

HISTORY

CURRICULUM

Viewley Hill Academy Historical Concepts Overview

	Settlements and social history <i>A focus on the place where people live and/ or the process of settling in a place. Social history focuses on social structures and interactions of different groups in society, eg: law and order, families, hierarchy.</i>	Progress and invention <i>A focus on discoveries, advancements in materials and technology, and inventions that have helped to shape our world as well as some of the significant individuals that have influenced progress in the world.</i>	Religion and beliefs <i>A focus on the written record of human religious feelings, thoughts and ideas, studying particular systems of faith and worship across different time periods. As well as identifying the beliefs that different civilisations accepted to be true or real.</i>	Invasion and Empire <i>A focus on invasions of the British Isles that have occurred throughout history, and looking at significant rulers and states and the people, practices and rules that they have brought and understanding the way that this has shaped the world that we live in, including the wider world.</i>
KS1				
Family history	✓	✓	✓	
Kings and Queens	✓	✓	✓	
The Great Fire of London	✓	✓		
Great explorers	✓	✓		✓
LKS2				
Iron Age Hill Forts	✓	✓		
The Romans	✓	✓	✓	✓
Ancient Greece	✓	✓	✓	✓
Ancient Egypt	✓	✓	✓	
UKS2				
The Islamic civilisation	✓	✓	✓	
Anglo-Saxon settlements	✓			✓
Viking invasions	✓	✓	✓	✓
The Battle of Britain	✓	✓		✓
Industrial Middlesbrough	✓	✓		

Viewley Hill Academy

Progression and Disciplinary Skills: **History**

Year Group	Chronology	Sources and Evidence	Similarity and difference	Cause and consequence	Continuity and Change	Historical interpretation	Organising and Communicating
R	Sequence familiar events using language relating to the passage of time.	Comment on images or shared texts linked to event from the past.	Identify something that is the same/different linked to discussions about the past and present.	Discuss people who have jobs within society and the roles that they do. Consider what might happen without them.	Talk about things that have changed or stayed the same about themselves or their school.	Use stories/accounts/information texts to begin to distinguish between fact and opinion.	Contribute to discussions linked to shared stories set in the past or events/objects from the past. Begin to answer simple questions.
1	Sequence some events or 2 related objects in order using chronology vocabulary: before, after, at the same time etc.	Begin to identify and recount some details from the past from sources e.g. stories, photographs, paintings.	Identify that some things within living memory are similar and some things are different.	Recognise some causes to historical events and identify simple consequences.	Discuss how elements such as family have changed or stayed the same over time.	Look at more than one version of the same event and begin to recognise differences.	Show knowledge and understanding of the past through simple oral discussion. Write simple labels, captions or sentences.
2	Put 4 events or objects in time order using chronology vocab: before, after, now, later, past, present.	Look at a source to find answers to questions about the past.	Recognise some similarities and differences between past and present.	Identify causes and consequences from the past.	Discuss how wider elements such as society has changed or stayed the same e.g. London, The Royal Family, Exploration.	Start to compare two versions of a past event. Explain that there are different types of sources that can be used to help represent the past.	Use historical vocabulary to retell simple stories about the past (orally). Write simple stories and recounts using picture prompts.
3	Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period. Place events on a timeline.	Gather more detail from sources, such as maps and artefacts to build up a clearer picture of the past.	Find similarities and differences between places and civilisations: Ancient Greece/ Egypt.	Comment on the importance of the different causes for some key events. Start to understand that there are short and long-term consequences.	Identify key things that stayed the same/changed between periods	Look at more than 2 versions of the same event in history and identify differences.	Present findings about the past, using speaking, writing, diagrams and tables.
4	Place and describe some historical periods and eras on a timeline.	Use a range of given sources and understand the difference between	Explain the similarities and differences between places and	Understand that historical events have consequences that sometimes last long	Identify connections and contrasts between aspects of history, people,	Investigate different accounts of historical events and explain some of the reasons	Present findings about the past, using speaking, writing, diagrams and tables

	Use dates BC and AD accurately	primary and secondary sources.	civilisations and/ or an aspect of society.	after the event is over.	events and artefacts studied.	why the accounts may be different.	with increased detail and accuracy.
5	Order an increasing number of significant events, movements and dates on a timeline, using dates accurately	Distinguish between a primary and secondary source of information, when investigating the past.	Explain and give varied examples of how life was similar and different in the past.	Understand that some causes may be more significant than others and have more, longer-lasting consequences.	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Start to understand the difference between primary and secondary evidence and begin to question its reliability.	Present structured and organised findings about the past using speaking, writing, IT, drama and drawing skills.
6	Accurately use dates and terms to describe historical events. Understand how some historical events/ periods occurred concurrently in different locations.	Locate and analyse relevant information to justify claims about the past.	Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons.	Examine causes and results of great events and the impact these had on the lives of people.	Show awareness of aspects of history that have changed and begin to recognise those that have remained the same over periods of time	Find and analyse a wide range of evidence about the past. Consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact.	Present information in the most appropriate way.

Substantive Concepts and Knowledge – History

	CHRONOLOGY	SETTLEMENTS & SOCIAL HISTORY	PROGRESS & INVENTION	RELIGION & BELIEFS	INVASION & EMPIRE
Pre-school/ Nursery	<ul style="list-style-type: none"> Sequence story events using language relating to time. Know the terms new and old. 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> Talk about how familiar items around them and toys have changed over time. 	<ul style="list-style-type: none"> Shared stories and other artefacts linked to religious festivals. 	
Reception	<ul style="list-style-type: none"> Sequence events using language relating to time. Know the terms past and present. Recognise change over time relating to hatching eggs and the growth of chicks. Guy Fawkes and Mary Anning both lived in the past. 	<ul style="list-style-type: none"> Talk about the lives of people in the community and their roles in society. Talk about events that are special to their own family. 	<ul style="list-style-type: none"> Talk about how familiar items around them and toys have changed over time. 	<ul style="list-style-type: none"> Shared stories and other artefacts linked to religious festivals. 	
KS1	<ul style="list-style-type: none"> Know that chronology is the passing of time. Know that events happen in time order. Know that a timeline is used to order events. The Great Fire of London is the earliest event they learn about. Captain Cook was alive after this. Ernest Shackleton was alive after this. Queen Elizabeth II had her coronation after this. King Charles III had his coronation after this. Prince William will be the next King. 	<ul style="list-style-type: none"> Their own family has changed within living memory. The Royal family and significant events such as coronations still happen but some things have changed. Now the first-born boy <u>or</u> <u>girl</u> of the current monarch will be next in line for the throne. London in the past is very different to London now. The way that the houses were built during 1666 meant that the fire was able to spread quickly. 	<ul style="list-style-type: none"> Safety features, such as building materials and fire breaks were introduced after the Great Fire of London. London was rebuilt in a safer and more organised way after the fire. The fire brigade was established after the Great Fire of London. James Cook mapped the eastern coast of Australia. The voyages of Cook and Shackleton were very different due to advancements in navigation. Shackleton and Cook made important contributions to science. 	<ul style="list-style-type: none"> Not all people hold the same beliefs in relation to Captain James Cook. 	<ul style="list-style-type: none"> A monarch is a king or queen, an emperor or a sultan. Britain is a monarchy. The British royal family has ruled over the United Kingdom for hundreds of years.

