

The Craylands School S.T.A.R. KS1 Long term subject: History

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

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

Skills

- using common words and phrases relating to the passing of time
- ask and answer questions
- choosing and using parts of stories and other sources to show that they know and understand key features of events
- identify different ways the past is represented

Knowledge

- develop an awareness of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods should understand some of the ways in which we find out about the past and.
- changes within living memory
- events beyond living memory that are significant nationally or globally
- 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
- significant historical events, people and places in their own locality

Monarchy	Local	Invaders & Settlers	Empire	Civilisation, Society and government	Artefacts					
	Term 1									
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.									
Year 1 Term 3	What is it like where we live? Has where we live always been like this?									
Link to prior learning	EYFS term 6									
Vocab	house	television	Internet	King	Queen	stereo	gramophone	fire place	old/antique	new/modern
Learning objectives	Context		Skills			Knowledge				
To order events in our lives	Can you remember something that happened yesterday, last week, last year?		<ul style="list-style-type: none"> To talk about when they were little? 			<ul style="list-style-type: none"> To talk about when they were little? 				
To recognise new and old objects	What does the word past mean? Which objects have come from the past?		<ul style="list-style-type: none"> To recognise objects that belong in the past e.g. houses in the past To use words and phrases such as new and old? To spot old and new things in a picture? 			<ul style="list-style-type: none"> Can they explain how things have changed from the past e.g. things we have in a house now and in the past? 				
To compare life in the past to now	What would our house have looked like if we lived 80 years ago?		<ul style="list-style-type: none"> To recognise objects that belong in the past e.g. houses in the past To use words and phrases such as new and old? 			<ul style="list-style-type: none"> Can they explain how things have changed from the past e.g. things we have in a house now and in the past? 				

		<ul style="list-style-type: none"> To spot old and new things in a picture? 	
To ask someone about life in the past	What can someone older than us tell us about life before we were born?	<ul style="list-style-type: none"> To ask and answer questions e.g. a grandparent whose home would have been different to today 	
To describe changes in how people have lived	What would be the same and what would be different if we lived in the past?	<ul style="list-style-type: none"> To use words and phrases such as new and old? To spot old and new things in a picture?	<ul style="list-style-type: none"> Can they explain how things have changed from the past e.g. technology, transport
To know the lives of significant people linked to local area	Who has links to the local area of where we live from the past? e.g. Charles Dickens, Pocahontas	<ul style="list-style-type: none"> To choose and use parts of stories To use words and phrases such as a long time ago. 	<ul style="list-style-type: none"> Can they retell the story of a significant person from their own locality e.g. Pocahontas.
	<u>Greater depth activity</u> Explain why your chosen person is important to our locality. Including some interesting facts about them.		
Year 1 Terms 5 6	Where do people go on holiday abroad and the UK? What were holidays like in the past?		
Links to prior learning	Year 1 term 3		
Vocab	Victorians	Punch and Judy	Cockles and whelks pier beach huts merry go round
Learning objectives	Context	Skills	Knowledge
To ask questions about the past	What do we have at a seaside now? Did we have them in the past?	<ul style="list-style-type: none"> To ask questions 	<ul style="list-style-type: none"> Can they understand that there are changes from the past?
	<u>Greater depth activity</u> Formulate questions about a seaside in the past.		
To use sources of evidence	What was the seaside like in the past?	<ul style="list-style-type: none"> To use sources of evidence 	

	<p><u>Greater depth activity</u> Look at the two images of a seaside. One is from the past and one is now. What are the similarities? What are the differences?</p>	<ul style="list-style-type: none"> To use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> Can they recognise similarities and difference between the past and present? 				
To use sources of evidence	How did people in the past get to the seaside?	<ul style="list-style-type: none"> To use sources of evidence 	<ul style="list-style-type: none"> Can they use sources of evidence to recognise a method of transport in the past? 				
To place a time chronologically	<p>What was the time in history called when people started visiting the seaside more? Who was King or Queen?</p>	<ul style="list-style-type: none"> To place events in a chronological framework 	<ul style="list-style-type: none"> Can they understand a period of history was called the Victorian period because the Queen was called Victoria? 				
	<p><u>Greater depth activity</u> Design a postcard as if you are a Victorian at the seaside.</p>						
To know there are changes in history	<p>Who is our Queen at the moment? Has there always been a Queen?</p>	<ul style="list-style-type: none"> To use words and phrases such as a long time ago. 	<ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework 				
	<p><u>Greater depth activity</u> Plan a day as a king or queen. What would you do? Where would you go? What would you see?</p>						
Year 2 Terms 1 & 2	How do we know that the Great Fire of London happened?						
Links to prior learning	Year 2 term 1						
Vocab	Stuarts	King Charles II	London	Baker	Samuel Pepys	thatched roof	diary
Learning objectives	Context		Skills		Knowledge		
To identify changes from the past	What is London like today? What was it like in the past?		<ul style="list-style-type: none"> To use past and present correctly. 				

