Nourishing the fitrah of each unique child

History Policy

"Indeed in their stories, there is a lesson for people of understanding…"

(12:111)

Updated:	Review date:	History Coordinator:
January 2026	January 2027	Hawwa Mbombo

Adopted: January 2026 Review: January 2027

History Policy

At Unique Academy, History is taught to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain and Islamic societies worldwide developed. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims

The aims of history at Unique Academy are:

• To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;

- To enable children to know about significant events in British and Islamic history and to appreciate how things have changed over time;
- To develop a sense of chronology in both Islamic and British history;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To have some knowledge and understanding of historical development in Islamic Civilization and wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Intent

At Unique Academy, we teach History through coherently planned lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. History aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

Early Years

History is taught in Reception as an integral part of the thematic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. They recognise similarities and differences between families and traditions, objects and materials; and role-play and make up stories. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

The coverage of recent history in KS1 such as 'Childhood' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.

For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time. Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions.

Key Stage 2

The intent in lower KS2 is that children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Children can work in chronological order from ancient history such as 'Early Islamic Civilisations' and 'The Roman Empire' and through to more modern history such as 'World War II' The repetition in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

Implementation

In order for children to know more and remember more in each area of history studied, we have structured lessons in sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This ensures that revision becomes part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson will help children build on prior knowledge alongside introducing new skills and challenges. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Through our history lessons, we intend to inspire pupils to develop a love of Islamic, British and World history and see how it has shaped the world they live in.

Impact

The impact of using the full range of resources, including display materials, will be seen across Unique Academy school which will increase the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is enjoyed by pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons and summative Assessment outcomes aimed at targeting next steps in learning.

Teaching and learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past.

We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

Planning

We use the Cornerstones curriculum, which follows the national programme of study for history, as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. We carry out curriculum planning in history in three phases, (long-term, medium-term and short term). The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programmes of study. As the basis for our medium-term plans, we use the national programme of study and the school skills progression map. Because we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By doing so, we ensure that children have complete coverage of the National Curriculum.

Assessment outcomes

We assess children's work in history by making informal judgments as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgment about the work of each pupil if they have yet to obtain, meet or exceed the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

The class teacher will keep samples of children's work in their learning journey. This work demonstrates learning achievement in history for each pupil in the school.

Resources

We keep History resources in our storage room where there is a box of equipment for each unit of work. Each classroom has a bookcase which contains a good supply of topic books to support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the Headteacher. The Headteacher will support colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Headteacher will evaluate the strengths and weaknesses in the subject discipline and indicate the areas for further improvement. The Headteacher will review samples of children's work and visit classes to observe teaching in the subject

Curriculum Map

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Our school Community helpers	Time for bed	Kings and Queens	Dinosaur Island	Remembering our experiences	World explorers
Reception	Explorers Exploring school	Transport through the ages Traditional tales	Farms in the past	Long ago Stories from the past Time team explorers How old is it? My heritage Step back in time How has life changed? My history Memories Scenes from the past	Visit from a vet	Remembering our experiences Holidays in the past Memories A year in Reception
Cycle A Year 1 / 2	Childhood in the past Timelines Important events Family trees	How long ago was the 1950s Everyday life in the 1950s Childhood in the 1950s Significant event – Queen coronation Same or different? Creating timelines			Our school's history Important events The Victoria era Victorian schools A day in a Victorian school Victorian classroom artifacts	Significant people – Samuel Wilderspin Victorian lessons Historical words Sorting out school timeline
Cycle B Year 1 / 2	Exploring significance: Exploring impact Timelines Significant explorers and exploration: Christopher Columbus Neil Armstrong Exploration changes	Significant activists: Emmeline Pankhurst, Rosa Parks Looking to the future: Retelling stories Humanities Sand and water: People and their quotes			English and British monarchy timeline Power and rule Royal portraits Sovereign's timeline Significant people – Alfred the Great Significant people – Willian the Conqueror	Hierarchy and power Significant people – Henry VIII Significant people – Elizabeth I Significant Queen Victoria Significant – Elizabeth II Who was the most significant sovereign Royal advisers Hierarchy
Cycle A Year 3 / 4	Prehistoric Britain: Stone Age; Bronze Age; Iron Age Beyond the Iron Age	Prehistoric Britain: Stone Age; Bronze Age; Iron Age Beyond the Iron Age			Living museum Everyday life in ancient Rome Founding of ancient Rome Ruling Rome Growth and expansion of Roman Empire Emperors of Empire Hierarchy in ancient Rome Roman army	First invasions of Britain Roman conquest Boudicca's rebellion Struggle with Scotland Hadrian's Wall Life in Roman fort Life in Roman Britain
Cycle B Year 3 / 4	The Ruin Invasion timeline Significant events of early Middle Ages Anglo – Saxon invasion	The first Viking landing Viking raids at Lindisfarne Surrender or fight back? Comparing everyday lives of Anglo – Saxons and			Archaeological finds What is a civilisation? Development of ancient Sumer Food and farming	Ancient Egypt City life in ancient Egypt Hierarchy of ancient Egypt Role of the pharaoh Tales from the tomb

	Anglo – Saxon kingdoms Sutton Hoo Anglo – Saxon monasteries Anglo – Saxon legacy	Vikings Significant person – King Athelstan After Athelstan Normal invasion			Sumerian city states Hierarchy of ancient Sumer The world's first emperor	Tales from the tomb Compare and contrast two civilisations Decline and decay Legacy
Cycle A **Year 5 / 6**	Yellow Emperor and the Xia Dynasty Shang Dynasty Oracle bones Significance of bronze Jade and silk Power and hierarchy	Everyday life in Shang Dynasty Warfare enquiry Fu Hao End of Shang Dynasty Bronze Ages around the world Legacy of ancient China			Minoan Civilisation Comparing Minoans and Mycenaeans Discovering the dark age and Archaic period Comparing the dark age and archaic period City states Democracy in Athens Roles of men and women in Athens Social hierarchy in Athens	Significant Athenians The Acropolis Hippocrates – the father of medicine Master of Mathematics Ancient and modern Olympic Games Greek arts and culture Achievements of Alexander the Great The Greco-Roman world Influence of the ancient Greeks in our local area
Cycle B **Year 5 / 6**	Ancient African kingdoms Britain and the Maafa Triangular slave trade Human impact of the triangular slave trade Life on a Caribbean plantation Resistance, revolt and refusal	Abolition of slavery Life after abolition Colonisation of Africa Black people in Britain in the 20th Century Race Relations Act Our knowledge of Black history			War museum Causes of the First World War Volunteering to fight Start of the First World War Life in the trenches First World War weaponry Key events of the First World War Impact of the First World War on British citizens End of the First World War	Causes of the Second World War Preparing for war Beginning of the Second World War Second World War weaponry and technology Battle of Britain Impact of the Second World War on British civilians Anne Frank Decisions of leaders End of the Second World War Remembrance Post war Britain

Progression Map

EYFS

The Early Learning Goals that link most closely to the History National Curriculum.

History			
Three and Four-Year-Olds	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations	**Key Stage 2 National Curriculum Expectations**
Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and EdithCavell]; • significant historical events, people and places in their own locality.	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Interpretations			Historical Investigations		
KS1	**LWKS2**	**UKS2**	**KS1**	**LWKS2**	**UKS2**
KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past.	**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.	**KS1 History National Curriculum** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	**KS2 History National Curriculum** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding			Knowledge and Understanding of Events		
KS 1	**LWKS2**	**UKS2**	**KS1**	**LWKS2**	**UKS2**
KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past.	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research.	**KS2 History National Curriculum** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	**KS1 History National Curriculum** Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past.	**KS2 History National Curriculum** Children should note connections, contrasts and trends over time. Children can: a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied.	**KS2 History National Curriculum** Pupils should note connections, contrasts and trends over time. Children can: a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

People and Changes in the Past		
KS 1	**LWKS2**	**UKS2**
KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can: a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Children can: a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Children can: a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.

Cycle A Year 1 / 2 History Scheme of Work
Autumn - Childhood

Overview:
In the Childhood project, children will learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, transport, family life and childhood. They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s.

Vocabulary:
Significant people:
Elizabeth II, monarch, significant
British History:
Coronation
Compare and contrast:
clue, difference, evidence, similarity
Communication:
a long time ago, a year ago, achievement, after, before, event, last month, last week, last year, many years ago, now, past, present, then, yesterday
Everyday life:
1950s, childhood, entertainment, home, job, shop, transport
Changes over time:
beyond living memory, comparison, different, living memory, similar
Chronology:
baby, child, decade, family tree, generation, grandparent, great grandparent, order, parent, stage, timeline, toddler
Report and conclude:
role play, story, writing
Artefacts and sources:
artefact, comparison, curator, item, material, museum, object, photograph, use

Assessment outcomes:
Hold a class quiz to test the children's learning from the project. Either share the Childhood quiz presentation or Childhood quiz with the children holding up a 'true' or 'false' card in response to each question, working in quiz teams, individually or in pairs. When the children have completed the quiz, recap on any key knowledge and address any mistakes or misconceptions. At the end of the quiz, award each child a certificate using the Certificate template.

Lesson objective(s)	Suggested activities and differentiation	Resources
Introductory knowledge: P. of Study Breadth History Aims 5 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. Knowledge Year 1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Skill Year 1 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).	Display the Time words and phrases word cards. Explain that these words and phrases are an important part of historical study and help us to describe the passing of time. Model example sentences using the vocabulary and challenge the children to talk with a partner to compose their own. Share and compare the children's sentences by inviting them to say them aloud. Record a selection of the children's sentences and address any misconceptions. Ask the chilren to write a sentence or two using the Time words and phrases word mat to help them.	

Memorable Experience: **Option 1: Childhood past and present** P. of Study Breadth History Aims 7 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. Knowledge Year 1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Specific knowledge Year 1 Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past. Skill Year 1 Use a range of historical artefacts to find out about the past.	Visit a local museum to take part in an exploration of historical artefacts on the theme of childhood. Items should be from a distinct range of historical periods, including clothing, baby care utensils and children's picture books. Encourage the children to explore the objects and describe them in detail, making deductions about what they are and how they are used. After a period of investigation, ask the museum curator to reveal the historical narrative of each artefact. Invite the children to make comparisons with their own lives, thinking about how the toys, books and other objects are similar or different to items they use today. Invite the children to choose one artefact to draw and describe using simple sentences or labels. Share the children's recordings and discuss what they have learned.	
Option 2: Alternative start P. of Study History 12 Year 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 7 Year 1 Aims 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. Knowledge Year 1 Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Year 1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Skill(s) Year 1 Describe changes within or beyond living memory. View progression Year 1 Use a range of historical artefacts to find out about the past.	Display the Childhood items picture cards for the children to explore. Ask the children to investigate each card and describe them in detail, making deductions about what they show. Following this investigation, reveal the historical narrative of each artefact using the Childhood items presentation and Childhood items teacher information. Invite the children to make comparisons with their lives, for example, thinking about how the toys, books and other objects are similar or different from items from their childhoods. Invite the children to choose one artefact to draw and describe using simple sentences or labels. Share the children's recordings and discuss what they have learned.	
Engage: How does life change over time? **Lesson 2: Timelines** P. of Study Breadth History Aims 8 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. Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Specific knowledge Year 1 Photographs can be ordered chronologically on a timeline. Skill Year 1 Order information on a timeline.	Ask the children to bring in a range of photographs of themselves as a baby, toddler and as they are now. Use the timeline from the previous lesson to revisit the stages of life, then ask the children to use the Stages of life word cards to sort their images into three stages – baby, toddler and child. Challenge the children to sequence their photographs to make a personal timeline. Ask questions to guide them. For example, 'Which photograph comes first on your timeline? Where will you place the photograph of you as a toddler? Which photograph will be last on your timeline?' After organising their photographs, encourage the children to share their timeline with a partner to check they have placed their photographs correctly.	
Lesson 3: Important events P. of Study Breadth History Aims 5 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. Knowledge Year 1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Specific knowledge Year 1 Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.	Ask the children to bring in a photograph or object that reflects an important life event, for example, a special birthday, christening, family celebration or personal achievement. Invite the children to share and describe their event and why it is important to them. Encourage them to consider how long ago the event happened and describe this using time-related words and phrases. Invite the children to record information about their event using the My important event recording sheet and the Time words and phrases word mat. Allow the children to take their work home and add further information, including dates, with the help of parents and carers. Ask the children to return their work when completed to share with others and compare.	

Skill Year 1 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).		
Lesson 4: Family trees P. of Study Breadth History Aims 8 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. Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Specific knowledge Year 1 A family tree is a diagram that shows the relationship between people in several generations of a family. Skill Year 1 Order information on a timeline.	Display William's family tree template and William's family cut outs. Explain to the children what a family tree shows. Read William's family fiction text. Build the family tree as described in the story. Encourage the children to talk about William's family and the relationships between them. Invite them to ask and answer questions, such as 'Who are William's parents? Who are William's grandmothers? What is his Dad's mum called?' Challenge the children to consider what their family tree would look like and explore the idea that everybody's family tree will look different because each family is unique. Direct the children to use the My family tree template to create their family tree. When complete, invite the children to share their work, highlighting relationships between themselves and other family members. Encourage them to take their family trees home to share and complete them with their families.	• Scissors • Glue
Develop **Lesson 1: How long ago was the 1950s?** P. of Study Breadth History Aims 8 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. Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Skill Year 1 Order information on a timeline.	Show the children the Decades word cards and demonstrate how to put them in order as a timeline. Count up and down the timeline to help the children become familiar with the names of each decade. Use the timeline to explain how much time has passed between the 1950s and the present day. Show the children the Decades timeline picture cards. Model how to read the date and information on each card and how to place it on the timeline. Provide copies of both resources and ask small groups of children to sort and order the cards. Take a photograph of each group with their finished timeline and ask the children to describe what they have learned.	• Digital camera or tablet
Lesson 2: Everyday life in the 1950s P. of Study History 2 Year 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 7 Year 1 Aims 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. Knowledge Year 1 Aspects of everyday life include houses, jobs, objects, transport and entertainment. Year 1 Historical sources include artefacts, written accounts, photographs and paintings. Skill(s) Year 1 Describe an aspect of everyday life within or beyond living memory. View progression Year 1 Express an opinion about a historical source.	Revisit the children's timelines. Explain that they are going to delve more deeply into the 1950s to find out more about everyday life during the decade. Organise the children into small groups and give each group one of the Everyday life in the 1950s information packs. Encourage children to work together to read the information and analyse the images. Invite each group to feed back their findings and compare across the groups. Direct the children to consolidate their findings by completing the relevant Everyday life in the 1950s recording sheet. At the end of the session, challenge the children to identify any similarities and differences between life in the 1950s and today. As an additional challenge, children could complete a recording sheet for a different aspect of everyday life.	
Lesson 3 - Childhood in the 1950s P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 1 Aspects of everyday life include houses, jobs, objects, transport and entertainment. Skill Year 1 Describe an aspect of everyday life within or beyond living memory.	Begin by asking the children what they have learned so far about life in the 1950s. Explain that they are going to investigate childhood in the 1950s by using the 1950s childhood picture cards. Model how to use the photographs to look for clues and gather evidence about games, toys, school, family life, clothes and food. Demonstrate how to record their observations on the 1950s childhood recording sheets provided. Encourage the children to share and discuss their observations. Use the Childhood in the 1950s teacher information to give the children more information. Work together to summarise key learning points and identify how childhood in the 1950s was similar to or different from childhood today.	

Lesson 4: Significant event – Queen's coronation P. of Study History 3 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 1 Significant historical events include those that cause great change for large numbers of people. Specific knowledge Year 1 The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. Skill Year 1 Describe a significant historical event in British history.	Display the Coronation presentation and direct the children to describe what they think the images show, drawing their attention to the dates. Explain the significance of the pictures and the importance of the coronation. Encourage the children to talk about the significance of the Queen and explain that the coronation was the start of her reign as monarch. Challenge the children to use the internet to search for digital content on the theme using the websites below. Model how to save images to a shared class folder. Ask the children to choose one image to print and describe using full sentences. **Useful links:** • Coronation - The Royal Family • The Coronation of Queen Elizabeth II - BBC History • The Coronation Of Her Majesty Queen Elizabeth - British Pathé • Elizabeth II - DKfindout! • Queen's birthday: Queen Elizabeth II's life in 92 facts - CBBC Newsround • In pictures: Queen's Coronation 1953 - BBC News	• Computers or tablets
Express – Moving On **Lesson 2: Do you think it was better to be a child in the 1950s?** P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 1 Identifying similarities and differences helps us to make comparisons between life now and in the past. Skill Year 1 Identify similarities and differences between ways of life within or beyond living memory.	Ask the children, 'Do you think it was better to be a child in the 1950s than today?' Assist the children to remember and talk about aspects of childhood in each era and list them on the board. Ask the children to speak in pairs to express their opinions. Challenge them to refer to previous knowledge and evidence gathered during the project to support their views. Film the children as they speak, then put all the clips together to make a short video. Watch the film together, listening to all the different opinions and discussing interesting points. Take a final vote to find out the majority opinion.	• Digital camera or tablet
Enhanced Provision – Humanities **Same or different?** P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 1 Identifying similarities and differences helps us to make comparisons between life now and in the past. Skill Year 1 Identify similarities and differences between ways of life within or beyond living memory.	Provide an image from the Childhood items picture cards, writing materials and strips of paper. Ask the children to record their observations about the picture and put them in the boxes labelled 'Similar to my life today' and 'Different from my life today'. Share the children's observations before changing the picture.	• Easel • Strips of paper • Two small, labelled cardboard boxes • Pens and pencils
Enhanced Provision – Investigation **Creating timelines** P. of Study Breadth History Aims 8 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. Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Skill Year 1 Order information on a timeline.	Ask the children to lay out the Decades word cards and Decades timeline picture cards then encourage them to extend the timeline further back, using books and information sources to make timeline cards using the Timeline cards template provided. Encourage the children to place the cards correctly on the timeline.	• Simple non-fiction books • Paper • Pens and pencils

Cycle A Year 1 / 2 History Schemes of Work
Summer – School Days

Overview:
In the School Days project, the children will have the opportunity to take part in a traditional Victorian class and will learn about the differences between schooling in the Victorian era and schooling today. They will learn about objects found in a Victorian classroom and how they were used. They will research Samuel Wilderspin, an important figure in the development of schooling for young children in the Victorian era, whose ideals are reflected in schooling today. They will learn to describe the passage of time through study of past, present and future tense vocabulary.

Vocabulary:
Significant people:
Samuel Wilderspin, famous, founder, inventor, legacy, remember, teacher
Compare and contrast:
change, compare, difference, observation, similarity
Communication:
a long time ago, after, before, days ago, future, last month, last week, last year, now, on Saturday, past, present, today, tomorrow, weeks ago
Everyday life:
British Empire, Industrial Revolution, Prince Albert, Queen Victoria, Victorian era, canal, classroom, coal, factory, invention, lesson, machine, mill, poor, railway, rich, rule, school, steam power, teacher
Changes over time:
Victorian, classroom, equipment, lesson, present day, school day, teacher punishment
Chronology:
after that, finally, first, next, passage of time, then, timeline
Report and conclude:
discuss, explain, record, writing
Artefacts and sources:
artefact, document, evidence, first hand account, object, use
Significant events:
event, famous, impact, invention
Local history:
important event, school history

Assessment outcomes:
Introduce the School Days quiz to the children. Model how to answer the different types of questions included in the quiz and allow the children to ask any questions. Provide a quiz sheet for each child giving reading and writing support where necessary. Go through the quiz together to answer the questions and address any misconceptions.

Lesson objective(s)	Suggested activities and differentiation	Resources
Memorable Experience - Our school's history P. of Study Breadth History Aims 8 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. Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Specific knowledge Year 1 A timeline shows information in chronological order. The building and opening of the school is the event that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline. Skill Year 1 Order information on a timeline.	Invite a parent, teacher, ex-pupil or community member who knows the school well to talk to the children about the school's history, including the date of its construction and other important events. Where possible, use photographs, artefacts and first-hand accounts to help illustrate these and encourage the use of common words and phrases related to the passage of time in the conversation. Include a tour of the school, inside and out, to show the children aspects of the school's history, including additions or renovations to the building, the location of significant school-based events, or significant plaques and signage. Work together as a group to make timeline cards for each event using the Timeline cards template and encourage the children to place them in chronological order. Check the order of events together and tackle any misconceptions.	• Photographs, artefacts and first-hand accounts

Introductory Knowledge - Introductory Knowledge P. of Study Breadth History Aims 5 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. Knowledge Year 1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Skill Year 1 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).	Display the Time words and phrases word cards. Recap on the importance and meaning of the common words and phrases related to the passage of time. Ask questions to help guide the children's thinking about what each word or phrase means and how they are relative to each other. For example, 'Which word describes the longest time – day or week? Which word describes the longest time ago – yesterday or last week?' Share the Time words and phrases quiz presentation with the children. Encourage them to answer each question with a show of hands before revealing the answer. Address any common misconceptions.	
Engage: What is our school like in the present day and what was it like in the past? **Lesson 1: Important events** P. of Study History 6 Learn about significant historical events, people and places in their own locality. Knowledge Year 1 Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Specific knowledge Year 1 Important events in a school's history include the opening of a new building, a visit from an important guest, the celebration of a significant national or a school-based event such as a centenary. Skill Year 1 Describe important events in the school's history.	Ask the children to reflect on their memorable experience. Challenge them to recall some of the important events in their school's history, using the timeline to recap. Explain to the children that they are going to learn more about one of those events using a range of historical artefacts to help. Complete the Editable fact file template with the relevant school-based information before sharing it with the children and provide a variety of other useful resources such as photographs, first-hand accounts and historical documents to support. Encourage the children to gather facts and information from the resources available and invite them to ask questions to further their understanding. Direct the children to share what they have learned and to work together to explain why they think this event is an important part of the school's history. Children should use a computer or tablet to add their explanation to the 'Why was this event important to our school's history?' text box.	• Photographs, artefacts and first-hand accounts
Develop - Were Victorian schools happy places to be? **Lesson 1: The Victorian era** P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 1 Aspects of everyday life include houses, jobs, objects, transport and entertainment. Knowledge Year 1 Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Skill Year 1 Describe an aspect of everyday life within or beyond living memory. View progression Skill Year 1 Describe changes within or beyond living memory.	Direct the children to recap their knowledge about what life in school and the local area is like today. Explain to the children that they will now be travelling back in time to find out what life was like in the Victorian era. Use the Victorian era video to introduce the period, stopping to explain key learning points where necessary. Invite the children to ask questions and recall important facts and information, before challenging them to record what they remember on the Victorian era mind map template. Invite the children to share their mind maps and begin to think about similarities and differences between life in Victorian times and the present day.	
Lesson 2: Victorian schools P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 1 Aspects of everyday life include houses, jobs, objects, transport and entertainment. Specific knowledge Year 1 In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were the most important lessons alongside religious instruction. There were no school dinners, so children went home at lunchtime. Skill Year 1 Describe an aspect of everyday life within or beyond living memory.	Begin by recalling facts and information about life in Victorian times from the previous lesson, highlighting similarities to and differences from the present day. Explain to the children that they will be further investigating what schools were like during the Victorian period using the Victorian schools presentation to help them gather information. Read the presentation to the children, encouraging them to read sections aloud and ask and answer questions as the text progresses. Give groups of children an envelope of True or false cut outs and challenge them to sort them on to the True or false recording sheet. Work together to check the placement of the statements before asking the children to copy and illustrate some of the true statements that they found.	• Envelopes

Lesson 3: A day in a Victorian school P. of Study Breadth History Aims 7 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. Knowledge Year 1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Specific knowledge Year 1 First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion. Skill Year 1 Use a range of historical artefacts to find out about the past.	Recap on facts and information gathered from the previous lesson about Victorian schools. Explain to the children that in order to extend their knowledge about Victorian schools, they will investigate two first-hand accounts using the First-hand accounts fiction texts. Explain the importance of first-hand accounts, then read each account aloud to the children, stopping to clarify key points and question the children's understanding of the texts. Ask them to share new information revealed in each account and identify any differences between the two points of view. Discuss why this might be with examples from the text. Direct the children to complete the First-hand accounts matching sheet. Children can use their knowledge to take part in hot seating activities taking on the two roles.	
Lesson 4: Victorian classroom artefacts P. of Study Breadth History Aims 7 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. Knowledge Year 1 Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Knowledge Year 1 Historical sources include artefacts, written accounts, photographs and paintings. Skill Year 1 Use a range of historical artefacts to find out about the past. View progression Skill Year 1 Express an opinion about a historical source.	Display the Classroom artefacts presentation on an IWB. Ask the children to describe each object and say how they think it was used. Challenge the children to work in groups to read and match the Classroom artefacts sorting cards. Discuss the children's choices and ask them to explain what each object tells them about life in a Victorian classroom. Encourage the children to consider how these artefacts are the same or different to the classroom resources they use today, before completing the Classroom artefacts comparison recording sheet independently. If possible, loan a Victorian artefacts box from a local museum service to allow children to observe and handle real artefacts.	• Victorian artefacts (from museum loans service)
Lesson 5: Victorian lessons P. of Study History 6 Learn about significant historical events, people and places in their own locality. Knowledge Year 1 Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Specific knowledge Year 1 In Victorian schools, children were taught cursive handwriting, reading, writing, arithmetic and religious instruction. Chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not working hard enough, or if their work was messy. Skill Year 1 Create stories, pictures, independent writing and role play about historical events, people and periods.	Use the Victorian lesson teacher information to establish a context for the lesson. Display the Copperplate handwriting template for children to view and model how to write different letters and graphemes. Challenge the children to complete the Copperplate handwriting writing frame using ink pens or copy letters independently using chalk boards and chalks. Complete the lesson in role. Out of role, discuss what they liked or disliked about the lesson and invite them to record their thoughts and feelings about how the Victorian lesson felt on the Victorian lesson recording sheet. Provide other typical Victorian activities for the children to experience through enhanced provision.	• Blackboard • Individual chalkboards or slate boards • Chalks or slate pencils • Cleaning cloths • Ink pens • Handbell • Dunce's cap • Bible • Large image of Queen Victoria • Plain times table chart
Lesson 6: Significant people – Samuel Wilderspin P. of Study History 1 Year 1 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 3 Year 1 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 1 A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Year 1 Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Skill(s) Year 1 Understand the term significant and explain why a significant individual is important. View progression	Display the Samuel Wilderspin picture card. Ask the children to make deductions about him and when he lived, using clues in the picture. Play the Samuel Wilderspin audio. Ask the children to summarise what they hear and explain how Wilderspin's views were different from the views of others in Victorian times. Encourage the children to read the biographical information about Samuel Wilderspin and answer the questions on the Samuel Wilderspin recording sheet to consolidate their understanding. At the end of the session, ask the children to answer the question, 'What do you think was the impact of Wilderspin's work on schools in the present day?'	