<p>LKS2</p>	<ul style="list-style-type: none"> • The stone age began around 2.5 million years ago. • It was separated into 3 different time periods because it lasted for such a long time: Palaeolithic, Mesolithic and Neolithic. • The bronze age began about 2 ¼ million years later in 2500BC. • The iron age followed the stone age and bronze age. • The iron age ended with the final Roman invasion of Britain in 43AD. • The Ancient Egyptian civilisation lasted for around 3000 years. It was happening at the same time as part of the stone age, the bronze age and the iron age and it overlapped with the Ancient Greek civilisation. • BC means before Christ • AD means Anno Domini 'In the year of our Lord'. 	<ul style="list-style-type: none"> • Early man was known as a hunter-gatherer. • Stone Age people were largely nomadic but began to settle. • During the Neolithic period, people began to settle into villages and farming communities were developed. • By the time of the Iron Age, people were living in tribes within hillforts that were built on top of hills to offer protection. • The Romans built new forts, new settlements and new towns protected by walls. • Women were treated very differently to men during Roman times so life for women was hard. • The ancient Egyptian civilisation grew because people started building farming villages next to the River Nile. • There was a clear hierarchy in Ancient Egypt with Pharaohs at the top and slaves at the bottom. • Most of the Ancient Greeks lived by farming, fishing and trade. Wealthy Greeks lived in cities with art and architecture. 	<ul style="list-style-type: none"> • The discovery on new materials and processes brought about advancements in tools and weapons during the Stone Age-Iron Age. • During the Bronze Age, settlers from Europe brought new skills to Britain, which enabled Britons to make objects from copper, gold and bronze. • During the same time, Ancient Egypt was thriving with enormous cities and inspiring temples. • The Romans brought new towns and networks of roads so that it was easier to trade. • They introduced the idea of heating and invented systems to get rid of sewage. • Before the Romans, there was no written language in Britain. • Egyptian discoveries and invention have shaped the modern world that we live in today. • The Greeks introduced the notion of democracy. They also gave us the Olympic games and were largely responsible for the invention of modern mathematics, sculpture, science and medicine. • Our language has roots in Ancient Greece. 	<ul style="list-style-type: none"> • Early man in Britain during the Stone Age-Iron Age held pagan beliefs. • The Romans had decided to believe in just one God and introduced Christianity to Britain. • The Romans believed that women were less important than men. • The Ancient Egyptian believed in the afterlife. The body was mummified in order to preserve it for the afterlife. • They also believed in many different Gods and Goddesses. • The Ancient Greeks also believed in life after death but that this was an Underworld. • Ancient Greek Gods were in human form but Egyptian Gods were half-human and half- animal. 	<ul style="list-style-type: none"> • Iron Age Britain, as well as The Ancient Egyptian and Greek civilisations all ended as a result of Roman invasion. • The Roman Empire at its peak ruled over 45 million people across Europe, North Africa and Asia. • The Roman Empire was led by an emperor who had overall control. • The Romans invaded Britain because it had goods and land that they wanted. • Queen Boudicca tried to resist Roman Rule and led her army against the Romans but she was ultimately defeated. • The Romans were unable to conquer Scotland so Hadrian's Wall was built to keep raiders from the North out of Roman Britain. • In Ancient Egypt the Gods ruled over Egypt. Pharaohs were chosen by the Gods to rule over the land. • Tutankhamun was an important pharaoh who was the last of his dynasty to reign over Egypt. • Ancient Greece was separated into city states that were ruled by one central government or king.
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<p>UKS2</p>	<ul style="list-style-type: none"> • The Early Islamic civilisation was happening at the same time as the Anglo-Saxons and then the Vikings were in Britain. • It began in 570AD, reached its Golden Age by 750AD and ended in 1258AD. • The Anglo-Saxons arrived in Britain in around 400AD and remained in part control of Britain until 1066AD. • The Vikings arrived after the Anglo-Saxons in 793AD and also remained in part control of Britain until 1066AD. • Middlesbrough grew and became industrialised from 1829 onwards. • World War II began in 1939 and did not end until 1945. 	<ul style="list-style-type: none"> • The city of Baghdad is situated between two rivers which meant that it was at the centre of the world's great trade routes. • The Anglo-Saxons came to Britain looking for farmland and mainly settled alongside Britons near rivers or seas. • Anglo-Saxon settlements were very small and they tended to live in wooden huts-they would not live in the towns built by the Romans. • The Anglo-Saxons divided Britain into different kingdoms. • For the everyday people living under both Anglo-Saxon and Viking control, life was similar in many respects with kings at the top of the hierarchy and slaves at the bottom. • Farmers worked the land and craftsman worked with different materials to create objects such as weapons and ornate accessories such as belts and combs etc. • During the Victorian Era, Middlesbrough grew from being a small hamlet to an industrial town producing iron and steel. • Before and during world war II, there was still a great divide between different classes in Britain. 	<ul style="list-style-type: none"> • In the Middle East, the city of Baghdad was the largest and most advanced city in the world and became the cultural centre of the golden age of the Islamic civilisation. • People didn't just bring goods from around the world, they also brought books full of knowledge and learning, which were key to the success of the Golden Age of Islam. This led to important developments in areas such as mathematics and science. • The Golden Age of Islam left a wonderful legacy of things we use today including algebra, Arabic numerals, mechanical clocks, cameras etc • The Anglo-Saxons were sophisticated craftsman. • The Anglo-Saxons chronicles was one of the first written records of life in Anglo-Saxon Britain. • The growth of Middlesbrough was largely a result of the establishment of a port on the banks of the River Tees, the expansion of the railways and the discovery of iron ore. • After World War II, changes took place to improve Britain for those living in poverty. New homes were constructed, family allowance was introduced and free healthcare was accessible through the new NHS. 	<ul style="list-style-type: none"> • The Islamic religion was founded in the 7th century AD. • It was started by the prophet Muhammed and quickly spread across several continents. • His followers were called Muslims. • The Anglo-Saxons held pagan beliefs and believed in Gods of nature. • During Anglo-Saxon Britain, the Anglo-Saxons gradually converted Britain to Christianity, building churches and monasteries. • Hitler's regime meant that people were persecuted due to their religious beliefs. 	<ul style="list-style-type: none"> • The Anglo-Saxons invaded Britain because they wanted farm land. • The Vikings also came looking for land but they also wanted treasures to make them rich. • The Anglo-Saxons and the Vikings fought for many years to gain overall control of the kingdoms of Britain. • This did not end until after the Battle of Hastings in 1066 when the Normans succeeded on conquering Britain. • Hitler invaded Poland in 1939 and as a result of this, Britain declared war on Nazi Germany. • Neville Chamberlain was the prime minister at the start of WWII, followed by Winston Churchill. The government brought in new systems to try to keep people safer. • The Battle of Britain was significant because it was the first time that Hitler's military forces had been defeated.
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Long Term Curriculum Map: History