	<p><u>Greater depth activity</u> How is London different today to what it was like in the past? How is it similar to what it was like in the past? What reasons might there be for the change?</p>	<ul style="list-style-type: none"> To use appropriate vocabulary to describe the past. To sort images of past and present. 	<ul style="list-style-type: none"> Can they give examples of things that are different to their own life to that in the past e.g. what London was like.
To make comparisons with the past	<p>What is the same and what is different between the way that people lived in the past to now?</p>	<ul style="list-style-type: none"> To use past and present correctly. To use appropriate vocabulary to describe the past. 	<ul style="list-style-type: none"> Can they compare what is the same and what is different between life now and in the past?
	<p><u>Greater depth activity</u> What is the same between your life now and in the past? What is different between your life now and in the past?</p>		
To find out about events from the past	<p>What was the Great Fire of London? When and how did it start?</p>	<ul style="list-style-type: none"> To ask and answer questions To choose and use parts of stories and other sources to show that they know and understand To place events in a chronological framework 	<ul style="list-style-type: none"> Can they try and work out how long ago an event happened?
	<p><u>Greater depth activity</u> Organise the events of the Great Fire of London. Calculate how long ago this happened. Calculate how long the fire burned for.</p>		
To find out about events from the past	<p>How do we know about what happened during the Great Fire of London?</p>	<ul style="list-style-type: none"> To use past and present correctly. To use appropriate vocabulary to describe the past. To choose and use parts of stories and other sources to show that they know and understand 	<ul style="list-style-type: none"> Can they find out about an event from a long time ago using sources of evidence e.g Great Fire of London.
	<p><u>Greater depth activity</u> Using the information given to you, research and explain in more detail,</p>		

	what happened during the Great Fire of London.	<ul style="list-style-type: none"> To place events in a chronological framework 	
To find out about events the past	What happened after the Great Fire of London?	<ul style="list-style-type: none"> To use past and present correctly. To use appropriate vocabulary to describe the past. To choose and use parts of stories and other sources to show that they know and understand To place events in a chronological framework 	<ul style="list-style-type: none"> Can they order events chronologically? Can they find out about an event from a long time ago using sources of evidence e.g Great Fire of London
	<u>Greater depth activity</u> Find out what happened after the Great Fire of London. How is this different to what might happen if the fire happened today?		
To learn about a significant event	What have you remembered about the Great Fire of London?	<ul style="list-style-type: none"> To use past and present correctly. To use appropriate vocabulary to describe the past. To choose and use parts of stories and other sources to show that they know and understand To place events in a chronological framework 	<ul style="list-style-type: none"> Can they find out about an event from a long time ago using sources of evidence e.g Great Fire of London.
	<u>Greater depth activity</u> Create a presentation (or something like this) to teach younger children about the Great Fire of London. What do you think are the most important things to teach other people?		
Year 2 Terms 3 & 4	How did the Victorians change nursing?		
Link to prior learning	Year 1 term 3		
Vocab	Florence Nightingale	Crimean War	Nurse Soldier Lamp Turkey Scutari Wounded diseases germs
Learning objectives	Context	Skills	Knowledge

To use sources of evidence	What can we find out about the time that Florence Nightingale and Mary Seacole lived from looking at pictures and artefacts?	<p>To use sources of evidence to find out about the past</p> <p>To place events in a chronological framework</p> <p>To use common words and phrases relating to the passing of time</p> <p>To ask and answer questions</p>	Can they give examples of things that are different in their lives to those in the past?
	<p><u>Greater depth activity</u></p> <p>What questions do you have about each of the pictures you have been given?</p> <p>Give two examples for each picture on how they are different to the things we have today.</p>		
To find out about life in the past	Why are the Victorians called 'The Victorians'?	To use sources of evidence to find out about the past	To find out about Queen Victoria and her life.
	<p><u>Greater depth activity</u></p> <p>Look at the different sources of evidence and describe what Queen Victoria was like.</p>		
To find out about life in the past	What were houses like when Florence Nightingale and Mary Seacole lived?	<p>To use sources of evidence to find out about the past</p> <p>To place events in a chronological framework</p> <p>To use common words and phrases relating to the passing of time</p> <p>To ask and answer questions</p> <p>To use words such as before, after, past, present correctly.</p>	What was similar and different about Victorian houses and houses today?
	<p><u>Greater depth activity</u></p> <p>Using the picture of a house from the time Florence Nightingale and Mary Seacole lived, compare it to the picture of a house from today.</p>		

	<p>How are they different? How are they the same?</p> <p>What rooms do they have which are the same? What rooms do they have which are different?</p>		
To find out about life in the past	<p>What were schools like when Florence Nightingale and Mary Seacole lived?</p>	<p>To use sources of evidence to find out about the past</p> <p>To place events in a chronological framework</p> <p>To use common words and phrases relating to the passing of time</p> <p>To ask and answer questions</p> <p>To use words such as before, after, past, present correctly.</p>	
	<p><u>Greater depth activity</u></p> <p>Explain what schools were like in the time of Florence Nightingale and Mary Seacole. Try and use the words past and before. Would you rather attend school now or in the past? Why?</p>		
To find out about the life of a significant individual	<p>Who was Florence Nightingale?</p> <p>Who was Mary Seacole?</p>	<p>To use sources of evidence to find out about the past</p> <p>To place events in a chronological framework</p> <p>To use common words and phrases relating to the passing of time</p> <p>To ask and answer questions</p>	<p>Can they recount some facts about a significant person?</p> <ul style="list-style-type: none"> • Can they research a person that was significant in the past?
	<p><u>Greater depth activity</u></p> <p>What evidence can you find to show that Florence Nightingale was a good person?</p>		
To understand changes from the past	<p>What was life like in Victorian hospitals? How did Florence Nightingale change this? How did Mary Seacole change conditions?</p>	<p>To use sources of evidence to find out about the past</p> <p>To use common words and phrases relating to the passing of time</p>	<p>Can they recount some facts about a significant person?</p> <ul style="list-style-type: none"> • Can they research a person that was significant in the past?

