can begin to compare accounts of events from different sources.	I can offer some reasons for different versions of events. I can begin to compare accounts of events from different sources. I can analyse the reliability of primary and secondary sources of evidence.
Enquiry	I can ask a variety of questions. I can use the library and internet for research independently with a given brief.	I can use the library and internet for research independently with a given brief. I can begin to discuss primary and secondary sources.
Outcomes and activities –	This project teaches pupils about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today. This learning particularly helps pupils to know and understand significant aspects of the history of the wider world and characteristic features of past non-European societies. This will help them to gain historical perspective by placing their growing knowledge of civilisations into different contexts. Pupils in geography lessons to explore looking at china on Google Earth and look at the geographical features. Pupils to find out the continent, capital city, rivers and bordering countries. This will build their background knowledge of China. <ul style="list-style-type: none">• The focus of this history lesson is for pupils to build their chronological knowledge and understanding. Pupils will sort cards about	This project teaches pupils about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece. This learning helps pupils to understand significant aspects of the history of the wider world, the process of change and the diversity of societies. <ul style="list-style-type: none">• Focus of this lesson is for pupils to develop their understanding of methods of historical enquiry by deducing information from artefacts and make links with their background knowledge. Pupils to look at a comparative timeline that consists of Greek history, world history and British history. Pupils will discuss what they can observe and use their background knowledge to make connections between periods of world history on a timeline. Pupils to know that different world history

ancient China into a timeline. Pupils to know different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Pupils to work out that China is the longest lasting civilisation. Pupils to know that the first five Chinese Dynasties were the Xia Dynasty (c2070–c1600 BC), Shang Dynasty (c1600–c1046 BC), Zhou Dynasty, which was split into the Western Zhou Dynasty (c1046–c771 BC) and Eastern Zhou Dynasty (c771–c256 BC), Qin Dynasty (c221–c207 BC) and Han Dynasty (c206 BC–cAD 220). Pupils will sequence and make connections between periods of world history on a timeline.

- Aim of this lesson is for pupils to weigh evidence, develop perspective, judgement and deduce information from artefacts. This learning will take part over two lessons. Pupils to know stories of Shang dynasty was passed down verbally however, we only found evidence 120 years ago. This lesson focuses on the dig at Yinxu. Pupils to know this excavation is important in the history of China. Pupils will look at artefacts from a nine-year archaeological dig. Pupils to look at the photos of evidence around the room and discuss what it is and what it was used for. Pupils to use their prior knowledge of materials to work out what materials the artefacts are made for. Pupils to be told what the artefacts are and what they were used for. Pupils to use write what the artefacts are used for and deduce what it tells us about life in Shang Dynasty. Pupils to know that using a range of artefacts can reveal a clearer and more accurate picture about a historical event or person. Pupils to know that an ancient Chinese cauldron (ding) was used for cooking, storage or ritual offerings to the gods or ancestors. To know owning one or more was a symbol of power. To know it was made from bronze and casting large bronzes was very expensive and highly skilled work. To know that this provides evidence that Shang Dynasty has a good supply of raw materials to make bronze and were experts in casting bronze on a large scale. To know that there is evidence of ancient Chinese writing on pieces of bone excavated at Yinxu. Pupils to know that the oracle bones were used to ask questions of the gods and ancestors. To know that working out what is written on the bones can help historians find out more. To know that the tomb of Fu Hao contains bronze objects which tell us they believed in an afterlife. To know that Fu Hao was one of the wives of King Wu Ding. To know that there were weapons in her

civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Pupils to know that there are six periods in ancient Greek history: the Minoan civilisation (c3000 BC–c1100 BC), the Mycenaean civilisation (c1600 BC–c1100 BC), the Dark Age (c1100 BC–c800 BC), the Archaic period (c800 BC–c500 BC), the Classical period (c500 BC–323 BC) and the Hellenistic period (323 BC–30 BC). Pupils will be given cards that have pictures of artefacts and some information. Pupils will sort the cards into a chronological order and use information books or the internet to research and find out the missing information. This will help them to build a picture of the ancient Greece. Pupils to know that using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. To know that artefacts from different periods of history tell historians about technology and skills used, the materials available, aspects of culture and everyday life and changes over time. Pupils at the end to look at the ancient Greek artefacts timeline diagram and answer 'What do these artefacts begin to tell you about life in the different periods of ancient Greece?'