Year 1 Identify some key features of a significant historical event beyond living memory.		
Enhanced Provision - Writing **Historical words** P. of Study Breadth History Aims 5 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. Knowledge Year 1 Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Skill Year 1 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).	Ask the children to choose one of the Time words and phrases word cards to include in a sentence. Encourage the children to write on strips of paper which can be displayed.	• Strips of paper • Pens and pencils
Enhanced Provision - Role play **Victorian role play** P. of Study History 6 Learn about significant historical events, people and places in their own locality. Knowledge Year 1 Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Skill Year 1 Create stories, pictures, independent writing and role play about historical events, people and periods.	Transform the role play area into a Victorian classroom, including a blackboard and Copperplate handwriting writing frames. Victorian costumes will enhance role play.	• Blackboard • Chalk • Pens and pencils • Victorian costume
Enhanced Provision – Humanities **Sorting our school timeline** P. of Study Breadth History Aims 8 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. Knowledge Year 1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Skill Year 1 Order information on a timeline.	Provide the completed school Timeline card templates for children to order independently.	
A question for discussion P. of Study History 6 Learn about significant historical events, people and places in their own locality. Knowledge Year 1 Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Skill Year 1 Describe important events in the school's history.	Discuss this question with a partner, 'If you could go back to one event in the school's history, which one would it be and why?'	
Enhanced Provision – Investigation **Quizmasters** P. of Study History 12 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 1 Aspects of everyday life include houses, jobs, objects, transport and entertainment. Skill Year 1 Describe an aspect of everyday life within or beyond living memory.	Ask the children to create true or false quiz questions about Victorian times. Children can test their quiz on a partner.	• Paper • Pens • Information books

Cycle b Year 1 / 2 History Scheme of Work
Autumn - Movers and Shakers

Overview:
In the Movers and Shakers project, children will learn five statements from Dawson's model that will help them identify people who are historically significant and use the words year, decade and century to describe dates and times. They will study the life and impact of a significant person in the locality and of 10 significant individuals from around the world. They will complete in-depth studies of significant explorers Christopher Columbus and Neil Armstrong, and significant activists Emmeline Pankhurst and Rosa Parks and think carefully about the impact of their actions. The children will also carry out an independent study of a significant person from the past and learn about people who are significant today. They will also learn how significant people are commemorated and design a memorial for a person they have studied.

Vocabulary:
Significant people:
Captain James Cook, Christopher Columbus, Dawson's model, Emmeline Pankhurst, Henry VII, Joseph Lister, Mary Anning, Neil Armstrong, Paul Cézanne, Roald Amundsen, Rosa Parks, Vasco de Gama, Vincent van Gogh, achievement, action, activist, artist, criteria, explorer, historical figure, impact, importance, lifetime, monarch, role model, scientist, significance, significant
Everyday Life:
Americas, New World, discovery, exploration, technology, voyage
Communication:
Century, decade, year
Changes over time:
Change, compare, difference, in the past, now, similarity
Chronology:
Century, chronological order, chronology, date, decade, order, period of time, sequence, timeline
Report and conclude:
diamond ranking, explain, historical model, order, sort, table
Local history:
Commemorate, local, locality, monument, museum, plaque

Assessment outcomes:
Introduce the children to the Movers and Shakers quiz. Model examples of questions and how to approach them. Give each child a copy of the quiz to complete. Work together to mark their papers using the Movers and Shakers quiz answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Memorable Experience: **Studying a local historically significant person** P. of Study History 1 Learn about significant historical events, people and places in their own locality. Knowledge Year 2: Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Specific knowledge Year 2 : A significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model. Skill Year 2 Describe, in simple terms, the importance of local events, people and places.	Arrange a visit to a local museum, monument or building to find out about a local and historically significant figure. On location, encourage the children to listen to stories that explain the life and importance of the figure and encourage the gathering of other information by collecting leaflets, taking photographs, reading plaques and making drawings. Challenge the children to organise the information they collect on the Significant person recording sheet and reflect on how well the individual meets the criteria set out in Dawson's model. At the end of the visit, invite the children to articulate the importance of the local historical figure using evidence from their visit to help.	• Sources of information about a locally significant person

Introductory knowledge: P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 In history, the term significant individual describes a person who is great, important or worthy of attention. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Introduce the concept of significance using the Dawson's model presentation. Take time to explore the criteria and encourage the children to suggest names of people they believe to be historically significant based on their previous studies. Give each child one of the Significant people information sheets. Ask them to read the sheet and fill in the Dawson's model checklist to help them decide if the person is significant. Invite the children to share and compare their findings.	
Engage: Exploring significance **Lesson 1: Exploring impact** P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Ask the children to use their completed Significant person recording sheet to recap important knowledge about the local significant person studied in their memorable experience. Encourage them to talk to a partner to consider the question 'What was the impact of the significant person on the local area, Great Britain and the world?' Direct the children to write down their answers to the question in their topic books, illustrating it as appropriate. Ask the children to share their written responses and explore similarities and differences in their answers.	
Lesson 2: Sorting and grouping P. of Study Breadth History Aims 13 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. Knowledge Year 2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Specific knowledge Year 2 Categories for sorting significant people include explorers, activists, monarchs, scientists and artists. Skill Year 2 Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Display the Significant people categories sorting cards. Use the cards to explain the definition for each category of person and invite the children to draw on their previous learning to name people who might fit into each of the categories. Divide the children into small groups and give each a Significant people information pack and set of Significant people categories sorting cards. Challenge them to work together to read the information about each person and sort them into the appropriate categories using the Significant people categories drag and drop template. Provide an opportunity for feedback and address any misconceptions.	• Computers or tablets
Lesson 3: Ranking significance P. of Study Breadth History Aims 13 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. Knowledge Year 2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Specific knowledge Year 2 Diamond ranking is a way of organising information and data from most to least important. Skill Year 2 Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Recap on learning from the previous lesson. Ask the children the question 'Are some people more significant than others?' Allow them to offer their thoughts and opinions before introducing the Diamond ranking drag and drop template. Explain how diamond ranking works and how they can use it to organise their thinking about the importance of significant people. Challenge the children to work in pairs to complete the drag and drop activity, placing the person they think most notable at the top of the diamond, leading to the least important person at the bottom. Direct the children to complete the sentence about who they believe the most significant person to be. Help the children to save their work into a digital folder before printing. Invite them to discuss their choices, comparing their rankings and explaining their thinking.	• Computers or tablets
Lesson 4: Timelines P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Skill Year 2 Sequence significant information in chronological order.	Revisit significant people using the Significant people information pack. Draw the children's attention to the dates on each card, using historical vocabulary to discuss the century or decade the person lived. Challenge the children to work with a partner to complete the Significant people timeline template, ordering the people according to their date of birth. Invite the children to share and compare their timelines and answer questions about the chronology of the significant people. Model the correct placement and allow the children to address any mistakes.	• Scissors • Glue

Develop 1 - Significant explorers and exploration **Lesson 1: The greatest explorers** P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 Significant explorers and their voyages include Vasco de Gama's voyage to India, Christopher Columbus' voyage to the Americas, Captain James Cook's voyage to New Zealand and Australia, Roald Amundsen's voyage to the South Pole and Neil Armstrong's voyage to the Moon. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Recap on the definition of the term explorer using the Significant people categories sorting cards. Ask the children to identify any significant explorers encountered in previous lessons. Put the children into groups and ask them to read and discuss the Significant explorers information pack. Give the children the opportunity to discuss what they have read and answer questions, such as 'Can you name any of the very early explorers? Why are they considered significant? How has exploration changed over the years? Which countries did these significant explorers discover and why were their discoveries important?' Ask the children to consolidate their thinking by completing the Significant explorers question sheet. Invite the children to share and compare their answers.	
Lesson 2: Significant people – Christopher Columbus P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 Christopher Columbus was a significant explorer who lived centuries ago (1451–1506). He travelled from Europe thinking that he would find a western route to the Indies. Instead, he discovered the Americas, which became known as the 'New World'. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Revisit vocabulary learned in previous lessons, including words such as explorer, significant, discovery, voyage and expedition. Explain to the children that they will be taking a deeper dive into the life and impact of one significant explorer, Christopher Columbus. Display the Christopher Columbus picture cards and ask the children to share any knowledge they already have about this explorer. Encourage them to use the images to make deductions about the man and the period in which he lived. Distribute the Christopher Columbus information pack and challenge the children to read the information and discuss or give written responses to the questions. Invite the children to consider as a group what they have discovered about Columbus and to articulate the impact he had on the world.	**Useful link:** • Christopher Columbus – BBC Teach
Lesson 3 - Significant people – Neil Armstrong P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 Neil Armstrong was the first person to set foot on the Moon in 1969. This event won the space race for America and started a new era of space exploration. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Display the Neil Armstrong picture card. Ask the children to talk about what the picture tells them about Neil Armstrong. Share the Neil Armstrong video. Talk about each part of his story and explain how his explorations impacted on the world. Challenge the children to find out more by reading information books and watching a range of Neil Armstrong videos. Invite the children to use the Neil Armstrong writing frame to help them record what they have learned. **Useful links:** • Apollo 11: One small step on the Moon for all mankind – YouTube • Apollo 11: Landing on the Moon – YouTube • Remembering Neil Armstrong: First Man on the Moon – YouTube	• Information books about Neil Armstrong and the Moon landing • Computers and tablets
Lesson 4: Timelines of significant people's lives P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Skill Year 2 Sequence significant information in chronological order.	Recap on the lives and significance of both Christopher Columbus and Neil Armstrong. Put the children into small groups and explain that they can choose to sequence, in chronological order, details about either Neil Armstrong or Christopher Columbus. Use the Exploration stories sorting cards to model how to approach the task before letting children choose and sequence the cards. Allow the children time to discuss and compare how they have sequenced their cards and correct any mistakes before finalising their timelines.	• Scissors • Glue
Lesson 5: Exploration changes P. of Study History 2 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 2 Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Specific knowledge Year 2 There were many differences between the journeys of Columbus and Armstrong, such as transport (Columbus sailed on a ship, Armstrong travelled in a rocket and lunar module) and reasons for travelling (Columbus wanted to find a trade route to the Indies to become rich, Armstrong wanted to fulfil the American promise to land a person on the Moon before the end of the 1960s).Skill Year 2 Describe how an aspect of life has changed over time.	Direct the children to recall key facts about Christopher Columbus and Neil Armstrong, including why their actions made them significant. Ask the question, 'How has exploration changed over time?' Invite the children to make suggestions based on their knowledge before using the Comparing journeys table to model how to record and organise their thoughts. Task the children with completing the table independently, using books and online resources for further information. Encourage the children to share and compare their responses. Ask the children the summary question 'What are the differences between exploration now and in the past?'	

Develop 2- Significant *activists* **Lesson 1: Activists and their impact** P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Recap on the term activist and discuss examples of significant activists the children have heard about from previous lessons. Ask the children to work in groups to read the Significant activists information pack. Encourage them to use the information to help them complete the table at the end of the information. At the end of the session invite the children to use their table to answer questions, such as 'What are the similarities between the causes that all these activists fought for? What did William Wilberforce do? What hardships did Martin Luther King Jr suffer? How did Malala's behaviour lead to positive change? What was the impact of Emmeline Pankhurst's work? Why are these people seen as significant?'	
Lesson 2: Activist timeline P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge Year 2 The campaigns of activists show important issues of the day. For example, William Wilberforce highlighted Britain's role in the treatment of African slaves and Emmeline Pankhurst highlighted inequality between men and women. Skill Year 2 Sequence significant information in chronological order.	Invite the children to reflect on knowledge and information gathered from the previous lessons and give examples of significant activists and their impact. Introduce the Significant activists timeline template, highlighting the dates and modelling how to sequence them chronologically. Demonstrate how to drag and drop the significant activists onto the timeline and challenge the children to work in pairs to complete the activity. Help the children to save in a digital folder and print a copy for their books.	• Computers and tablets • Printer
Lesson 3: Significant people – Emmeline Pankhurst P. of Study Breadth History Aims 13 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. Knowledge Year 2 A viewpoint is a person's own opinion or way of thinking about something. Specific knowledge Year 2 A fact is something that is known or true. An opinion is a thought or belief about something. Skill Year 2 Use historical sources to begin to identify viewpoint.	Show and discuss the Fact and opinion definition word cards. Ask the children to give examples of facts and opinions from their own lives and discuss the differences between the two. Use the Emmeline Pankhurst presentation to inform the children about Emmeline Pankhurst and her cause. Talk about the facts included in the presentation and how the photographs of Pankhurst and other suffragettes provide evidence to support these facts. Invite the children to use their knowledge to sort and stick the Emmeline Pankhurst facts and opinions cut outs onto the table and complete the sentences. Go through the children's answers and address any misconceptions.	• Scissors • Glue
Lesson 4: Significant people – Rosa Parks P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 Rosa Parks was arrested when she refused to give up her seat for a white passenger on a bus in Montgomery, USA in 1955. Her arrest started the Montgomery bus boycott, which lasted a year before the segregation rules on buses were changed. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Display the Rosa Parks recording sheet. Ask the children what they already know about Rosa Parks based on learning from previous lessons. Make notes around the image to record the children's knowledge and observations. Invite the children to suggest questions that would help them to find out more about Parks and the impact of her actions. Record these in a different coloured pen. Show the Rosa Parks presentation, asking the children to consider if the presentation helps answer any of their questions. Challenge the children to use their knowledge to write an account of Rosa Parks using the Rosa Parks writing frame to help. Invite some of the children to read their accounts aloud. To conclude, ask 'How much have things changed since Rosa Parks' actions?'	
Express – Looking to the future **Lesson 2: Memorial** P. of Study Breadth History Aims 13 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. Knowledge Year 2 Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Specific knowledge Year 2 A memorial is something made to remind people of a significant person or event. It can celebrate their life and show respect for their achievements. Memorials can include statues, monuments, buildings, stamps or money. Skill Year 2 Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Share the Memorials presentation. Invite the children to identify what each memorial is, for example, statue, monument, building or stamp. Encourage the children to consider why these items exist and what they aim to help people to do. Ask the children to choose a favourite person studied and design a memorial to help others remember them. Children can use the Memorial planning sheet to help them develop and record their ideas.	• Drawing materials

Enhanced Provision – Humanities **Retelling stories** P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Skill Year 2 Sequence significant information in chronological order.	Write sentences on strips of paper to tell the life story of the significant local person studied in chronological order. Cut up the strips and ask the children to sort them to retell the story of the significant person.	• Paper • Pens
Categorising people P. of Study Breadth History Aims 13 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. Knowledge Year 2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order Skill Year 2 Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Display the Significant people categories drag and drop template on the wall. Ask children to add names to the columns throughout the project.	• Pens • Topic books
Enhanced Provision – Sand and water P. of Study Breadth History Aims 13 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. Knowledge Year 2 A viewpoint is a person's own opinion or way of thinking about something. Skill Year 2 Use historical sources to begin to identify viewpoint.	Put the Significant people picture cards and the Quotations word cards into the sand tray for the children to find and match. A Quotations answer sheet is provided for checking answers.	• Sand tray

Cycle B Year 1 /2 History Schemes of Work
Summer – Magnificent Monarchs

Overview:
In the Magnificent Monarchs project, children will learn about English and British monarchs from AD 871 to the present day and consider how the power of the monarchy has changed over time. They will study six significant sovereigns; Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and the current monarch, Elizabeth II. Finally, they will choose which of the sovereigns that they have studied is the most significant.

Vocabulary:
Significant people:
Act of Union, Alfred the Great, Anne Boleyn, Catherine of Aragon, Duke of Normandy, Elizabeth I, Elizabeth II, Harold II, Henry VIII, Jane Seymour, Pope Clement VII, Prince Albert, Queen Victoria, William, William the Conqueror, achievement, actions, impact, important, monarch, negative, positive, reign, ruler, significant, sovereign
Everyday Life:
Domesday Book, class, control, feudal system, position, power, role, separated, society, status, wealth, Americas, New World, discovery, exploration, technology, voyage
British History:
Alfred the Great, Anglo-Saxon, Anglo-Saxon Chronicle, Battle of Hastings, Bayeux Tapestry, Church of England, Elizabeth I, Norman, Spanish Armada, William the Conqueror, battle, conquer, explorer, government, impact, invade, kingdom, parliament, reign, significance
Significant Events:
Battle, civil war, death, defeat, divorce, empire, event, invasion, marriage, victory, war
Communication:
anno Domini, AD, century, chronology, decade, empire, future, government, hierarchy, kingdom, monarch, monarchy, order, palace, past, period, power, present, reign, royal, rule, ruler, significance, sovereign, timeline
Changes over time:
Bill of Rights, Head of State, Statute of Proclamations, absolute power, compare, constitutional monarch, model parliament, power, rule
Chronology:
AD, Anglo-Saxon, Commonwealth of England, Gotha and House of Windsor, Hanoverian, House of Lancaster, House of Saxe-Coburg, House of York, Norman, Plantagenet, Restoration, Stuart, Tudor, century, chronological order, chronology, dates, decade, duration, historical period, past, period, present, present day, reign, sequence, timeline, year
Report and conclude:
Compare, debate, discuss, explain, explore, negative, positive, question, rank, recall, sort, write
Hierarchy and power:
Absolute power, baron, bishop, class, classes, control, feudal system, freemen, government, hierarchy, important, king, kingdom, knight, leader, least powerful, monarch, most powerful, peasants, role, rule, serfs, society, status, tenants-in-chief, vassal
Artefacts and sources:
Artefact, artist, background, clothing, evidence, facial expression, object, painting, portrait, pose

Assessment outcomes:
Invite the children to demonstrate what they have learned by playing the Magnificent Monarchs bingo quiz. Give each child a Bingo quiz recording sheet and read the questions from the Bingo quiz teacher information. Go through the answers and award prizes for the children who get a horizontal, vertical or diagonal line of correct answers first. At the end of the bingo quiz, encourage the children to add up their final score and address any common misconceptions identified.

Lesson objective(s)	Suggested activities	Resources
Memorable Experience: English and British monarchy timeline P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge Year 2 A historical period is the duration of a monarch's reign. Historical periods include Anglo-Saxon, Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of Windsor. Skill Year 2 Sequence significant information in chronological order.	Use the Historical periods timeline cut outs to introduce the concept of historical periods. Encourage children to construct the timeline and emphasise the chronology of dates and the sequence of historical periods. Introduce the children to the English and British monarchs information sheets and show them where to locate relevant historical information, including the dates and duration of each monarch's reign and the name of the historical period in which they were sovereign. Organise the children into historical period groups using the timeline colour coding. Challenge the children to work in their groups to order the information sheets from their chosen period chronologically. When complete, ask the children to work together as a larger group to construct the full timeline. Offer support where needed and encourage debate and discussion. When complete, use the English and British monarchs teacher information to check the children's sequencing. Ask summary questions, such as 'Did we sequence the monarchs correctly? What was the most challenging aspect of this task? Where are the Anglo-Saxon monarchs? Which monarch reigned the longest time ago – Henry VIII or Queen Victoria? What have we learned about the chronology of the English and British monarchy?' The number of English and British monarchs information sheets can be reduced to simplify the activity.	
Introductory knowledge: P. of Study Breadth History Aims 1 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. Knowledge Year 2 A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Specific knowledge Year 2 Historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (*anno Domini*), reign, period and century. Skill Year 2 Use the historical terms year, decade and century.	Display the Historical vocabulary word cards. Invite the children to read each word and phrase aloud and begin to suggest definitions for each. Revisit familiar terms and introduce new project-specific vocabulary, giving examples of each in context. Challenge the children to work individually to match the words and phrases to the correct definition using the Historical vocabulary drag and drop template. Mark their work together, using the Historical vocabulary answer sheet to address any mistakes and misconceptions.	• Computers or tablets
Engage: Meet the monarchs **Lesson 1: Power and rule** P. of Study History 2 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge Year 2 Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Specific knowledge Year 2 The power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today, the Queen, Elizabeth II, is a constitutional monarch, which means that laws are made by parliament and the Queen represents the nation. Skill Year 2 Describe how an aspect of life has changed over time.	Recap on the meaning of the terms 'power' and 'rule'. Explain to the children that they will be exploring the power of different monarchs over time. Use the Power of the monarchy presentation to present the information, allowing time for children to ask and answer questions and to find out the meaning on any unusual words. Instruct the children to compare the power of each monarch using the Power of the monarchy recording sheet. Gather the children together to share and compare their work encouraging them to explain their thinking. To summarise, ask the children 'Who do you think was the most or least powerful monarch?'	
Lesson 3: Royal portraits P. of Study Breadth History Aims 13 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. Knowledge Year 2 Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Specific knowledge Year 2 Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer. Skill Year 2 Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Display the Royal portraits picture cards. Challenge the children to name each monarch, drawing on their previous knowledge. Invite the children to say what the pictures are and suggest reasons why they were made. Encourage them to look for similarities between the portraits, suggesting what the poses and accessories tell the viewer about each monarch. Direct the children to work in pairs to study one of the portraits in detail and answer the questions on the Royal portraits question sheet. Invite the children to present their findings back to the group, before revealing the narrative of each portrait, using the information provided on the Royal portraits teacher information. Challenge the children to consider the summary questions, 'What can historical portraits tell us about English and British monarchs? Do all royal portraits show the power of the monarch?'	

Develop 1 - Six significant sovereigns **Lesson 1: Sovereign's timeline** P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge Year 2 Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II. Skill Year 2 Sequence significant information in chronological order.	Share the Six significant sovereigns picture cards. Direct the children to work together to place the rulers in chronological order, using the dates shown on each image. Encourage the use of historical vocabulary, such as past, present, period, decade, century, AD and years, while arranging the cards. Ask the children to name the monarchs and share any knowledge they have of them from the project so far. Encourage them to use the Sovereigns timeline drag and drop template to order the sovereigns in chronological order before adding information to each box using text boxes. Print a copy of their work as reference. Explain that they will be learning more about the lives of these six monarchs and the significance of their reign during the project.	• Computers or tablets • Printer
Lesson 2: Significant people – Alfred the Great P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 Alfred the Great ruled between AD 871–899. He defeated Viking invaders and became the first king of a unified England. He also valued reading and knowledge and translated books from Latin for others to read. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Introduce the children to The life of Alfred the Great non-fiction text with or without the support of The life of Alfred the Great audio. After reading the story, ask the children to recount the events chronologically. Ask the children to describe the impact Alfred had on England and why they think he was given the name Alfred the Great. Give children the Significance of Alfred the Great recording sheet and ask them to choose the five achievements of Alfred the Great that they feel he would be most proud. At the end of the session, invite the children to share and compare their work and give reasons for their choices. Summarise by asking the children the questions 'Why was Alfred the Great significant? What was the impact of his reign on England? How did this change the course of history?'	
Lesson 3 - Significant people – William the Conqueror P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Specific knowledge Year 2 The Bayeux Tapestry is an embroidered cloth, nearly 70 metres long and 50 centimetres tall, which shows the events leading up to the Norman conquest of England, including the Battle of Hastings. Skill Year 2 Sequence significant information in chronological order.	Introduce the children to the second significant sovereign, William the Conqueror. Share the story of his invasion using the William the Conqueror video. After watching the video, challenge the children to sequence the story using the Bayeux tapestry cut outs. Play the video again to see if the children have sequenced the events shown on the tapestry correctly.	
Lesson 4: Hierarchy and power P. of Study Breadth History Aims 2 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 2 Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Specific knowledge Year 2 The feudal system was a way of organising society. The king was at the top of the feudal system followed by the tenants-in-chief, knights and peasants. Peasants were either freemen or serfs. Serfs were at the bottom of the feudal system. Skill Year 2 Describe the hierarchy of a past society.	Explain that William the Conqueror's invasion had a major impact on the way the people of England lived. Share and discuss the Feudal system presentation to show how society was organised under Norman rule. Allow the children to ask and answer questions to consolidate their understanding of the different social groups, before completing the Feudal system recording sheet using the Feudal system cut outs. At the end of the session, invite the children to share what they have learned about the feudal system. Ask questions, such as 'Why do you think the monarch is at the top of the feudal system? Why were serfs at the bottom of the feudal system? How were serfs different to slaves? What did the tenants-in-chief give to the people who were lower down the hierarchy? What did the tenants-in-chief receive in return? If you lived in England in Norman times, where would you like to be in the feudal system?'	• Scissors • Glue
Lesson 5: Significant people – Henry VIII P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 Henry VIII is most famous for his desire to have a son as heir to the throne of England. To try to achieve this, he split from the Roman Catholic Church,	Share the Henry VIII non-fiction text. Highlight the important things that Henry VIII did throughout his reign and explain the impact of his actions. Invite the children to ask and answer questions about the information and discuss whether they believe his actions led to a positive or negative impact on the people of England. Challenge the children to work in pairs to sort the Henry VIII sorting cards under the headings 'positive' or 'negative'. At the end of the session, ask the children to share their work and compare opinions. To consolidate their knowledge, ask questions, such as 'Why was Henry VIII a significant monarch? Which of his actions had a positive impact? Which had a negative impact? Do you think Henry VIII was a good or bad king?	• Scissors • Glue

divorced his first wife and married Anne Boleyn. Henry had three children, including a son, Edward. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.		
Lesson 6: Significant people – Elizabeth I P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Specific knowledge Year 2 Elizabeth I was the second daughter of Henry VIII. She became queen after her brother, Edward VI and sister, Mary I had died. She wasn't married and ruled the country alone. She became popular with ordinary people and supported exploration, the arts and the Church of England. Her Royal Navy stopped an invasion by the Spanish Armada in 1558. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Introduce the children to Elizabeth I by watching the Queen Elizabeth I video. After watching the video, challenge the children to recap the facts and information they consider important. Ask the children to say why they think Elizabeth I is regarded as one of the most significant queens in British history by discussing their ideas and drawing conclusions from the information in the video. Invite the children to consolidate their understanding of Elizabeth I's impact by completing the Elizabeth I actions and impact matching sheet. Ask questions, such as 'Which one action do you think had the biggest impact on the people of England? Were Elizabeth I's actions similar to her father Henry VIII's actions? How would you describe Elizabeth's reign in three words?'	• Scissors • Glue
Lesson 7: Significant people – Queen Victoria P. of Study History • 20 Year 2 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • 13 Year 2 Learn about events beyond living memory that are significant nationally or globally. Knowledge • Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • Year 2 Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. Skill(s) • Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Year 2 Explain why an event from the past is significant.	Ask the children to recall any facts they know about Queen Victoria from previous projects. Introduce more details about her life and rule using the Queen Victoria presentation. Encourage the children to discuss the important things that Queen Victoria achieved during her reign and suggest how her rule is different to those of monarchs they have already studied. Invite the children to record their ideas on the Queen Victoria's reign recording sheet.	
Lesson 8: Significant people –Elizabeth II P. of Study Breadth History Aims 13 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. Knowledge Year 2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Specific knowledge Year 2 Elizabeth II is a constitutional monarch whose role is the head of state of the United Kingdom and Commonwealth. Her work includes supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquets and passing the Crown Act. Skill Year 2 Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Ask the children to recall and write down as many facts as they can remember about Elizabeth II from previous learning. Explore The Royal Family website to find out more. Talk about the Queen's life and work, then invite the children to use the Diamond ranking drag and drop template to rank the Queen's actions from most to least important. When complete, encourage the children to share and debate their answers. Encourage the children to discuss and explain what they consider to be Elizabeth II's most significant actions and why.	• Computers or tablets

Express – Significance and succession **Lesson 1: Who was the most significant sovereign?** P. of Study History 20 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Knowledge Year 2 Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Skill Year 2 Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Display the Six significant sovereigns picture cards. Ask the children to work with a partner to draw conclusions about the sovereigns, using the Dawson's model recording sheet. Once complete, ask the children to share their Assessment outcomess and discuss their views and opinions about each ruler. Ask the children to vote for the most significant monarch of all time – can the children agree?	
Lesson 2: Royal advisers P. of Study Breadth History Aims 13 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. Knowledge Year 2 Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Specific knowledge Year 2 As Elizabeth II's eldest child, Prince Charles is next in line to the British throne. Skill Year 2 Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Show the children the Prince Charles picture card and explain that Prince Charles will become the next King of England because he is the eldest child of Elizabeth II. Ask the children to write a letter to Prince Charles, giving him advice for how to become a successful and significant monarch in the future. Encourage them to use their knowledge of the actions of significant kings and queens through history to guide their thinking. Ask the children to type their letters, share them with a partner and explain the reasons for the advice they have given.	• Computers or tablets • Printer
Enhanced Provision – Role play **Hierarchy role play** P. of Study Breadth History Aims 2 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 2 Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Skill Year 2 Describe the hierarchy of a past society.	Create a castle, palace or stately home in the role play area. Provide suitable props and dressing up outfits to represent kings, queens, nobles and servants. Allow the children to play imaginatively and explore the roles of the different characters in their royal residence.	• Props • Dressing up outfits
Enhanced Provision – Investigation **Bayeux tapestry** P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Skill Year 2 Sequence significant information in chronological order.	Give the children the opportunity to watch the William the Conqueror video independently. Provide laminated copies of the Bayeux tapestry writing frame and dry wipe pens for writing captions and organising into chronological order.	• Computers or tablets • Dry wipe pens
Enhanced Provision – Outdoor **Timeline challenge** P. of Study History 13 Learn about events beyond living memory that are significant nationally or globally. Knowledge Year 2 A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Skill Year 2 Sequence significant information in chronological order.	Provide small groups of children with a selection of laminated pages from the English and British monarchs information sheets. Instruct the children to draw timelines on the playground using jumbo chalks, and then order the information sheets according to when the monarchs lived using the dates on the cards.	• Jumbo chalks

Cycle A: Year 3 / 4 History Schemes of Work
Autumn - Through the Ages

Overview: 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.