		To use words such as before, after, past, present correctly. To place events in a chronological framework	
	<u>Greater depth activity</u> What impact did Florence Nightingale have on hospitals? What was her legacy?		

The Craylands School S.T.A.R. KS2 Long term subject: History

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
 - 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

Skills

- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Knowledge

- to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should understand how our knowledge of the past is constructed from a range of sources

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 		
Year 3 Terms 3 & 4	What was life like in the Stone Age?		
Links to prior learning	Year 2 term 2		
Vocab	Stone age flint archaeologist	Pre-history palaeontologist	carbon dating hunter anthropologist Homo-Sapians Neanderthal fossil
Learning objectives	Context	Skills	Knowledge
To understand the term chronology To understand the term BC	What happened longest ago? When may these people have lived? <u>Greater depth activity</u> Explain what AD and BC means. Research the Neolithic era and when this happened. Create a timeline to show this, how long ago did these people live? Can you calculate the time difference?	<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To describe events from the past using dates to state when they happened. 	<ul style="list-style-type: none"> • Can they order events from long ago? • Can they grasp the concept of people living millions of years ago?

To know how we found about about people who lived long ago	How do we know about people who lived millions of years ago? What evidence is there?	<ul style="list-style-type: none"> To recognise sources of evidence from the past and from the present 	<ul style="list-style-type: none"> Can they recognize the role that archaeology plays in helping us understand the past? Can they consider which sources of evidence we would have from a period of history?
	<u>Greater depth activity</u> Observe the sources of evidence given to you. What can you learn about this time period from these? Which source of evidence is the best to tell us about the past? Why?		
To use sources of evidence to find out about the past	What can you see in these wall paintings? Why do you think they were used?	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> Can they recognise that early humans would not have communicated as we do?
	<u>Greater depth activity</u> Explain what you can see in the wall paintings. What do you think the Neolithic people were trying to show? Why might they have written on cave walls? Why do you think the Neolithic people used these wall paintings? What were they for?		
To use sources of evidence to find out about life in the past	What do you think these artefacts are? What would they have been used for?	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> Can they imagine what life would have been like for early humans?
	<u>Greater depth activity</u> Explain what these artefacts are. What do we learn about the Neolithic era from these? What do they tell us about life in that time? What was it like for early humans?		

To recognise how a civilisation lived	How would those who lived in the Stone Age have got food? What were their clothes like? What were their homes like?	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> Can they imagine what life would have been like for early humans?
	<p><u>Greater depth activity</u></p> <p>You are going to find out how the people in the Neolithic era lived. What questions would you like to find the answer to? Write down 5. Research and find the answer to these questions. Summarise in 20 words what you have learnt about the Neolithic people.</p>		
To place periods of history chronologically	When did the Stone Age become the Iron Age?	<ul style="list-style-type: none"> To order events chronologically To place events on a time line 	<ul style="list-style-type: none"> Can they identify the changes in Britain from the Stone Age to the Iron Age?
	<u>Greater depth activity</u>		
To recognise changes in a period of history	What changes were made to how people lived during the Stone Age and Iron Age?	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past To compare periods of history 	<ul style="list-style-type: none"> Can they identify the changes in Britain from the Stone Age to the Iron Age?
To understand the impact of the past on life today	What evidence is there today that people lived in the Stone Age? What is Stone Henge?	<ul style="list-style-type: none"> To use sources of evidence to ask and answer questions. To use sources of evidence to find out about life in the past 	<ul style="list-style-type: none"> Can they explain what we know about Stone Henge?
Year 3 Terms 5 & 6	Who were the Ancient Greeks?		

Links to prior learning	Year 3 term 2			
Vocab	Ancient civilisations	Parthenon Zeus	Empire Olympus	tunic slave vase Olympics
Learning objectives	Context	Skills	Knowledge	
To compare when periods of history happened To use the terms BC and AD	What periods of history have we looked at so far? Do we think the Ancient Greeks lived at the same time, before or after the Stone Age? What does Ancient mean?	<ul style="list-style-type: none"> To place periods of history into a chronological framework To use the terms BC and AD 	<ul style="list-style-type: none"> Can they understand the term 'Ancient'? Can they recognise when Ancient Greeks lived in comparison with Stone Age? Can they understand the terms BC and AD? 	
To recognise where an Empire lived	What is an Empire? Where did the Ancient Greeks live and conquer?	<ul style="list-style-type: none"> To use historical language accurately. 	<ul style="list-style-type: none"> Can they understand what an Empire is? 	
To use source of evidence	What can we find out about the Ancient Greeks from these artefacts?	<ul style="list-style-type: none"> To use a range of sources of evidence to piece together life in the past. To appreciate how items in the past tell us about what life was like. To use historical language accurately. 	<ul style="list-style-type: none"> Can they appreciate why we use artefacts to find out about life in Ancient Greece? 	
To understand how a civilisation lived	How did the Ancient Greeks live? What is democracy?		<ul style="list-style-type: none"> Can they explain what life was like for the people living in Ancient Greece and make comparisons? Can they explain similarities and differences between aspects of life in Ancient Greece and our own? 	