- Pupils in a geography lesson explore where Greece is using an atlas and Google Earth. Pupils will look at aerial photographs of Greece to describe the landscape of Greece. Pupils will then look at a map of ancient Greece that has been created by using evidence and look at the landscape. This will help them to contextualise their learning in history and know how the landscape impacts what people did/do. Pupils to know that the main geographical features in ancient Greece were lowlands, mountains, seas, islands and the climate. To know that the mountainous regions of Greece affected the way of life for the ancient Greeks because they were a source of fresh water, to know that they protected them from enemy attacks and they were important in religion, as they believed the Greek Gods lived on the top of Mount Olympus.
- Focus of this lesson is for pupils to develop their knowledge of 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 has been constructed. Enquiry question is 'How can we find out about ancient Greece?' Pupils to discuss their answers. Pupils to recall and describe artefacts and sources used. Pupils to discuss if the sources used was primary or

tomb as she was a military general alongside being a queen. To know that bronze and jade treasures proved that she had high social status and a lot of power. To know that the skeleton findings tell us that people were sacrificed to serve her in the afterlife. To know that the bronze wine vessel found in Fu Hao's tomb was in shape of an owl. Pupil to know historians believed owls to be messengers between the human and spirit world. To know that chariots were found that show that Shang dynasty's people had an advanced method of transport. Pupils to be given the context before pupils are given pictures about the oracle bones. Pupils to be given the context of discovering oracle bones and how they were referred to as dragon bones. Pupils to look at photographs of the oracle bones and where they were found. Pupils to know that oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at Yinxu. To know they were inscribed with questions and burned with hot rods until they cracked. To know diviners, priests or the king interpreted the cracks to find answers to the questions and make decisions. To know that the inscriptions on the oracle bones have provided information about life in the Shang dynasty.

- Aim of this lesson, is for pupils to understand common characteristics of religion in ancient civilisations and understand religion in Shang Dynasty. Pupils to understand the diversities of societies and similarities and differences. Lesson begins by pupils looking at timeline and seeing where Shang Dynasty is in relation to the topics they have studied (Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxon, Vikings, Ancient Egypt, Ancient Indus Valley and Ancient Sumer.). Pupils to recap Ancient Egyptian beliefs (makeup was worn by the upper classes because they thought it brought them closer to gods, believed in multiple gods, believed pharaohs to be deities, believed the pharaoh was telling them gods wishes, each city had a main god, religious feasts were held and that god made everything balanced). Pupils to know that the Shang dynasty had five important religious beliefs. To know these were – three realms: heaven, earth and the underworld. To know they believed ancestors were very important. To know they believed the human body had two souls. To know that sacrifices were very important. To know that special people could communicate with spirits. To know they believed in a supreme god, called Shangdi and other gods, who controlled different aspects of nature. To know they gave sacrifices to the gods and ancestors and had to bury the dead correctly. To know gods and ancestors and had to bury the dead correctly.

secondary. Pupils to know that primary sources of evidence were made in the period of time studied, and include artefacts, written evidence, buildings and art. To know that secondary sources were created after the time, and use information gathered from other sources to give a picture of the period. To know that they include information books, historical reports and reconstructions. Pupils will then discuss the pros and cons of this. Pupils will create a diagram listing the pros and cons of primary and secondary evidence and listing some examples. Pupils will then be introduced to the words of bias, balanced argument and reliability and discuss the meaning. Pupils to be given the context of finding evidence written by a scribe who works for the emperor and finding evidence written by a common citizen. Pupils will debate which evidence is more likely to be reliable and what bias might there be. Pupils to discuss should we ignore a source completely. Pupils to know that bias is the act of supporting or opposing a person or thing in an unfair way. To know that a balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. To know that some sources are more reliable than others and may contain bias because of who, when and why they were created.

- Over the following lessons, pupils will be studying four periods of Greek history, comparing life in each period and how it changed over time. Focus of these lessons is for pupils to look at continuity and change in depth. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. The enquiry question for these lessons is 'How did Ancient Greece change?' Pupils will be introduced to the question at the beginning of the lesson. Pupils will be introduced to the words continuity and change and know that they are focusing on this. In this lesson, pupils will be exploring the Minoan civilisation to help them develop their knowledge. This is key for further learning. Pupils will be using information to make notes about name, language, location, buildings, religion, trade and influence, work and social class. Teachers will model how to pick out key information linked to enquiry question. Teachers will then focus on the next example with the pupils before they work independently. Pupils to know that the Minoan civilization formed c3000 BC, on the island of Crete. To know that the Minoans were peaceful

Gods and ancestors helped the people of the Shang Dynasty to predict the future using oracle bones. Pupils to read statements and decide if it Shang dynasty, Ancient Egypt or Islam and discuss similarities and differences.