Cycle A

	Autumn	Spring	Summer
Pre-school/ Nursery	Social History All about me: Sequence events; know different occupations	Chronology Past and Present: stories; sequencing	Social History Birthdays; know different occupations
Reception	Social History My special people Progress and invention Significant figures: Guy Fawkes Significant events: Bonfire night; nativity; Remembrance Day	Significant figures Mary Anning Significant events Easter	Chronology growth and change over time (chicks)
KS1		Social History/ Progress and invention My family and family history change over time	Social History/ Progress and invention Change in living memory – national life Kings and Queens
LKS2	Location/ Human-Environment Interaction Stone Age to Iron Age in Britain		Social History/ Movement The Roman Empire Progress and invention The Romanisation of Britain
UKS2		Social History/ Progress and Invention Non-European Society: Baghdad 900 AD	Social History/ Movement Anglo-Saxons and Vikings Human-Environment Interaction/ Movement Viking raids and invasion

Long Term Curriculum Map: History

Cycle B

	Autumn	Spring	Summer
Pre-school/ Nursery	Social History All about me: Sequence events; know different occupations	Chronology Past and Present: stories; sequencing	Social History Birthdays; know different occupations
Reception	Social History My special people Significant figures Guy Fawkes Significant events Bonfire night; nativity; Remembrance Day	Significant figures Mary Anning Significant events Easter	Chronology growth and change over time (chicks)
KS1	Progress and invention Significant local figure: Captain Cook		Progress and invention Compare Cook and Shackleton
LKS2	Social History/ Progress and invention/ Religion and beliefs Ancient Greece		Social History/ Progress and invention/ Religion and beliefs Ancient Egypt
UKS2	Invasion and Empire Beyond 1066: The Battle of Britain		Social History/ Progress and invention Industrial Middlesbrough

HISTORY
CURRICULUM
CYCLE A

Prior Learning EYFS:

- ✚ Talk about the lives of people in the community and their roles in society.
- ✚ Talk about events that are special to their own family.

Prior Learning KS1:

- ✚ Recognise some similarities and differences between past and present.
- ✚ Discuss how wider elements such as society have changed or stayed the same e.g. London, The Royal Family, exploration.
- ✚ Look at a source to find answers to questions about the past.

Future Learning UKS2:

- ✚ Distinguish between a primary and secondary source of information, when investigating the past.
- ✚ Examine causes and results of great events and the impact these had on the lives of people.

LKS2 HISTORY – Autumn A

FOCUS FOR UNIT: Stone Age to the Iron Age in Britain

CONCEPT: Settlement and social history

Vocabulary:

past, present, BC, AD, chronology, chronological order, communication, sources, historians, evidence. hunter-gatherer, Palaeolithic, threat, wild, shelter, tools, Mesolithic, Neolithic, settlements, prehistoric, farmers, crops, Bronze Age, tools, technology, artefacts, mining, copper, gold, bronze, metalworkers, grave, burial, hierarchy, status, agriculture, population

Teaching Sequence for unit of work

<p>How long did the Stone Age last?</p> <p><u>Key knowledge:</u> The Stone Age began around 2.5 million years ago and ended with the Neolithic period in 2500BC. (2 ¼ million years) It was divided into three periods: Palaeolithic, Mesolithic and Neolithic.</p> <p><u>Key Skills</u> Chronology</p>	<p>What was Stone Age Cave Art?</p> <p><u>Key knowledge:</u> Early man did not communicate verbally in the way that we do now. Cave drawings were painted onto the walls to decorate their homes. Historians believe that they were a way of communicating messages</p> <p><u>Key Skills</u> Sources and evidence Similarity and difference</p>	<p>How did hunter-gatherers survive?</p> <p><u>Key knowledge:</u> Humans learnt to farm and hunt during the Stone Age. Hunter-gatherers were nomads who found food by roaming from place to place in different seasons. Assets protected them from threats and helped them to survive in the wild.</p> <p><u>Key skills:</u> Sources and evidence Organising and communicating</p>	<p>What can we learn from Skara Brae?</p> <p><u>Key knowledge:</u> Skara Brae is a Mesolithic settlement in Scotland. Tools, and other farming/hunting equipment were developed during the Mesolithic age. In the Neolithic age, people began to settle into villages and farming communities were developed.</p> <p><u>Key skills:</u> Sources and evidence Historical interpretation</p>	<p>What were the changes in the Bronze Age?</p> <p><u>Key knowledge:</u> Around 2500BC settlers from mainland Europe brought new skills to Britain. They were metalworkers who knew how to work with copper. Gradually Britons learned to make objects from copper, gold and bronze.</p> <p><u>Key skills:</u> Sources and evidence Organising and communicating</p>	<p>What can we learn from grave goods?</p> <p><u>Key knowledge:</u> During the Bronze age, people were buried with objects that others believed they might need in the next world. Archaeologists have learnt a lot about life during this time from excavating burial sites</p> <p><u>Key skills:</u> Sources and evidence Similarity and difference</p>	<p>How was Iron Age life different?</p> <p><u>Key knowledge:</u> Iron replaced bronze as the main metal for making tools and weapons in Britain. Better tools for agriculture improved farming and this meant that the population began to rise. Hill forts were a feature of the Iron Age and were built on top of hills for protection.</p> <p><u>Key skills:</u> Continuity and change Similarity and difference</p>
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Prior Learning EYFS:

- + Sequence familiar events using language relating to the passage of time.
- + Identify something that is the same/different linked to discussions about the past and present.
- + Talk about things that have changed or stayed the same about themselves or their school.

Prior Learning KS1 (Year 2 only):

- + Sequence some events or 2 related objects in order using chronology vocabulary: before, after, at the same time etc.
- + Begin to identify and recount some details from the past from sources e.g. stories, photographs, paintings.

Future Learning LKS2:

- + Find similarities and differences between places and civilisations: Ancient Greece/ Egypt.
- + Identify key things that stayed the same/ changed between periods

KS1 HISTORY – Spring A

Focus for Unit: My family

CONCEPT: Settlements and social history

Progress and invention

Vocabulary:

Family, related, parent, child, children, generation, history, event, date of birth, oldest, youngest, first, last, before, after, later, long ago, now, next, memory, past, present, decade, timeline, baby, toddler, child, teenager, adult, elderly, blackboard, technology, device

Teaching Sequence for unit of work

What is a family?

Key knowledge:

A family is a group of people who are related to each other. Families can look very different, from a single parent and their child to a multi-generational group. A family may be more than the people who live in one house.

Key skills:
 Organising and communicating

What is a timeline?

Key knowledge:

A timeline is a line on which historical events are marked. It shows events in someone's life in a historical context. On a timeline, dates are arranged in the order that they happened, eg: 1980 comes before 2000 and 2020 follows after that. The oldest person in a family was born first and the youngest person was born last. Everyone has their own date of birth.

Key skills:
 Chronology

What was school like for my grandparents?

Key knowledge:

In the past, schools were different. They didn't have lots of technology in the classroom, perhaps just one single computer or television. Teachers wrote on blackboards with chalk.

Key skills:
 Chronology
 Sources and evidence

What were homes like for my grandparents?

Key knowledge:

Homes were different in the past. Different materials were used to build some houses. They didn't have the number or type of electrical devices that we have now.

Key skills:
 Sources and evidence
 Similarity and difference

Would you have liked to live at the time your grandparents were children?

Key knowledge:

Some aspects of life are the same and some are different. Technology has changed many aspects of life today.

Key skills:
 Organising and communicating
 Similarity and difference

Prior Learning EYFS:

- ✚ Sequence familiar events using language relating to the passage of time.
- ✚ Identify something that is the same/different linked to discussions about the past and present.