To understand the beliefs of a civilisation	What did the Ancient Greeks believe in terms of Gods?	<ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately. 	<ul style="list-style-type: none"> Can they describe features and historical events/people from periods of history? Can they explain similarities and differences between aspects of life in Ancient Greece and our own? 				
To recognise differences in a civilisation	Did everyone in Ancient Greece live the same? Who lived in Athens and who lived in Sparta?	<ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately 	<ul style="list-style-type: none"> Can they explain what life was like for the people living in Ancient Greece and make comparisons? 				
To understand threats to a civilisation	Did anybody try to attack the Ancient Greeks? Were they successful?	<ul style="list-style-type: none"> To choose and use parts of stories and other sources to show that they know and understand To use sources of information to find out about the past To use historical language accurately 	<ul style="list-style-type: none"> Can they retell what happened with the Battle of Marathon? 				
To understand the legacies of an Ancient civilisation	<p>What are the legacies of the Ancient Greeks?</p> <p>What stories do we have about them?</p> <p>What events still take place today as a result of the Ancient Greeks?</p>	<ul style="list-style-type: none"> To relate past events to current events To retell stories from the past 	<ul style="list-style-type: none"> Can they explain the impact that the Ancient Greeks have had on today's world? 				
Year 4 Term 2	What happened at Pompeii?						
Links to prior learning	Year 3 term 3						
Vocab	Romans	Emperor	Empire	Republic	Pompeii	Vesuvius	villa
Learning objectives	Context		Skills		Knowledge		

<p>To recognise the terms BC and AD</p> <p>To place a period of history in a chronological framework</p> <p>To understand who the Romans were</p>	<p>What periods of history have we looked at so far? Who were the Romans?</p> <p>Do we think the Romans lived at the same time as any of the civilisations we have studied?</p> <p>What is the tale of the founding of Rome?</p>	<ul style="list-style-type: none"> • To describe events using the words past, B.C. A.D. • To place periods of history onto a timeline, recognizing when historical periods overlap accurately. • To use maths skills to calculate how long ago periods of history were. • 	<ul style="list-style-type: none"> • Can they understand when the Romans lived in comparison with the Ancient civilisations? • Can children explain some of the founding myths and sources for Rome?
<p>To recognise the terms BC and AD</p> <p>To place a period of history in a chronological framework</p>	<p>509 – 27BC Can children explain what the Roman Republic was?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. <p>To use historical language</p>	<ul style="list-style-type: none"> • Can they explain where the Romans lived? • Can children give a chronological overview of key events in the Roman Republic – for example, expansion, the Punic wars, social troubles, civil war, triumvirates and the end of the Republic? • Can children give the extent of Roman provinces at the time of Caesar’s assassination in 44BC?
<p>To know how a civilisation lived in the past</p>	<p>Did all the Romans live the same? How was the Roman Empire governed?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use sources of evidence to understand about the past 	<ul style="list-style-type: none"> • Can they explain how the Roman Republic worked e.g the constitutional system – senate, legislature and magistrates?

		To use historical language	<ul style="list-style-type: none"> Can they explain difference between those who lived within the Roman Republic – the military, social structure etc
To understand how a civilisation lived	How would people have lived in Pompeii?	<ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately 	<ul style="list-style-type: none"> Can they explain some of the ways in which the Romans lived?
To understand what happened in a significant event	<p>What happened in the Roman city of Pompeii?</p> <p>What sources of evidence helps us to find out?</p>	<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To communicate verbally and in writing knowledge of a historical period. To use historical language To use sources of information to find out about the past 	<ul style="list-style-type: none"> Can they recount a significant historical event?
Year 4 Term 3	The Roman Invasion of Britain - How did the Assassination of Julius Cesar lead to the Roman occupation of Britain?		
Links to prior learning	Year 3 term 3 Year 4 term 2		
Vocab	Romulus Remus Aeneas Latin Romans Republic Emperor democracy Republic tribune, quaestor, aedile, pontifex maximus, praetor, imperator, consul Senate, governor, Civil war Catuvellauni Celts Boudicca		
Learning objectives	Context	Skills	Knowledge
To know about a significant person from	100 – 60BC Who was Julius Cesar? What were some of the key events in his early life and career? What was	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> Can children give some thoughts as to the origin of the name 'Caesar'?

<p>history – Gaius Julius Caesar</p>	<p>Caesar's health and physical appearance?</p>	<ul style="list-style-type: none"> • To use sources of evidence to understand about the past • To use historical language 	<ul style="list-style-type: none"> • Can children explain why Cesar was a target following the civil wars of his uncle Gaius Marius and rival Lucius Sulla? Why did he leave Rome and join the army? • Can children explain how Cesar rose in prominence upon his return to Rome after Sulla's death in 78BC? • Can children explain some of the positions Cesar held – tribune, quaestor, aedile, pontifex maximus, praetor, imperator, consul?
<p>To know about a significant person from history – Gaius Julius Caesar</p>	<p>What was the first triumvirate of Pompey, Crassus and Caesar? What role did Cesar play in the Gallic Wars 58-50BC?</p> <p>Why did Julius Cesar invade Britain in 55 and 54 BC? Was it an invasion or an expedition?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use sources of evidence to understand about the past • To use historical language 	<p>Can children describe some of the military campaigns of Cesar and the first triumvirate?</p> <ul style="list-style-type: none"> • What did Cesar actually achieve in Britain in 55BC? Was it punishment or just a publicity stunt? Invasion or expedition? Where is Pegwell Bay? Why did Cesar withdraw? • How was the invasion in 54BC different? Who were the Catuvellauni? • What revolts happened in Gaul 54-52BC? Who was Vercingetorix? What happened at the Battle of Alesia in 52BC? Why was this significant?