- Focus of this lesson is for pupils to know the significant aspect of bronze in Shang dynasty and to develop their historical thinking. Pupils to recap the bronze objects that were found at the dig in Yinxu. Pupils to look at a range of bronze artefacts – bronze casting, patina on a bronze casting, early Shang dynasty drinking vessel, later Shang dynasty drinking vessel, ritual cooking vessel, ritual wine vessel and spouted cooking vessel. Pupils to deduce information from the artefacts using their historical knowledge and thinking. Pupils will write this down on one side of their book. Teachers to reveal the accurate information – pupils to see if they deduced information correctly. Pupils to reflect on the new knowledge gained and make notes on the other side of the page. Pupils to know that Bronze Age in ancient China spanned the Shang and Zhou dynasties (pupils to refer to the topic specific timeline). Pupils then to link to this with the KS2 timeline and compare this with the Bronze age in Britain. Pupils to know that bronze was significant in the Shang dynasty because it was difficult to produce, a huge number of people were involved and the casting technique was technologically advanced. To know when they were made they were shiny but overtime they have developed green, brown and black patina. To know that craftspeople made high quality objects, including ritual bronzes for sacrifices and burials.
- Pupils focus on a characteristic of civilisations - power and hierarchy within the Shang dynasty and build their historical skill of similarities, differences and significance. Pupils look at the hierarchy within the Shang dynasty. Pupils to know that the king was at the top of the hierarchy. To know he had absolute power, fought enemy clans and communicated with the gods and ancestors. Pupils to know that aristocrats were the king's relatives and other nobles. To know that they worked as priests, advisors or government officials. To know that the military included foot soldiers, archers and chariot warriors. To know that they were very well respected. To know that craftspeople made objects from bronze, jade, stone, wood and silk, and were wealthy. To know that peasants farmed the land. To know that they were respected, but paid heavy taxes and were often without a home or food. To know that slaves were criminals or prisoners of war, and were at the bottom of the

farmers, fishermen and traders. To know that over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. To know it is believed that changes due to natural disasters in c1700 BC, and again in c1450 BC, weakened the civilisation and made it vulnerable to invasion. Pupils together to discuss – ‘How did natural disasters change life for the Minoans?’ Then pupils to answer the enquiry question.

- Pupils will be reintroduced to the enquiry question – ‘How did ancient Greece change?’ Pupils will be focusing on the Mycenaean civilisation. Pupils will revisit the timeline of ancient Greece and identify the Mycenaean civilisation place on the timeline. Pupils will discover what the aspects they focused on in the prior lesson was like in the Mycenaean period. The aspects are name, location, buildings, religion, language, trade and influence, work and social class. On the sheet, there will be a column for Minoans and Mycenaean which will help the pupils to compare. Whilst looking at each row, pupils will note down what continued and what changed and if they think this was for the better or worse. Pupils to note down a historically-valid question that they might want to explore in their homework book. Pupils to know that historians study and analyse history using the concept of continuity and change and the third question is for them to gain historical perspective and judgement. To know that aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. To know that everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. To know that some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. To know that the Mycenaean ruled a large area of Greece from c1600 BC. To know that they expanded their territory to include the Minoan island of Crete. To know that the Minoans influenced the Mycenaean, so there were similarities between the two civilisations, including bull and snake goddess worship, pottery and craft work and the use of hieroglyphs. To know that there were also differences, including a greater interest in military power and different roles for women in society.
- This lesson focuses on the Greek Dark Age and Archaic period and might be across two lessons. Pupils will revisit the Greek timeline diagram to show and discuss the chronology, place and duration of the Greek Dark Age and

social hierarchy. Pupils to compare and contrast hierarchy between Shang dynasty and Ancient Egypt and discuss the significance of the roles. Pupils will annotate their conclusions around the hierarchy pictorial presentation.

- The focus of this lesson is for pupils to build their knowledge about what life would have been like in the Shang dynasty for different classes which will involve pupils thoughtfully selecting and organising relevant historical information. Pupils to watch on BBC Bitesize - What was it like to live in the Shang dynasty? Pupils to work in partners to highlight information (on the everyday life in Shang Dynasty sheet) related to the section they are focusing on. Some pairs will focus on wealthy, upper class individuals whilst others will focus on life for poor individuals. Pupils will then make notes on what life was like for them. Feedback at the end. Pupils to know that people lived in cities, towns and villages in the Yellow River Valley. To know that cities were surrounded by defensive walls and divided into separate sections. To know that three generations of a family usually lived together, with the oldest man as the head of the family. To know that people worshipped their ancestors and had altars at home. To know that jobs depended on a person's social class and family profession. To know that life was different for rich and poor. To know that the wealthy lived in large rectangular houses, wore silk clothes and enjoyed leisure time. To know that the poor lived in homes dug from the earth, wore clothes made from hemp and worked long hours.
- Focus of this lesson is for pupils to ask perceptive question, think critically and weigh evidence. Pupils to focus on an enquiry question for the lesson – why were the people in the Shang dynasty such successful warriors? Pupils to watch on BBC Bitesize – how did the Shang army win battles and how did the Shang army fight? Pupils to look at a range of artefacts related to warfare – chariot, bronze axe, bronze spearhead, bronze arrowheads, bronze dagger-head and bronze helmet. Pupils to know that warfare was a way of life in the Shang dynasty because of attacks from neighbouring tribes. To know that the army was well organised and consisted of foot soldiers, archers and chariot drivers. To know that soldiers were trained in martial arts and had bronze weapons and armour, which gave them an advantage over their enemies. Pupils will think critically and order the artefacts in terms of significance using historical thinking and thinking critically. At the end of the session, ask the children to share their answer