Vocabulary:
Significant People: **Amesbury Archer, Bell Beaker folk, Cheddar Man, Emperor Claudius, Jesus Christ, Julius Caesar.**
British History: Bell Beaker folk, Bronze Age, Celt, Iron Age, Roman invasion, Stone Age, Boundary, Country, Farming, Metalworking, Prehistory.
Artefacts and sources: Boscombe Bowmen, Cheddar Man, Lindow Man, Skara Brae, Accurate, Archaeologist, Argument, Artefact, Assumption, Author, Claim, Evidence, Excavation, Fact, Historian, Historical source, Hoard, Infer, Interpretation, Motive, Object, Opinion, Oral, Preservation, Primary Source, Proof, Purpose, Quote, Opinion, Oral, Preservation, Primary Source, Proof, Purpose, Quote, Radiocarbon dating, Reconstruction, Reliability, Remians, Rigorous, Secondary source, View point, Written.
Significant events: Amesbury Archer, Bell Beaker folk, Bronze Age, Roman invasion, Cause, Collapse, Consequence, Discovery, Effect, Factor, Invention, Long term, Metalworking, Short term, Significance.
Compare and contrast: Analyse, Aspect, Common, Compare, Con, Connection, Consider, Contrast, Difference, Discern, Discuss, Enquiry, Evaluate, Exploration, For and against, Investigation, Pro, Question, Similarity, Trend.
Communication: AD, BC, Bronze Age, Iron Age, Mesolithic, Neolithic, Palaeolithic, Stone Age, Century, Circa, Concept, Decade, Era, Millennia, Prehistory.
Everyday Life: Amesbury Archer, After life, Art, Belief, Bronze, Ceremony, Craftsperson, Defence, Defensive Wall, Domesticated Animal, Druid, Farmer, Feast, Fire, Games, Hillfort, Hunter-Gatherer, Iron, Metalworking, Music, Nomad, Poetry, Pottery, Religion, Roundhouse, Sacrifice, Settlement, Stone, Tool, Trade, Warriro, Weapon.
Hierarchy and power: Chief, Community, Conflict, Defence, Equal, Peace, Poor, Power, Rich, Role, Social Hierarchy, Status, Tribe, Warfare, Wealth.
Civilisations: Bronze Age, Celtic, Iron Age, Stone Age, Civilisation, Collapse, Community, Craftsmanship, Develop, Efficient, Game, Invasion, Invention, Language, Migration, Monument, Music, Peace, Poetry, Population, Pottery, Preservation of food, Rebellion, Religion, Revolution, Ritual, Society, Sophisticated, Technology, Tool, Trade, Tribe, Warfare, Weaving.
Changes over time: Doggerland, Cause, Change, Coherent, Consequence, Continuity, Develop, Diverse, Dynamic, Extinct, Improvement, Influence, Permanent, Process, Progress, Shape, Temporary, Transition.
Chronology: AD, BC, Bronze Age, Celt, Gregorian calendar, Iron Age, Roman, Stone Age, Chronological Narrative, Date, Duration, Future, Historical Period, Order, Past, Present, Sequence, Timeline.
Report and conclude: Amend, Analysis, Articulate, Check, Conclusion, Correct, Deduction, Expand, Express, Highlight, Historical Account, Outcome, Present, Reason, Recall, Record, Reference, Reflection, Reveal, Review, Sort, Statement, Summary.
Local history: Living museum.

Assessment outcomes:
Quiz:
Provide each child with a Through the Ages quiz to complete. Share the Through the Ages quiz answer sheet for them to mark their work and address any errors or misconceptions.
Test:
Assess the children's knowledge gained during the project by asking them to complete the Through the Ages question sheet. Check their answers using the provided Through the Ages answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Stone Age Chronology** P. of Study Breadth History Aims 13 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. Knowledge Year 3 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Specific knowledge Year 3 The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrive c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic. Skill Year 3 Sequence dates and information from several historical periods on a timeline.	Use the Stone Age drag and drop timeline template to demonstrate how to order BC dates and consolidate their understanding of dates beyond 1 BC. Ask the children to complete the activity independently, before checking with a partner that it is correctly sequenced. Invite the children to ask and answer questions about aspects of the timeline using historical words and phrases related to the passage of time. Ask the children to save and print off their timelines for reference throughout the project.	• Computers or tablets

Lesson 2: Everyday life the Stone Age P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Specific knowledge Year 3 The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented. Skill Year 3 Describe the everyday lives of people from past historical periods.	Ask the children to read the Stone Age non-fiction text to introduce a more detailed account of everyday life in the three periods of the Stone Age. Allow time for the children to ask and answer questions about the information and make links to their previous learning. Invite them to use the Stone Age sorting cards to build up a picture of aspects of Stone Age life, including settlements, food, climate, art and tools and weapons. When the children have sorted the cards, ask them to correctly position them on the Stone Age recording sheet. Ask questions about the information, such as 'What was life like in the Palaeolithic? How were Palaeolithic settlements different to Neolithic settlements?' At the end of the session, ask the summary question, 'What do we know so far about everyday life in Stone Age Britain?	• Scissors and glue •
Lesson 3: Stone Age tools P. of Study Breadth History Aims 13 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. Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge Year 3 Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles. Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live.	Share the Stone Age tools presentation to show children how tools changed over time due to human invention and ingenuity. Direct the children to read the Stone Age tools and weapons information pack to highlight the different types of tools and weapons from each period and help them to understand how these inventions helped to change the ways that Stone Age people lived. When the children have read and discussed the text, encourage them to answer the questions on the Stone Age tools and weapons recording sheet. At the end of the session, ask questions to consolidate the children's thinking, such as 'Why were tools significant in the Stone Age? How did they change over time? How did invention and ingenuity change the way people lived in the Stone Age?'	
Lesson 4: Stone Age settlements P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Specific knowledge Year 3 Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which have helped historians and archaeologists to understand more about life in the Neolithic. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or	Use the Stone Age settlements map to show the children the location of significant Stone Age sites around the United Kingdom and explain that the settlements were either temporary or permanent settlements. Invite the children to describe their location and any geographical patterns. Use Google Maps to look in more detail at the prehistoric village of Skara Brae. Encourage the children to describe its location and size and suggest reasons for its position. Share the Skara Brae presentation and discuss the information collectively. Ask the children to consider what else they would like to find out about the site and model how to compose a historically valid question for further independent investigation. Challenge the children to use the internet and the Skara Brae information pack to answer their research question. Display the children's research questions and answers on an investigation board for shared reflection.	
Lesson 5: Stone Age Monuments P. of Study Geography Features 7 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Knowledge Year 3 Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. Specific knowledge Year 3 Humans in the Stone Age made a range of monuments, including long barrows, henges, cursus monuments, standing stones and stone circles. Skill Year 3 Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Share the Stone Age monuments presentation to introduce information about Stone Age monuments in the United Kingdom. Encourage the children to ask and answer questions, then display the Stonehenge picture cards. Ask the children to describe what they can see and share any existing knowledge. Invite the children to read and complete the Stonehenge information pack before deciding how to present a historical account of the ancient monument. Children should use the Historical account checklist to evaluate the success of their work.	

Lesson 6: Cheddar Man P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Specific knowledge Year 3 Cheddar Man was discovered in Gough's Cave in Cheddar Gorge, Somerset in 1903. Archaeologists have recently used reliable evidence from radiocarbon dating, genetic analysis, bone analysis and facial reconstruction to find out more about Cheddar Man. He lived over 10,000 years ago, was in his 20s when he died, had blue or green eyes, dark wavy hair and black skin. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Invite the children to work through the Cheddar Man information pack in pairs to find out about the discovery of Cheddar Man and his significance as a historical resource. Encourage the children to share what they have deduced then show the Cheddar Man presentation to see if the children's findings were correct. After sharing the presentation, ask the children to recall facts about Cheddar Man and encourage them to explain what Cheddar Man's discovery reveals about ancient Britain. At the end of the session, discuss how reliable Cheddar Man is as a historical resource and encourage the children to make suggestions for and against the reliability of the different types of evidence studied.	
Lesson 7: End of the Stone Age P. of Study Breadth History Aims 13 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. Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge Year 3 By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animal. Skill Year 3 Explain the cause and effect of a significant historical event.	Ask the children to read the End of the Stone Age information sheet to consolidate their knowledge relating to the main factors and causes of the end of the Stone Age. Encourage the children to ask and answer questions about the facts and information. Give the children the End of the Stone Age question sheet, sharing and comparing their responses when complete.	•
Develop **Lesson 1: Bronze Age chronology** P. of Study Breadth History Aims 13 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. Knowledge Year 3 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Specific knowledge Year 3 The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It ended when society in Britain and Europe collapsed. Skill Year 3 Sequence dates and information from several historical periods on a timeline.	Use the Bronze Age drag and drop timeline template to show a more detailed account of Bronze Age chronology. Allow time for the children to ask and answer questions and describe aspects of the timeline, using historical words and phrases related to the passage of time. Instruct the children to work independently to complete an individual Bronze Age drag and drop timeline template, before checking with a partner to ensure that it is correctly sequenced. Invite the children to save and print their timelines for reference throughout the project.	• Computers or tablets
Lesson 2: Beaker folk P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient, and religion was an important part of life. Specific knowledge Year 3 The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain. Skill Year 3 Describe the everyday lives of people from past historical periods.	Use the Beaker folk information pack to introduce these Bronze Age people to the children. Allow time for the children to ask and answer questions about the information and knowledge presented to them and challenge them to express their ideas about the ways in which the Beaker folk influenced everyday life in Britain. Challenge the children to write an independent account of the Beaker folk, using the information to help. Ask the summary question, 'How did the Beaker folk influence daily life in Britain?'	

Lesson 3: Everyday life in the Bronze Age P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Specific knowledge Year 3 The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed. Skill Year 3 Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.	Use the Bronze Age presentation to introduce a more detailed account of everyday life in the Bronze Age period. Allow time for the children to ask and answer questions about the presentation and make links to their previous learning. Invite them to recall and discuss aspects of Bronze Age life, including how everyday life has changed since the Stone Age. Instruct the children to work independently to add an explanation to each heading on the Comparing life in the Stone Age and Bronze Age recording sheet, using the information from the presentation to help. Invite the children to work in pairs to check and review their work and make any necessary corrections and amendments. Ask the summary questions, 'What do we know so far about life in Bronze Age Britain? How was life similar to or different from life in Stone Age Britain? What aspects of life would you like to learn more about?'	
Lesson 4: Metalworking P. of Study Breadth History Aims 13 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. Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge Year 3 During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased. Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live.	Explain that the children will now dive more deeply into how the discovery of metal changed the way that people lived in the Bronze Age. Share the Metal presentation with the children. Organise the children into groups of six and give each group a Bronze Age information pack. Invite each member of the group to complete one page from the information pack to gather information and evidence to help them to answer the question 'How did the discovery of metal change the way that people lived?' Encourage the children to use the Bronze Age answer sheet to mark their work and consolidate their understanding. Ask the children to share their research with others in the group, before deciding how they would like to record and present their answer to the question.	
Lesson 5: Wealth and power P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Specific knowledge Year 3 In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were poor. An increase in wealth lead to conflicts between tribes and the need for defensive walls around settlements. Skill Year 3 Describe the roles of tribal communities and explain how this influenced everyday life.	Invite the children to read the Wealth and power in the Bronze Age information sheet. After reading, gather the children together to discuss and answer questions, such as 'How did wealth and power cause problems for people in the Bronze Age?', to encourage the children to consider and articulate how wealth and power began to cause conflict between tribes and how this led eventually to the development of protected settlements. Task the children with recording their knowledge on the Wealth and power in the Bronze Age question sheet.	
Lesson 6: Amesbury Archer P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Specific knowledge Year 3 The Amesbury Archer is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects, including flint arrow heads, a metalworking tool and Bell Beaker pottery. Skill Year 3 Describe the everyday lives of people from past historical periods.	Provide the children with the Amesbury Archer information pack. Invite them to work through the evidence and answer the questions to consider what the burial site tells us about the lives, beliefs and rituals of Bronze Age people. Invite the children to discuss, as a group, how reliable they think the burial is as a source of evidence and give reasons for their thinking.	

Lesson 7: End of the Bronze Age P. of Study Breadth History Aims 13 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. Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge Year 3 The Bronze Age collapse is the name given to a period of time when society collapsed in Britain and Europe. The weather, natural disasters in Europe and rebellion by the poor against the rich are all theories given for the Bronze Age collapse. Skill Year 3 Explain the cause and effect of a significant historical event.	Ask the children to complete the End of the Bronze Age recording sheet to understand how a variety of factors may have been responsible for the end of the Bronze Age. Encourage them to read the text and answer questions, such as 'What events could have caused the end of the Bronze Age? How might the end of civilisations in Europe have affected Britain? What evidence is there that the production of bronze stopped?' Encourage the children to discuss which theory they think is most probable and how events at the same time could have changed life forever.	
Develop 2 **Lesson 1: Iron Age chronology** P. of Study Breadth History Aims 13 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. Knowledge Year 3 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Specific knowledge Year 3 The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43. Skill Year 3 Sequence dates and information from several historical periods on a timeline.	Use the Iron Age drag and drop timeline template to show Iron Age chronology. Allow time for the children to ask and answer questions and describe aspects of the period, using historical words and phrases related to the passage of time. Instruct the children to work independently to complete an individual Iron Age drag and drop timeline template, before checking with a partner to ensure that it is properly sequenced. Invite the children to save and print their timelines for reference throughout the project.	• Computers or tablets
Lesson 2: Cause and effect P. of Study Breadth History Aims 13 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. Knowledge Year 3 Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Specific knowledge Year 3 Knowledge of ironworking arrived with the Celts. It improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe. Skill Year 3 Describe how a significant event or person in British history changed or influenced how people live today.	Explain to the children that they will now delve more deeply into how the invasion of the Celts and their knowledge of iron changed the way that people lived in Britain during the Iron Age. Show the children the Iron in Britain presentation. Talk about the information and ask and answer questions to consolidate their understanding. Explore the How iron changed the way people lived diagram to learn more about the causes and consequences of the changes that iron brought to Britain. Encourage the children to use their knowledge to write answers to the questions, 'How did the discovery of iron change the way people lived? How was life similar to or different from life in the Bronze Age?' Allow them to decide how they will record and present their findings, then invite them to articulate their findings to the larger group.	
Lesson 3: Farming boom P. of Study Breadth History Aims 13 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. Knowledge Year 3 Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Specific knowledge Year 3 Farming became more efficient in the Iron Age, due to stronger, more durable iron tools. Farmers used fields outside hillforts to raise cattle and crops and began to use	Ask the children to read the Farming in the Iron Age information sheet to give a narrative of the development of farming and land management by the Celtic people. Invite the children to consider how the use of iron transformed Celtic farming and everyday life in the Iron Age. Challenge them to use their knowledge and discussions to complete the Farming in the Iron Age question sheet. Gather the children together to share and compare their answers and allow them to make any amendments and corrections as they mark their work collaboratively.	

fertilisers. They traded surplus crops with other tribes. Efficient farming led to more free time for feasting, playing games and learning new skills and crafts. Skill Year 3 Describe how a significant event or person in British history changed or influenced how people live today.		
Lesson 4: Invention and ingenuity P. of Study Breadth History Aims 13 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. Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge Year 3 Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music. Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live.	Share the Invention and ingenuity in the Iron Age presentation with the children. Talk about each development and invention and the changes it would have brought to everyday life. Ask the children to record what they have learned on the Invention and ingenuity in the Iron Age recording sheet and invite them to share their work with others.	
Lesson 5: Iron Age hoards P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Specific knowledge Year 3 A hoard is a group of precious objects that have been buried in the ground to be retrieved later. The Snettisham hoard consisted of rings, bracelets, ingots, 234 coins and over 200 torcs made of precious metals. Some pieces in the hoard were unfinished and some were deliberately broken. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Explain to the children that a hoard is a collection of precious objects that have been buried in the ground to be retrieved later. Ask the children to look carefully at the Snettisham hoard picture cards. Encourage them to fill in the Snettisham hoard recording sheet, describing what they can see, what they know about the craftspeople and owners of the objects and what they can deduce and infer from the finds. When the children have gathered their ideas, ask them to answer the question, 'What do the artefacts found in Iron Age hoards tell us about their makers and owners?' before sharing the information on the Snettisham hoard teacher information.	
Lesson 6: Hillforts and homes P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Specific knowledge Year 3 Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection. Skill Year 3 Describe the everyday lives of people from past historical periods.	Use the Atlas of Hillforts website to show children the spread of Iron Age hillforts across the United Kingdom. Encourage the children to describe their locations and identify any geographical patterns. Use the Hillfort picture cards to show the typical size, shape and features of a hillfort and encourage the children to articulate their observations. Ask the children to read the Iron Age hillforts information sheet before answering the included questions. To conclude, ask the children to share what they have found out as part of a class discussion.	• Computers or tablets
Lesson 7: Celtic Warriors P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Specific knowledge Year 3 Written evidence about Celtic warriors comes from Roman invaders or Greek historians. This evidence may be unreliable, because the writers were making assumptions about Celtic warriors, or they were trying to make their enemies sound frightening. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Ask the children to read the information on the Celtic warriors recording sheet. Discuss the information and the sources of evidence provided. Ask questions, such as 'How do we know what Celtic warriors were like? Who provided the evidence? The people writing these descriptions were trying to conquer the Celts. Do you think their descriptions are fact or an opinion? Are these quotes a good source of historical evidence?' Encourage the children to use the information and evidence to draw and label a picture of a Celtic warrior. Ask them to show their work to others at the end of the session to see if they have interpreted the evidence in the same way. Show the children the Celtic warriors presentation to consolidate their understanding of Celtic warrior culture.	• Coloured pencils •

Lesson 8: Celtic beliefs P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Specific knowledge Year 3 Historical sources for Celtic beliefs include written texts from Roman and Greek authors, human remains, artefacts and mythology. These sources may not be reliable on their own, but can be used together to build a picture of Celtic beliefs. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Show the children the Celtic beliefs presentation and discuss the reliability of the four types of evidence listed. Provide pairs of children with the Celtic beliefs sorting cards. Ask them to cut out and read the six statement cards about different aspects of Celtic belief. Encourage them to match the evidence cards to the statement cards to find out what evidence has been found to support the statements. When complete, invite the children to complete the Celtic beliefs question sheet to consolidate their knowledge. Ask the children to share their outcomes and discuss the reliability of the evidence studied.	• Scissors
Lesson 9: End of the Iron Age P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Specific knowledge Year 3 The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain. Skill Year 3 Describe the everyday lives of people from past historical periods.	Ask the children to complete the End of the Iron Age recording sheet to understand how the Roman invasion ended the Iron Age period in Britain. Encourage them to read the text and answer questions, such as 'Why did the Iron Age end so abruptly? Who invaded Britain? Where did the invasion come from?' Encourage the children to discuss how an invasion might have changed life for people in Britain.	
Innovate – Archaeological incestigation **Step 1:** P. of Study Geography Features 7 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Knowledge Year 3 Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. Skill Year 3 Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location.	Describe the location of the ancient burial site.	
Step 2: P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Skill Year 3 Describe the everyday lives of people from past historical periods.	Identify the artefacts found in the grave and record the information that they provide.	
Step 3: P. of Study History 11 Learn about changes in Britain from the Stone Age to the Iron Age. Knowledge Year 3 The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Skill Year 3 Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.	Investigate the human remains found in the grave.	

Step 4: P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Decide why these people travelled to the site.	
Step 5: P. of Study Breadth History Aims 13 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. Knowledge Year 3 Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Skill Year 3 Sequence dates and information from several historical periods on a timeline.	Use the evidence collected to decide when these people might have lived.	
Step 6: P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Use the evidence collected to decide what jobs these people might have done.	
Express **Lesson 1: Presenting our findings** P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Specific knowledge Year 3 The artefacts and human remains found in the Boscombe Bowmen grave indicate that they were all from the same family. They were different ages and came from Wales. They died during the Bronze Age and their remains were buried and moved over time. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Ask the children to present their information about the ancient burial site from their Innovate challenge in small groups. Encourage them to discuss their findings and explore any differences in opinion. At the end of the session, play the Boscombe Bowmen podcast audio to the children, to give them information about the actual burial that they have studied. Talk about the information in the podcast and decide if the children came to the same conclusions as the archaeologist.	• Computers or tablets
Lesson 2: Making comparisons P. of Study Breadth History Aims 13 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. Knowledge Year 3 Throughout history, common areas of human concern include the need for food, survival, shelter and warmth, the accumulation of power and wealth and the development of technology. Knowledge Year 3 Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Skill Year 3 Explain the similarities and differences between two periods of history. View progression Skill Year 3 Summarise how an aspect of British or world history has changed over time.	Ask the children to recall knowledge about the Stone Age and Iron Age that they have learned throughout the project, in order to compare life in the Stone Age to life in the Iron Age. Encourage the children to compare aspects of life, such as homes, food, settlements, lifestyle, clothing, conflicts, beliefs, tools and weapons. When the children have recorded their thoughts, encourage them to consider the changes that happened over time by asking questions, such as 'How did life change between these periods? What major inventions and human ingenuity led to these changes? How did increasing wealth affect the lives of people over time?'	•

Cycle A: Year 3 / 4 History Schemes of Work
Summer - Emperors and Empires

Overview: This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain

Vocabulary:
Significant People: Agricola, Boudicca, Emperor Augustus, Emperor Caligula, Emperor Commodus, Emperor Constantine, Emperor Hadrian, Emperor Honorius, Emperor Nero, Emperor Tiberius, Emperor Trajan, Julius Caesar, Tacitus.
British history: Britannia, Celt, Hadrian's wall, Romanisation, Boundary, Invasion.
Artefacts and sources: Cassius Dio, Ivory Bangle Lady, Julius Caesar, Tacitus, Vindolanda tablets, Account, Archaeologist, Artefact, Benefit, Biased, Claim, Drawback, Evidence, Excavation, Exhibit, Fragile, Grave goods, Historian, Human remains, Interpretation, Opinion, Perceive, Quote, Reliability, Remains, Report, Represent, Rigorous, Scientific analysis, Translation, Version, Viewpoint.
Significant events: Hadrian's wall, Jesus Christ, Roman, Romanisation, Cause, Collapse, Conquest, Consequence, Effect, Founding, Invasion, Long term, Short term, Significance.
Compare and contrast: Analyse, Aspect, Compare, Con, Connection, Consider, Contrast, Describe, Devise, Difference, Different, Discuss, Enquiry, Investigation, Observe, Pro, Same, Similarity, Trend.
Communication: Cause, Change, Clarity, Concept, Continuity, Definition, Effect, Empathy, Question, Significance, Statement.
Everyday life: Paterfamilias, Latin, Romanisation, Bridge, Ceremony, Church, Defence, Defensive wall, Druid, Family, Fort, God, Goddess, Leisure, Merchant, Money, Pagan, Religion, Road, Settlement, Shrine, Slavery, Solider, Temple, Town, Trade, Worship, Writing.
Hierarchy and power: Absolute power, Authority, Conflict, Consul, Control, Dictator, Elect, Emperor, Empire, Equite, Freedom, Freeman, Government, Governor, Judge, King, Kingdom, Lawmaker, Legion, Lower class, Monarchy, Oath, Ownership, Patrician, Plebeian, Politician, Power, Power struggles, Priest, Province, Rank, Rebellion, Region, Reign, Republic, Resistance, Rights, Role, Rule, Ruler, Senate, Senator, Slave, Social Hierarchy, Status, Structure, Tax, Upper class, Vote, Wealth.
Civilisations: Britannia, Christianity, Greek Latin, Pax Romana, Roman, Romanisation, Achievement, Adapt, Alliance, Architecture, Army, Art, Beliefs, Calendar, Citizen, City state, Client kingdom, Complex, Conquest, Construction, Craftsmanship, Culture, Demigod, Drama, Expansion, Fort, Frontier, Gladiator, Growth, Influence, Ingenuity, Invasion, Invention, Language, Law, Multiculturalism, Music, Network, Peace, Population, Religion, Technology, Theatre, Town, Trade, Transform, Urban, Warfare, Welfare system.
Changes over time: Cause, Change, Coherent, Consequence, Continuity, Diverse, Effect, Impact, Influence, Result, Temporary.
Chronology: AD, BC, Gregorian calendar, chronological narrative, Date, Future, Historical period, Order, Past, Present, Sequence, Time, Timeline,
Report and conclude: Dawson's model, Conclusion, Consensus, Deduction, Description, Explain, Finding, Highlight, Narrative, Non-chronological report, Order, Plan, Present, Reason, Record, Reference, Respond, Sort, Suggest, Summary, Timeline.
Local history: Romanisation, Analyse, Belief, Culture, Identity, Impact, International, Living museum, Local history study, Locality, National, Negative, Positive, Settlement, Shape.