			<ul style="list-style-type: none"> • Why had Caesar achieved a legendary reputation after the Gallic War? •
To know about a significant person from history – Gaius Julius Caesar	49 – 45BC - What was Caesar's civil war?	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use sources of evidence to understand about the past • To use historical language 	<ul style="list-style-type: none"> • Can children explain why the senate were fearful of Caesar? Why was Caesar seen as 'the champion of the common people'? • Why did Caesar confront Pompey? • Where does the phrase 'crossing the Rubicon' come from? • What happened when Pompey fled to Egypt? How does Caesar get involved in the Alexandrine civil war between Ptolemy and Cleopatra? Why does he side with Cleopatra?
To know about a significant person from history – Gaius Julius Caesar	What happened in the aftermath of Caesar's Civil War?	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use sources of evidence to understand about the past • To use historical language 	<ul style="list-style-type: none"> • What political reforms did Cesar introduce? • Can children explain the features of the Julian calendar – why did it become the most prominent calendar in the Roman Empire and most of the western world for more than 1,600 years? Which calendar replaced it in 1582? • Can children explain the meaning of the phrase 'dictator perpetuo'? •

<p>To know about a significant person from history – Gaius Julius Caesar</p>	<p>44BC – Why was Julius Caesar assassinated?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use sources of evidence to understand about the past • To use historical language 	<ul style="list-style-type: none"> • What were ‘the three last straws’ ? • Who were Cassius Longinus and Marcus Brutus? • Who was Mark Antony? • Can children explain what the ‘Ides of March’ are? What account do Plutarch and Suetonius give of the assassination? • Where was Caesar assassinated? What were his last words? • How did Virgil record the unusual events that took place preceding Cesar’s assassination? •
<p>To know about a significant person from history – Gaius Julius Caesar</p>	<p>44BC – 27 BC What happened in the aftermath of Caesar’s assassination?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. • To use sources of evidence to understand about the past • To use historical language 	<ul style="list-style-type: none"> • Can children explain the events of the Liberators’ civil war and the second triumvirate of Mark Antony, Octavian and Marcus Lepidus? • What happened at the Battle of Actium, the ‘Last War of the Roman Republic’? • Can children explain Octavius’ restyling as Caesar Augustus, the first Roman Emperor, after this third civil war? What was the ‘Principate’?
<p>To understand what life in Britain was like before the Romans invaded</p>	<p>What was Britain like before the Romans invaded? Who lived there and how did they live?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain what life was like in Britain before the Romans invaded? What diplomatic and trading links had Britain enjoyed

		<p>To use sources of evidence to understand about the past</p>	<p>since Caesar's expeditions in 55/54BC?</p> <ul style="list-style-type: none"> • Can children label a map showing the location of the different British tribes? • Can children explain the chaotic political situation in Britain by the AD40s? Who were the Catuvellauni, Trinovantes and Atrebtres? Who was Verica and why was he exiled? • Why did the Catuvellauni conquering of Britain cause Rome concern?
<p>To understand why people in the past invaded</p>	<p>When did the Romans invade Britain? How large was the main invasion force? Who commanded it?</p>	<ul style="list-style-type: none"> • To communicate verbally and in writing knowledge of a historical period. <p>To use sources of evidence to understand about the past</p>	<ul style="list-style-type: none"> • Why did Augustus call off three planned invasions in 34, 27 and 25BC? • What evidence is there that Caligula's planned campaigns against Britain in AD40 were serious? • Can children give some features of the newly formed 'Classis Britannica' fleet? • How did Caligula make preparations to ensure Claudius's invasion of AD43 was possible? • Who was Aulus Plautius? • Can children give the site of the Claudian invasion of Britain?

<p>To know about a significant person from history</p>	<p>Who was Caratacus? How did he lead resistance to Claudius's invasion?</p> <p>What happened at the Battle of Caer Caradoc in AD50?</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use sources of evidence to understand about the past 	<ul style="list-style-type: none"> Can children explain why the Catuvellauni tribe resisted Roman occupation? Can children explain the importance of the 'Battle of Medway' and the aftermath? Who was King Cogidubnus? Can children explain why Caratacus was captured in AD50 and handed over to the Romans? Can children explain how his speech persuaded Claudius to spare him?
<p>To know about a significant person from history</p>	<p>AD 60 –Boudicca's Uprising - Who was Boudicca and what did she do?</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use sources of evidence to understand about the past To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can children explain how Nero becoming emperor in AD 54 helps Boudicca's eventual rebellion? Why was the final occupation of Wales postponed? Why did the Romans return to the South East in AD60? Can they recount stories related to the Celts e.g. Boudicca.
<p>To know about a significant person from history</p> <p>To explain the impact of history on the present</p>	<p>What happened in the aftermath of Boudicca's rebellion? What evidence is there to indicate where the final battle took place and how she died?</p> <p>Why is Boudicca considered a British folk hero? Why has she remained an important cultural symbol in the UK?</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use sources of evidence to understand about the past To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can children explain why Nero considered withdrawing from Britain? Can children explain why the Victorian era led to the rise in Boudicca's fame? Can children give examples of permanent exhibitions and statues to Boudicca – for example, Thomas