Archaic period. Pupils to listen to a podcast about the Dark Age and Archaic period and identify key words. Pupils will then sort the cards out into the different time periods and place them with the correct aspect. The aspects they will be focusing on is dates and chronology, population, society and settlements, arts and architecture. Focusing on continuity, change, similarities and differences. Pupils to discuss the enquiry question. Pupils to know that the Dark Age started c1100 BC. To know that civilisations collapsed and the population declined. To know that language disappeared, trade stopped and people lived in small farming settlements, growing enough food to survive. To know that the Archaic period saw the population increase again. To know that a new Greek language developed, arts and culture revived, and trade links were reformed. Isolated city states emerged and famous events, such as the Olympic Games, were founded. Pupils to note down a historically-valid question that they might want to explore in their homework book.

- Focus of this lesson is for pupils to develop their knowledge about significance in history and know that aspects such as cities can be significant not only battles, trade, materials, equipment or individuals. The next series of lessons will be focusing on the Classical period. ENQUIRY Q. Pupils will revisit the ancient Greece timeline and focus on the dates and duration of the Classical period. Pupils to make initial comparisons between its position and duration in relation to the previously studied aspects of ancient Greece. Teacher will breakdown vocabulary such as statesman, plateau, significance, influence and significance. Pupils will watch a video about city states and focus on how they influenced the way people lived. Pupils to focus on the city Athens and describe the significance of the city. Pupils to develop their schema of past civilisations through looking at cities, rule and government by focusing on Athens in ancient Greece. Pupils to know that a city state, or *polis*, included a city and the surrounding farmland and villages. To know that city states were independent and isolated from each other by mountains and the sea, but shared a common language and religion. To know that they were governed differently, had their own cultures and were often at war with each other. To know that Athens was the most powerful city state, with a democracy, judicial system and a powerful navy. It was also a centre for arts and education.
- Focus of this lesson is for pupils to understand how the past influences and links to the present and develop their knowledge of

to the question with a small group. Did everyone come to the same conclusion?

- This learning will take part over two sessions. Pupils will learn about a significant individual in the Shang dynasty – Fu Hao and construct a profile about her. Pupils to focus deeply on what makes Fu Hao significant. This will help pupils to build their knowledge regarding the complexity of people's lives and the diversity of societies and challenges. Pupils to be shown pictures of the modern statue that stands outside of Fu Hao's tomb. Pupils to think of historically valid questions, inspired by the image, about the life and power of Fu Hao. Pupils to be encouraged to share them. Pupils to be prompted to recap what they know about women in Shang dynasty and peasants. Pupils to look at a picture of Fu Hao's tomb and answer how this tells us she was important. Pupils to watch a video on BBC Bitesize – The story of Fu Hao and read the information and break down the story. Pupils to then create a significant profile about Fu Hao on purple mash. Pupils to know that Fu Hao was the most powerful woman in the Shang Dynasty. To know that she was married to the king – Wu Ding and she was a great military leader. To know that this was unusual at that time. To know she led the army in battles against the enemies and defeated the mighty Tu-Fang tribe. To know she was a priest performing ceremonies and sacrifices. To know that Fu Hao was buried in a tomb with valuable objects – jewellery, weapons and shells (money) which tells us how important she was. To know sixteen people were buried with her – to serve her in the afterlife. To know that in 1976 her tomb was excavated and the objects are all over the world in museums.
- The focus of the lesson is for pupils to gain and build historical perspectives of why civilisations end or decline by learning about the end of the Shang Dynasty. Pupils to recap why Ancient Sumer, Ancient Egypt, Indus Valley and the Roman empire declined or ended. Pupils to watch BBC Teach – The Rise and Fall of the Shang. Pupils to know that there was a lot of farmers in the Shang dynasty who needed protection from enemies from raiding their land which is why they chose brave warriors to be kings. Pupils to know that people of the Shang dynasty believed that Kings had to be good to them and fight the enemies. To know that they looked for signs from god about the king and interpreted stars as messages. Pupils to know that after 500 years of rule a man named Di Xin became king. To know that people were shocked by how cruel he was and that if anyone disagreed or argued with him – he had put to death. To