Prior Learning KS1 (Year 2 only)

- ✚ Identify that some things within living memory are similar and some things are different.
- ✚ Recognise some causes to historical events and identify simple consequences.
- ✚ Sequence some events or 2 related objects in order using chronology vocabulary: before, after, at the same time etc.

Future Learning LKS2:

- ✚ Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.
- ✚ Gather more detail from sources, such as maps and artefacts to build up a clearer picture of the past.

KS1 HISTORY – Spring A

Focus for Unit: Kings and Queens

CONCEPT: Settlement and Social History

Invasion and Empire

Vocabulary:

Monarch, monarchy, queen, king, prince, princess, rule, royal, reign, serve, born, married, died, accession, crown, inherited, heir, crown, coronation, ceremony, son, daughter, Commonwealth, countries, host, in charge, speech, armed forces

Teaching Sequence for unit of work

What is a monarch?

Key knowledge:

A monarch is a king or queen, an emperor or a sultan. They are usually part of a royal family and rule until their death. Britain is a monarchy because it has a king. The British royal family has ruled over the United Kingdom for hundreds of years.

Key skills:

Organising and communicating

Who was the monarch when you were born?

Key knowledge:

Queen Elizabeth II was the UK's longest serving monarch and reigned for 70 years. She was born in 1926 and died in 2022. She was married to Prince Philip and had 4 children: Charles, Ann, Andrew and Edward. During her reign, accession rules (who can be the next monarch) changed from the first born son to the first born child.

Key skills:

Chronology
Sources and evidence

Who is the monarch today?

Key knowledge:

The crown is inherited which means that the heir becomes the monarch as soon as their parent dies. Monarchs are crowned during a coronation ceremony. King Charles III was crowned on May 6th 2023. He is the first child of Queen Elizabeth and has 2 sons – William and Henry (Harry). His wife Camilla is the Queen.

Key skills:

Chronology
Sources and evidence
Similarity and difference

What is the King's job?

Key knowledge:

The role of a monarch is to serve the Commonwealth and the people who live within it. This is a group of countries who work together but live differently. The King hosts important people from different countries; he is in charge of the armed forces; gives important speeches and heads charities.

Key skills:

Sources and evidence
Organising and communicating

Who will be our next monarch?

Key knowledge:

As the first born child of King Charles and his first wife, Diana, Prince William will become the next monarch. Catherine, William's wife, will become Queen and their first born child – Prince George- will inherit the title after them.

Key skills:

Chronology
Organising and communicating

Prior Learning KS1:

- ✚ Recognise some similarities and differences between past and present.
- ✚ Look at a source to find answers to questions about the past

Prior Learning LKS2:

- ✚ Use a range of sources and understand the difference between primary and secondary sources.
- ✚ Identify connections and contrasts between aspects of history, people, events and artefacts studied.

Future Learning KS3

- ✚ The development of Church, state and society in Medieval Britain 1066-1509

UKS2 HISTORY – Spring A

FOCUS FOR UNIT: Baghdad 900AD

CONCEPT: Religion and beliefs
Progress and invention

Vocabulary:

Founded, empire, Islamic, cultural, commercial, intellectual, throughout, major, trade, routes, encouraged, emphasis, translate, philosopher, study, worldwide, system, medicine, inventors, patients, compass, evidence, recorded

Teaching Sequence for unit of work

When was Baghdad founded?

Key knowledge:

Baghdad is the capital of Iraq. It is located on the Tigris river. Baghdad was founded in 762AD as the capital of the Islamic empire and it quickly became the cultural, commercial, and intellectual centre of the [Muslim world](#). It became known as a centre for learning throughout the world.

Key Skills

Chronology
Organising & communicating

What was it like in 900AD?

Key knowledge:

By 900AD, Baghdad had a population of 1 million, making it the biggest city in the world. It was a perfectly round city, with the important buildings in the centre and houses on the outside. Its position on major trade routes and between two rivers led to it becoming extremely wealthy. Due to this trade, a banking system developed, which encouraged more people to settle there.

Key Skills

Chronology
Sources and evidence

Why was education important?

Key knowledge:

As the population increased, more schools were built, including the Hanifi school of Islamic Law, which still exists today. There was a huge emphasis on the value of learning and the House of Wisdom (Baghdad library) was an academy for scholars who translated works by Greek philosophers like Plato and Aristotle into Arabic, so they could be studied.

Key skills:

Historical interpretation
Sources and evidence

What was the Golden age of Islam?

Key knowledge:

Baghdad became a worldwide centre for maths and science: We still use the Arabic number system, which they introduced to the world; the study of medicine resulted in the discovery of how the human eye works and they created some of the first hospitals in the world, where they not only treated patients, but taught medicine. Islamic inventors developed an 'astrolabe' – an early compass – which Muslims could use to locate the direction of Mecca to pray.

Key skills:

Continuity and change

What was happening in Britain at the same time?

Key knowledge:

The Romans had left Britain and the country was being raided by different groups. The Anglo-Saxons were invading, fighting British tribes and settling. Very few of the Anglo-Saxons could read or write and there is little recorded evidence from this period in British history. Coins were no longer used; there was less trade and fewer cities. It is sometimes called the Dark Ages.

In which culture was it better to be a stranger?

Key skills:

Historical interpretation
Organising and communicating

Prior Learning EYFS:

- ✚ Sequence familiar events using language relating to the passage of time.
- ✚ Discuss people who have jobs within society and the roles that they do.
- ✚ Talk about things that have changed or stayed the same about themselves or their school.

Prior Learning KS1 (Year 2 only):

- ✚ Begin to identify and recount some details from the past from sources e.g. stories, photographs, paintings.
- ✚ Recognise some causes to historical events and identify simple consequences.
- ✚ Show knowledge and understanding of the past through simple oral discussion.

Future Learning LKS2:

- ✚ Gather more detail from sources, such as maps and artefacts to build up a clearer picture of the past.
- ✚ Comment on the importance of the different causes for some key events.

KS1 HISTORY – Summer A
Focus for Unit: The Great Fire of London

CONCEPT: Social History
 Progress and invention
 Organising and Communicating

Vocabulary:

London, bakery, blaze, diary, record, detail, spread, construction, buildings, materials, opinions, safety equipment, design, cause, blame, rebuilt, safer, organised, brick, wood, straw, gap, fire brigade, fire break

Teaching Sequence for unit of work

When was the Great Fire of London?

Key knowledge:

The Great Fire of London started on 2nd September 1666 in a bakery on Pudding Lane. The fire blazed for just under 5 full days. The fire started because the bakery open had not been put out properly.

Key skills:

Chronology
 Organising and communicating

How do we know about the fire?

Key knowledge:

Most of what we know about the fire comes from details written in Samuel Pepys' diary. This is an important historical record. He buried it underground with his wine and parmesan cheese to keep it safe.

Key skills:

Sources and evidence

Why was the fire so bad?

Key knowledge:

The fire spread easily because the houses in London were built close together from wood & straw. The weather at the time was dry and windy which also helped the fire to spread. There was not a fire brigade. The fire was eventually put out by pulling down/blowing up houses to create fire breaks.

Key skills:

Sources and evidence
 Organising and communicating
 Cause and consequence

Who was to blame?

Key knowledge:

There are different opinions about who was to blame. The bakery fire had not been properly put out; the weather and the lack of safety equipment helped it spread so quickly; the design of the city (how close the buildings were and the materials they were made of) helped the fire cause such destruction.