			Thornycroft's 'Boadicea and her Daughters' at Westminster Bridge?
Year 4 Terms 5 & 6	Ancient Egypt – Why has Tutankhamun become so famous?		
Links to prior learning	Year 3 term 3		
Vocab	Dynasty Ancient Egyptians pharaoh Nile afterlife Amarna Atenism worship excavation tomb Luxor Thebes necropolis archaeologist Egyptologist sarcophagus mummification embalming shrine treasury annex		
Learning objectives	Context	Learning objectives	Context
<p>To recognise the terms BC and AD</p> <p>To place a period of history in a chronological framework</p>	<p>How do we date the Ancient Egyptian civilisation? When was it? How long did it last for?</p> <p>How do historians organise periods of Ancient Egyptian history?</p> <p>When was the Ancient Egyptian New Kingdom?</p>	<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To place periods of history onto a timeline. To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can they understand what the terms 'Ancient' and 'civilisation' mean? Can children develop a chronological understanding of Ancient Egyptian history? Can they explain what a 'dynasty' is? Can they describe features and historical events/people from periods of history? Can children explain some features of the rise of the New Kingdom and why it is considered to be the pinnacle of Ancient Egypt's prosperity and power? Can they name some significant pharaohs and their achievements from the 18-20th dynasties? Why did the New kingdom period decline? What happened afterwards?

<p>To know about a significant person from history</p> <p>To use artefacts to find out about the past</p>	<p>Who was Akhenaten and why was his legacy buried?</p> <p>Why was the Amarna Period so controversial? What was so unusual about the style of Amarna art?</p>	<ul style="list-style-type: none"> To use historical language accurately. To use a range of sources of evidence to piece together life in the past. To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can they explain what life was like for the people living in Ancient Egypt and make comparisons? Can they explain why we rely on artefacts from ancient civilisations to find out about what life was like? Can they describe features and historical events/people from periods of history? Why was Akhenaten referred to as 'the enemy' or 'that criminal' in the historical record?
<p>To understand the beliefs of a civilisation</p>	<p>What are some of the key features of the Theban necropolis?</p> <p>What is the 'Valley of the Kings'? Where is it? Who is buried there?</p>	<ul style="list-style-type: none"> To use historical language accurately. To use a range of sources of evidence to piece together life in the past. To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can they explain why we rely on artefacts from ancient civilisations to find out about what life was like? Can children explain who is buried in the Valley of the Kings? Can children explain some features of the tombs? Can children explain how the tombs are numbered?
<p>To know about a significant person from history</p>	<p>Who was Tutankhamun? When/ How did he take the throne?</p> <p>What was Tutankhamun's relationship to Akhenaten? What do</p>	<ul style="list-style-type: none"> To use historical language accurately. To use a range of sources of evidence to piece together life in the past. 	<ul style="list-style-type: none"> Can they describe features and historical events/people from periods of history?

<p>To use artefacts to find out about the past</p>	<p>we know about his mother? Who did he marry?</p> <p>What were the key features of Tut's reign?</p>	<ul style="list-style-type: none"> To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can they explain why we rely on artefacts from ancient civilisations to find out about what life was like?
<p>To understand the beliefs of a civilisation</p> <p>To compare life in the past with that of today</p>	<p>What did the Ancient Egyptians believe in terms of religion and mythology by the New Kingdom?</p> <p>By the time of the New kingdom, what were the views on life and death?</p> <p>How were these beliefs represented in art, religion and literature?</p>	<ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately. To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can they recount information about religious beliefs of Ancient civilisation? Can children explain some of the major myths – the creation, the sun god, the Osiris myth, the journey of the sun, the birth of a royal child, the end of the universe? Can children give examples of major gods/goddesses of ancient Egypt – how they were represented/what they controlled?
<p>To understand the beliefs of a civilisation</p> <p>To compare life in the past with that of today</p>	<p>What were the funerary beliefs of the Ancient Egyptians?</p> <p>What rituals were associated with a funeral?</p> <p>What was 'mummification'?</p>	<ul style="list-style-type: none"> To use historical language accurately. To use a range of sources of evidence to piece together life in the past. To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can they describe features and historical events/people from periods of history? Can they explain how aspects of life in Ancient Egypt are different to our own? Can children explain how the ancient Egyptians saw the concept of the soul? Can children explain how the nature of burials changed in Ancient Egypt? Can children give examples of different funerary rituals, the

			process of embalming and mummification, funerary texts such as the Book of the Dead?
To know about a significant person from history	Who were Howard Carter, Theodore Davis and Lord Carnarvon?	<ul style="list-style-type: none"> To gain historical perspective by having a context to place their knowledge 	<p>Can children explain why in 1912 Theodore Davis famously stated: "I fear the Valley of the Tombs is now exhausted"?</p> <p>Can children explain why concession for the Valley of the Kings dig passed onto Carnarvon in 1914?</p> <ul style="list-style-type: none"> Can children explain who Howard Carter was and some of his achievements?
To use artefacts to find out about the past	4 Nov 1922 - How was Tutankhamun's tomb discovered?	<ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately. To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can children explain the events of 4 November 1922?
To use artefacts to find out about the past	27 Nov 1923 - What was found in the Antechamber?	<ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately. To gain historical perspective by having a context to place their knowledge 	<p>Can children describe some of the features of the famous artefacts found in the antechamber – for example the three funeral beds, golden throne, chariots, trumpet, crutches, fan?</p> <ul style="list-style-type: none">