drawing contrasts and analysing. Enquiry question 'Was Greek democracy a success?' Pupils to recap the meaning of key vocabulary for the lesson – republic, power, rule, monarchy and democracy. Pupils to learn about democracy in ancient Greece and pupils to have time to ask and answer questions. Pupils will then sort statements based on democracy into Ancient Greece and the United Kingdom. Pupils will be prompted to contrast, understand the complexities of people's lives and diversities of societies as well as their own identify and the challenges of their time. Pupils to know that Athenian Male citizens over the age of 20 had a say in how Athens was run. To know that 6000 citizens were usually present at the Assembly, although women, children and slaves were excluded. To know that a council of 500 citizens were randomly chosen to amend laws and oversee the political process and the *stratego*i were military commanders who were chosen to protect the city. Pupils to discuss the enquiry question.

- Focus of the lesson is for pupils to develop their understanding of the complexities of people's lives and construct an informed response that involves them to thoughtfully select relevant historical information. Enquiry question – How were men and women treated differently in Athens during the classical period? Pupils focus on gender roles in the Athens during the Classical periods. Pupils to listen to the roles of men and women in Athens podcast and underline key words. Allow time for discussing the children's notes and explore how the gender roles were different. Pupils to write their answer to the enquiry question. At the end discuss their answers to the question-How did the Minoan civilisation treated women different to ancient Athens?
- Aim of the lesson is for pupils to develop their skill of thinking critically and developing historical perspective and judgement. Pupils will also be focusing on constructing an informed response to the enquiry questions which relies on them thoughtfully selecting and organising historical information. Enquiry question – Which group faced the most complexities living in Athens during the Classical period. Pupils revisit the meaning of the terms 'hierarchy' 'complexities' and 'social class'. Pupils to be prompted to think about the prior lesson in relation to hierarchy and where women might be ranked. Pupils look at the social hierarchy in ancient Athens diagram. Pupils to use the diagram and their historical thinking and knowledge to deduce which group was bigger and why? Ask the children to summarise what the diagram shows making comparisons with time periods studied

know that all the people living in the middle kingdom looked up at the sky and saw unusual sight and interpreted that sight as gods turning against the king. To know that people thought the king had lost his right to rule. To know that all the king's enemies gathered together with their armies to defeat him. To know that as he realised he 'lost the mandate to heaven' and his palace and his royal city went up into flames. To know he put a precious green jade suit on and walked into the fire. To know this was the end of Shang dynasty. Pupils to combine their learning about prior civilisations ending and declining with their new learning. Make annotations on an KS2 timeline with notes about civilisations ending. To make annotations about Indus Valley, Ancient Egypt, Ancient Sumer and the Roman Empire. Pupils at the end to reflect on what made Di Xin a bad leader.

- This lesson focuses on pupils comparing an aspect of history (bronze age) between Ancient Egypt, Britain and Shang dynasty. Pupils to know that the Shang dynasty was similar to other Bronze Age societies because they had a hierarchy, believed in spirits and the afterlife and had skilled craftspeople. To know that the Shang Dynasty was different because the Chinese Bronze Age started later, bronze was used primarily for elaborate ritual vessels and the skills of the Shang Dynasty craftspeople were far superior to any other civilisation. Pupils to focus on the areas – start of the bronze age, power and hierarchy, conflict and belief when comparing between the three different topics. Pupils will focus on contrasting using similarities and differences. This will help pupils to link all their knowledge together coherently and build their growing knowledge into different contexts.
- Focus of this lesson is for pupils to know and understand history of the wider world and know the significance of the Shang Dynasty on China. Pupils to pick as aspect to learn and research about. The aspects are belief, power and hierarchy, crafts, structures, inventions, writing, family, food and drink. Pupils to know that the legacy of ancient China can still be seen in the world today, including Confucianism, systems of government, traditional crafts and structures, inventions, writing, family structure and food and drink. Pupils to feedback at the end.

previously where possible. Teacher to read the information whilst pupil annotate the diagram with what they have learnt. Pupils to write their answer to the enquiry question. At the end – pupils to have a class debate about their answer to the enquiry question. Pupils to know that a characteristics of past civilisations is set social structures. To know that male citizens were at the top of the social hierarchy in Athens. To know that citizens included aristoi who owned property and the best farmland, periokoi who lived in smaller settlements outside the city and businessmen who made money from trade. To know that metics, skilled workers who did not come from Athens, were next in the hierarchy. To know that slaves were at the bottom. Women took on the status of the men in their families.