Key skills:

Sources and evidence
 Organising and communicating
 Historical interpretation

What changed after the fire?

Key knowledge:

London had to be rebuilt after the fire and it took over 50 years. It was built in a safer and more organised way. Houses had to be brick and not wood. There were gaps between houses. The first London fire brigade was created following the Great Fire.

Key skills:

Chronology
 Organising and communicating

Prior Learning EYFS:

- ✚ Use stories/accounts/ information texts to begin to distinguish between fact and opinion.

Prior Learning KS1:

- ✚ Discuss how wider elements such as society have changed or stayed the same e.g. London, The Royal Family, exploration.
- ✚ Start to compare two versions of a past event.
- ✚ Identify causes and consequences from the past.
- ✚ Look at a source to find answers to questions about the past.

Future Learning UKS2:

- ✚ Distinguish between a primary and secondary source of information, when investigating the past.
- ✚ Understand that some causes may be more significant than others and have more, longer-lasting

LKS2 HISTORY – Summer A

FOCUS FOR UNIT: The Roman Empire

CONCEPT: Invasion and Empire Settlement and social history

Vocabulary:

Empire, emperor, Octavian, army, soldiers, legionary, disciplined, spear, sword, shield, helmet, Senate, senator, aspire, committed, crime, toga, Latin, marriage, wax tablet, enslaved, skilled, supplies, survive, aqueduct, arches, architecture

Teaching Sequence for unit of work

What was the Roman Empire?

Key knowledge:

One ruler-an emperor- led the Roman state from 27BC. The first emperor was Octavian. The Roman word for his position was augustus. The Roman Empire lasted from 700BC to AD476. At the peak of its power Rome ruled over 45 million people across Europe, North Africa and Asia.

Key Skills

Chronology

What made the Empire so great?

Key knowledge:

The Romans were so successful because of the might of their army. The army could march up to 25 miles a day. The legionaries were well-trained and very disciplined. During battle, a Roman soldier (legionary) first hurled his spear at the enemy, then he fought him with his sword. To protect himself, he carried a wooden shield and wore a metal helmet and armour.

Key Skills

Sources and evidence
Organising and communicating

Who ruled the Empire?

Key knowledge:

Although the emperor had overall control, the Senate was an important part of governing Rome. Because they were close to the emperor, men aspired to be senators. Augustus changed the rules so that the senate had to be made of men of free birth, not to have committed any crimes and to own property. Members of the senate wore a broad reddish-purple stripe edging their togas – the formal dress of all Roman citizens

Key skills:

Sources and evidence
Historical interpretation

What was life like in the Roman Empire?

Key knowledge:

Men were in charge of the family in Roman Britain. Mothers were thought to be less important than fathers. Boys from rich families learnt Latin and wrote on wax tablets. Children could be married at the age of 14 and marriages were often arranged between families. Life for women in Roman times was often hard. Women ran the home, cooking and raising the children. In wealthy families, enslaved people often did this work.

Key skills:

Sources and evidence
Organising and communicating

What did the Empire look like?

Key knowledge:

The Romans were very skilled at building roads, buildings and bridges. These roads allowed soldiers and supplies to move from town to town quickly. Many Roman roads still survive today, 2,000 years later. The Romans were the first people to use arches in big buildings and aqueducts. Aqueducts are like a bridge, with a stone channel on top to carry water. Some of the most famous Roman buildings are the Colosseum, the Pantheon and Diocletian's Palace.

Key skills:

Sources and evidence
Continuity and change
Organising and communicating

Prior Learning EYFS:

- + Sequence familiar events using language relating to the passage of time.
- + Comment on images or shared texts linked to event from the past.

Prior Learning KS1:

- + Identify causes and consequences from the past.
- + Explain that there are different types of sources that can be used to help represent the past.
- + Use historical vocabulary to retell simple stories about the past

Future Learning UKS2:

- + Consider different ways of checking the accuracy of interpretations of the past and how different viewpoints have an impact.

LKS2 HISTORY – Summer A

FOCUS FOR UNIT: The Romanisation of Britain

**CONCEPT: Invasion and Empire
Settlement and social history**

Vocabulary:

invasion, empire, rule, conquer, occupy, power, conquer, Britain, Scotland. Iceni tribe, Celt, leader, taxes, rebel, revolt, army, defeated, fort, settlement, temple, bathhouses, villa, thatched, mosaic walls, servants, protection, barrier, invaders, site, excavation, archaeologists, legacy, invention, communication, religion, technology.

Teaching Sequence for unit of work

When did the Romans come to Britain?

Key knowledge:

Britain had lots of goods which the Romans wanted. The Roman emperor Julius Caesar made two failed attempts to invade Britain, followed 100 years later by Emperor Claudius who took over the south of England. Scotland was the only area not conquered by the Romans. The Iron Age ended with the final Roman invasion of Britain in AD43.

Key Skills
Chronology

Who was Boudicca?

Key knowledge:

Queen Boudica was the Queen of the Iceni tribe in Britain, after her husband Prasutagus died. She tried to resist Roman rule. The Romans took away land and farms from her tribe; increased taxes and refused to let her be Queen. Boudica led her army against the Romans but was ultimately defeated.

Key Skills
Sources and evidence
Organising and communicating

What was Roman Britain like?

Key knowledge:

The Romans built new forts, new settlements and an extensive network of roads. They built new towns protected by walls with everything a citizen of Roman Britain could need inside: houses, shops, temples, meeting spaces, workshops and bathhouses. People mainly lived in small villages of wooden houses with thatched roofs. The biggest city in Roman Britain was Londinium (London). Wealthy Romans also built grand country houses called villas. Villas were large farms with a big house for the owners. Most Roman villas found by archaeologists are in the south of England.

Key skills:
Sources and evidence
Similarity and difference

What can archaeological sites tell us about Roman Britain?

Key knowledge:

Hadrian's wall was built as a barrier to separate England from Scotland. It was built by Emperor Hadrian to keep invaders from the North out of Roman Britain. The site has been excavated for over 200 years and historians are still discovering more about history from the area.

Key skills:
Historical interpretation
Sources and evidence

What is the Roman legacy?

Key knowledge:

Before the Romans there was no written language in Britain. The Romans had decided to believe in only one God and introduced Christianity to Britain too. Many of our buildings and how they are heated, the way we get rid of sewage and our roads were all introduced by the Romans.

Key skills:
Continuity and change
Organising and communicating

Prior Learning KS1:

- + Look at a source to find answers to questions about the past.
- + Recognise some similarities and differences between past and present.

Prior Learning LKS2:

- + Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.

Future Learning KS3:

- + the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

UKS2 HISTORY – Summer A
FOCUS FOR UNIT: Anglo-Saxon Settlement
CONCEPT: Settlement and Social History

Vocabulary:

Founded, empire, Islamic, cultural, commercial, intellectual, throughout, major, trade, routes, encouraged, emphasis, translate, philosopher, study, worldwide, system, medicine, inventors, patients, compass, evidence, recorded.

What do we know about invasions of Britain?

Key knowledge:

Britain was once part of the Roman Empire. The Roman period started in 43 AD and ended in 410 AD. The first invasion by Julius Caesar was unsuccessful. 100 years later Emperor took over the south of England. The Romans left Britain in 410AD because their armies were needed to defend other parts of the empire.