<p>To use artefacts to find out about the past</p>	<p>16 Feb 1923 - What was found in the burial chamber – the wall decorations</p> <p>Feb 23 – Feb 24 What was found in the burial chamber – the shrine and sarcophagus</p>	<ul style="list-style-type: none"> • To use sources of information to find out about the past • To use historical language accurately. <p>To gain historical perspective by having a context to place their knowledge</p>	<p>Can children explain what was found in the burial chamber?</p> <p>Can children describe the decorations on the four walls and what they represent?</p> <p>Can children explain the features of the wooden shrines?</p> <p>Can children describe details of the sarcophagus and the three mummiform coffins inside – particularly the famous golden inner coffin?</p> <ul style="list-style-type: none"> • Can children explain why the sarcophagus was not opened until end of Feb 1924 – a year after Carter first entered the burial chamber?
<p>To use artefacts to find out about the past</p>	<p>28 Oct 1925 - What can we learn about the physical Tutankhamun from his mummy?</p> <p>What was the face of the king? What did he look like?</p> <p>Can we learn anything about how Tutankhamun may have died?</p>	<ul style="list-style-type: none"> • To use sources of information to find out about the past • To use historical language accurately. • To gain historical perspective by having a context to place their knowledge 	<p>Can children describe features of the famous golden death mask and who it may have originally been intended for?</p> <p>Can children explain how CT scans and genetic analysis have helped us to build up a physical picture of the young king?</p> <p>Can children explain some of the artefacts found in the treasury and annex?</p>

	What was found in the treasury and annex?		What was the saddest and most poignant discovery in Tut's tomb?
To explain the impact of history on the present	<p>What do we have left from the Ancient Egyptians? What is their legacy?</p> <p>What has happened to Tutankhamun's tomb today? What exhibitions of the treasures have there been? What happened to Howard Carter after he discovered the tomb?</p> <p>Are there other areas of the tomb worthy of analysis?</p>	<ul style="list-style-type: none"> To gain historical perspective by having a context to place their knowledge 	<ul style="list-style-type: none"> Can they explain the impact that a historical civilisation has had on their lives? What happened to Howard carter after the discovery of the tomb? Where was he buried and what was the epitaph on his gravestone? Can children explain what has happened to Tut's tomb today? Can children explain what Egyptologist Nicholas Reeves has suggested regarding further chambers?
Year 5 Terms 3 & 4	What happened after the Romans left Britain?		
Links to prior learning	<p>Year 3 term 2</p> <p>Year 3 term 3</p> <p>Year 4 term 3</p>		
Vocab	Vikings	Anglo Saxons	long boat Bayeaux Tapestry Alfred the Great
			runes Offa's Dyke thatched house
Learning objectives	Context	Skills	Knowledge
<p>To recognise the terms BC and AD</p> <p>To place a period of history in a</p>	<p>What periods of history have we looked at so far?</p> <p>Do we think the Anglo Saxons lived at the same time as any of the civilisations we have studied?</p>	<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To place periods of history onto a timeline, recognizing 	<ul style="list-style-type: none"> Can they understand when the Anglo Saxons lived in comparison with other periods of history studied?

<p>chronological framework</p>	<p><u>Greater Depth activity</u> Create your timeline of events during the Anglo Saxon period. Choose the events, which you think are the most important and justify your choices. Where do you think the Romans would be placed on this timeline? Where would the Ancient Egyptians be placed?</p>	<p>when historical periods overlap.</p> <ul style="list-style-type: none"> To use maths skills to calculate how long ago periods of history were. 	
<p>To know what Britain was like before the Anglo Saxons invaded</p>	<p>Who lived in Britain before the Anglo Saxons invaded? What was life like?</p> <p><u>Greater Depth activity</u> Of all the periods of history you have studied so far in KS2, what time do you think you would most like to live in Britain? Justify your choice with reasons and evidence to support your answer.</p>	<ul style="list-style-type: none"> To make comparisons between historical periods. To use historical language accurately. 	<ul style="list-style-type: none"> Can they recall what life was like under the Romans in Britain?
<p>To understand why people in the past invaded and why they settled where they did</p>	<p>Who were the Anglo Saxons and why did they invade Britain? Why did they settle where they did?</p> <p><u>Greater Depth activity</u> What are the reasons people in the past invaded? Why did they choose to settle where they did? Research and then argue for the pros and cons of invasion and settling.</p>	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can they explain why the Vikings and Anglo Saxons invaded Britain? Can they explain how these groups of people travelled to invade?