- This will be over two lessons. Aim of this lesson is that pupils know and understand historical concept such as significance and use this to create a structured account. Enquiry question – What makes ___ significant? Pupils to be given the names of various significant individuals to research. Pupils will be given a brief overview of four significant figures in Ancient Athens – Cleisthenes, Pericles, Socrates and Plato. Pupils to create a significant profile on one significant figure on Purple Mash. Pupils to know that the achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Pupils to know that Cleisthenes introduced democracy in Athens, Pericles was responsible for building the Acropolis, Socrates was a great philosopher in ancient Greece and Plato was a philosopher and founder of the first university in Athens. At the end – pupils to find a partner and compare the significant individual they have chosen.
- Enquiry lesson - Why were Hippocrates' achievements and influence so significant? Aim of this lesson is for pupils to know and understand how ancient Greece has influenced the wider world in regards to medicine. To know that Hippocrates was born c460 BC, on the island of Kos. To know he was a doctor who studied anatomy, surgery, fractures and serious illnesses. To know he realised that disease and symptoms had a logical cause and taught others how to care for patients. To know his Hippocratic Oath is still followed by some doctors today. Pupils to watch a video about Hippocrates that explain his work and his influence. Pupils to have time for the children to ask and answer questions and summarise the ways in which Hippocrates' beliefs and



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		<p>scientific work influenced both ancient Greece and modern medicine. Invite the children to learn more by looking at the Hippocrates information sheet and answering the questions included. At the end of the session, encourage the children to discuss their answers and ask the summary question 'Why were Hippocrates' achievements and influence so significant?'</p> <ul style="list-style-type: none"> • Pupils in reading lessons focus on • Lesson 3 • Lesson 4 • Lesson 5 • <p>Male</p>
<p>Activities</p>	<ul style="list-style-type: none"> • Compare the beliefs of those in the Shang Dynasty, Ancient Egypt and Muslims • Evaluate the military success of the Shang Dynasty making links to the importance of bronze • Study artefacts from the Shang Dynasty, ask historical questions about their origin and use 	<ul style="list-style-type: none"> • Compare, contrast and order chronologically the different ancient Greek civilisations. • Research a range of sources about a significant Athenian and create a fact file about their importance to civilisations. • Compare sources of information about democracy in ancient Greece and how this has impacted on modern life.
<p>Vocabulary</p>	<p>AD, BC, archaeology, century, decade, millennium, chronological, contrast, peasant, significance, similarity, continuity, legacy, civilisation, bias, reliability, interpretation and trend. Topic specific – agriculture, afterlife, Confucianism, deity, divination, dynasty, legacy and shaman.</p>	<p>AD, BC, archaeology, century, decade, millennium, chronological, contrast, peasant, significance, similarity, continuity, legacy, civilisation, bias, reliability, interpretation and trend. Topic specific – acropolis, archaic period, citadel, classical period, democracy, mythology, oligarch, oligarchy, philosopher, philosophy, social class, tragedy, tyrant and tyranny.</p>



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Year 6

Term	Autumn 1 and 2	Summer 1 and 2
Prior EYFS Learning	Understanding the world – Compare and contrast characters from stories, including figures from the past. Understanding the World – Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understanding the World – Talk about the lives of the people around them and their roles in society. Understanding the World – Understand the past through settings, characters and events encountered in books read in class and storytelling.
Topic	Maafa This project teaches pupils about Africa past and present and the development of the slave trade. It also explores Britain’s role in the transatlantic slave trade and the causes and consequences of the European colonisation of Africa.	Britain at war (First and Second World war) This project teaches pupils about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.
National Curriculum Subject Content		
Chronological understanding	I can position time periods studies to other time periods taught across the school. I can make more considered comparisons between a growing range of different time periods.	I can place events from the time period studied on a timeline with increasing confidence. I can use relevant dates and terms related to the period of study.
Historical knowledge <i>Compare, link and evaluate</i>	I can examine causes and results of significant events and the impact on people. I can describe changed within and between periods and societies studied.	I can describe changed within and between periods and societies studied. I can examine causes and results of significant events and the impact on people. I can compare an aspect of life with the same aspect in another life.
Interpretation <i>Ask, discuss, explain</i>	I can link sources and work out how conclusions were arrived at. I am aware that different evidence will lead to different conclusions.	I can offer reasons for different versions of events. I can begin to compare accounts of events from different sources.
Enquiry	I can begin to discuss primary and secondary sources. I can begin to bring knowledge gathered from several sources together in a fluent account.	I can discuss the relevance of primary and secondary sources. I can bring knowledge gathered from several sources together in a fluent account.
Outcomes and activities –	Maafa This project teaches pupils about Africa past and present with a particular focus on Benin. Also, the development of the slave trade. It also explores Britain’s role in the transatlantic slave trade and the causes and consequences of the European colonisation of Africa. This topic is used to help pupils understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, and the challenges of their time. <ul style="list-style-type: none"> • The first lesson focuses on pupils building their historical vocabulary related to topic so it can be used in lessons throughout. Pupils to understand the words rebellion, discrimination, enslavement, colonisation, abolish, slavery, diaspora, emancipation, chattel, ingenious, <i>maafa</i> and resistance. • In a geography lesson – pupils will research Africa in the present which will help to link/relate to them learning about Africa in the past. To know that Africa is the world’s second largest and second 	•

most populous continent, after Asia. Africa is diverse continent with a variety of different climates, landscapes, human settlements and populations.