Key Skills

Chronology
 Similarity and difference
 Cause and consequence

Why did the Anglo-Saxons invade Britain?

Key knowledge:

The Anglo-Saxons raided Roman Britain around 400AD. They came to Britain looking for farmland and there is no evidence to suggest a significant invasion or struggle. The Anglo-Saxon period covered six centuries from 410AD to 1066AD. Anglo Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats

Key Skills

Similarity and difference
 Continuity and change

Why did they choose to settle in Britain?

Key knowledge:

The Anglo-Saxons mainly settled alongside the Britons. However, life changed in Britain after the Anglo-Saxon invasion including the formation of 7 major kingdoms. Each was ruled by a different king. They fought to defend their kingdom or take control of other kingdoms.

Key skills:

Sources and evidence
 Historical interpretation

What was life like for Anglo-Saxons in Britain?

Key knowledge:

Anglo-Saxon settlements were very small; they did not understand the Roman ways and would not live in their towns. They settled near rivers or seas and renamed villages. Anglo-Saxons houses were huts made of wood with roofs thatched with straw. Much of Britain was covered with forests so the Saxons had plenty of wood to use.

Key skills:

Similarity and difference
 Continuity and change

What were the beliefs of the Anglo-Saxons?

Key knowledge:

The Anglo-Saxons held pagan beliefs and believed in Gods of nature. There were many Anglo-Saxon festivals throughout the year when different Gods were worshipped. The Anglo-Saxons believed that religion was a way to secure success in material things.

Key skills:

Cause and consequence
 Sources and evidence

How did Christianity change Anglo-Saxon Britain?

Key knowledge:

The Anglo-Saxons were Pagans when they first arrived in Britain but gradually became Christians. Lindisfarne (Holy Island) was significant in the introduction of Christianity in Britain. Anglo-Saxon Britain saw the rise of Christianity with churches and monasteries being built.

Key skills:

Continuity and change
 Organising and communicating

Prior Learning KS1:

- ✚ Look at a source to find answers to questions about the past.
- ✚ Recognise some similarities and differences between past and present.

Prior Learning LKS2:

- ✚ Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.

Future Learning KS3:

- ✚ the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

UKS2 HISTORY – Summer A

FOCUS FOR UNIT: Viking Invasions

CONCEPT: Invasion and Empire

Vocabulary:

Scandinavia, invasion, navigator, runes, raid, traders, farmers, attack, defence, monastery, brutal, violent, kingdom, Lindisfarne, evidence, sources, chronicles, sagas, settlement, heroic, craftsmen, Norse, Pagan, invaded, Christian, community

Who were the Vikings?

Key knowledge:

Vikings were people from Scandinavia (Sweden, Norway and Denmark) who were expert sailors and navigators. They could be fearsome warriors, who often raided monasteries for the gold inside. They established settlements in Britain, Greenland, France and Russia. They spoke Norse and made inscriptions in runes, an ancient writing system.

Key Skills

Chronology
Sources and evidence
Historical interpretation

Why did the Vikings invade Britain?

Key knowledge:

The Vikings first came to England from Norway in longships in the 790s. They raided the east coast of England looking for riches, attacking the towns and then returning to Scandinavia with their treasures. Over time, there were more raids, but these Vikings invaded and began to settle in the Anglo-Saxon kingdoms. King Alfred called the land they ruled over the Danelaw.

Key Skills

Sources and evidence
Cause and consequence

What happened when they invaded?

Key knowledge:

To begin with, the Vikings raided monasteries because they were often close to the coast and they held lots of valuable gold and silver. One of their first landing sites was Lindisfarne, where there was a monastery. This was a terrible, violent raid that sent fear through the whole of England. A small Christian group survived and recorded the raid on the Domesday stone.

Key skills:

Sources and evidence

How was life different in Viking Britain?

Key knowledge:

Vikings lived in small communities near the coasts and became farmers and fishers. They grew wheat to make bread and beer and raised animals such as sheep, pigs and cattle. The seas were very important for Viking life for sailing and fishing. They often sailed great distances to trade. While the men were away, women and children looked after the farm, prepared and stored food for winter.

Key skills:

Similarity and difference
Continuity and change

What were the beliefs of the Vikings?

Key knowledge:

At the start of the Viking age most Scandinavians were pagan. They had many gods and goddesses from simple nature spirits to heroic figures. Odin, Thor and Frey were the major gods. As Vikings settled amongst Christians, they adopted Christianity alongside their own gods.

Key skills:

Cause and consequence

How did the Viking era end?

Key knowledge:

The Viking era ended in 1066, with the failed invasion attempted by the Norwegian king Harald III Harald Hardrada, who was defeated by Saxon King Harold Godwinson in 1066 at the Battle of Stamford Bridge. After this, there were no more raids, there was less reason to raid and the invaders gradually became part of the countries they inhabited.

Key skills:

Continuity and change
Organising and communicating

HISTORY
CURRICULUM
CYCLE B

KS1 HISTORY

Focus for Unit: Captain James Cook

CONCEPT: Communication and Invention.
Settlements and Social History.

Prior Learning: EYFS

Use photographs to discuss the past.
Use language related to the passing of time.
Learn about other significant figures from history such as Guy Fawkes.

Prior Learning: Year 1 (Y2 children only).

Identify that some things within living memory are similar and some things are different.
Recognise some causes to historical events and identify simple consequences.
Sequence some events or 2 related objects in order using chronology vocabulary: before, after, at the same time etc.

Future Learning

Use an increasing range of words, dates and phrases relating to the passing of time e.g. BC, AD, era, period.

Gather more detail from sources, such as maps and artefacts

Vocabulary: Explorer, map, coast, grounds, birthplace, Royal Navy, skilled, voyage, close to, mapped, crew, chart, journals, sources journey, voyage, explored, restock, supplies, lifetime, uncovered, voyage, maps.

Teaching Sequence for unit of work

Who was James Cook and what connects him with our area?

Key Knowledge

Captain James Cook was an explorer who was the first person to map the Eastern coast of Australia.

He was born in Marton, Middlesbrough, which is near to Hemlington.

Key Skills

Chronology
Sources and Evidence

What were the significant events in Captain James Cook's life?

Key Knowledge - *pupils are not expected to remember this knowledge. Use pictures to enable them to place events on a timeline and make simple labels.*

Captain Cook was born in 1728.

When he was 18 years old he joined the Royal Navy.

In 1768 he set off on his first voyage and discovered New Zealand.

His second voyage was in 1772 and he sailed close to Antarctica.

In 1776 he had his third voyage and went to Hawaii. He died in 1779.

Key Skills

Chronology

What happened on Cook's first voyage? How do we know?

Key Knowledge

Cook travelled to the Pacific Ocean on his ship called the Endeavour.

He reached and mapped the East Coast of New Zealand.

He then went onto Australia where Cook and his crewmembers were the first to see and chart the east coast of Australia.

Drawings, maps and journals are sources that give us information about Captain Cook.

Key Skills

Sources and Evidence
Organising and Communicating

What happened on his 2nd and 3rd voyage? How do we know?

Key Knowledge

The next year, Captain Cook set sail again on the same journey.

He travelled through areas of the Pacific Ocean and even into the Antarctic Circle.

In his final voyage Cook explored the northern Pacific and mapped parts of North America and Alaska before being turned back by ice.