Assessment outcomes:
Quiz:
Provide each child with a set of Emperors and Empires quiz matching cards. Set a timer and ask them to match the cards before the timer runs out. Share the Emperors and Empires quiz answer sheet for the children to check their own work and address any errors and misconceptions.
Test:
Assess the children's knowledge learned during the project by asking them to complete the Emperors and Empires question sheet. Check their answers using the provided Emperors and Empires answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Everyday life in Ancient Rome** . of Study Breadth History Aims 14 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. Knowledge Year 3 Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. Skill Year 3 Ask well composed historical questions about aspects of everyday life in ancient periods.	Invite the children to share and compare historical questions from the memorable experience. Recap on what makes a good historical question and model examples. Work together as a class to devise a class list of five research questions that will help the children to find out more about everyday life in ancient Rome, focusing on the aspects of homes, family, school, leisure, clothes, food, jobs and people. Working in pairs, challenge the children to answer the questions using information books, useful websites, their memorable experience notes and the Everyday life in ancient Rome information sheet. Invite the children to share their findings and read answers to their questions aloud. Ask 'Were our findings the same? Did any of our information differ? How could we check our answers? Were there any questions that we could not answer?' Encourage the children to suggest other ways of answering any unanswered questions, including refining them so that they are more specific.	• Information books • Computers or tablets

Lesson 2: Founding of Ancient Rome P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Knowledge Year 3 Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact. View progression Skill Year 3 Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Ask the children to read the Founding of Rome information sheet. Explain that the two accounts give two different viewpoints of how ancient Rome began, one by a Roman citizen and the other given by a modern historian. Ask the children to read both accounts and discuss, in pairs, their view of each. Ask the children to feed back their opinions, asking the question 'Which account do you think is more reliable and why?' Display the Founding of Rome question sheet and ask the children to work independently to answer the questions, before sharing and comparing their answers.	
Lesson 3: Ruling Rome P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Specific knowledge Year 3 Over time in Rome, there were three different systems of rule; a kingdom, a republic and an empire. Skill Year 3 Describe the hierarchy and different roles in past civilisations.	Use the Ruling Rome presentation to explain to the children the chronology, definition, pros, cons, similarities and differences between different styles of Roman rule. Discuss the different systems of power and clarify any misunderstandings or misconceptions that the children may have. Challenge the children to work in pairs to sort the Ruling Rome sorting cards into three groups; Roman Kingdom, Roman Republic or Roman Empire. Share and compare the children's cards to see if they have sorted them correctly. Ask the children to use the cards to help them write a paragraph about each type of rule in their project books.	
Lesson 4: Growth and expansion of Rome P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. Specific knowledge Year 3 The Roman Empire grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East. Skill Year 3 Describe the achievements and influence of the ancient Romans on the wider world.	Share the Growth and expansion of the Roman Empire presentation to teach the children the chronological narrative of the growth and expansion of the Roman Empire. Ask the children to use the maps to observe how the empire grew over time and how it spread across Europe and the wider world. Encourage them to identify and discuss some of the causes and consequences of growth, using examples from the text. Ask the children to consolidate their understanding by answering the questions on the final slide. Share and compare the children's answers.	•
Lesson 5: Emperors of the Empire P. of Study Breadth History Aims 13 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. Knowledge Year 3 Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Specific knowledge Year 3 Nine significant Roman emperors include: Augustus (63 BC–AD 14); Tiberius (42 BC–AD 37); Caligula (AD 12–41); Claudius (10 BC–AD 54);	Show the children the Roman emperors presentation. Discuss the information presented and allow time for the children to ask and answer questions. Use the timeline slide to introduce a selection of Rome's emperors, explaining that each emperor on the timeline is considered to have made a significant impact. Use the Dawson's model slide to recap on how to judge the significance of an individual. Challenge the children to work in pairs to read the Emperor profile cut outs before using the Diamond ranking drag and drop template to answer the question 'In your opinion, which emperor was the most significant?' Invite the children to share their diagrams and explain why they have ordered the emperors in this way. Encourage them to use evidence from the Emperor profile cut outs in their explanations.	• Computers or tablets

Nero (AD 37–68); Trajan (AD 53–117); Hadrian (AD 76–138); Commodus (AD 161–192); Constantine (cAD 280–337). Skill Year 3 Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.		
Lesson 6: Hierarchy in Ancient Rome P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Skill Year 3 Describe the hierarchy and different roles in past civilisations.	Recap on what the children already know about social hierarchy in ancient Rome and ask them to name any of the social groups that they are familiar with. Use the Social hierarchy in the Roman Empire presentation to explain the different social groups and their roles in society. Invite the children to find out more about these social groups using information books and trusted online sources. Challenge the children to use this knowledge to write an empathetic account of one group's daily life.	• Computers or tablets
Lesson 7: Roman Army P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Specific knowledge Year 3 The basic structure or hierarchy of a Roman army legion was complex. It included: *contubernium*, which consisted of eight men who lived and worked together; centuries, which were made up of 10 *contubernia* with a total of 80 men commanded by a centurion; cohorts, which included a group of centuries or a maximum of 800 fighting men. A Roman legion was commanded by a *legatus legionis*. Skill Year 3 Describe the hierarchy and different roles in past civilisations.	Explain to the children that, like society as a whole, the Roman army also had a hierarchical structure. Explain this using the Roman army structure and hierarchy presentation. Ask the children to delve more deeply into the hierarchy of the Roman army and its workings by reading the Roman army information sheet. After the children have read the information, challenge them to answer the questions. Ask the summary question, 'How did the structure and hierarchy of the Roman army help them to be successful in conquering other lands?'	
Develop **Lesson 1: First invasions of Britain** P. of Study Breadth History Aims 13 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. Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge Year 3 Roman army general, Julius Caesar first invaded Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful. Skill Year 3 Explain the cause and effect of a significant historical event.	Recap on the meaning of the words 'cause' and 'consequence' and model some examples from past topics. Give children a copy of the First Roman invasions information sheet and explain that they should read this information in pairs and use highlighter pens to identify causes and consequences of the first Roman invasions. After reading, ask the children to share their findings and discuss these using the text as a reference. Help the children to consolidate their understanding by writing paragraphs to answer the questions included. Invite the children to share and compare their answers with the larger group. Children can visit the BBC learner guide How the Romans conquered Britain to find out more about this aspect of Roman Britain.	• Highlighter pens
Lesson 2: Roman conquest P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over	Recap on the causes and consequences of the first Roman invasions of Britain and ask the children to use their completed Roman history drag and drop timeline template to identify the date of the next Roman invasion. In pairs, ask the children to read the Roman conquest AD 43 information sheet, using highlighter pens to identify the causes, consequences and longer term impacts of the invasion. Display the Roman	• Highlighter pens

time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Specific knowledge Year 3 The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised. Skill Year 3 Explain the cause, consequence and impact of invasion and settlement in Britain.	conquest AD 43 question sheet and encourage the children to work in pairs to discuss, then complete the questions in their project books. At the end of the session, talk through the children's answers and ask the summary questions 'What was the main cause of this invasion? What were the short and long term consequences for Britain? What were the main similarities and differences between this and the first invasions of Britain?'	
Lesson 3: Boudicca's rebellion P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Specific knowledge Year 3 A rebellion is an act of resistance against government or authority. Skill Year 3 Describe the significance and impact of power struggles on Britain.	Discuss the meaning of the word 'rebellion' with the children. Write an agreed definition, then ask the children to discuss why they think many Celtic tribes tried to rebel against Roman rule. Share the Boudicca presentation to tell the story of the Iceni tribe and the rebellion of the warrior queen Boudicca. Ask the children to consider why Boudicca's actions are significant and what they tell us about the struggle for power during this period of invasion. Challenge the children to write an account of Boudicca's rebellion using the Boudicca word mat. Invite children to volunteer to read their accounts aloud. Ask the children the summary questions 'What did Boudicca do to resist the power of Roman rule? What did the Romans do to ensure that Roman rule prevailed?'	
Lesson 4: Struggle with Scotland P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Specific knowledge Year 3 The Romans wanted to conquer Caledonia (Scotland) after conquering Britannia (England and Wales). They tried to bribe and fight the tribes in Scotland, but northern Caledonians, called Picts, refused to surrender. Skill Year 3 Describe the significance and impact of power struggles on Britain.	Share the Roman struggle for Scotland presentation. Talk about the information given and ask and answer questions about the reasons the Romans wanted to invade Scotland and why they were unsuccessful against the Picts. Encourage the children to record and consolidate their thinking by completing the Roman struggle for Scotland recording sheet. At the end of the session, talk through the children's answers and ask the summary question 'How was the invasion of Scotland similar to or different from what happened in England and Wales?' Children can use the BBC learner guide Did the Romans conquer Scotland? to find out more.	
Lesson 5: Hadrian's Wall P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Specific knowledge Year 3 Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England and was built from earth, turf and stone. Forts, milecastles and turrets helped soldiers protect the border. Skill Year 3 Describe the significance and impact of power struggles on Britain.	Display the Hadrian's Wall picture cards. Ask the children to describe the wall's position, its current state, and share any knowledge that they have about its historical importance. After discussing their observations, show the Hadrian's Wall presentation to explain how the wall was built and why it was significant. Invite the children to consolidate their knowledge and understanding of the wall's significance by completing the Hadrian's Wall question sheet. To conclude, ask the children to come to a consensus for why Hadrian's Wall was such a successful and significant feature of the Romans' defence of Britannia. Children could research this topic further by watching the ClickView video What is Hadrian's Wall? on YouTube.	

Lesson 6: Life in a Roman fort P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Specific knowledge Year 3 The Vindolanda tablets were found in 1973 at Vindolanda Roman fort near Hadrian's Wall. They are made of wood and written on with pen and ink. 700 tablets have been found containing letters, shopping lists and party invitations written by people in the fort. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Show the children the Vindolanda tablets presentation. Encourage them to talk about the information presented, considering why the tablets are an important historical resource. Ask the children to consider what the benefits and drawbacks might be for using the tablets as evidence, including the possibility of the writers' viewpoints being biased and the difficulties with translation. Share the Vindolanda tablets recording sheet, modelling how to write a paragraph using quotes from the example tablets. At the end of the session, ask the children to share their findings with others and discuss the concluding questions 'Are the Vindolanda tablets a reliable source of evidence? What do we need to be aware of when using such historical sources?'	
Develop 2 - The United Kingdom **Lesson 1: Brittania** P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Specific knowledge Year 3 Many people who lived near new Romans towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. Merchants used Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology. Skill Year 3 Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Recap on what the children already know about life in ancient Rome and the invasion of Britannia, using their knowledge from their previous learning. Provide all children with a copy of the Life in Roman Britannia information sheet and ask them to read the information in pairs. Ask the children questions about the content of the text and encourage them to make comparisons with what they know about life in ancient Rome. Display the Life in Roman Britannia question sheet and ask the children to write answers to each question in their project books. Explain to the children that they will be exploring, more deeply, the Romans impact on life in Britannia. You could also use the BBC learner guide What was it like in Roman Britain? to find out more.	
Lesson 2: Roman invention and ingenuity P. of Study Breadth History Aims 13 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. Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge Year 3 Roman inventions include forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers. Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live.	Share the Roman invention and ingenuity presentation with the children. Allow time for the children to discuss the information presented and consider why these inventions made such an impact on life in Britannia. Invite the children to complete the Roman invention and ingenuity recording sheet. Encourage the children to share and compare their work before answering the summary question 'What impact did Roman invention and ingenuity have on life in Britannia?'	
Lesson 3: Roman roads P. of Study Breadth History Aims 13 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. Knowledge Year 3 Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and	Recap on the meaning of the words 'invention' and 'ingenuity' and encourage the children to recall examples from the previous lesson. Explain that they will now take a deeper dive into the impact of Roman roads on everyday life in Britannia. Use the Roman roads presentation to deliver further knowledge about the construction and purpose of Roman roads and how the building of roads helped to transform life in Britannia. Encourage the children to consolidate their understanding by completing the questions on the Roman roads recording sheet. Mark the children's answers together,	

throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Specific knowledge Year 3 The Romans built roads to link up Roman towns and so that the army could move around easily. They were well built from concrete, stone, broken tiles and gravel and were straight. Bridges were built when rivers needed to be crossed. Skill Year 3 Describe ways in which human invention and ingenuity have changed how people live.	then ask the summary questions 'How did the roads help to Romanise Britannia? How did they change how people lived?'	
Lesson 4: Roman towns in Britain P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Specific knowledge Year 3 Before the Romans arrived there were no towns In Britain. Romans built towns on a grid system. All towns in the Roman Empire were similar and contained a forum, basilica, temples and bath houses. Skill Year 3 Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Ask the children to read the Roman towns information pack. Encourage them to make notes and highlight interesting information as they read. Discuss how Roman towns showed the ingenuity of the Romans. Ask the children to use the knowledge that they have gained to write a short paragraph to describe life in a Roman town and then make a labelled drawing of a Roman town in their project books. Invite children to read their paragraphs aloud and compare what they have remembered.	• Drawing materials
Lesson 5: Romano-British culture P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Specific knowledge Year 3 The Romans led a rich and cultured life. They enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion. Skill Year 3 Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Share the Cultural artefacts presentation with the children. Explain that the pictures show examples of Roman artefacts found in Britain that reflect some of the aspects of Roman culture and Romanisation in Britannia. Show each image one at a time, asking the children to consider what the item is, how it might have been used and what it tells them about Romano-British culture. Reveal the information to share the narrative of each item and evaluate to what degree the children's ideas were accurate. To summarise, ask the children to write an illustrated paragraph describing some of the items and what they evidence about Roman culture in Britannia.	• Drawing materials
Lesson 6: Religion P. of Study Breadth History Aims 13 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. Knowledge Year 3 Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Specific knowledge Year 3 Traders brought the news of Christianity to Roman Britain but at first the Romans punished Christians. Emperor Constantine was the first Christian emperor and he wrote the *Edict of Milan*, which made Christianity legal in AD 313. 10 years later, Christianity became the official religion of the Roman Empire. Skill Year 3 Describe how a significant event or person in British history changed or influenced how people live today.	Invite the children to read the Christianity comes to Britannia information sheet as a group. Encourage them to discuss the information and ask and answer questions about the content of the text. Instruct the children to read the text again, independently, and answer the questions provided. Mark the children's answers together, allowing them to address any mistakes or misconceptions.	

Lesson 7: Ivory bangle lady P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. Specific knowledge Year 3 Archaeological evidence from the Ivory Bangle Lady indicates that wealthy people of African descent lived in Roman Britain, luxury goods from across the Roman Empire were available in York and Christian and pagan beliefs existed alongside each other in Roman Britain. Skill Year 3 Describe the achievements and influence of the ancient Romans on the wider world.	Organise the children into pairs and give each an Ivory Bangle Lady information pack. Invite the children to use the sources to help them answer and record their response to the questions in the pack. Ask the children to share and compare their work then play the Ivory Bangle Lady podcast audio to see if their findings were correct and to learn more about the Ivory Bangle Lady. At the end of the session, ask summary questions to consolidate their knowledge, such as 'What does the Ivory Bangle Lady tell us about multiculturalism in Roman Britain? How reliable is the Ivory Bangle Lady's burial as a historical source? To what extent does this evidence change what you thought about society in Roman Britain?'	
Lesson 8: Romanisation in the local area P. of Study History 1 Conduct a local history study. Knowledge Year 3 National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. Skill Year 3 Analyse a range of historical information to explain how a national or international event has impacted the locality.	Explain to the children that they will be working in pairs or small groups to carry out a historical investigation to answer the question, 'What evidence is there of Romanisation in our local area?' Begin by showing the children how to find a local historical site by searching the map on the Roman Sites in Britain webpage on the Historic UK website. After locating the nearest site, instruct the children to work in their pairs or groups to make a list of all the sources that they can use to find out more about the identified site. Give all children a copy of the Roman life in the local area recording sheet to help guide their investigations and ensure that all children have access to the resources identified in their list. Allow time for the children to work in their pairs or groups, to gather evidence and record their findings, before sharing these as a larger group.	• Computers or tablets
Lesson 9: Roman withdrawal P. of Study Breadth History Aims 13 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. Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge Year 3 The Romans started to withdrew from Britain cAD 400 because of invasions by the barbarian Visigoths in other parts of the Empire. The Britons asked Rome for help in AD 410 but Emperor Honorius refused to send troops to defend the Britons and declared they had to 'look to their own defences'. Skill Year 3 Explain the cause and effect of a significant historical event.	Explain to the children that, by AD 410, Roman troops had returned to Rome under the instruction of the Roman emperor, Honorius. Refer to the Roman history drag and drop timeline to recap the date. Read the Letter from Rome fiction text. Explain that, although this is a fictional account, it is based on historical events. It includes some of Honorius' actual quotes and gives us an insight into why the Romans left Britannia. Ask the children to read the letter independently and be ready to identify and summarise the significant factors that led to the Roman withdrawal. Ask the children to write a response to Honorius, in role as a Roman soldier, to describe their worries, fears and other feelings as they leave Britannia and return home to Rome at such a troublesome time. Children can use the Letter to Rome word mat to help them construct their responses. Invite the children to read their letters aloud to the group.	
Innovate **Step 1:** P. of Study Breadth History Aims 14 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. Knowledge Year 3 Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Skill Year 3 Make deductions and draw conclusions about the reliability of a historical source or artefact.	Read the text about the importance of Roman writing. Write a paragraph to explain why written accounts are important to historians.	

Step 2: P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. Skill Year 3 Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.	Use Caesar's accounts to describe what he thought about the Britons and to compare the Celtic way of fighting to the tactics of the Roman army.	
Step 3: P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Skill Year 3 Describe the significance and impact of power struggles on Britain.	Analyse the written accounts. Use the evidence to describe how the Romans treated Boudicca and explain the power struggles between the Celts and Romans.	
Step 4: P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Skill Year 3 Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Use Tacitus' account to write a paragraph about how Agricola helped to Romanise the Britons.	
Step 5: P. of Study History 18 Learn about the Roman Empire and its impact on Britain. Knowledge Year 3 Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. Skill Year 3 Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.	Use the first-hand accounts to write a short paragraph comparing life in a Roman town to life in the countryside.	
Step 6: P. of Study Breadth History Aims 13 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. Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Skill Year 3 Explain the cause and effect of a significant historical event.	Explain why the letter, the *Groans of the Britons*, was sent and what it tells us about life after the Romans left Britain.	
Express **Lesson 1: Presenting our findings** P. of Study Breadth History Aims 13 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.	Ask the children to consider ways that they can share their historical reports from the Innovate stage with others. Encourage them to decide who they want to share their reports with and how, making suggestions where needed. Examples might include sharing their reports with a living museum, on the school website as part of a class blog or by inviting an audience, such as other children or parents and carers.	• Computers or tablets

Knowledge Year 3 Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Skill Year 3 Make choices about the best ways to present historical accounts and information.		
Lesson 2: New invaders! P. of Study Breadth History Aims 13 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. Knowledge Year 3 The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Specific knowledge Year 3 By AD 410, Roman troops withdrew from Britain to help fight wars elsewhere in the Empire. As the Romans left Britain, other invaders came to Britain including Angles, Saxons, Picts, and Scots. As a result of the withdrawal, towns and villas were abandoned, money went out of use and writing declined. The event also lead to the invasion of Britain by the Anglo-Saxons because there was no army to defend the borders. Skill Year 3 Explain the cause and effect of a significant historical event.	Ask the children 'What do you think happened to Britain after the Roman withdrawal?' Encourage them to make suggestions and share their opinions. Use the New invaders presentation to explain what actually happened and consider how the Britons would have felt at this time and in the following years. Invite the children to work in pairs to create a role play conversation between two Britons, asking 'What would the Britons say to each other about what had happened since the Roman withdrawal?' Encourage them to consider the following, 'How would the Britons be feeling? What would they miss about the Romans? What would their fears be now?' Invite the children to express their ideas by performing to others in the group.	

Cycle B: Year 3 / 4 History Schemes of Work
Autumn – Invasion

Overview:
In the Invasion project, children will explore the effects of the Roman withdrawal and the chronology and geography of subsequent invasions. They will study the Anglo-Saxons and Vikings in detail, examining their reasons for invading, their settlements and their everyday life. Children will also look at monasteries and the Anglo-Saxon legacy. They will consider how we know about life in this period and investigate the Sutton Hoo ship burial. They will learn about Athelstan, an Anglo-Saxon king, and what happened after his death, before ending the project by learning about the Norman invasion of 1066.

Vocabulary:

Compare and contrast:

Analyse, compare, connection, consider, contrast, describe, difference, discern, discuss, enquiry, investigation, question, similarity, trend

Communication

Danegeld, Anglo-Saxon, Norman, Pict, Scot, Viking, concept, conquer, death, empathy, fortified, fortress, historical question, invade, invasion, kingdom, overpower, peace, raid, surrender, territory, treaty

Significant people:

Aethelred the Unready, Alfred the Great, Bede, Cnut the Great, Eadwig the All-Fair, Edgar the Peaceful, Edmund I, Edmund Ironside, Edward the Confessor, Edward the Martyr, Edwin, Gildas, Guthrum, Harald Hardrada, Harold Godwinson, Harold Harefoot, Harold II, Hengist and Horsa, King Athelstan, King Eadred, King Harthacnut, King Offa, St Aiden, St Augustine, St Columba, Sweyn Forkbeard, William the Conqueror, achievement, consequence, negative, positive, profile

Everyday Life:

Anglo-Saxon, Briton, Celt, Celtic language, Christianity, Germanic language, Norman, Norseman, Old English, Viking, afterlife, craftsperson, defence, farmer, farming, farmland, game, god, goddess, hillfort, home, invasion, longship, merchant, monastery, motte and bailey castle, paganism, religion, settlement, trade, village, warrior, worship

Hierarchy and power:

Danelaw, allegiance, archbishop, archdeacon, army, baron, bishop, border, castle, ceorl, chieftain, conflict, contender, dean, feudal system, freemen, government, heir, heptarchy, hierarchy, invasion, jarl, karl, king, kingdom, knight, land, law, lord, loyalty, monarchy, oath, official, overpower, peace, peasant, poor, power, priest, raid, rank, rebellion, reign, revenge, rich, rival, ruler, serf, settle, slave, status, succession, supremacy, surrender, synod, tenant-in-chief, theyn, thrall, tithe, treaty,
Tribe, uprising, vassal, warfare, wealth

Civilisations:

Anglo-Saxon, Britannia, Christianity, Norman, Roman, Viking, army, art, beliefs, characteristic, complex, county, craftsmanship, crime, culture, custom, decline, diverse, economy, fall, invasion, inventions, language, literacy, military, money, music, peace, poetry, politics, punishment, region, religion, ritual, society, town,
Trade, tradition, warfare

British history

Angle, Anglo-Saxon, Domesday Book, Jute, Lindisfarne, Norman Conquest, Pict, Roman, Saxon, Scot, Synod of Whitby, Viking, Vortigern, inventions, place name, rule of law, settlement, social structure

Changes over time:

Aspect, cause, change, connection, consequence, context, continuity, contrast, develop, dynamic, effect, historical perspective, impact, legacy, long term, permanent, process, short term

Chronology:

AD, BC, Middle Ages, century, chronological order, date, decade, duration, era, future, past, period, present, sequence, timeline

Report and conclude:

Account, chronological account, explain, fictional narrative, highlight, historical report, introduction, match, non-chronological report, note, poem, profile, reason, record, relevant, respond, reveal, sort, summary, timeline, verbal

Artefacts and sources

Sutton Hoo, accurate, archaeologist, artefact, barrow, belief, biased, burial site, claim, contemporary account, context, craftsmanship, document, evidence, excavation, first hand evidence, grave goods, historian, hoard, intact, interpretation, objects, opinion, owner, preservation, primary source, reconstruction, remains,
Representation, rigorous, secondary source, use, viewpoint, analyse, archaeologist, argument, artefact, belief, burial chamber, claim, decoration, depiction, design, evidence, excavation, form, grave goods, historian, interpretation, material, object, owner, power, rigorous, status, symbol, use, wealth

Significant events

Domesday Book, Norman Conquest, Offa's Dyke, Pict, Scot, barbarian, cause, change, consequence, death, destruction, displacement, effect, natural disaster, power, retaliation, significance, wealth, withdrawal

Local history:

Domesday Book, community, human features, international, land use, language, layout, local, national, place names, regional

Assessment outcomes:
Quiz
Provide each child with the Invasion quiz. Explain that they will be marking a completed quiz sheet as though they were a teacher. Ask them to tick answers they think are correct and award marks. If they think an answer is wrong, encourage them to correct it. At the end of the session, use the Invasion quiz answer sheet to help the children to check their work.
Test
Assess the children's knowledge learned during the project by asking them to complete the Invasion question sheet. Check their answers using the provided Invasion answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Memorable Experience: **The Ruin** P. of Study Breadth History Aims 11 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. Knowledge Year 4 A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Specific knowledge Year 4 *The Ruin* is an Anglo-Saxon poem written by an anonymous author sometime between the 8th and 9th century, 400 years after the Roman withdrawal. It describes the fall of a Roman city in Britain, thought to be Bath. Skill Year 4 Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Play *The Ruin* audio to the children. Ask them to listen carefully for clues as to what the poem is about and encourage them to share their thoughts and ideas. Reveal that the poem was written by an unknown author, probably in the 8th or 9th century, and describes a deserted Roman city somewhere in England that has been destroyed by neglect and invasion. Ask the children to consider how useful the poem is as a historical source and share their opinions about its reliability. In pairs, ask the children to read *The Ruin* analysis information sheet and use a highlighter pen to mark words and phrases, or make notes, to refer to evidence of the effects of the Romans withdrawal and invasion on Britain. Invite the children to discuss their findings with the larger group, before working in pairs to write a shared poem on the theme, using *The Ruin* word mat to help. Invite the children to read their finished poems aloud or record them.	
Introductory knowledge: P. of Study History 1 Year 4 Learn about the Roman Empire and its impact on Britain. 5 Year 4 Aims 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. Knowledge Year 4 The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Year 4 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. Skill(s) Year 4 Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Year 4 Explain in detail the multiple causes and effects of significant events.	Use the After the Romans presentation to revisit the causes and consequences of the end of Roman rule in Britain. Highlight the impact of this, including the invasions of the Scots and Picts, decline of Roman ways, people moving from towns to hillforts, the end of the use of money, literacy declining and the lack of written records. Ask the children to read and sort the After the Romans sorting cards into two groups, true or false, and then record the statements in their project books accordingly. At the end of the session, ask 'What was the main cause of Roman withdrawal from Britain?' and 'What were the consequences of the Romans withdrawing?'	
Engage: What happened after the Roman withdrawal? **Lesson 1: Invasion timeline** P. of Study Breadth History Aims 21 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.	Show children the chronology of invasion in England using the Invasion timeline diagram and introduce the name of each invading group. Highlight the start and end dates of each period and discuss the overlap of duration. Give the children a set of Invasion timeline sorting cards and ask them to match the questions to the answers, or where appropriate, write their own answers to the question cards. Talk about the children's choices, then ask them to respond to the enquiry question 'What happened in the 600 years	