- Aim of this lesson is for pupils to place their growing knowledge of civilisations into a different context (non-European civilisation) and build their chronological knowledge. Pupils revisit what features of civilisations are from year 4. Pupils to know that The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Pupils to sort African kingdoms and empires chronologically. Pupils to know that a variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess. This lesson will help pupils understand where Kingdom of Benin fits in chronologically before focusing in depth.
- Aim of this lesson is for pupils to develop a strong sense of what Kingdom of Benin was like and develop their knowledge of deducing information. Pupils to know that the ancient Kingdom of Benin, ruled by an oba, existed on the coast of West Africa from AD 900–1897. Archaeologists and historians have learned about Benin's history through artefacts, traditional stories passed down by word of mouth and written accounts from European traders who travelled to Benin. The kingdom was well-known for its strong trade links with other countries, such as Portugal, which gained the kingdom great wealth and power, and for its guild system of craftspeople. In 1897, an invasion by British soldiers ended the Kingdom of Benin. Pupils to look at the bronze plaque and deduce information about people, clothes, position and objects. Pupils to know that The Benin Bronzes are a group of more than 3000 sculptures made from bronze and brass. They were made in the Kingdom of Benin from the 16th century onwards by the guild of metalworkers. They show the people of Benin, especially the obas, and they help us to learn about aspects of society, including roles, status, clothing, traditions, trade partners and important events. Finish

the session with a discussion about where the Benin Bronzes are now, and whether the children think they should be returned to Nigeria or kept on display in museums around the world.

- Aim of this lesson is for pupils to understand Britain's past and build their schema around motives of leaders accumulating wealth and power. This lesson also extends pupils' chronological knowledge of Britain beyond 1066. Pupils to know that slaves had existed in Europe and Africa for centuries but a different type of slavery started. To know that this is called chattel slavery – how enslaved people were bought, sold and treated in the same way as animals. To know that religious leaders encouraged people that they should buy slaves with darker skin and who aren't Christians. Pupils to think about the word *maafa* and discuss its meaning. Pupils to know that *maafa* is a Swahili word that translated to 'great disaster', 'great tragedy' and 'unspeakable horror'. Pupils will then learn about Britain's role in the *Maafa*. Pupils to know that Britain played a key role in the *Maafa*. To know that Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies. To know that British privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. Pupils to know that in total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. To know that trade had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.
- Aim of this lesson is for pupils to learn about the triangular slave trade, the human impact of the trade and focus on the historical concept of cause and consequence. To know that the triangular slave trade consisted of three journeys. To know that during the first journey, ships loaded with goods in Europe sailed to Africa. To know that the goods were exchanged for enslaved people. To know that during the second journey, or middle passage, ships loaded with enslaved people crossed the Atlantic Ocean and arrived at plantations in the Caribbean and the Americas. To know that during the third

journey, ships loaded with goods produced by enslaved workers sailed back to Europe, where the goods were sold for a profit. Pupils will be reflecting on the causes and consequences and the impact on people throughout. Pupils to know that the human impact of the triangular slave trade was wide ranging. To know that people were permanently separated from their families and homes when they were captured. To know that people suffered great hardship and even death in coastal forts and during the middle passage. To know that many enslaved people were treated badly and suffered illness, injury and physical punishments.

- Aim of this lesson is for pupils to learn about what life was like for enslaved African people on a Caribbean plantation and develop their historical perspective and judgement and understand the complexity of people's lives. To know life was very difficult for enslaved people on plantations. Many worked long hours, growing and processing crops like tobacco, cotton and sugar. To know that living conditions, health and food supplies were poor. To know that enslaved people were punished by their owners and were not protected by the law. To know that enslaved people were also subjected to racism and were manipulated and controlled by their enslavers. To know that to prevent rebellion, enslavers used a technique called divide and rule.
- Aim of this lesson is for pupils to understand the complexity of people's lives, relationships between different groups and use the historical concept of significance to make connections and draw contrasts. Pupils learn about the extent of rebellion at every point of enslavement. Pupils to know the consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. To know that resistance took many forms. To know that some enslaved people escaped and created independent Maroon communities. To know that others carried out day to day resistance, like pretending to be ill or damaging machinery. To know that enslaved people also created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule. To know that resistance by enslaved people played a key role in the abolition of slavery. Pupils to discuss the impact of these

actions. Pupils to order the rebellions in order of how successful they were and discuss what difference they made in short and long term.