Key Skills

Sources and Evidence
Organising and Communicating

Why is Captain Cook still remembered today?

Key Knowledge

Captain Cook made three voyages in his lifetime.

He sailed on every ocean and set foot on all 7 continents.

He sailed around the world twice.

He uncovered lots of important information about the world we live in now.

Key Skills

Historical Interpretation

Prior Learning EYFS:

- + Sequence events in time order
- + Use the vocabulary past and present

Prior Learning KS1 (Year 2 only)

- + Show knowledge and understanding of the past
- + Use chronological vocabulary: now, later, at the same time
- + Use sources to find evidence about the past
- + Recognise some similarities and differences between past and present

LKS2 HISTORY – Autumn B

FOCUS FOR UNIT: Achievements of the earliest civilisations: Ancient Greece

CONCEPT: Empire and invasion
Settlement and social history

Future Learning

- + Use dates and times accurately to describe historical events
- + Distinguish between primary and secondary sources
- + Identify connections and contrasts between aspects of history, people, events and artefacts studied.

Vocabulary:

Ancient civilisation, location, located, Greece, Greek, defeated, periods of time, worship, immortal, scholars, scarce resources, timber, architecture, ruler, city states, government, democratic, democracy, military, invention, philosophy, language, medicine

Teaching Sequence for unit of work

Where and when did the earliest civilisations begin?

Key knowledge:
Ancient civilisations came about after people began to settle into villages which then grew to become cities. The earliest civilisations tell us that the location of where a group settled was very important for its ability to grow and succeed.

Key Skills
Chronology
Cause and consequence

Where the ancient Greeks in place and time?

Key knowledge:
Ancient Greek empire was around 800BC to 146BC. It ended when the Romans defeated the Greeks. The history of ancient Greece is divided into different periods. They were located in mainland Greece and the Greek islands

Key Skills
Chronology
Y3 place key events on a timeline
Y4 Also add civilisations in Britain and other places in the world

What did the Ancient Greeks believe?

Key knowledge:
The ancient Greeks worshipped many gods and a and goddesses. They believed that they watched over them, were like humans but lived forever and were very powerful.

Key skills:
Sources and evidence
Organising and communicating

What was it like to live in ancient Greece for different types of people?

Key knowledge:
Most of the Ancient Greeks lived by farming, fishing and trade. Others were soldiers, scholars scientists and artists. Many were poor because farmland, water and timber for building was scarce. Wealthy Greeks lived in cities with art and architecture.

Key skills:
Similarity and difference
Sources and evidence

How was life different for different groups of people?

How was ancient Greece ruled?

Key knowledge:
Greece was divided into small city states. The country was not controlled by one central govt or king. Athens was a democratic city state (run fairly) and Sparta was ruled by 2 kings, who made all the decisions.

Key skills:
Sources and evidence
Organising and communicating

How and why was life in Sparta different from life in Athens?

Key knowledge:
Athens was known for democracy and Sparta for its military strength.

Key skills:
Similarity and difference

In what way was life in Athens similar or different for boys/ girls in each place?

What else did the Ancient Greeks achieve?

Key knowledge:
The Greeks gave us the Olympic games They were largely responsible for the invention of modern mathematics, sculpture, philosophy, science and medicine. Our language has roots in Ancient Greece.

Key skills:
Continuity and change

What has changed/ stayed the same in the Olympic games?

Prior Learning KS1:

- ✚ Identify causes and consequences from the past
- ✚ Begin to understand that there can be different versions of the same event in history

Prior Learning (LKS2):

- ✚ Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.
- ✚ Understand that historical events have consequences that sometimes last long after the event is over.

Future Learning (KS3):

- ✚ Understand challenges for Britain, Europe and the wider world 1901 to the present day

UKS2 HISTORY – Autumn B

FOCUS FOR UNIT: A significant turning point in British History (The Battle of Britain)

CONCEPT: Invasion and Empire

Vocabulary:

War, Nazi, Germany, Fuhrer, Adolf Hitler, Winston Churchill, Prime Minister, speeches, broadcasts, wireless, morale, aircraft, RAF, Luftwaffe, the Blitz, evacuation, rationing, ruins, deceased, generation

Teaching Sequence for unit of work

How did WW2 start?

Key knowledge:

A number of key events/ actions led up to the declaration of the war in 1939
 Main cause was Hitler breaking an agreement with Neville Chamberlain (the Prime minister in 1939) and invading Poland.

Key Skills

Chronology
 Cause and consequence

What was The Battle of Britain and why was it so important?

Key knowledge:

Winston Churchill became PM in 1940 and prepared the country for a battle in Britain.

The Battle of Britain lasted from July 1940 until 31st Oct 1940 and involved the RAF and the German Airforce (Luftwaffe)

The Battle of Britain was significant because it was the 1st time that Hitler's military forces had been defeated and a crucial step in the allies winning the war.

Key Skills

Sources and Evidence

What was the Blitz and how did the government try to keep people safe?

Key knowledge:

Following the Battle of Briain, the Luftwaffe decided to change tactics and started bombing civilian targets, key landmarks. This was known as the Blitz. There was a need to keep safe from the threat of German attack, so the Govt began evacuating vulnerable groups.

Key skills:

Historical interpretation

Y5 - Was evacuation a success for all?

Y6 – Did the Government do enough to protect civilians?

Why was rationing introduced and why did it last so long?

Key knowledge:

Rationing was introduced to make sure people had equal access to food, clothes and fuel, which were in short supply.
 It continued after the war because money and goods such as food and fuel remained limited.

Key skills:

Cause and consequence

What was the lasting impact of the war?

Key knowledge:

Rationing, bombing and evacuation helped to change attitudes and develop a community spirit. It highlighted the severe poverty in cities and new laws led to the construction of new homes, family allowance and free health care for all through the new NHS.

Key skills:

Cause and consequence
 Continuity and change

Prior Learning EYFS:

- ✚ Recognise significant figures, such as Guy Fawkes and Mary Anning

Prior Learning KS1 (Year 2 only):

- ✚ Identify that some things within living memory are similar and some things are different.
- ✚ Use stories/ accounts to distinguish between fact and fiction
- ✚ Look at a source to find answers to questions about the past.

KS1 HISTORY – Summer B
Focus for Unit: compare significant individuals: Cook and Shackleton
CONCEPT: Communication and invention

Future Learning LKS2:

- ✚ Look at more than 2 versions of the same event in history and identify differences.
- ✚ Understand that historical events have consequences that sometimes last long after the event is over.

Vocabulary:

Explorer, Antarctic, South Pole, marine, command, crew, sledge, volcano, attempt, record, magnetic, geographic, stranded, survived, circumnavigate, specimen, species, constellations, navigation

Teaching Sequence for unit of work

Who was Ernest Shackleton?

Key knowledge:

Sir Ernest Shackleton was an Antarctic explorer. He was born in Ireland, where his father was a farmer. Later, his father trained to be a doctor in Dublin and moved to London to work. Ernest was a keen adventurer and at 16, he became part of the marine service.

Key skills:

Sources and evidence
 Similarity and difference

What were Shackleton's achievements?

Key knowledge:

Ernest Shackleton joined the Royal Navy in 1901 and went on his first expedition on the ship Discovery to the Antarctic. Under command of the ship's Captain, Robert Scott (Scott of the Antarctic), he took part on a sledge journey across the Ross Ice Shelf in an attempt to reach the South Pole. They reached 530 miles from the pole, which was a new record. Shackleton was sent home ill from this expedition, but in 1908 returned, this time as leader of the British Antarctic Expedition on the ship Nimrod.