Knowledge Year 4 Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Specific knowledge Year 4 During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans. Skill Year 4 Sequence significant dates about events within a historical time period on historical timelines.	after the Roman withdrawal?' by giving a verbal summary at the end of the session.	
Lesson 2: Significant events of the early Middle Ages P. of Study Breadth History Aims 21 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. Knowledge Year 4 Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Specific knowledge Year 4 Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect. Skill Year 4 Sequence significant dates about events within a historical time period on historical timelines.	Give children the Invasion timeline cards and challenge them to make timelines of the early Middle Ages, sequencing the significant dates and events of each period. When complete, invite the children to answer the enquiry question, 'How does a timeline help us to understand events in history over a longer or more complex period?' using evidence from the timeline, through discussion or by composing a written response. Reveal and discuss the different ways that timelines help us to understand history.	
Develop 1 - What was the impact of the Anglo-Saxons on Britain? **Lesson 1: Anglo-Saxon invasion** P. of Study History 3 Learn about Britain's settlement by Anglo-Saxons and Scots. Knowledge Year 4 Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. 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. Specific knowledge Year 4 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. 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. Skill Year 4 Explain the cause, consequence and impact of invasion and settlement in Britain.	Play the children the Anglo-Saxons invade audio. Allow them to listen several times, then ask the question, 'What were the causes and consequences of the Anglo-Saxon invasion?' Allow time for the children to discuss the question and jot down their ideas before summarising the information into a short paragraph that answers the question. Encourage them to share their answers with others and add any other ideas or pieces of information that they learn.	
Lesson 2: Anglo-Saxon kingdoms P. of Study History 3 Learn about Britain's settlement by Anglo-Saxons and Scots. Knowledge Year 4 Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. 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. Specific knowledge Year 4 After the invasion the Anglo-Saxons settled across England from east to west. They split England into seven kingdoms: East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex. Each kingdom was ruled by a separate king and there was unrest as these kings fought each other for land and power. Eventually, there were five kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex. Skill Year 4 Explain the cause, consequence and impact of invasion and settlement in Britain.	Recap on learning from the previous lesson, focusing on the reasons why the Anglo-Saxons invaded Britain. Use The Anglo-Saxons settle video to explain the consequences and impact. Encourage the children to ask and answer questions about the information, focusing on the development of the different kingdoms. Invite the children to find out more by reading the Anglo-Saxons settle information sheet and then answering the questions on the Anglo-Saxons settle question sheet in their project books.	
Lesson 3 - Sutton Hoo P. of Study Breadth History Aims 11 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.	Show children the Sutton Hoo ship burial presentation. Discuss the significance of the find and what it tells us about Anglo-Saxon power, belief and custom. Organise the children into small research groups and give each a Sutton Hoo ship burial information pack. Ask the children to work together	

Knowledge Year 4 Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Specific knowledge Year 4 Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. The craftsmanship, materials and function of the objects showed that the person buried was wealthy and important. Skill Year 4 Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	in their groups to answer the included questions and prepare to feedback their findings to the larger group. Play the Sutton Hoo podcast audio to reveal the narrative of the artefacts.	
Lesson 4: Anglo-Saxon monasteries P. of Study History 1 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Knowledge Year 4 Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. Skill Year 4 Describe a series of significant events, linked by a common theme, that show changes over time in Britain.	Share the Christianity returns to Britain presentation and discuss why and how Christianity came back to Britain from around AD 600. When the children have understood the background information, give them a copy of the Anglo-Saxon monasteries information sheet. After reading, ask them to describe why monasteries were so important to Anglo-Saxon Britain before writing a response. Encourage them to use information and evidence from the text to back up their ideas.	
Lesson 5: Everyday life in Anglo-Saxon Britain P. of Study Breadth History Aims 21 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. Knowledge Year 4 Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Skill Year 4 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Share the enquiry question 'What was everyday life like in Anglo-Saxon Britain?' Explain that the children will use sources of evidence to find out the answer. Provide groups of children with a Life in Anglo-Saxon Britain information pack and explain that they need to explore each source to help them answer the enquiry question. After the children have gathered their evidence, encourage them to write their answer to the question in clear sentences and share their findings with the rest of the class. Use the Life in Anglo-Saxon Britain answer sheet to check the children's interpretations of the sources.	
Lesson 6: Anglo-Saxon legacy P. of Study History 3 Learn about Britain's settlement by Anglo-Saxons and Scots. Knowledge Year 4 Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. 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. Skill Year 4 Explain the cause, consequence and impact of invasion and settlement in Britain.	Ask the children to consider the question 'How would life today be different if the Anglo-Saxons had never invaded and settled in Britain?' and ask them to record their initial thoughts. Encourage the children to read the Anglo-Saxon legacy information sheet and use the information to help them answer the question. Provide the Enquiry question recording sheet to help the children structure their thinking. At the end of the session, ask the children to explain their answer to the question using evidence they have gathered.	
Develop 2- Did the Vikings destroy Anglo-Saxon Britain? **Lesson 1: The first Viking landing** P. of Study History 1 Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Knowledge Year 4 The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Specific knowledge Year 4 The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by the reeve of Dorchester, the local official, who was killed. Skill Year 4 Describe the significance and impact of power struggles on Britain.	Ask the children to revisit the Invasion timeline diagram and ask them to describe what they can see happening in AD 789. Invite children to find out more about what happened as the first Vikings invaded, by reading The first Viking landing fiction text and answering the questions included. Allow time to discuss how the Britons may have felt under another invasion. After discussion, ask the children to answer the questions, empathising with different points of view presented in the story.	

Lesson 2: Viking raids at Lindisfarne P. of Study Breadth History Aims 11 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. Knowledge Year 4 Bias is the act of supporting or opposing a person or thing in an unfair way. Knowledge Year 4 A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Skill Year 4 Identify bias in primary and secondary sources. Skill Year 4 Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Share the Viking raids presentation and talk about why the Vikings targeted the monasteries. Present the enquiry question, 'What can we learn about the Viking raid on Lindisfarne from primary sources of evidence?' Give groups of children a Viking raid information sheet. Encourage them to use the evidence to answer the enquiry question and share their findings. As they work, talk about the Anglo-Saxon viewpoint of the evidence and discuss if they think the image created of the Vikings is likely to be accurate or biased. After the discussion, ask the children to use the information they have gathered to create a piece of writing about the raid, either from the viewpoint of a monk or a Viking invader.	
Lesson 3: Surrender or fight back? P. of Study Breadth History Aims 21 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. Knowledge Year 4 Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Specific knowledge Year 4 There is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. 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. 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. Skill Year 4 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Recap previous learning and then explain that Viking attacks continued for the next 60 years before the Vikings settled permanently in Britain. Ask the children questions, such as 'What do you think the Anglo-Saxons did when the Vikings started to settle? Do you think they surrendered their homes, goods and land or do you think they fought back? Why do you think that?' After the discussion, ask the children to read The Anglo-Saxons battle the Vikings information sheet. Encourage them to answer the questions included and use the evidence to write an answer to the enquiry question, 'Did the Anglo-Saxons surrender to the Vikings or did they fight back?'	
Lesson 4: Comparing everyday lives of Anglo-Saxons and Vikings P. of Study Breadth History Aims 21 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. Knowledge Year 4 Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Skill Year 4 Compare and contrast two civilisations.	Ask the children to recall their knowledge of everyday life in Anglo-Saxon England from previous sessions. Pose the enquiry question, 'Were the everyday lives of Vikings similar or different to the everyday lives of Anglo-Saxons?' Task the children with answering the question, using sources, such as information books, useful websites and the BBC Bitesize webpage What was life like in Viking Britain? Instruct the children to record their findings on the Comparing Anglo-Saxon and Viking life table. When the children have completed the table, encourage them to share and compare their thinking and highlight examples of similarities and differences.	
Lesson 5: Significant person – King Athelstan P. of Study Breadth History Aims 11 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. Knowledge Year 4 A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Specific knowledge Year 4 Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'. Skill Year 4 Construct a profile of a significant leader using a range of historical sources.	Provide pairs of children with the Sources of evidence for King Athelstan information pack. Talk about the difference between the primary and secondary sources, then ask the children to use the evidence to create a profile of the king to answer the question, 'Who was Athelstan and why was he a significant leader?' Encourage them to include an introduction, a biography of his life and his significant achievements. Ask the children to share their completed profiles to ensure their work has answered the question.	

Lesson 6: After Athelstan P. of Study Breadth History Aims 21 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. Knowledge Year 4 Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Specific knowledge Year 4 England was not a peaceful kingdom after Athelstan. 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. Skill Year 4 Sequence significant dates about events within a historical time period on historical timelines.	Provide pairs of children with the After Athelstan timeline cards and ask them to read the information provided and put them into chronological order. Encourage the children to take notes as they read the cards, which they can then use to consider whether England was peaceful after Athelstan. At the end of the session, encourage the children to share their answers and give reasons for their thinking.	
Lesson 7: Norman invasion P. of Study Breadth History Aims 5 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. Knowledge Year 4 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. Specific knowledge Year 4 The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England. Skill Year 4 Explain in detail the multiple causes and effects of significant events.	Remind the children of the timeline from the previous lesson then introduce the enquiry question, 'What were the causes and effects of the Norman invasion and the Battle of Hastings in 1066?' Play the children the Norman invasion podcast audio. Ask groups of children to use the information in the podcast and the Norman invasion information sheet to complete the Norman invasion recording sheet, identifying the causes and effects of the Norman invasion. At the end of the session, lead a discussion about their ideas and explore the causes invasion and battle, the effect of these events.	
Express – Invasion's end **Lesson 1: Local evidence** P. of Study History 1 Conduct a local history study. Knowledge Year 4 A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Skill Year 4 Describe and explain the impact of a past society on a local settlement or community.	Encourage the children to decide if they think Anglo-Saxons or Vikings settled in their local area during the early Middle Ages. After recording their initial ideas, ask the children to carry out a local history study, using the Local study recording sheet to prompt their thinking and record their findings. When the children have completed their research, ask them to share their answers. **Useful links:** • The Domesday Book Online • Anglo-Saxon Sites in Britain - Historic UK	• Local maps, such as Ordnance Survey maps • Computers or tablets
Lesson 2: Imagined evidence. P. of Study Breadth History Aims 21 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. Knowledge Year 4 Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Skill Year 4 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Discuss the primary sources of evidence that have been used throughout the project, including the writings from monks, the *Anglo-Saxon Chronicle*, and artefacts from Sutton Hoo and Jorvik. Ask questions, such as 'Which sources have been most helpful? How does a source help us to understand about the past? What source do you wish had been made?' After the discussion, ask the children to use their knowledge and imagination to make a source of evidence. They might choose to write a letter, create an artefact, write a history book or draw a picture of an aspect of history between AD 410 and 1066. Display the children's sources of evidence with information cards for others to use and discuss.	• Craft and junk modelling materials • Paper • Art materials

Cycle B: Year 3 / 4 History Schemes of Work
Summer - Ancient Civilisations

Overview:
In the Ancient Civilisations project, children will learn about three of the earliest civilisations in the world; ancient Sumer, ancient Egypt and the Indus Valley civilisation. They will study the ancient Sumerian and ancient Egyptian civilisation in detail, to discover how crucial factors like water sources and farming helped them to develop and thrive. They will find out about important inventions and the growth of cities. They will also study the lives of different people in society, including the roles of kings and pharaohs. The children will reflect on their learning by identifying the similarities and differences between the two civilisations, before studying the Indus Valley civilisation independently. They will explore sources of evidence about the location of the Indus Valley, cities and trade, and note the reasons why historians know less about the Indus Valley than other ancient civilisations. The children will then compare all three civilisations, before learning about the causes and consequences of each civilisation's decline. They will also consider whether or not these civilisations left a lasting legacy.

Vocabulary:
Changes over time:
Availability, belief, change, develop, economy, efficient, generation, legacy, permanent, rapid, resource, slow, technology
Chronology:
Coexistence, date, duration, future, past, present, timeline
Report and conclude:
chronological account, deduction, discuss, explain, finding, narrative, non-chronological report, present, sort
Artefacts and sources:
Analyse, archaeologist, argument, artefact, belief, burial chamber, claim, decoration, depiction, design, evidence, excavation, form, grave goods, historian, interpretation, material, object, owner, power, rigorous, status, symbol, use, wealth
Significant people:
Howard Carter, King Tutankhamun, cause, civilisation, death, destruction, development, displacement, effect, natural disaster, power, retaliation

Assessment outcomes:
Quiz
Put the children into quiz teams of between two and four. Give each team an Ancient Civilisations quiz recording sheet and encourage them to create a team name. Read the questions from the Ancient Civilisations quiz question sheet a round at a time and ask the children to confer with their team mates to come up with an answer. At the end of the quiz, ask the teams to swap papers and use the Ancient Civilisations quiz answer sheet to mark their quiz papers. Award a prize to the winning team and address any common misconceptions that arise.
Test
Assess the children's knowledge learned during the project by asking them to complete the Ancient Civilisations question sheet. Check their answers using the provided Ancient Civilisations answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Memorable Experience: **Archaeological finds** P. of Study Breadth History Aims 11 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. Knowledge Year 4 The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Specific knowledge Year 4 Archaeological finds are important because they can tell us about the materials used at the time, the skill of the craftworkers and the owners of the objects. They also provide evidence of everyday life in the past, including leisure activities, work, fashion, religious belief, writing, trade and conflict. Skill Year 4 Explain how artefacts provide evidence of everyday life in the past.	Ask the children the meaning of the terms, archaeology and archaeologist. Encourage them to give examples of archaeological finds from previous projects and explain why such discoveries are essential to understand the past. Explain that they will study a selection of artefacts from either ancient Sumer or ancient Egypt. Organise the children into teams and give each group a set of Archaeological finds picture cards from either ancient Sumer or ancient Egypt. Challenge the children to investigate the pictures, working together to deduce information from each artefact and recording their ideas on the relevant Archaeological finds recording sheet. Invite the children to share and compare their ideas then encourage them to read the Archaeological finds information sheet to find out more. At the end of the session, gather the children together to discuss their findings. Encourage them to explain what the objects have started to tell them about life in the civilisations and any similarities or differences they have noticed between the objects.	

Introductory knowledge: **What is a civilisation?** P. of Study Breadth History Aims 1 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 4 Historical terms include abstract nouns, such as invasion and monarchy. Specific knowledge Year 4 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. Skill Year 4 Use more complex historical terms to explain and present historical information.	Ask the children if they have heard of the term civilisation. Take their ideas about the meaning of the word and then play the Civilisations video. Encourage them to listen to the features of a civilisation and then record their learning on the Civilisation recording sheet. As they work, encourage the children to add new and useful topic words and phrases to the glossary, including social hierarchy, infrastructure and organised religion. At the end of the session, explain that the children will be studying these different features of the very first civilisations.	
Engage: The rise of ancient Sumer **Lesson 1: Development of ancient Sumer** P. of Study History 4 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Knowledge Year 4 The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Specific knowledge Year 4 Ancient Sumer was the first civilisation in the world. It developed in the Fertile Crescent in Mesopotamia, c4500 BC, on the banks of the Tigris and Euphrates rivers. Nomads settled on the banks because the land was rich in nutrients and there was plenty of water. 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. As the populations grew, city states, trade and writing developed. Skill Year 4 Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.	Display the Ancient civilisations map and timeline diagram on an interactive whiteboard or similar. Encourage the children to navigate the map to understand the location of ancient Sumer and explore the timeline to understand the dates and duration of the Sumerian civilisation. Use The rise of ancient Sumer presentation to teach the children how and why the ancient civilisation of Sumer grew, including the geography of the area, such as the Fertile Crescent, rivers and floodplains. After working through the presentation, allow the children time to ask and answer questions before reporting on their findings by completing The rise of ancient Sumer writing frame. Encourage the children to revisit the presentation and use other historical sources to complete their report. Ask the children to share their report with a partner and use the discussion and feedback to make adaptions and additions to their work.	
Lesson 2: Food and farming P. of Study Breadth History Aims 21 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. Knowledge Year 4 Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Specific knowledge Year 4 Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. Farmers also developed new techniques and tools, which allowed them to produce surplus food. There was enough food to feed the growing population, and surplus food to feed specialised workers. Food was also traded with other city states. Skill Year 4 Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.	Explain to the children that they will answer the enquiry question, 'How did food, farming and nutrition help ancient Sumer to grow and develop?' Ask the children to watch the Farming in ancient Sumer video and discuss the information in relation to the enquiry question. Encourage the children to think about how farming changed ancient Sumer over time and the impact of farming on other aspects of life, such as arts, crafts, building and population size. Ask the children to use the information and the ideas raised during the discussion to write an answer to the enquiry question. Encourage them to share their work with a partner.	
Lesson 3: Necessity is the mother of invention P. of Study Breadth History Aims 21 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. Knowledge Year 4 Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Specific knowledge Year 4 Life changed when new technologies and tools were invented, because they made work quicker and easier and improved everyday life. Sumerian inventions include the wheel, the plough, cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing. Skill Year 4 Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.	Explain that as their civilisation grew and developed, the Sumerians developed new inventions and technology to make life more comfortable and work more efficient. Introduce and discuss the enquiry question 'How did significant Sumerian inventions change the way people lived?' Ask the children to study the Sumerian inventions picture cards. Encourage them to try to name each invention, describe what it is made from, say how they think it works and discuss how it might have changed the lives of the ancient Sumerians. Ask the children to match the Sumerian inventions sorting cards to the picture cards to learn more about each invention then encourage them to complete the Sumerian inventions recording sheet. Ask the children to share their answers at the end of the session then discuss the concluding question, 'Are these Sumerian inventions still making life and work more comfortable and efficient in the world today?'	

Lesson 4: Sumerian city states P. of Study Breadth History Aims 21 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. Knowledge Year 4 Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Specific knowledge Year 4 Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding streets, ports for transport and trade and a range of public buildings. Houses for the wealthy were in the centre of the cities, and homes for the poor were at the edges. Thousands of people lived in and around the cities. People worshipped at temples built on mudbrick platforms called ziggurats, and had a variety of specialist jobs. Farmers worked outside the city, and surplus food was stored in granaries inside the city walls or given as religious sacrifices. Skill Year 4 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Introduce the enquiry question, 'If you lived in a Sumerian city state, what would you see, hear, taste, touch and smell?' Explain to the children that they will need to collect evidence to help them write a detailed answer. Ask the children to read the Sumerian cities information sheet to help them gather information, then encourage them to write an answer to the enquiry question using the paragraphs and subheadings on the Sumerian cities recording sheet to organise their work.	
Lesson 5: Hierarchy of ancient Sumer P. of Study History 4 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Knowledge Year 4 Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Specific knowledge Year 4 The king or *lugal* was at the top of the ancient Sumerian hierarchy. He made laws, led the army and ordered taxes to be paid. Priests and priestesses were next. They were powerful and told people how to behave to please the gods. The upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. The lower classes were craftspeople, farmers and other workers. Slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes. Skill Year 4 Describe the hierarchy and different roles in ancient civilisations.	Ask the children to listen to the Hierarchy in ancient Sumer podcast audio. After listening, share the Ancient Sumer hierarchy diagram and talk about the structure of society, including people's different roles. Ask questions, such as 'Why do you think there was a king at the top of the hierarchy? Why did the priests have so much power? Why do you think there were slaves at the bottom of the hierarchy? Were slaves important? How did the king rely on the people lower down the hierarchy? Does this hierarchy seem odd to you today? Why?' Ask the children to identify and describe the roles in society that are depicted on the Ancient Sumer hierarchy recording sheet. Ask the children to share their work with others at the end of the session.	
Lesson 6: The world's first emperor P. of Study Breadth History Aims 5 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. Knowledge Year 4 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. Specific knowledge Year 4 Sargon the Great overthrew the king of Akkad and took the throne. He admired Akkad's neighbour, ancient Sumer, because it was an advanced society and he wanted to rule it himself. At this time, the kingdom of Sumer was very divided, especially between the rich and poor. King Sargon sided with the poor, gathered a strong army and took control of Sumer c2334 BC. He united the country by tearing down defensive walls, forcing everybody to speak the same language, bringing order and justice and protecting the weak. Trade, the army and the arts flourished. Skill Year 4 Explain in detail the multiple causes and effects of significant events.	Share The legend of Sargon the Great audio. After listening, talk about the legend of Sargon the Great, exploring the causes and effects of his actions and the way he gained and kept power over the first empire in history. Encourage the children to complete the Sargon the Great recording sheet then use the Sargon the Great answer sheet to help them mark their work. Lead a discussion on the final question 'Was Sargon the Great a successful ruler?' asking them to justify their opinions with information from the lesson.	

Develop 1 - Exploring ancient Egypt **Lesson 1: Ancient Egypt** P. of Study Breadth History Aims 21 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. Knowledge Year 4 Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Specific knowledge Year 4 Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. 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. Trade, crafts and food production flourished. 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. Skill Year 4 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Revisit the Ancient civilisations map and timeline diagram to discover the location and chronology of ancient Egypt. Give each child an Ancient Egyptian civilisation information pack. Ask the children to study the information and images provided and discuss the research questions with a partner before writing their answers. After completing the pack, discuss and mark the answers as a class. 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?'	
Lesson 2: City life in ancient Egypt P. of Study Breadth History Aims 21 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. Knowledge Year 4 Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Specific knowledge Year 4 Egyptian cities grew over time and were surrounded by high walls. Small roads radiated off a main road that ran through the centre. Religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city. Thousands of people lived in the cities. Wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with garden and pools. Poorer people lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on farms outside. Arts and leisure were important, and the ancient Egyptians enjoyed music, dancing and playing games. Skill Year 4 Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Show the children the Everyday life in ancient Egyptian cities presentation. After listening to the narration, provide the children with the Everyday life in ancient Egyptian cities picture cards. Explain that the images are taken from Egyptian scrolls, wall paintings, drawings and tombs. Ask the children to study the images and make notes on the Everyday life in ancient Egyptian cities recording sheet. After note making, invite the children to discuss their thoughts and ideas, comparing their deductions. Use the Everyday life in ancient Egyptian cities teacher information to provide more information. During the discussion, allow the children to amend their recording sheet to add further detail.	
Lesson 3 - Hierarchy of ancient Egypt P. of Study History 4 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Knowledge Year 4 Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Specific knowledge Year 4 The pharaoh was at the top of the hierarchy and had absolute power. The vizier ensured that the pharaoh's orders were carried out. Priests performed rituals to keep the gods happy. Scribes and soldiers kept government records and supervised building projects. Skilled craftspeople made objects, including pottery and jewellery, to serve the pharaoh or to trade. Peasant farmers grew crops and worked as builders for the pharaoh. Slaves, who were prisoners of war or criminals, were at the bottom of the hierarchy and were forced to work for the pharaohs or nobles. Skill Year 4 Describe the hierarchy and different roles in ancient civilisations.	Share the enquiry question 'How similar was the hierarchy of ancient Egypt to the hierarchy of ancient Sumer?' Revisit the Ancient Sumer hierarchy diagram, then ask the children to complete an A3 copy of the Ancient Egypt hierarchy recording sheet using the Ancient Egypt hierarchy cut outs. Use the Ancient Egypt hierarchy diagram to help the children check their work. Encourage the children 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 as a class.	
Lesson 4: Role of the pharaoh P. of Study Breadth History Aims 11 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.	Remind the children of the hierarchy of ancient Egypt and explain that they are going to find out more about the role of a pharaoh. Ask the children to listen to the Pharaohs of Egypt podcast audio. After listening, discuss the role of the pharaoh, encouraging the children to use the historical vocabulary included in the podcast, such as deity, ankh and *maat*. After the discussion, ask them to complete the Pharaoh's job description recording sheet, using the information	

Knowledge Year 4 A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Specific knowledge Year 4 A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as *maat*, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the *uraeus*, or cobra, false beard, crook and flail to show their power. Skill Year 4 Construct a profile of a significant leader using a range of historical sources.	from the podcast and other sources of evidence to help. At the end of the session, ask the children to share their job descriptions with others.	
Lesson 5: Tales from the tomb P. of Study History • 1 Year 4 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • 11 Year 4 Aims 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. Knowledge • Year 4 The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. • Year 4 Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Skill(s) • Year 4 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). • Year 4 Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	Read the Tutankhamun's treasures newspaper report fiction text together to learn about Howard Carter's discovery. Discuss the content of the report then ask the children to study the Tutankhamun's treasures pictures cards just as Howard Carter did. Encourage them to analyse each picture, using the Tutankhamun's treasures recording sheet to make notes. At the end of the session, encourage them to listen to the Howard Carter audio to see if their research led them to the same conclusions as Howard Carter. Encourage the children to make notes of useful or interesting information on their recording sheet.	
Lesson 6: Compare and contrast two civilisations P. of Study Breadth History Aims 21 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. Knowledge Year 4 Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Specific knowledge Year 4 Ancient Sumer and ancient Egypt shared many similarities. They both developed on the banks of rivers where the land was made fertile by flood water. They both invented new technologies to make work easier and improve everyday life. They both had a writing system, trade links with other countries and worshipped a range of gods. People lived in large cities and had a range of specialised jobs. However, there were differences. Temples and tombs were built differently, and the ancient Egyptians used art and sculpture more widely to commemorate pharaohs and decorate tombs. Ancient Sumer had few natural resources, so relied on trade to provide the materials that they needed, whereas ancient Egypt had an abundance of natural resources. Skill Year 4 Compare and contrast two civilisations.	Ask the children to recap the features of a civilisation, using the Civilisations video if necessary. Explain that they are now going to compare and contrast the two civilisations they have studied to see if they share any similarities and differences. Ask the children to complete the Comparing civilisations recording sheet using group discussion and completed work for information. Discuss any similarities and differences as a class and encourage the children to add any new ideas and conclusions that they learn from others. You can also use the Comparing civilisations answer sheet to guide the discussion. At the end of the session, ask 'Why do you think there are similarities and differences between the ancient Sumer and the ancient Egyptian civilisations?' Encourage them to think about location, proximity to each other, trade, the needs of the people, the natural resources available and the fact that both civilisations coexisted, to aid their thinking.	

Express – End of a civilisation **Lesson 1: Decline and decay** P. of Study Breadth History Aims 5 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. Knowledge Year 4 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. Specific knowledge Year 4 Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. These factors destroy cities, water supplies, jobs, food production, infrastructure and trade. Arts, crafts, culture and writing can be lost and social hierarchy can change. The ancient Sumerians disappeared due to climate change, natural disasters and invasions. The ancient Egyptians collapsed due to invasion by the ancient Greeks in 332 BC and the ancient Romans in 30 BC. The Indus Valley civilisation fell due to climate change and a range of human activities. Skill Year 4 Explain in detail the multiple causes and effects of significant events.	Use the End of a civilisation video to show the children how and why civilisations decay and end. Discuss factors, such as invasion, natural disasters, climate change, drought and irrigation failure. Ask the children to work in teams to find the causes and consequences of the decline of one of the civilisations studied, using the relevant End of a civilisation recording sheet. Gather the children together and ask them to report back on the causes and consequences of the decline of each civilisation. Ask if the reasons and effects are similar or different and if they think anything survived the decline.	
Lesson 2: Legacy P. of Study Breadth History Aims 21 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. Knowledge Year 4 Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Specific knowledge Year 4 There are many aspects of life today that are linked to ancient civilisations. We use their inventions, including the wheel, clocks, irrigation systems and farming tools. Many people also live in large town and cities, carry out specialised jobs and rely on trade to provide goods and build wealth. However, advances in technology, including the invention of the engine, computer and battery, mean that we now use a wide range of inventions and technologies that were not available in ancient times. Skill Year 4 Compare and contrast two civilisations.	Explain that even though the civilisations studied existed thousands of years ago, aspects of the lives of these ancient people are still around us today. Encourage the children to imagine a visitor from an ancient civilisation has time travelled to visit you from the past. Ask the children to write a narrative about the visit, describing what the visitor saw, heard and recognised and which aspects of modern life were a complete surprise. Encourage them to share their narratives with a small group at the end of the session.	