- Aim of this lesson is for pupils to understand British history and know the role of Britain in the slave trade through focusing on the historical concept of cause and consequence. This lesson also helps pupils to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between national and international history. Pupils to know that the British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. To know that this growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. To know that the Royal Navy became more powerful, banks and insurance companies developed, cities grew, money made from enslavement funded the Industrial Revolution and made individuals rich. To know that country houses, museums and libraries that are still used today were built with the profits from slavery. To know people from all levels of British society used and benefitted from goods, such as cotton, linen and tobacco, that were produced by enslaved people. Pupils to answer the enquiry question - how did Britain benefit from the enslavement of African people?
- Aim of this lesson is for pupils to develop perspective and judgement and the process of change through cause and consequence. Pupils sort out cards chronologically to form a timeline about the abolition of slavery. The cards explain how the actions of religious groups, revolts, abolitionists and economic considerations all affected the campaign for the abolition of slavery. Pupils to know that there were many different actions and events, over a period of around 100 years, that lead to the eventual abolition of slavery. To know these, include rebellions in Jamaica and Haiti, campaigns by different religious groups and abolitionists, public meetings and protests, publishing autobiographies and pamphlets, presenting petitions in parliament and highlighting the plight of enslaved people to the general public. To know that the causes of significant events

can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.

- Aim of this lesson is for pupils to establish clear narratives about change. Pupils to be asked – what do you think happened after the abolition of the slave trade? To know that life was difficult for enslaved people after abolition of the slave trade and slavery. To know that they did not receive compensation for their life in enslavement, even though their enslavers were compensated for the loss of their property. To know that enslaved people had to work as apprentices for their enslavers for four to six years after the abolition of slavery, and they were usually unpaid and badly treated. To know that emancipated people usually settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora. Pupils to discuss what actually happened after the abolition and encourage the children to compare the true events to their thoughts and ideas. Pupils to be asked to explain any aspects that they found surprising or unfair.
- Aim of this lesson is to aid pupils in developing a coherent understanding of the wider world and focusing on cause and consequences of colonisation of Africa. Pupils learn about the colonisation of Africa and how this significant event caused great change over time. Pupils to know that in the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa's natural resources and building their overseas empires. To know that in 1883, representatives from 14 European countries attended the Berlin West Africa Conference where African lands were divided between the countries who attended. To know that African chiefs signed treaties with the European countries but didn't know what they meant, so European countries had to fight wars in Africa to claim ownership of the land. Pupils to answer what was colonisation and how did this affect the lives of African people.
- Pupils at the end will produce a piece of writing to answer the enquiry question – How did Africa change? This question will



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	<p>be focused on at the end of each lesson prior so pupils can build on their learning.</p>	
Suggested activities	<ul style="list-style-type: none"> • Research Ancient African Kingdoms (Benin, Aksum or Mali). • Write an account of the Triangular Slave Trade. • Write a description of how colonisation affected Africa. 	<ul style="list-style-type: none"> • Sort events and rank causes of the war • Explore life in the war and compare to soldiers from previous learning (Y3 – Romans and Y4 – Vikings) • Write about events which reflect feelings and beliefs during the war
Vocabulary	<p>Century, millennium, decade, chronological, connection, contrast. Interpretation, primary/secondary evidence, significance, similarity, source, trend, analyse, conclusion, account, hypotheses, evaluate, bias, critically, empathy, interpretation, perspective, propaganda and reliability. Topic specific – slavery, slave trade, triangular slave trade, capture, enslave, middle passage, resistance, revolt, refusal, colonisation, abolition and abolitionist.</p>	<p>Century, millennium, decade, chronological, connection, contrast. Interpretation, primary/secondary evidence, significance, similarity, source, trend, analyse, conclusion, account, hypotheses, evaluate, bias, critically, empathy, interpretation, perspective, propaganda and reliability. Topic specific – war, empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance, sacrifice, allies, battle, civilian. Combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory.</p>
Subsequent KS3 Learning	<p>Help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p> <p>Pupils to gain and deploy a historically grounded understanding of abstract terms and to understand historical concepts such as cause and consequence, similarity, difference and significance and continuity and change. Pupils to use this to create their own structured accounts.</p> <p>Pupils to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and why contrasting arguments and interpretations of the past have been constructed. Pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.</p>	<p>Help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p> <p>Pupils to gain and deploy a historically grounded understanding of abstract terms and to understand historical concepts such as cause and consequence, similarity, difference and significance and continuity and change. Pupils to use this to create their own structured accounts.</p> <p>Pupils to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and why contrasting arguments and interpretations of the past have been constructed. Pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.</p>