On this voyage, the crew were the first people to climb Mount Erebus - a volcano in Antarctica - and got within 97 miles of the South Pole, claiming the magnetic south pole, which is different from the geographic south pole. They almost got left behind, and had to set fire to their camp to signal to their ship to return and collect them.

In 1914, Shackleton led an expedition back to Antarctica on board Endurance, but his ship was trapped in and crushed by ice. His crew were stranded for months, but Shackleton finally rescued them in small, open boats and all survived.

His final voyage was in 1921, after having served in the 1st World War. His ship was Quest and the expedition was due to circumnavigate the Antarctic. However, Shackleton died of a heart attack at the beginning of this voyage and was buried where he died in Grytviken, South Georgia

Key skills:

Chronology
 Cause and consequence

How were Ernest Shackleton and James Cook both great British explorers?

Key knowledge:

Both Shackleton and Cook were great leaders whose crews greatly admired them. Each charted unknown territory in different parts of the world and made important scientific discoveries during their explorations. Shackleton discovered 500 new marine species, whereas Cook's specimens were previously unknown in European science. Shackleton's measurements helped us understand the earth's magnetic fields, while Cook mapped constellations and helped improve the accuracy of navigation.

Key Skills:

Similarity and difference

Prior Learning EYFS

- ✚ Sequence events in stories and their own life
- ✚ Learn about events in the lives of significant people, such as Mary Anning

Prior Learning KS1:

- ✚ Recognise some similarities and differences between past and present.
- ✚ Look at a source to find answers to questions about the past.
- ✚ Put 4 events or objects in time order using chronology vocab: Before, after, now, later, past, present

Future Learning UKS2:

- ✚ Accurately use dates and terms to describe historical events. Understand how some historical events/ periods occurred concurrently in different locations.
- ✚ Examine causes and results of great events and the impact these had on the lives of people.

Vocabulary:

Egypt, Egyptian, River Nile, fertile, significant, thriving, pharaoh, afterlife, mummification, preserve, tombs, dynasty, reign, archaeologist, papyrus

LKS2 HISTORY – Summer B
FOCUS FOR UNIT: Achievements of the earliest civilisations: Ancient Egypt
CONCEPT: Settlements and social history
 Communication and invention

Teaching Sequence for unit of work

When and where was the Ancient Egyptian civilisation in time and place?

Key knowledge:

The Egyptian civilisation began around 3000BC and lasted for about 3000 years. It was located in Egypt, in NE Africa.

Key Skills

Chronology

What was the significance of the River Nile to ancient Egypt?

Key knowledge:

The land surrounding the river's banks was extremely fertile and a perfect place to grow food for future farmers. Over time, these farming villages, along the River Nile, grew and turned into early towns and cities.

Key skills

Sources and evidence
 Continuity and change: prehistoric compared to ancient Egypt.

What was life like in ancient Egypt?

Key knowledge:

During the same time as the Bronze age in Britain, the ancient Egyptian civilisation was thriving with enormous cities and temples and pharaoh kings ruling over the lands.

Key skills

Similarity and difference
 Organising and communicating

What did the Egyptians believe about life and death?

Key knowledge:

The ancient Egyptians worshiped multiple gods and goddesses and believed in life after death. They used a process called mummification to preserve the body after death because it was needed for the afterlife. Pyramids were built as tombs for pharaohs and queens and held treasures for the afterlife.

Key skills:

Sources and evidence
 Similarity and difference
 (Compare with Greeks)

Who was Tutankhamun and why is he so significant?

Key knowledge:

The Boy King, Tutankhamun was the last of this dynasty to reign over Egypt. He is famous because his body was found by the archaeologist Howard Carter in 1922, almost fully intact and full of treasure.

Key skills:

Historical interpretation
 Sources and evidence

What would Historians say were the greatest achievements of the ancient Egyptians?

Key knowledge:

The Egyptians inventions and discoveries have shaped the world we live in today. They were skilled in architecture, mathematics and written language, creating their own alphabetic code and inventing papyrus paper.

Key skills:

Continuity and change
 Organising and communicating

Prior Learning KS1:

- + Recognise some similarities and differences between past and present.
- + Identify causes and consequences from the past

Prior Learning LKS2:

- + Comment on the importance of the different causes for some key events. Start to understand that there are short and long-term consequences.
- + Identify key things that stayed the same/ changed between periods
- + Present findings about the past, using speaking, writing, diagrams and tables with increased detail and accuracy.

Future Learning KS3:

- + A local history study

UKS2 HISTORY – Summer B

FOCUS FOR UNIT: A local history study:
Industrial Middlesbrough

CONCEPT: Communication and invention

Vocabulary:

Business, established, port, expansion, centred, dock, produce, production, iron, steel, iron ore, foundry, blast furnace, demand, extending, transporter, enabled, goods, symbol.

Teaching Sequence for unit of work

When was Middlesbrough born?

Key knowledge:

'Mydilsburgh' dates to Anglo-Saxon times. The name may be because it was a mid-point between holy sites Durham and Whitby. Until 1801 it remained a small farm with only 25 people. In 1829 a group of [Darlington](#) businessmen, led by Joseph Pease, bought the land. They established 'Port Darlington' on the banks of the Tees. A town grew to supply labour to the new coal port. Middlesbrough was born.

Key Skills

Chronology
Cause and consequence

How did the town grow?

Key knowledge:

Joseph Pease, was the son of Edward Pease, the man behind the [Stockton and Darlington Railway](#). By 1830 this famous line had been extended to Middlesbrough, making the rapid expansion of the town and port inevitable. The original town plan was a grid of streets, centred around a market square. By 1851, the population had grown to 7,600. The town replaced Stockton as the main port on the Tees.

Key Skills

Sources and Evidence
Continuity and change

What made Middlesbrough important?

Key knowledge:

Middlesbrough Dock -now known as Middlehaven - opened in 1842. The town was originally a coal port, but is most well-known for its production of iron and steel. In 1850, iron ore was discovered in the Cleveland Hills by John Vaughan, who, with his business partner Henry Bolckow already had a small iron foundry. With the discovery, they opened the first blast furnace – which makes metals.

Key skills:

Historical interpretation
Cause and consequence

What is 'the infant Hercules'?

Key knowledge:

Iron was in great demand in Britain, mostly for extending the railway across the country. Many more blast furnaces were opened and by 1900, Middlesbrough was producing a third of the nation's iron. Future prime minister, William Gladstone called the new town 'an infant Hercules'. (Hercules is a Greek God, famous for his strength) By the 1870s, steel (a harder metal) was in great demand. Middlesbrough had to compete with Sheffield so steel mills were built and Middlesbrough expanded more.

Key skills:

Continuity and change

What is the Transporter Bridge and why is it important?

Key knowledge:

Opened in 1911, it was, until recently, the longest working transporter bridge. This type of bridge is rare – only 24 were ever built in the world. What makes them special is how tall they are, which enabled the huge ships that moved goods along the River Tees to pass underneath. The gondola used to carry workers in the steel mills from one side of the Tees to the other. The Transporter Bridge remains a symbol of the town.

Key skills:

Continuity and change
Organising and communicating