Cycle A: Year 5 / 6 History Scheme of Work
Autumn – Dynamic Dynasties

Overview: This project teaches children 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.

Vocabulary:
Communication: Ancestor, Archaeology, Artefact, Civilisation, Dynastic rule, Dynasty, Empathy, Empire, Government, Hierarchy,, Inscription, Interpretation religion, Offering, Peasantry, Period, realms sacrifice, Rebellion, Revolt, Rule, States, Translation, Treason, Warfare, Weapon.
Compare and contrast: Common, Compare, Contrast, Difference, Discern, Enquiry, Exploration, Investigation, Research, Similarity, Trend, Unique.
Significant people: Di Xin, Cheng Tang, Confucius, Emperor Qin, Shi Huang, Fu Hao, Huangdi, King Jie, King Wu of Zhou, King Yu the Great, Achievement,
Everyday life: Ding, Afterlife, Agriculture, Bronze, Ceremony, Craftsperson, Defensive wall, Deity, Farming, Flood, Generation, God, Jade, Metalworking, Raid, Religion, River, Sacrifice, Settlement, Silk, Soul, Spirit, Symbol, Taotie, Temple, Tomb, Tool, Trade, Warrior, Weapon, Worship.
Hierarchy and power: Mandate of Heaven, Abdicate, Absolute power, Advisor, Allegiance, Ancestor, Aristocracy, Army, Authority, Civil servant, Civil war, Clan, Commandery, Commoner, Conquer, Control, Corruption, County, Decline, Defeat, Deity, Democracy, Dictatorship, District, Dynasty, Edict, Elect, Elite, Emperor, Empire, Feudal system, Government, Hereditary rule, Hierarchy, Increase, Influence, Internal rebellion, King, Land, Law, Leader, Leadership, Legalism, Lobby, Lord, Lower class, Middle class, Monarchy, Nobel, Official, Oppression, Peace, Peasant, Policy, Political system, Politician, Power, Powerful, Powerless, Priest, Province, Rebellion, Reign, Revolt, Slave, State, Successor, Tactic, Tax, Tribe, Tyrant, Unification, Unity, Unrest, Upper class, Warfare, Wealth.
Civilisation: Han Dynasty, Qin Dynasty, Shang Dynasty, Xia Dynasty, Zhou Dynasty, Advance, Advanced society, Ancestor, Ancient China, Architecture, Art, Belief, Calendar, Characteristic, City, Civilisation, Culture, Custom, Dissolution, Downfall, Dynasty, Empire, Expansion, Government, Invention, Language, Music, Numerical system, Peace, Peasantry, Philosophy, Politics Religion, Ritual, Social structure, Society, Standardisation, Technology, Trade, Unity, Warfare.
Changes over time: Cause, Change, Connection, Consequence, Continuity, Effect, Legacy.
Chronology: AD, BC, After, Alongside, Before, Century, Future, Historical periods, Past, Present, Sequence, Timeline.
Report and conclude: Account, Accurate, Analysis, Articulate, Conclusion, Discuss, Evaluate, Findings, Narrative, Observation, Organise, Perspective, Reveal, Sort, Summary.
Artefacts and sources: Yinxu, Archaeologist, Argument, Artefact, Decipher, Evidence, Excavation, Fact, Historian, Inscription, Internet, Interpretation, Origin, Perspective, Proof, Reconstruction, Reliability, Researcher, Rigorous, Significance, Source, Tomb, Translation, Validity.
Significant events: Confucianism, Great Wall of China, Han Dynasty, Qin Dynasty, Shang Dynasty, Silk Road, Zhou Dynasty, Bronze Age, Commemorate, Impact.

Assessment outcomes:
Quiz:
Divide the class into groups of between two and four children. Give each team a Dynamic Dynasties bingo recording sheet. Explain that you will read out 25 questions and they must add the question number and their answer to any random box on their sheet, until each box is full. Read out the questions from the Dynamic Dynasties bingo teacher information and encourage the children to confer before they write their answers. Read out the answers and encourage the children to shout 'bingo' if they have a vertical, horizontal or diagonal line of five correct answers. At the end of the session, discuss any tricky questions and correct any misconceptions.
Test:
Assess the children's knowledge learned during the project by asking them to complete the Dynamic Dynasties question sheet. Check their answers using the Dynamic Dynasties answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Dig at Yinxu** P. of Study Breadth History Aims 10 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. Knowledge Year 5 Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.	Share the Dig at Yinxu podcast audio to introduce the children to the significance of the nine-year archaeological dig, which proved the existence of the Shang Dynasty. After listening, allow time for the children to discuss the information and ask and answer questions. Explain that they are going to work in archaeological teams to analyse pieces of evidence from the dig and to draw some initial conclusions about life in the Shang Dynasty. Provide children with a set of Shang Dynasty evidence picture cards and ask them to fill in the Shang Dynasty evidence recording sheet with their initial observations. Encourage the children to use the Shang Dynasty evidence information	

Specific knowledge Year 5 Wang Yirong discovered ancient Chinese writing on bones given as medicine in 1899. He traced the bones to the modern city of Anyang and discovered the last capital of the Shang Dynasty, Yin. Over 100,000 oracle bones, the ruins of buildings, bronze and jade artefacts and warrior queen Fu Hao's tomb were found during a dig at Yinxu in 1928. This was the first evidence that the Shang Dynasty had existed. Skill Year 5 Use a range of historical sources or artefacts to build a picture of a historical event or person.	sheet to fill in any missing information, including the last column on the table, before answering the final question. Once completed, encourage the children to share their observations and answers, and then ask the summary questions, 'What did the evidence tell you about the people of the Shang Dynasty? Do you think that the Shang Dynasty was an advanced civilisation? Why was the dig at Yinxu so significant?'	
Lesson 2: Oracle bones P. of Study Breadth History Aims 8 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 5 Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Specific knowledge Year 5 Oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at Yinxu. They were inscribed with questions and burned with hot rods until they cracked. Diviners, priests or the king interpreted the cracks to find answers to the questions and make decisions. The inscriptions on the oracle bones have provided information about life in the Shang Dynasty. Skill Year 5 Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Remind the children that oracle bones were found at Yinxu and explain that they will be working in pairs to carry out an enquiry to find out more. Give each pair an Oracle bones enquiry information pack and access to the internet and useful links below. Allow time for the children to work through their enquiries and research tasks. Gather the children together to share their findings and reveal the answers using the Oracle bones enquiry answer sheet. Encourage the children to evaluate the success of their enquiry by asking the questions, 'What was most challenging about the enquiry? What was the most interesting thing that you found out? How might you approach a future enquiry?'	• Computers or tablets
Lesson 3: Religion in the Shang Dynasty P. of Study History 7 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Knowledge Year 5 The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Specific knowledge Year 5 The people of the Shang Dynasty had five important religious beliefs. These were: • three realms: heaven, earth and the underworld • ancestors were very important • the human body had two souls • sacrifices were very important • special people could communicate with spirits. They believed in a supreme god, called Shangdi, and other gods, who controlled different aspects of nature. They gave sacrifices to the gods and ancestors and had to bury the dead correctly. Gods and ancestors helped the people of the Shang Dynasty to predict the future using oracle bones. Skill Year 5 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Remind the children of the oracle bones and explain that many objects from Yinxu were linked to religious beliefs. Ask the children to read the Religion in the Shang Dynasty information sheet to introduce the children to religion in the Shang Dynasty. Allow the children time to discuss the information and artefacts shown, and to ask and answer questions. To record their learning, provide the Religion in the Shang Dynasty question sheet and ask the children to answer each question from the viewpoint of a person living in the Shang Dynasty. Encourage them to use their knowledge and imagination to build empathy with the people of the Shang Dynasty, and explore how their beliefs might have affected their daily lives. At the end of the session, invite the children to share and compare their answers and discuss the overall importance of religion in Shang Dynasty society.	•
Lesson 4: Significance of bronze P. of Study History 7 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Remind the children of the bronze objects that were found at the dig in Yinxu. Explain that the Bronze Age in ancient China spanned the Shang and Zhou Dynasties. Ask the children to look at the artefacts and read the information on the Chinese Bronze Age picture cards to understand the history, significance and process of making bronze objects. Explain that the children will be writing a knowledge organiser about the Chinese Bronze Age using online research. Give the children the Chinese Bronze Age	• Computers or tablets

Knowledge Year 5 The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Specific knowledge Year 5 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. Craftspeople made high quality objects, including ritual bronzes for sacrifices and burials. Skill Year 5 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	knowledge organiser template and encourage them to use the links provided to help them gather notes and images under the different headings. At the end of the session, ask the children to discuss the question 'Why was bronze significant in the Shang Dynasty?' Encourage them to use their research to answer	
Lesson 5: Jade and silk P. of Study Breadth History Aims 8 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. Knowledge Year 5 The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Specific knowledge Year 5 Silk and jade objects have been produced in China for thousands of years, since prehistoric times. Jade is a hard, rare stone that is difficult to carve and highly valued. People believe that jade has special powers and virtues. Silk is a delicate fabric made by unwinding a fine thread from a silkworm cocoon before it is woven. Silk was a luxurious status symbol in ancient China and silk making was a closely guarded secret. Skill Year 5 Study a feature of a past civilisation or society.	Explain that jade objects and a written reference to silk were found at the dig in Yinxu. Provide half of the children in the class with the Jade information sheet and the other half with the Silk information sheet. Encourage the children to read the information and answer the questions. At the end of the session, pair up children who have studied different information. Encourage them to explain what they have learned and answer questions from the listener. At the end of the session, ask the children to consider how the information that they have learned shows how advanced the civilisation of the Shang Dynasty was.	
Develop **Lesson 1: Power and hierarchy** P. of Study History 7 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Knowledge Year 5 The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Specific knowledge Year 5 The king was at the top of the hierarchy. He had absolute power, fought enemy clans and communicated with the gods and ancestors. Aristocrats were the king's relatives and other nobles. They worked as priests, advisors or government officials. The military included foot soldiers, archers and chariot warriors. They were very well respected. Craftspeople made objects from bronze, jade, stone, wood and silk, and were wealthy. Peasants farmed the land. They were respected, but paid heavy taxes and were often without a home or food. Slaves were criminals or prisoners of war, and were at the bottom of the social hierarchy. Skill Year 5 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Explain to the children that they are going to take a deep dive into power in the Shang Dynasty. Play the Power video and ask the children to discuss the information and identify aspects of their lives that are affected by power. Show the children the Shang Dynasty hierarchy diagram and discuss which people were powerful and which were powerless. Talk about the effects that this distribution of power would have had on society and the everyday lives of the people in the Shang Dynasty. Ask the children to read the Shang Dynasty hierarchy information sheet and use the information to answer the questions provided. At the end of the session, ask the children to share their answers and explain how power, or the lack of power, affected the position of a person in the hierarchy of the Shang Dynasty, and all aspects of their life.	
Lesson 2: Everyday life in the Shang Dynasty P. of Study History 7 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Recap power and social hierarchy from the previous lesson, and explain that everyday life in the Shang Dynasty was different for each person due to their position in society. Encourage the children to read the Everyday life in the Shang Dynasty information sheet and complete the Everyday life in the Shang Dynasty question sheet. At the end of the session, ask the children to use the Everyday life in the Shang Dynasty answer	

Knowledge Year 5 The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Specific knowledge Year 5 People lived in cities, towns and villages in the Yellow River Valley. Cities were surrounded by defensive walls and divided into separate sections. Three generations of a family usually lived together, with the oldest man as the head of the family. People worshipped their ancestors and had altars at home. Jobs depended on a person's social class and family profession. Life was different for rich and poor. The wealthy lived in large rectangular houses, wore silk clothes and enjoyed leisure time. The poor lived in homes dug from the earth, wore clothes made from hemp and worked long hours. Skill Year 5 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	sheet to mark their work and ask questions to consolidate their knowledge, such as 'Were there any aspects of everyday life that all people followed? How did someone's position in the social hierarchy affect their everyday life? Can you see power at play in the everyday lives of the people of the Shang Dynasty?'	
Lesson 3: Warfare enquiry P. of Study Breadth History Aims 8 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 5 Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Specific knowledge Year 5 Warfare was a way of life in the Shang Dynasty because of attacks from neighbouring tribes. The army was well organised and consisted of foot soldiers, archers and chariot drivers. Soldiers were trained in martial arts and had bronze weapons and armour, which gave them an advantage over their enemies. Skill Year 5 Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Share the enquiry question 'Why were the people in the Shang Dynasty such successful warriors?' Listen to the Shang Dynasty warfare podcast audio and ask the children to begin to consider the enquiry question. Provide the children with the Shang Dynasty warfare podcast transcript and Warfare artefacts picture cards. Encourage them to use the evidence from the podcast and picture cards to write an answer to the enquiry question, using headings, such as social structure, weapons, bronze, chariots, wealth and leadership, to structure their arguments. At the end of the session, ask the children to share their answer to the question with a small group. Did everyone come to the same conclusion?	
Lesson 4: Fu Hao P. of Study History 7 Year 5 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 10 Year 5 Aims 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. Knowledge Year 5 Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Year 5 Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Skill(s) Year 5 Describe the significance, impact and legacy of power in ancient civilisations. View progression Year 5 Use a range of historical sources or artefacts to build a picture of a historical event or person.	Show the children the Fu Hao picture card, which shows the modern statue that stands outside her tomb. Ask the children to think of historically valid questions, inspired by the image, about the life and power of Fu Hao. Encourage them to record their questions on the Fu Hao recording sheet. Provide the Fu Hao biography non-fiction text, the useful links below and information books for the children to use to answer their questions. Encourage them to write their answers clearly and record the sources of evidence that they have used. At the end of the session, ask the children to share their questions and answers.	• Information books • Computers or tablets
Lesson 5: End of the Shang Dynasty P. of Study Breadth History 2 Year 5 Aims 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.	Share the enquiry question, 'How did the actions of the last king lead to the downfall of the Shang Dynasty?' then ask the children to read the Evidence from the records information sheet to find out about the reign of the last king, *Di* Xin, who was also known as the *zhou* (tyrant). Talk about the text, written by Sima Qian in 94 BC in his book, *Records of the Grand Historian*, identifying the source and reliability of the evidence and encouraging the children to identify the causes and consequences of *Di* Xin's	

7 Year 5 Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Knowledge Year 5 Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Year 5 Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Skill(s) Year 5 Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. View progression Year 5 Describe the significance, impact and legacy of power in ancient civilisations.	actions. Encourage them to write an answer to the enquiry question and share them at the end of the session.	
Lesson 6: Bronze ages around the world P. of Study Breadth History Aims 9 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. Knowledge Year 5 Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Specific knowledge Year 5 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. 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. Skill Year 5 Compare and contrast an aspect of history across two or more periods studied.	Remind the children of other Bronze Age civilisations that they have studied, such as ancient Egypt and the Bronze Age in Britain. After recapping on these civilisations and their achievements, give each child an A3 printed copy of the Bronze Age comparison table. Ask the children to complete the section for China (Shang Dynasty) using the knowledge that they have learned during the project. Encourage them to read the information provided for the other Bronze Age civilisations detailed and compare the different aspects. At the end, ask them to share the common aspects of the Bronze Age civilisations and those that were unique to the Shang Dynasty.	
Innovate **Step 1:** P. of Study Breadth History Aims 9 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. Knowledge Year 5 Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Skill Year 5 Compare and contrast an aspect of history across two or more periods studied.	Read the information about the Zhou Dynasty in the Life after the Shang Dynasty information pack and identify its similarities and differences to the Shang Dynasty.	
Step 2: P. of Study Breadth History Aims 8 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. Knowledge Year 5 Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Skill Year 5 Explain why an aspect of world history is significant.	Read about Confucianism in the Life after the Shang Dynasty information pack and decide how followers might have chosen to behave in their everyday lives.	

Step 3: P. of Study Breadth History Aims 10 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. Knowledge Year 5 Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Skill Year 5 Use a range of historical sources or artefacts to build a picture of a historical event or person.	Study the evidence about Emperor Qin Shi Huang in the Life after the Shang Dynasty information pack and identify the legacy of the Qin Dynasty.	
Step 4: P. of Study Breadth History Aims 8 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. Knowledge Year 5 The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Skill Year 5 Study a feature of a past civilisation or society.	Read the information about the Silk Road in the Life after the Shang Dynasty information pack and identify the changes that it brought to China and the western world.	
Express **Lesson 1: Legacy of Ancient China** P. of Study Breadth History Aims 8 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. Knowledge Year 5 Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Specific knowledge Year 5 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. Skill Year 5 Explain why an aspect of world history is significant.	Ask the children to create historically valid questions to explore how the legacy of ancient China can be seen in the world today. When they have recorded their questions on the Legacy of ancient China recording sheet, encourage them to use the Legacy of ancient China information sheet, online research and information books to find out the answers to their questions. Share the questions and answers at the end of the session. The children's questions and answers could also be copied, cut out and displayed for the class to read.	• Computers or tablets
Lesson 2: Telling others about Ancient China P. of Study Breadth History Aims 8 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 5 Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Skill Year 5 Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Ask the children to decide what has been the most fascinating part of their project about the Shang Dynasty and ancient China. Ask them to work in groups of children with similar interests to put together a short presentation about their chosen subject. Encourage the children to use online research, artefacts and different sources of information to further their knowledge, and think of different ways to present their information, including using presentation software, creating a piece of drama or taking on the mantle of the expert. Encourage the different groups to share their learning with parents and other children in school.	• Computers or tablets • Costumes • Props • Images of artefacts

Cycle A: Year 5 / 6 History Schemes of Work
Summer - Groundbreaking Greeks

Overview: This project teaches children 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.

Vocabulary:
Communication: Concept, Theory.
Compare and contrast: Compare, Consider, Contrast, Debate, Difference, Discern, Enquiry, Exploration, Investigation, Order, Similarity, Trend.
Significant people: Alexander the Great, Archimedes, Aristarchus of Samos, Aristotle, Cleisthenes, Democritus, Demosthenes, Epicurus, Euclid, Hippocrates, Homer, King Minos, Leucippus, Mark Antony, Octavian, Pericles, Phidias, Plato, Pythagoras, Socrates, Thales, Achievement, Belief, Impact, Influence, Profile, Significance.
Everyday life: Academy, Alphabet, Athletics, Ceremony, Citadel, Craftsperson, Defensive wall, Diversity, Farmer, Festival, Fishing, God, Goddess, Hunting, Irrigation, Metalworking, Pottery, Raid, Sacrifice, School, Settlement, Theatre, Trade, University, Warrior, Writing.
Hierarchy and power: Deme, Metics, Periokoi, Thetes, Adopt, Alliance, Army, Artisan, City state, Collapse, Colony, Conquer, Control, Council, Councillor, Debate, Defeat, Democracy, Dynasty, Elite, Empire, Exile, Expansion, Farmer, Fisherman, Gender, General, Glorify, Government, Hierarchy, Hunter, Independent, Invasion, Jury, King, Labourer, Law, League, Lower class, Middle class, Monarchy, Monument, Navy, Peace, Power, Priest, Priestess, Punishment, Rank, Rebellion, Reform, Respect, Revolt, Rule, Slave, Solider, Stability, Status, Tax, Territory, Trader, Truce, Tyrant, Upper class, Vote, Warfare, Wealth, Women.
Civilisation: Archaic, Assembly, Bronze Age, Classical, Dark Age, Hellenistic, Indus Valley, Iron Age, Mesolithic, Minoan, Mycenaean, Neolithic, Renaissance, Roman, Shang Dynasty, Abandoned, Achievement, Advanced society, Ancient Egypt, Ancient Greece, Ancient Sumer, Architecture, Art, Astronomy, Biology, Calendar, Citizen, City, Civilisation, Community, Complex, Culture, Democracy, Discovery, Diverse, Drama, Economy, Education, Ethics, Fashion, Fresco, Government, Health, Influence, Invention, Justice, Language, Literature, Mathematics, Money, Morals, Mythology, Natural disaster, Numerical system, Pantheon, Parliament, Peace, Peasantry, Philosophy, Poetry, Politics, Population, Public building, Religion, Role, Rule, Science, Social structure, Society belief, Technology, Theatre, Trade, Urban, Vote, Warfare, Writing.
Changes over time: Cause, Change, Connection, Consequence, Continuity, Decline, Dynamic, Effect, Influence, Legacy, Modern world, Progress, Temporary.
Chronology: BC, After, Alongside, Before, Contemporary, Date, Duration, Future, Historical period, Origin, Overview, Past, Present, Relation, Sequence, Timeline.
Report and conclude: Abstract noun, Account, Analysis, Articulate, Balanced argument, Check, Discuss, Explain, Narrative, Organise, Podcast, Profile, Record, Reference, Report, Respond, Sort, Summary, Table, Verbal.
Artefacts and sources: Caryatid, Erechtheion, Hippocratic oath, Myron, Parthenon, Propylaea, Temple of Athena Nike, Thucydides, Accurate, Altered, Archaeologist, Argument, Art, Artefact, Artist's impression, Author, Bias, Book, Building, Burial site, Claim, Commission, Computer-generated, Con, Creator, Cross reference, Data, Entablature, Evidence, Expertise, Fact, Flattery, Historian, Illustration, Internet, Interpretation, Material, Opinion, Outdated, Pediment, Perspective, Photographs, Primary source, Pro, Proof, Reconstruction, Reliability, Remain, Report, Rigorous, Secondary source, Validity, Viewpoint, Visualise, Written evidence.
Significant events: Olympic Games, Trojan War, Commemorate, Democracy, Impact, Mathematical and scientific discovery.
Local history: Architecture, Column, Dome, Monument, Neoclassicism, Painting, Pediment, Sculpture, Symmetry, Temple.

Assessment outcomes:
Quiz:
Provide groups of children with a Gods and monsters game picture cards and Gods and monsters game cut outs. Ask the children to read the instructions for the game before playing. As they play, address any errors and misconceptions based on their answers to the questions.
Test:
Assess the children's knowledge learned during the project by asking them to complete the Groundbreaking Greeks question sheet. Check their answers using the Groundbreaking Greeks answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage **Lesson 1: Geography of Greece** P. of Study Geography Fieldwork 3 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Knowledge Year 5 Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.	Ask, 'Where is Greece?' Encourage the children to answer the question using atlases, a world map or existing geographical knowledge of the world. Use a world map, globe or Google Earth to confirm their descriptions and provide the Aerial photographs of Greece picture cards for children to begin to describe the landscape of Greece. Use the Ancient Greece map to look at the geographical features of ancient Greece, including islands, significant city states, landmarks, surrounding	• Atlases, world maps and globes

Specific knowledge Year 5 Ancient Greece, in southern Europe, consisted of the Greek mainland and surrounding islands. 80% of mainland Greece is mountainous, which provided a natural barrier against attack from invaders and created isolated city states. Only 20% of the land was suitable for farming. Greece is surrounded by the sea, which was used by the ancient Greeks for trade, transport and warfare. Skill Year 5 Analyse and compare a place, or places, using aerial photographs. atlases and maps.	seas and countries. Invite the children to find out more about the geography of ancient Greece by reading the Geography of ancient Greece information pack. Direct the children to use the information to help them to answer the questions included. Ask the children to share and compare their work and summarise what they have learned.	
Lesson 2: Source of evidence P. of Study Breadth History Aims 10 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. Knowledge Year 5 Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Specific knowledge Year 5 Primary sources of evidence were made in the period of time studied, and include artefacts, written evidence, buildings and art. Secondary sources were created after the time, and use information gathered from other sources to give a picture of the period. They include information books, historical reports and reconstructions. Some sources are more reliable than others and may contain bias because of who, when and why they were created. Skill Year 5 Find evidence from different sources, identify bias and form balanced arguments.	Ask the children, 'How can we find out about ancient Greece?' Encourage them to recall their memorable experience, naming and describing some of the artefacts and sources used. Ask the children to identify whether the sources that they used were primary or secondary, and recall some of the pros and cons of using both. Use the Primary and secondary sources presentation to explore the sources that can be used to find out about ancient Greece. After sharing, invite the children to discuss some of the issues relating to reliability. Give each child a copy of the Primary and secondary sources information pack and ask them to complete the activities, using what they have learned about evidence sources, reliability and bias to help them. Share and compare the children's responses to consolidate their understanding.	
Lesson 3: Minoan civilisation P. of Study Breadth History Aims 9 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. Knowledge Year 5 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. Specific knowledge Year 5 The Minoan civilization formed c3000 BC, on the island of Crete. The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. However, 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. Skill Year 5 Frame historically valid questions about continuity and change and construct informed responses.	Explain to the children that, over the following lessons, they will be studying four periods of Greek history, comparing life in each period and how it changed over time. Explain that they will begin by exploring the Minoan civilisation, composing questions to help direct their enquiries. Model examples of historical questions, before asking the children to work with a partner to formulate three enquiry questions. Provide access to the useful links, a range of information books and the Minoans information pack for children to use to answer their enquiry questions. Encourage them to record their findings in their project books before sharing and comparing what they have found out with the larger group.	• Computers or tablets • Information books
Lesson 4: Comparing the Minoans and Mycenaeans P. of Study Breadth History Aims 9 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. Knowledge Year 5 Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Knowledge Year 5 Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. Specific knowledge Year 5 The Mycenaeans ruled a large area of Greece from c1600 BC. They expanded their territory to include the Minoan island of Crete. The Minoans influenced the Mycenaeans, so there were similarities between the two civilisations, including bull and snake goddess	Recap on learning from the previous lesson. Display the Greek timeline diagram to revise the chronology of ancient Greece and identify the Mycenaean civilisation's place on the timeline. Instruct the children to work in pairs to find out about the Mycenaeans by reading the Mycenaeans information pack and record their findings on the Comparing the Minoans and Mycenaeans recording sheet. Invite the children to share and compare their answers with the class. Model the answers using the Comparing the Minoans and Mycenaeans answer sheet.	

worship, pottery and craft work and the use of hieroglyphs. However, there were also differences, including a greater interest in military power and different roles for women in society. Skill Year 5 Compare and contrast an aspect of history across two or more periods studied. View progression Skill Year 5 Explain how everyday life in an ancient civilisation changed or continued during different periods.		
Lesson 5: Discovering the Dark Ages and Archaic period P. of Study Breadth History Aims 9 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. Knowledge Year 5 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. Skill Year 5 Frame historically valid questions about continuity and change and construct informed responses.	Revisit the Greek timeline diagram to show and discuss the chronology, place and duration of the Greek Dark Age and Archaic period. To help the children to understand how these periods were different from those that had gone before, play them the Dark Age and Archaic period podcast audio. After listening to the podcast and discussing its contents, ask the children to work in pairs to compose two historically valid questions to help them to delve more deeply into one, or both, of the periods. Provide a range of historical resources to enable the children to answer their questions. Encourage them to tweak the questions to improve them as they work. Invite the children to share and compare their questions and answers at the end of the session.	• Computers or tablets • Information books
Lesson 6: Comparing the Dark Age and Archaic period P. of Study Breadth History Aims 9 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. Knowledge Year 5 Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Specific knowledge Year 5 The Dark Age started c1100 BC. Civilisations collapsed and the population declined. Language disappeared, trade stopped and people lived in small farming settlements, growing enough food to survive. In contrast, the Archaic period saw the population increase again. A new Greek language developed, arts and culture revived, and trade links were reforged. Isolated city states emerged and famous events, such as the Olympic Games, were founded. Skill Year 5 Compare and contrast an aspect of history across two or more periods studied.	Begin by revisiting what the children found out about the Dark Age and Archaic period in the previous lesson. Organise the children into pairs and give each pair a set of Greek history sorting cards and a Greek history table. Ask them to decide which period each statement relates to and organise them accordingly on their table. Encourage the children to add any other relevant information to their table, drawing on their previous learning. Finally, invite the children to consider similarities and differences between the two periods and across the four periods studied so far.	•
Develop **Lesson 1: City states** P. of Study Breadth History Aims 8 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. Knowledge Year 5 The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Specific knowledge Year 5 A city state, or *polis*, included a city and the surrounding farmland and villages. City states were independent and isolated from each other by mountains and the sea, but shared a common language and religion. However, they were governed differently, had their own cultures and were often at war with each other. 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. Skill Year 5 Study a feature of a past civilisation or society.	Begin by showing the dates and duration of the Classical period on the Greek timeline diagram. Ask the children to make initial comparisons between its position and duration in relation to the previously studied Dark Age and Archaic period. Explain that the children will be taking a deep dive into the Classical period, beginning by finding out about Greek city states. Show the City states video, asking the children to pay attention to the significance of city states and how they influenced the way that people lived. Invite the children to find out about the city state of Athens in more depth by reading the Athens information sheet. After reading the information, ask the children to write a paragraph describing the significance of the city.	
Lesson 2: Democracy in Athens P. of Study Breadth History Aims 10 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. Knowledge Year 5 Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Recap on the meaning of the words republic, power, rule, monarchy and democracy. Show the children the Democracy in ancient Greece presentation and discuss the information, allowing time for the children to ask and answer questions. Invite the children to use this knowledge to identify mistakes on the Historian's report recording sheet. Allow children to refer to the bullet points on the Democracy in ancient Greece information sheet, information books and the internet to identify any	• Computers or tablets • Information books

Specific knowledge Year 5 Athenian Male citizens over the age of 20 had a say in how Athens was run. 6000 citizens were usually present at the Assembly, although women, children and slaves were excluded. A council of 500 citizens were randomly chosen to amend laws and oversee the political process and the *strategoi* were military commanders who were chosen to protect the city. Skill Year 5 Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	errors and provide additional information. Invite the children to share their findings and check their work against the Historian's report answer sheet.	
Lesson 3: Roles of men and women Athens P. of Study Breadth History Aims 8 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 5 Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Skill Year 5 Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Play the children the Roles of men and women in Athens podcast audio. Provide resources for note taking and encourage the children to jot down key facts as they listen. Allow time for discussing the children's notes and explore how the gender roles were different. Children could also be encouraged to consider how the gender roles were similar to or different from gender roles today. Challenge the children to extend their knowledge of this aspect of Athenian society by analysing the Men and women in ancient Greece picture cards. Encourage them to use their notes and the evidence from the picture cards to write a report about the different gender roles. Invite a selection of children to read their work aloud.	
Lesson 4: Social hierarchy in Athens P. of Study Breadth History Aims 8 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. Knowledge Year 5 The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Specific knowledge Year 5 Male citizens were at the top of the social hierarchy in Athens. 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. *Metics*, skilled workers who did not come from Athens, were next in the hierarchy. Slaves were at the bottom. Women took on the status of the men in their families. Skill Year 5 Study a feature of a past civilisation or society.	Invite the children to revisit the meaning of the terms 'hierarchy' and 'social class'. Then use the Social hierarchy in ancient Athens diagram to give a brief overview of each group in Athenian society. Ask the children to summarise what the diagram shows making comparisons with time periods studied previously where possible. To find out more about each of the social groups, ask the children to read the Social hierarchy in ancient Athens information sheet and then use their knowledge to complete the Social hierarchy recording sheet. This could be done in pairs, with children role playing the conversations at the end of the session.	
Lesson 5: Significant Athens P. of Study History 7 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Knowledge Year 5 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. Specific knowledge Year 5 Four significant figures in ancient Athens were: Cleisthenes, the 'father of Athenian democracy'; Pericles, a statesman who was responsible for the building of the Acropolis; Socrates, a great philosopher in ancient Greece; and Plato, a philosopher and founder of the first university in Athens. Skill Year 5 Describe the achievements and influence of the ancient Greeks on the wider world.	Introduce the enquiry question, 'Who do you think was the most significant person to live in Athens?' Show children the Great people of Athens presentation to introduce some of the most significant Athenians. Ask the children to discuss each of the figures and explain the impact that their contribution had on ancient Greece and the modern world. Ask the children which figure they think is most significant, and allow them to read more about their chosen figure using the Great people of Athens information sheets. Direct the children to use the information sheets and other resources, such as information books and the internet, to write a short profile of their chosen figure that answers the enquiry question.	• Computers or tablets • Information books
Lesson 6: The Acropolis P. of Study Breadth History Aims 8 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 5 Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Specific knowledge Year 5 The word *acropolis* means a stronghold built on a hill. The statesman, Pericles, started a massive building project on the Acropolis in Athens to create a temple called the Parthenon, to honour the goddess Athena. It was made from marble, covered in carvings and housed a huge gold and ivory statue of the goddess, Athena. Other buildings, including the Propylaea, an	Use Google Earth to show children the location and size of the Acropolis of Athens. Use the zoom and Street View function to enable the children to view its features more closely, encouraging them to describe what they can see and suggest how they think the building was used. Share the enquiry question 'What does the Acropolis tell us about ancient Athenians?' Give the children the Acropolis information sheet, asking them to read the information and answer the questions included. At the end of the session, ask the enquiry question and encourage the children to respond verbally.	

entrance way, and smaller temples, were also created. As well as honouring the gods, the buildings glorified Athens. Skill Year 5 Articulate and organise important information and detailed historical accounts using topic related vocabulary.		
Develop 2 - The United Kingdom **Lesson 1: Hippocrates, the father of medicine** P. of Study Breadth History Aims 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. Knowledge Year 5 Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Specific knowledge Year 5 Hippocrates was born c460 BC, on the island of Kos. He was a doctor who studied anatomy, surgery, fractures and serious illnesses. He realised that disease and symptoms had a logical cause and taught others how to care for patients. His Hippocratic Oath is still followed by some doctors today. Skill Year 5 Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Show the Hippocrates video to introduce the man, his work and his influence. Allow time for the children to ask and answer questions and summarise the ways in which Hippocrates' beliefs and 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?'	
Lesson 2: Finding out philosophy P. of Study History 7 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Knowledge Year 5 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. Specific knowledge Year 5 The word philosopher means 'lover of wisdom', and ideas from ancient Greek philosophers are still studied today. Socrates was a Greek philosopher who said that happiness came from leading a moral life. He also invented the Socratic method. Plato explored the meaning of justice. Aristotle's most famous idea was 'everything in moderation'. Leucippus and Democritus believed that the world was made of tiny particles. Thousands of years later, scientists discovered atoms and proved that their thinking was right. Skill Year 5 Describe the achievements and influence of the ancient Greeks on the wider world.	Read the definition and the four questions on the Philosophical questions presentation as a group. Ask the children to discuss the questions one at a time and say what is different about this style of question from other questions that they might usually encounter in their work or general conversation. Ask the children to recall what they already know about Plato, one of Greece's most significant philosophers, drawing on their previous study about great Athenians. Invite the children to read the Greek philosophy information sheet. Discuss the information, the importance and influence of Greek philosophy and how it has influenced life in the past and the present day. Invite the children to gather together to consider and respond to the questions on the Group philosophical questions recording sheet. Share the children's answers at the end of the session.	
Lesson 3: Master of Mathematics P. of Study History 7 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Knowledge Year 5 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. Specific knowledge Year 5 Ancient Greek mathematicians made many discoveries, especially about geometry. Many, including Thales, Pythagoras and Archimedes, created theorems that are still studied and used today. Skill Year 5 Describe the achievements and influence of the ancient Greeks on the wider world.	Ask the children to read the Masters of Mathematics information pack to introduce the history of Greek mathematics. Invite the children to discuss the theories and discoveries made by the ancient Greeks and identify any concepts that they learn. Encourage the children to answer the questions provided and discuss them together. For those wanting an additional challenge, provide the Mathematics challenge recording sheet to solve.	• Protractors
Lesson 4: Ancient and modern Olympic Games P. of Study History 7 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Knowledge Year 5 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. Specific knowledge Year 5 The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and	Begin by asking the children what they know about the Olympic Games. Allow the children to share their thoughts and ideas before showing them the Olympic Games presentation. Allow time for the children to ask and answer questions about the information and consider how the ancient games influenced our contemporary event. Encourage them to research this further by visiting the Olympic Games website. After a period of investigation, invite the children to discuss, then write, answers to the questions on the final slide of the presentation.	• Computers or tablets • Information books

warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and friendship' reflects the skill of the athletes, their respect for rules and friendship between nations. Skill Year 5 Describe the achievements and influence of the ancient Greeks on the wider world.		
Innovate **Step 1:** P. of Study Breadth History Aims 8 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. Knowledge Year 5 Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Skill Year 5 Explain why an aspect of world history is significant.	Choose the ancient Greek idea that you think is the most important.	
Step 2: P. of Study History 7 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Knowledge Year 5 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. Skill Year 5 Describe the achievements and influence of the ancient Greeks on the wider world.	Debate the ancient Greeks' best ideas with a small group of people and make your final choice.	
Step 3: P. of Study Breadth History Aims 10 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. Knowledge Year 5 Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Skill Year 5 Use a range of historical sources or artefacts to build a picture of a historical event or person.	Use information books and the internet to find out more about your chosen idea.	
Step 4: P. of Study Breadth History Aims 10 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. Knowledge Year 5 Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Skill Year 5 Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Cross-reference your facts, figures and information using a range of historical sources.	
Step 5: P. of Study Breadth History Aims 8 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 5 Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Skill Year 5 Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Draft your podcast about the ancient Greeks' greatest idea.	
Step 6: P. of Study History 7 Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. Knowledge Year 5 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. Skill Year 5 Describe the achievements and influence of the ancient Greeks on the wider world.	Practise, improve and record your podcast.	

Cycle B: Year 5 / 6 History Scheme of Work
Autumn – Maafa

Overview:
In the Maafa project, children will learn about Africa today and the ancient kingdoms that thrived on the continent for thousands of years. They will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader. Your child will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will also discover how the people of Britain benefited from the money and goods produced by the slave trade. They will learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African diaspora and the European colonisation in Africa. They will explore the lives and actions of black people in 20th century Britain. They will understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today. Children will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.

Vocabulary:
Significant people:
Mansa Musa, Christopher Columbus, Claudia Jones, Elizabeth I, Henry the Navigator, Ignatius Sancho, John Blanke, John Hawkins, John Newton, King Ferdinand II and Queen Isabella of Spain, Lenford Kwesi Garrison, Mary Prince, Mary Seacole, Olaudah Equiano, Olive Morris, Universal Declaration of Human Rights, William Cuffay, William Wilberforce, advancements, improvements
Civilisations:
British Empire, Christianity, Empire of Ghana, Great Zimbabwe, Islam, Kingdom of Aksum, Kingdom of Benin, Mali Empire, Nok culture, Nubian civilisation, Obeah,
Songhai Empire, Swahili culture, ancient Egypt, animist, art, belief, characteristics, city, civilisation, community, complex, contribution, culture, customs, diversity, economy, evolved, importance, justice, language, library, lost civilisation, mathematics, music, nation, pagan, parliament, peace, peasantry, politics, polytheism, populate, religion, social structure, society, storytelling, trade, university, warfare, writing
British history:
Zong trial, Abolition of the Slave Trade Act, British slave trade, Equality Act, Industrial Revolution, Race Relations Act, Slavery Abolition Act
Changes over time:
Cause, connection, consequence, continuity, discovery, dynamic, effect, impact, influence, long term, permanent, short term
Report and conclude:
Account, critical thinking, define, discuss, explain, fact file, findings, historical narrative, mind map, present, presentation, record, report, research, sift arguments,
Summary, verbal, weigh evidence
Significant events:
Dum Diversas, Romanus Pontifex, Abolition of the Slave Trade Act, Berlin West Africa Conference, Haitian Revolution, Industrial Revolution, Silk Road, Slavery Abolition Act, Treaty of Tordesillas, Windrush, World Wars, significance
Compare and contrast:
Compare, consider, contrast, enquiry, exploration, investigation, reflect
Communication:
abstract term, empathy
Everyday life:
NHS, apprentice, artisan, auction, branding iron, brass, bullying, ceremony, church, coffles, cotton, country house, cowrie shell, craftsperson, dancing, defensive, wall, discrimination, disease, doctor, domestic servant, enslaver, farmer, festival, first gang, food, fortress, god, goddess, goldfield, guild, house, hunting, hypocaust, indigenous, insurance, labourer, library, manuscript, merchant, merchant bank, metalworking, missionary, moat, monastery, mosque, museum, music, pilgrimage, port, pottery, poverty, prejudice, property, pyramid, rice, rum, sacrifice, salt mine, school, second gang, shackles, slave market, slave ship, soldier, stelae, sugar plantation, symbols, third gang, tobacco, tomb
Hierarchy and power:
Maafa, mansa, Chartist, Quakers, Royal Navy, Sons of Africa, The Order of Christ, abduction, abolition, activist, ambush, anarchy, army, assembly, ban, blacksmith,
Brand, campaign, canonisation, captor, carpenter, charisma, chattel, chief, civil war, colonisation, compensation, condemnation, conflict, conquest, conquistador,
Control, cooler, decline, dehumanisation, democracy, diaspora, discrimination, disruption, divide and rule, driver, emancipation, empire, enslavement, expansion,
Exploitation, fall, freedom, government, governor, guerrilla warfare, guns, hierarchy, identity, ideology, independence, indirect rule, inequality, intolerance, invasion,

King, kingdom, knights, land, law, leader, literacy, loyalty, manipulation, mansion, marronage, middle passage, military, misrule, monarchy, money, monument, motive, navy, noble, oba, occupation, official, oppression, outnumbered, owner, palace, papal bull, parliament, peace, petition, poor, poverty, power, priest, privateer, privilege, protest, punishment, racism, rebellion, refusal, reign, resistance, respect, restriction, revolt, rich, rights, rise, rival, royal court, ruler, sacrifice,
slave trade, slavery, status, stereotype, storey, sugar boiler, superiority, systemic, tactics, territory, trait, transatlantic slave trade, treaty, triangular slave trade,
tribe, uprising, warfare, wealth

Chronology:

Century, future, historical period, millennium, origin, past, present

Artefacts and sources:

Olaudah Equiano, Ottobah Cuguano, Zachary Macaulay, anonymous, archaeologist, author, bias, books, compilation, dictionary, emotion, encyclopedia, excavation,
Glossary, historian, intended audience, internet, interpretation, letter, message, newspaper, poster, primary source, purpose, reliability, secondary source, usefulness, viewpoint, wording

Assessment outcomes:

Quiz

Provide each child with a Maafa quiz. Ask the children to complete the quiz and check their work. Address any errors and misconceptions at the end of the session using the Maafa quiz answer sheet.

Test

Assess the children's knowledge learned during the project by asking them to complete the Maafa question sheet. Check their answers using the provided Maafa answer sheet.

Lesson objective(s)	Suggested activities and differentiation	Resources
Introductory knowledge: P. of Study Breadth History Aims 2 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 6 Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Specific knowledge Year 6 Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, *maafa*, rebellion, resistance and slavery. Skill Year 6 Use abstract terms to express historical ideas and information.	Organise the children into small groups. Give each group a set of Vocabulary sorting cards. Explain that these are important terms that they will learn and use throughout the project. Ask them to read through the words and pronounce them carefully. Encourage the children to define and explain any terms or vocabulary that they already know. Then, using internet sources, encyclopaedias and dictionaries, challenge the children to match the vocabulary cards with the Definitions sorting cards. Work together to check the children's answers using the Glossary, and answer any questions that the children may have. Display the project vocabulary and definitions for the children to use throughout the project.	• Computers or tablets • Encyclopaedias and dictionaries
Engage: Growth and development of the transatlantic slave trade **Lesson 1: Ancient African kingdoms** P. of Study History 1 Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Knowledge Year 6 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. Specific knowledge Year 6 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. Skill Year 6 Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).	Recap on learning from the previous lesson. Ask the questions 'Did you find out anything about Africa's history while doing your research?' and 'Do you have any knowledge of what Africa was like in the past?' After gathering children's initial thoughts, share the African kingdoms and empires presentation to introduce them to the richness and diversity of ancient African kingdoms. Invite the children to organise themselves into small research groups to find out more about the Kingdom of Benin, Kingdom of Aksum or the Mali Empire. Invite them to use the African kingdoms and empires timeline diagram, African kingdoms and empires map and the appropriate African kingdoms and empires information pack, to read and research their chosen kingdom's structure, politics, everyday life and significance. Children should use their knowledge to plan and deliver a short group presentation (verbal, digital presentation or mind map) about their kingdom to others. Conclude by drawing comparisons and contrasts between the kingdoms of Africa and life in Britain during the same time periods.	• Computers or tablets
Lesson 2: Gold, god and glory P. of Study Breadth History Aims 14 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.	Read through the Gold, god and glory information sheet to introduce the historical narrative of Portugal and Spain's interest in Africa, and to give a context for the beginning of the slave trade. Invite the children to ask questions and discuss their initial thoughts. Encourage them to consider the answers to different questions, such as 'Why were Portugal and Spain	

Knowledge Year 6 Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Specific knowledge Year 6 Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century. Skill Year 6 Describe and explain the common traits and motives of leaders and monarchs from different historical periods.	so interested in Africa? What was the initial relationship like between Spain, Portugal and Africa? Which different events led to the trade in enslaved African people?' To consolidate their thinking, ask the children to use the information text to help them to complete the questions on the Gold, god and glory recording sheet. Invite the children to discuss their responses at the end of the session.	
Lesson 3: Britain and the Maafa P. of Study History 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Knowledge Year 6 Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Specific knowledge Year 6 Britain played a key role in the Maafa. 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. British privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. In total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. This 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. Skill Year 6 Articulate the significance of a historical person, event, discovery or invention in British history.	Ask the children to think back to the definition of the word *maafa* and discuss its meaning. Encourage them to read the Britain's role in the Maafa information sheet, focusing on the varied causes of the growth of the slave trade, the hierarchy of involvement and the devastating human consequences. After reading, ask the children to work in pairs to discuss and then complete the Britain's role in the Maafa recording sheet. Invite them to share their answers with the larger group and use the Britain's role in the Maafa answer sheet to consolidate their understanding.	
Lesson 4: Triangular slave trade P. of Study Breadth History Aims 19 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. Knowledge Year 6 Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Specific knowledge Year 6 The triangular slave trade consisted of three journeys. During the first journey, ships loaded with goods in Europe sailed to Africa. The goods were exchanged for enslaved people. 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. During the third journey, ships loaded with goods produced by enslaved workers sailed back to Europe, where the goods were sold for a profit. Skill Year 6 Present a detailed historical narrative about a significant global event.	Listen to and read the Triangular slave trade presentation with the children. After sharing the presentation, allow time to discuss the content with the children, helping them to ask and answer questions. Focus the children's attention on the three stages of the slave trade and discuss what happened in each stage. Using the Triangular slave trade information sheet to support their thinking, ask the children to plan and present a detailed narrative about the slave trade. Encourage the children to reflect upon their work, sharing it with a partner to compare and then making any necessary amendments.	
Lesson 5: Human impact of the triangular slave trade P. of Study Breadth History Aims 14 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. Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Specific knowledge Year 6 The human impact of the triangular slave trade was wide ranging. People were permanently separated from their families and homes when they were captured. People suffered great hardship and even death in coastal forts and during the middle passage. Many enslaved people were treated badly and suffered illness, injury and physical punishments.	Start with a short recap of the process of the triangular slave trade. Encourage the children to begin to consider what the human impact of the trade might be and ask them to share their initial thoughts. Invite the children to find out the human story of enslavement by reading the Capture to plantation information pack. After reading, ask the children to think empathetically about the human impact by answering the Capture to plantation question sheet. At the end of the session, invite the children to share their thoughts and reflections.	

Skill Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.		
Lesson 6: Life on a Caribbean plantation P. of Study Breadth History Aims 14 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. Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Specific knowledge Year 6 Life was very difficult for enslaved people on plantations. Many worked long hours, growing and processing crops like tobacco, cotton and sugar. Living conditions, health and food supplies were poor. Enslaved people were punished by their owners and were not protected by the law. Enslaved people were also subjected to racism and were manipulated and controlled by their enslavers. To prevent rebellion, enslavers used a technique called divide and rule. Skill Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	Explain to the children that they are going to answer the enquiry question, 'What was life like for enslaved African people on a Caribbean plantation?' Encourage the children to listen to the Life in enslavement podcast to understand what life was like for those in enslavement on British plantations in the Caribbean. After listening to the podcast, discuss and reflect upon important facts around the plantation system, the roles of enslavers, the ways in which enslaved people were controlled, the loss of freedom, family and culture, the range of jobs undertaken and working and living conditions. Encourage the children to jot important facts on the Life in enslavement recording sheet as they talk and listen, then ask them to write an answer to the enquiry question.	
Lesson 7: Evidence of life on the plantations P. of Study Breadth History Aims 11 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. Knowledge Year 6 Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Knowledge Year 6 Different types of bias include political, cultural or racial. Skill Year 6 Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Skill Year 6 Identify different types of bias in historical sources and explain the impact of that bias.	Share the source materials in the Evidence sources information pack. Explain that the sources are all primary evidence, but were created by different people with different viewpoints and biases. Encourage the children to study each source and answer the questions provided. Ask the children to feed back their findings, then encourage them to complete the summary questions at the back of the information pack to consolidate their learning.	
Lesson 8: Resistance, revolt and refusal P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 Resistance took many forms. Some enslaved people escaped and created independent Maroon communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery. Enslaved people also created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule. Resistance by enslaved people played a key role in the abolition of slavery. Skill Year 6 Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.	Show children the Resistance, revolt and refusal presentation. Use the presentation to inform the children of the extent of rebellion at every point of enslavement by the African people. Allow time to discuss the information with the children and consider the impact of these actions. Encourage the children to find out more by reading the Resistance, revolt and refusal information pack and answering the questions provided. To summarise, children should be asked to express a view on how successful these acts of rebellion were and what difference they made, in both the short and the long term.	
Develop - Abolition and beyond **Lesson 1: Benefits of enslavement for Britain** P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. This growth had far-reaching consequences	Share the enquiry question 'How did Britain benefit from the enslavement of African people?' and ask the children to discuss their initial thoughts. Provide copies of the Benefits of enslavement for Britain information sheet. Use the information to highlight the context of Britain's role in the slave trade, including the breadth of goods traded and the widespread involvement and active participation of people from all factions of British life. Challenge children to use the evidence to answer the questions on the Benefits of enslavement for Britain question sheet. Invite them to use the Benefits of enslavement for Britain answer sheet to mark their work.	

and changed many aspects of people's lives including the way they worked, travelled and spent their money. Specific knowledge Year 6 Britain benefitted form the enslavement of African people in many ways. 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. Country houses, museums and libraries that are still used today were built with the profits from slavery. People from all levels of British society used and benefitted from goods, such as cotton, linen and tobacco, that were produced by enslaved people. Skill Year 6 Describe the growth of the British economy and the ways in which its growth impacted on British life.	To conclude, ask the children to write a summary paragraph to explain what the information tells them and answer the enquiry question.	
Lesson 2: Abolition of slavery P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 There were many different actions and events, over a period of around 100 years, that lead to the eventual abolition of slavery. 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. Skill Year 6 Describe the causes and consequences of a significant event in history.	Introduce the enquiry question 'What actions and events led to the abolition of slavery?' Explain that the children will use a timeline to find out the answer. Hand out the Abolition of slavery timeline sorting cards to individual children and ask them to sort themselves into chronological order to create a human timeline around the classroom. Explain that the timeline gives an overview of some of the key actions and events that led to the eventual abolition of slavery in 1833. Explore the timeline together and ask different groups of children to step forward to show how the actions of religious groups (orange dates), revolts (red dates), abolitionists (green dates) and economic considerations (blue dates) all affected the campaign for the abolition of slavery. Ask the children to use what they have learned to write a summary paragraph to answer the enquiry question and encourage them to share their work at the end of the session.	
Lesson 3 - Life after abolition P. of Study Breadth History Aims 14 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. Knowledge Year 6 Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Specific knowledge Year 6 Life was difficult for enslaved people after abolition of the slave trade and slavery. They did not receive compensation for their life in enslavement, even though their enslavers were compensated for the loss of their property. 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. Emancipated people usually settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora. Skill Year 6 Articulate and present a clear, chronological world history narrative within and across historical periods studied.	Ask the children 'What do you think happened after the abolition of the slave trade?' Listen to and discuss the children's answers. Play the Life after abolition podcast, inviting the children to fill in the Life after abolition recording sheet. Review the children's choices at the end of the task, playing the podcast again if necessary to address misconceptions. Discuss what actually happened after abolition and encourage the children to compare the true events to their thoughts and ideas. Ask the children to explain any aspects that they found surprising or unfair or that fitted with their own ideas. At the end of the session, play the Dramatised viewpoints audio to consolidate their understanding of the effects of the abolition of slavery on different people during the 19th century.	
Lesson 4: Colonisation of Africa P. of Study Breadth History Aims 19 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. Knowledge Year 6 Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Specific knowledge Year 6 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. In 1883, representatives from 14 European countries attended the Berlin West Africa	Listen to and read the Colonisation of Africa presentation. After watching, lead a discussion, focusing on the causes and consequences of colonisation, before asking the children to use the information to write an explanation text that answers the enquiry question, 'What was colonisation and how did this affect the lives of African people?' Children can use the Colonisation of Africa writing frame to structure their work. They can mark their writing using the Colonisation of Africa answer sheet.	

Conference where African lands were divided between the countries who attended. 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. Skill Year 6 Present a detailed historical narrative about a significant global event.		
Develop - *Black lives in Britain* **Lesson 1: Black people in Britain in the 20th century** P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly. Skill Year 6 Describe the causes and consequences of a significant event in history.	Ask the children to listen to the Black people in 20th century Britain audio to find out the reasons why black people came to live and work in Britain, the contributions that they made to society and the difficulties that they faced as black people in a predominantly white country. Ask the children to jot notes on A3 copies of the Black people in 20th century Britain recording sheet after listening to each recording. At the end of the session, encourage the children to discuss what they have learned from each recording and share their ideas about what life was like for black people in Britain in the 20th century. To consolidate their thinking, ask the children to write a short summary paragraph.	
Lesson 2: Race Relations Act P. of Study History 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Knowledge Year 6 Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Specific knowledge Year 6 The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. Campaign groups worked to have other areas of discrimination included in the act and, in 1968, it was made illegal to refuse a person a house, mortgage or job because of their race. The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion. Skill Year 6 Articulate the significance of a historical person, event, discovery or invention in British history.	Invite children to listen to the Race Relations Act podcast and make notes about key points on the Race Relations Act recording sheet as they listen. After sharing and discussing their notes, ask the children to write a short account to explain why the Race Relations Act was important and describe its impact and legacy on Britain.	
Express –Reflection **Lesson 1: Our knowledge of Black history** P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Skill Year 6 Describe the causes and consequences of a significant event in history.	Gather the children together in a sharing circle and establish rules, which will create an atmosphere of mutual respect and cooperation. Invite the children to share their learning, raising any questions that they may have and, where possible, discussing answers. Ask the children to write a short account of their learning, including the information that has been most significant to them and how they feel about what they have learned. If appropriate, and with the permission of individual children, read some examples aloud to the class.	

Cycle B: Year 5 / 6 History Schemes of Work
Summer - Britain at War

Overview:
In the Britain at War project, children will learn about the main causes of the First World War and which countries were the major players. They will investigate why so many men volunteered to fight and then sequence the events at the start of the war. Using various sources of evidence, the children will learn about life in the trenches and the consequences of new weaponry. They will listen to first-hand accounts of life on the home front and evaluate the impact of war on everyday life. They will also discover the events that led to the Allied Powers' victory and the consequences of the Treaty of Versailles. The children will also learn about the causes and main events of the Second World War. They will find out how Britain prepared itself for war and the war's impact on civilian life. They will learn about the Battle of Britain and how it proved to be a key turning point for the Allied Powers. They will also hear about Anne Frank and discover what her story tells us about the treatment of Jewish people by the Nazi Party. The children will research the causes and consequences of the end of the Second World War and investigate the legacy of the wars in Britain. Closer to home, the children will research the life of a local First World War hero who sacrificed their life fighting for Britain. They will also investigate the legacy of these global conflicts in the post-war period.

Vocabulary:
Significant people:
Adolf Hitler, Archduke, Benito Mussolini, Emperor Hirohito, Franklin D Roosevelt, Franz Ferdinand, Gavrilo Princip, Harry S Truman, Joseph Stalin, Neville Chamberlain, Winston Churchill, dictator, fascist, leader, president, prime minister
Civilisations:
Allied Powers, Axis Powers, Bombe machine, Chain Home Station, Colossus computer, Enigma machine, Gloster Meteor, Luftwaffe, RAF, Supermarine Spitfire,
U-boat, V1 flying bomb, V2 rocket, Zeppelin, aircraft, all arms offensive, artillery, atomic bomb, battleship, bayonet, bomber, bouncing bomb, codebreaker, codebreaking technology, jet engine, mustard gas, post-war, preparation for war, radar operator, radar station, radar technology, rifle, submarine, warship
British history:
Battle of Britain, Battle of the Bulge, Blitz, Crimean War, D-Day, Dig For Victory, Dowding System, English Civil War, First World War, Hawker Hurricane, Napoleonic Wars, Norman Conquest, Operation Sealion, RAF Fighter Command, Remembrance Sunday, Royal Air Force, Royal Observer Corps, Second World War, Supermarine Spitfire, VE Day, Wars of the Roses, Women's Auxiliary Service, Women's Land Army, Women's Voluntary Service, conscription, home front,
Surrender, trench warfare, turning point, war memorial, weapons technology
Changes over time:
Allied Powers, Central Powers, League of Nations, Nazi Party, alliance, appeasement, assassination, cause, change, competition, consequence, decolonisation,
defensive trench, expansionism, fascism, imperialism, innovation, international agreement, international prestige, long term, militarism, nationalism, neutral,
post-war, rebuild, reparations, restore, rivalry, short term, significant, stalemate, strengthen, technology, tension, territory, warmongering, welfare state
Report and conclude:
Analyse, analysis, conclusion, detailed answer, discuss, enquiry, evidence, film footage, first hand account, impact, letter, note, photograph, reason, record, research, written narrative
Significant events:
Great Depression, League of Nations, alliance, allied, appeasement, armistice, assassination, battle, central, conflict, declaration of war, defeat, empire, expansionism, fascism, front, imperialism, invasion, militarism, nationalism, neutral, peace agreement, remembrance, reparations, surrender, treaty, victory
Compare and contrast:
Action, belief, choice, compare, contrast, decision, difference, impact, significance, similarity, trend, turning point
Communication:
Civilian, combat, conflict, conscription, defence, definition, enquiry, example, genocide, invasion, liberate, name, nation, patriotism, persecution, propaganda, quote,
Rebellion, resistance, retaliation, sacrifice, significance, surrender, tactic, victory, vocabulary, war
Everyday life:
Anderson shelter, Holocaust, Home Front, Jewish, air crew, air raid, air raid shelter, air raid warden, anti-aircraft gun, antisemitism, army, barrage balloon,
black out, bomb, bombing raid, campaign, casualty, citizen, civilian, communal shelter, conscription, damage, dogfight, enemy, evacuation, evacuee, food shortage,
gas mask, genocide, ground crew, home front, hunger, landmine, loss of life, naval blockade, navy, persecution, pilot, poverty, protest, radar, radar station, ration book, rationing, reserved occupation, scramble, search light, serviceman, servicewoman, soldier, strike, volunteer, weapon, weaponry
Hierarchy and power:
Allied Powers, Axis Powers, Commonwealth, Eastern Front, General, German Luftwaffe, Grand Council, Holocaust, Lieutenant, Nazi ideology, antisemitism,

Colony, conflict, decision, fascist dictator, genocide, impact, invasion, leader, neutral, oppression, outcome, persecution, political agreement, president, Sacrifice, surrender, territory, victory

Chronology:

Battle of France, Battle of Jutland, Battle of Verdun, Brusilov Offensive, First Battle of Ypres, Gallipoli Campaign, Operation Dynamo, Phoney War, Second Battle of Ypres, cause, chronology, date, key event, timeline

Artefacts and sources:

Census, arguments, bias, context, critical thinking, difference, evidence, fact, first hand account, interpret, memory, negative, online database, perspective, Positive, primary evidence, secondary evidence, similarity, source, verify, viewpoint

Local history:

Cenotaph, census, commemorative park, commemorative plaque, local, local historical society, locality, monument, war cemetery, war grave, war memorial, war museum

Assessment outcomes:

Quiz

Test the children's knowledge gained during the project, by following the instructions on the Britain at War quiz. Reward the winning team and address any misconceptions that have arisen.

Test

Assess the children's knowledge learned during the project by asking them to complete the Britain at War question sheet. Check their answers using the provided Britain at War answer sheet.++

Lesson objective(s)	Suggested activities and differentiation	Resources
Memorable Experience: **Option 1: War museum** P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history. Skill Year 6 Describe the causes and consequences of a significant event in history.	Visit a war museum, or a local museum with an exhibition about warfare, to learn about the history of British conflict. Ask the children to collect information, study a range of artefacts and make a Britain at War fact file to present their work.	
Introductory knowledge: P. of Study Breadth History Aims 2 Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Knowledge Year 6 Abstract terms include nouns, such as empire, civilisation, parliament , peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Specific knowledge Year 6 Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory. Skill Year 6 Use abstract terms to express historical ideas and information.	Ask the question 'What is war?' Encourage the children to share their thoughts and ideas before revealing the Definition of war picture card. Discuss any questions arising and ask the children to name examples of wars from previously studied projects. Invite children to explore war-themed vocabulary and definitions using the Terms and definitions drag and drop template. If appropriate, provide dictionaries to help the children to complete the task. Invite the children to use the Terms and definitions answer sheet to check their work. Explain that they will be using these terms throughout the project.	• Dictionaries
Memorable Experience: **Option 2: Alternative start** P. of Study Breadth History Aims 19 Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to	Give groups of four or five children an A3 copy of one of the Britain at war recording sheets. Give them 30 minutes to use the image provided, online research and information books to fill in the missing information about their conflict. At the end of the 30 minutes, ask a member of each group to come to	• Computers or tablets • Information books

make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Knowledge Year 6 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. Specific knowledge Year 6 Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history. Skill Year 6 Describe the causes and consequences of a significant event in history.	the front of the classroom with their recording sheet and put themselves into chronological order. When the timeline is complete, discuss it as a class asking questions of each group to help the children learn about each conflict. Ask questions, such as 'Who fought in this war? What caused this conflict? What were the consequences of this war? Was this war a turning point in British history?' Create a timeline display using the children's research for them to read in their own time, learn about each conflict and use for reference during the project.	
Engage: The First World War **Lesson 1: Causes of the First World War** P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions. The assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were then drawn into the war. Skill Year 6 Describe the causes and consequences of a significant event in history.	Recap on the dates and duration of the First World War from the memorable experience. Introduce the enquiry question, 'What were the causes of the First World War?' and show the Causes of the First World War presentation. Ask children to note down the information they feel is significant in helping them answer the enquiry question and invite them to compare their ideas. Challenge the children to use their notes and additional research to complete the Causes of the First World War recording sheet. At the end of the session, ask questions to prompt the children's thinking and help them to draw conclusions, for example, 'How significant were the actions of Gavrilo Princip? Do you think that the First World War could have been avoided if the assassination of Archduke Franz Ferdinand had not happened?'	• Computers or tablets • Information books
Lesson 2: Volunteering to fight P. of Study Breadth History Aims 11 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. Knowledge Year 6 Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Specific knowledge Year 6 Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure. By the end of the war, over 5 million men had volunteered, which included 2.5 million men from Commonwealth countries. Conscription was introduced in 1916, when the number of volunteers no longer matched the number of men being killed in battle. Skill Year 6 Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	Share the enquiry question 'Why did so many men volunteer to fight in the First World War?' Discuss the children's initial thoughts, then share the Why did so many men volunteer to go to war? presentation. Talk about each reason and encourage the children to use the correct vocabulary, such as propaganda and patriotism, as they discuss how each reason could persuade men to sign up. Watch Why did men volunteer for the Great War? on BBC Bitesize and listen to the first-hand accounts of men who enlisted. As they watch, ask the children to note down any reasons for signing up to war that they hear. Ask the children to share the reasons they recorded and group them under one of the headings from the presentation: patriotism, propaganda, peer pressure, shame or adventure. Encourage the children to use the information gathered to write a detailed answer to the enquiry question, using the words from the presentation as headings and examples and quotes from the clips as evidence.	
Lesson 3: Start of the First World War P. of Study Breadth History Aims 19 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.	Ask the children to read the Start of the First World War information sheet. Encourage them to answer the questions included and use the Start of the First World War answer sheet to help them mark their work. At the end of the session, ask questions to consolidate the children's understanding, such as 'Why was it difficult for the Central Powers to fight on two fronts? Why were	

Knowledge Year 6 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. Specific knowledge Year 6 Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. They aimed to invade France through Belgium and gain control quickly. However, Allied troops drove German forces back to north-west France where both sides dug trenches to avoid losing ground. This became known as the Western Front. Russia also put up more resistance than expected at the Eastern Front, so Germany had to fight on two fronts. Because there was a stalemate on the Western Front, the Allied Powers attacked the Ottoman Empire at the Gallipoli peninsula in the hope of taking the capital Constantinople. The invasion failed with the loss of 250,000 men. Skill Year 6 Describe the causes and consequences of a significant event in history.	trenches created along the Western Front? Was the start of the First World War different to what you imagined?'	
Lesson 4: Life in the trenches P. of Study Breadth History Aims 11 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. Knowledge Year 6 Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Specific knowledge Year 6 There are a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters. However, it is important to critically evaluate these sources to decide if the evidence is useful, can be trusted and whether they include bias and an author's viewpoint. Skill Year 6 Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.	Explain that the children are going to look at sources of evidence to answer the enquiry question, 'What was life like in the trenches?' Provide each child with a Life in the trenches recording sheet and access to computers or tablets so they can work through each task. Firstly, watch Life in the trenches of the First World War from the Imperial War Museum website and make notes. Secondly, choose one of the Letters from the First World War from the National Archives and analyse the content. Thirdly, study the images on the Trenches picture cards. Ask the children to write an answer to the enquiry question using all the provided sources. Encourage the children to share their answers at the end of the session and discuss how the evidence helped them build up a picture of life in the trenches.	• Computers or tablets
Lesson 5: First World War weaponry P. of Study Breadth History Aims 14 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. Knowledge Year 6 An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Specific knowledge Year 6 New weaponry technology developed at a rapid rate during the First World War. Aircraft were used for spying and bombing, tanks were used to provide protection from bullets and shells, submarines could sail underwater to places ships could not reach, poisonous gas was used in warfare for the first time and new machine guns and heavy artillery caused large numbers of casualties. Skill Year 6 Describe some of the significant achievements of mankind and explain why they are important.	Ask the children to read the Weapons of the First World War information sheet and discuss the impact of new weaponry on how the war was fought and human casualties. Invite the children to complete the Weapons of the First World War recording sheet. After a designated time, gather the children together to discuss their findings. Ask the children, 'How were the weapons of the First World War different from weapons used in earlier wars? How did new technology change the way that the First World War was fought? Which weapons caused the greatest loss of human life? Which weapons had the greatest impact on the outcome of the First World War?'	
Lesson 6: Key events of the First World War P. of Study Breadth History Aims 14 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. Knowledge Year 6 Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.	Ask the children to work in pairs to create a timeline using the First World War timeline sorting cards. Encourage them to read the cards on their timelines, and where there are blank spaces, invite the children to complete them, using the information given, such as a date, to direct their online research. When complete and checked, ask children to take a photograph of their timeline, then print and stick it in their project books for reference. At the end of the session, randomly pick questions from the First World War	• Computers or tablets

Specific knowledge Year 6 Important events during the First World War include the First Battle of Ypres (October–November 1914), unofficial truce over Christmas (December 1914), German airships bomb Britain (January 1915), Ottoman Empire attacks Suez Canal (January–February 1915, Gallipoli Campaign (February 1915–January 1916), Second Battle of Ypres (April–May 1915), Italy joins Allied Powers (May 1915), Battle of Verdun (February–December 1916), Battle of Jutland (May–June 1916), Brusilov Offensive (June–September 1916), Battle of the Somme (July–November 1916), United States joins Allied Powers (April 1917), Battle for Jerusalem (November–December 1917), Russia leaves the war (March 1918), First World War ends (November 1918). Skill Year 6 Articulate and present a clear, chronological world history narrative within and across historical periods studied.	timeline question sheet and read them out to the class. Encourage the children to use their knowledge and timelines to answer the questions.	
Lesson 7: Impact of the First World War on British citizens P. of Study Breadth History Aims 14 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. Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Specific knowledge Year 6 War affected the lives of ordinary citizens in many ways. There were food shortages, women had to take on roles traditionally done by men, bombing raids caused damage and loss of life and people feared for their own safety as well as the safety of their male family members and friends who were fighting. Skill Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	Ask the children to think about how war might have affected the everyday lives of civilians, both practically and emotionally. After discussing their ideas, look at the headings in the Everyday life on the home front recording sheet. Invite the children to make notes as they listen to the Voices of the First World War: Life on the Home Front and the The First World War galleries podcast: Part VII – At all costs from the Imperial War Museums website. Afterwards, invite the children to write an answer to the enquiry question 'How did the war affect the everyday lives of ordinary people?' using the notes that they have gathered and the Everyday life on the home front picture cards to illustrate and add information to their work. **Important:** Stop the Voices of the First World War: Life on the Home Front audio at 17:57 minutes only – the latter part contains inappropriate material for children.	• Computers or tablets
Lesson 8: End of the First World War P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 There were many events that lead to the end of the First World War. Germany had tried to push through Allied lines on the Western Front during Operation Michael but the British and French armies pushed Germany back to central Europe. The German navy also went on strike as they knew the situation was hopeless. The United States entered the war in 1917 and sent 85,000 troops to fight against Germany. The armistice to end the war was signed at 11am on 11th November 1918. An agreement called the Treaty of Versailles said that Germany should take the blame for the war and pay 132 billion gold marks in reparations to repair the damage done by the war. Skill Year 6 Describe the causes and consequences of a significant event in history.	Play children the End of the war podcast audio and invite the children to discuss the information. Ask the children to use different coloured highlighters to highlight the causes and short and long-term consequences of the end of the First World War on the End of the war podcast transcript. When complete, ask the children to use this information to write a historical account of the end of the First World War. At the end of the session, invite the children to consider whether they think the popular phrase 'The war to end all wars' was an accurate description of the First World War.	
Develop - The Second World War **Lesson 1: Causes of the Second World War** P. of Study Breadth History Aims 19 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.	Ask the children to recap on the main causes of the First World War, encouraging them to use key vocabulary, such as alliances, imperialism, militarism and nationalism. Use the Causes of the Second World War presentation to outline the ways in which the end of First World War set the scene and resulted in multiple causes of the Second World War. Allow time to discuss and name the causes, encouraging children to describe which they feel were the most significant. Challenge the children to consolidate their	

Knwledge Year 6 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. Specific knowledge Year 6 There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and appeasement by Britain and France. Skill Year 6 Describe the causes and consequences of a significant event in history.	understanding by completing the Causes of the Second World War recording sheet.	
Lesson 3: Preparing for war P. of Study Breadth History Aims 14 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. Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Specific knowledge Year 6 Britain had learned from the First World War and started to prepare for the Second World War a year before it was declared. Preparations included increasing and improving weapons, conscription, blackouts, evacuation, recruiting air raid wardens, distributing gas masks, building air raid shelters, introducing rationing and the Dig for Victory campaign and encouraging women to take up war work. Skill Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	Ask the children to use their knowledge to decide how the experiences of the First World War might have impacted on preparations for the Second World War. List their ideas, then ask them to read the information and study the sources of evidence in the Preparing for war information pack. Encourage them to answer the questions included and mark their work using the Preparing for war answer sheet. At the end of the session, revisit the list made at the beginning to see if the children's inferences had been right and ask the concluding question 'How did the experiences of the First World War affect Britain's preparation for the Second World War?'	
Lesson 4: Beginning of the Second World War P. of Study Breadth History Aims 14 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. Knowledge Year 6 Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Specific knowledge Year 6 Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940). Skill Year 6 Articulate and present a clear, chronological world history narrative within and across historical periods studied.	Ask the children to read the Key events at the beginning of the Second World War information sheet. Encourage them to answer the questions on the Key events at the beginning of Second World War question sheet relating to each section of text. At the end of the session, discuss the children's answers and encourage them to ask any questions the information has raised.	
Lesson 5: Second World War weaponry and technology P. of Study Breadth History Aims 14 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. Knowledge Year 6 An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.	Recap on the types of weaponry and technology used in the First World War. Show the children the Weaponry and technology in the Second World War video to explain how both technology and weaponry developed in the Second World War and how this changed how the war was fought. Invite the children to find out more about this aspect of war by reading the Second World War weaponry and technology information pack and completing the questions included. Use the Second World War weaponry and technology answer sheet to help the children mark their work.	

Specific knowledge Year 6 The Second World War was the most technologically advanced conflict in history. The bouncing bomb was invented to target dams in Germany; aircraft became more advanced and the jet engine was used for the first time; Germany developed rocket technology to target Allied cities; radar technology was invented by British scientists to detect objects beyond human sight; codebreaking technology and computers were invented to decode enemy messages and the atomic bomb was developed, which was the most destructive weapon used in the Second World War. Skill Year 6 Describe some of the significant achievements of mankind and explain why they are important..		
Lesson 6: Battle of Britain P. of Study History 6 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Knowledge Year 6 Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Specific knowledge Year 6 The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to invade and occupy Britain. Skill Year 6 Articulate the significance of a historical person, event, discovery or invention in British history.	Share the main enquiry question 'Why was the Battle of Britain a turning point in the Second World War?' Explain the term 'turning point' as a time when a situation starts to change, especially in a beneficial way. Ask the children to write some questions they would like answered about the Battle of Britain and use the Battle of Britain video and online research to find out the answers to their questions. Encourage the children to use the information gathered to write a detailed answer to the enquiry question and share it with the rest of the class, debating the points made. At the end of the session, play a short extract from the famous Winston Churchill speech on YouTube. Ask the children what Churchill meant when he said 'Never in the field of human conflict was so much owed by so many to so few'?'	• Computers or tablets
Lesson 7: Impact of the Second World War on British civilians P. of Study Breadth History Year 6 Aims 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. 11 Year 6 Aims 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. Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Year 6 Different types of bias include political, cultural or racial. Skill(s) Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Year 6 Identify different types of bias in historical sources and explain the impact of that bias.	Share the enquiry question 'What was the impact of the Second World War on British civilians?' and explain that the children will answer this question by exploring the memories of a person who lived through the war. Talk about the positive and negative aspects of using memories as a source of historical information, and encourage them to look out for bias and viewpoint and to verify facts using other sources. Provide pairs of children with a computer or tablet and the list of useful links below. Ask the children to choose one of the memories to study and encourage them to make notes and answer the questions on the Memories of British civilians recording sheet. After completing the task, ask children who studied the same memories to share their findings with the rest of the class. Encourage the children to ask and answer questions and spot similarities and differences in the memories. At the end of the session, ask the children to reflect on their learning by asking them to write an answer to the enquiry question. **Useful links:** • London in 1939: Barrage Balloons, Bombs, Landmines and a Wedding – BBC • Working at the Food Office – BBC • An Old Eastender's Boyhood Memories Part 2: Evacuation to Berkshire 1939 – BBC • Entertainments and a Wartime Christmas: In London – BBC • The Women's Land Army: We Will Never Forget – BBC	• Computers or tablets

Lesson 8: Anne Frank P. of Study Breadth History Aims 14 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. Knowledge Year 6 War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Specific knowledge Year 6 Anne Frank was born in Germany in 1929. Her family were Jewish. As antisemitism and Nazi ideology gained a hold in Germany, the family decided to emigrate to Amsterdam in the Netherlands. Anne and her sister grew up happily in the Netherlands until Germany invaded in 1940. In 1942, the Frank family hid in a secret annex. Anne wrote a diary about their time in hiding, describing the difficulties, friends that helped and her hopes for the future. Anne and her family were discovered in 1944. Anne died along with her sister and mother, but her father survived and published Anne's diary. Skill Year 6 Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.	Introduce the children to Anne Frank. Explain that they are going to find out about Anne and her family, and how they were affected by antisemitism and the persecution of Jewish people before and during the Second World War. Share the Anne Frank podcast audio and discuss the information provided. Encourage discussion by asking questions, such as 'What was life like for Otto and Edith Frank in the 1920s? How did life change for the Franks in the 1930s? Would it have been difficult for the Frank family to leave their home in Germany? What does the podcast tell us about Margot and Anne's childhood in Amsterdam? How did the Nazi invasion of the Netherlands in 1940 impact on their lives?' After the discussion, provide the children with the Life in the annex information sheet. Encourage them to read about the experiences of Anne and her family as they hid in the annex. Encourage the children to write responses to the questions included and share their answers with others. At the end of the session, explain that Anne, Margot and Edith died during this genocide, called the Holocaust, but Otto survived and published Anne's diary in 1947.	
Lesson 9: Decisions of leaders P. of Study Breadth History 19 Year 6 Aims 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. 2 Year 6 Aims 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. Knowledge Year 6 Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Year 6 Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Skill(s) Year 6 Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Year 6 Describe and explain the significance of a leader or monarch.	Explain that the war was taking place around the world and leaders from different nations were making decisions that affected the direction of the conflict and outcomes. Ask the children to read the World at war information sheet and complete the questions. Provide the World at war answer sheet and talk about the children's answers and choices and the significance of the different leaders' beliefs and actions. Ask the children questions at the end of the session to help them consolidate the impact the leaders had on the course of the war, such as 'Why did Japanese troops bomb Pearl Harbor? Do you think the United States was forced into the Second World War? How did the decisions of different leaders create significant turning points in the conflict?'	
Lesson 10: End of the Second World War P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 Over 150,000 troops and thousands of ships and vehicles from Britain, the United States, Canada and France landed on the north coast of France on 6th	Ask the children to recall how the First World War ended. Invite the children to find out how the Second World War ended by using the useful links below to complete the End of the Second World War recording sheet. Encourage children to share and compare their findings with the group. **Useful links:** **D-Day** • D-Day explained – Imperial War Museums • Normandy Landings – DKfindout! • D-Day – BBC Teach **Battle of the Bulge** • What you need to know about the Battle of the Bulge – Imperial War Museums	• Computers or tablets

June 1944, known as D-Day. They attacked German forces and liberated Paris in August 1944. Allied troops pushed German troops back, but on 16th December 1944, the Germans launched a massive attack on the Allied forces in Belgium and Luxembourg. They were successful at first and pushed the allied troops back to create a bulge in the line of defences. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated VE day on 8th May. The war finally ended when Japan signed a surrender on 2nd September 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki. Skill Year 6 Describe the causes and consequences of a significant event in history.	• Battle of the Bulge – Britannica Kids **VE Day** • VE Day – BBC Teach	
Express – Never forget **Lesson 1: Remembrance** P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. The poppy is a universal symbol of remembrance. Memorials, monuments and ceremonies commemorate people who have died as a result of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars. Skill Year 6 Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.	Share the Remembrance presentation and encourage the children to talk about how the sacrifices of millions of people are remembered around the world. Provide the children with computers or tablets to explore the Royal British Legion's Remembrance web page and encourage the children to discover the symbolism of the poppy, read the wording of the Act of Remembrance, learn about remembrance events and memorials and explore the words of John McCrae's poem, *In Flanders Fields*. Encourage the children to use this information to create an act of remembrance, which may include information from the children's local study and their nonet poems. Visit the local war memorial studied in the Innovate Stage to carry out the children's act of remembrance, inviting guests, which could include parents, carers and members of the Royal British Legion. After the event, ask the children to write about the experience and the feelings and thoughts the event created.	• Computers or tablets
Lesson 2: Post-war Britain P. of Study Breadth History Aims 19 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. Knowledge Year 6 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. Specific knowledge Year 6 There were many consequences to the Second World War. These include: countries developing nuclear weapons; the creation of the United Nations to maintain international peace; British colonies gaining independence; nations creating welfare states; Britain creating the world's first National Health Service; and wartime technologies and innovations becoming common in everyday life. Skill Year 6 Describe the causes and consequences of a significant event in history.	Explain that the events of the world wars had a profound effect on life in Britain and around the world. Encourage the children to read the Post-war world information sheet then complete the questions on the Post-war world recording sheet. Mark the answers together using the Post-war world answer sheet and encourage the children to decide how post-war developments can be seen in the world today.	