To understand how people in the past lived	What was life like for the Anglo Saxons? How did they live? What did they do?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain the impact that these invasions had on Britain?
	<u>Greater Depth activity</u> What did the invasions of other countries and groups of people do to change Britain? Investigate and present your work in a way which you believe shows this clearly.		
To understand the beliefs of those from the past	What did the Anglo Saxons believe in terms of Gods? Is this the same or different from the Romans before?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain the religious beliefs of the Anglo Saxons? Can they compare the beliefs with other civilisations they have studied?
	<u>Greater Depth activity</u> Compare what the Romans believed about God and religion with what the Anglo Saxons believed. Which is most like the religions we see today? Explain your answer.		
To understand how archaeological finds tells us about the past	What is Sutton Hoo? What was found there? What does it tell us about the Anglo Saxons?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To appreciate how artefacts teach us about life in the past. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain what was found at Sutton Hoo? Can they understand why artefacts are important in understanding how Anglo Saxons lived?
	<u>Greater Depth activity</u> 'Sutton Hoo is an important historical find.' How much do you agree or disagree with this statement? Justify your answer.		
To recount significant events from history	What happened at Lindesfarne? Who were the Vikings and where did they come from and why?		

	What do the sources of evidence tell us?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain what battles took place in this period of history and the reasons why? Can they explain why the Vikings and Anglo Saxons invaded Britain?
	<u>Greater Depth activity</u> What is the importance of the Lindesfarne event to the period of the Vikings? Verify your answer with evidence.		
To understand how the Vikings invaded	What did the Vikings have that helped them to invade? What did they use to travel? Were they good warriors?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain why the Vikings invaded Britain?
	<u>Greater Depth activity</u> What was the significance of boats to the Viking invasion on Britain? Explain your answer fully.		
To know the events of a significant person in history	Did anyone try to stop the Vikings from invading Britain? Who was Alfred and why was he referred to as Great?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can they explain what battles took place in this period of history and the reasons why?
	<u>Greater Depth activity</u> Argue your opinion on whether Alfred deserved the 'Great' or not.		
To understand changes that occurred in a period of history	What was different about the way the Vikings lived compared with the Anglo Saxons?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To make comparisons between historical periods. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain the impact that these invasions had on Britain?
	<u>Greater Depth activity</u> Compare the Vikings to the Anglo Saxons. Which group do you think		

	was most successful why? Which group had the largest impact on Britain? How and in what way?		
To recount a significant event from history	What happened to the Anglo Saxons and Vikings? What was the significance of the Battle of Hastings?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain what battles took place in this period of history and the reasons why?
	<u>Greater Depth activity</u> Research the battle of Hastings. Consider the importance of this battle. How was it significant to the Viking invasion?		
Year 6 Term 1	Who were the Maya and where are they now?		
Link to prior learning	Year 3 term 3 Year 4 term 2 & 3 Year 5 term 2		
Vocab	Mayans cacao	glyph	Quetzal Yucatan Peninsula Ahau or Ahaw
Learning objectives	Context	Skills	Knowledge
To recognise the terms BC and AD To place a period of history in a chronological framework	What periods of history have we looked at so far? Who do we think the Mayans lived at the same time as? Who came after them in history? What was happening elsewhere in the world?	<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. To place periods of history onto a timeline, recognizing when historical periods overlap. To use maths skills to calculate how long ago periods of history were. 	<ul style="list-style-type: none">
	<u>Greater Depth activity</u> Create a tourist information page, which clearly shows: <ul style="list-style-type: none"> when the Maia existed in comparison to other civilisations where they lived 		

	<ul style="list-style-type: none"> • How long ago they lived from today • what made the Maia special 		
To understand how a civilisation in the past lived	Were all Mayans the same? How did their society compare with other historical periods that have been studied?	<ul style="list-style-type: none"> • To make comparisons between historical periods. • To use historical language accurately. • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain the ways in which different members of society would have lived at the time?
	<p><u>Greater Depth activity</u></p> <p>Do you agree or disagree with the statement 'The Maya lived in the same way as the Ancient Egyptians'? Explain your answer fully using the evidence you have collected.</p> <p>Ext: What importance do you think the Maya could have had on how we live today?</p>		
To understand how a civilisation in the past lived	How did the Mayans live? What did they eat? What were their homes like? What did they do for entertainment? What sources of evidence are there?	<ul style="list-style-type: none"> • To use historical sources of evidence to find out about the past • To appreciate how artefacts teach us about life in the past. • To make comparisons between historical periods. • To use historical language accurately. • To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> • Can they explain what life was like for Mayans making comparisons with other periods of history?
	<p><u>Greater Depth activity</u></p> <p>Do you agree or disagree with the statement 'The Maya lived in the same way as the Ancient Egyptians'? Explain your answer fully using the evidence you have collected.</p>		

	Ext: What importance do you think the Maya could have had on how we live today?		
To understand the beliefs of a civilisation	What did the Mayans believe in terms of Gods and religion? What sources of evidence are there?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language accurately. 	<ul style="list-style-type: none"> Can they explain the religious beliefs of the Mayans? Can they compare the beliefs with other civilisations they have studied?
	<u>Greater Depth activity</u> Compare the beliefs of the Maya with the Ancient Egyptians. Which belief system do you think is the best? Why? Which belief system would you choose? Why?		
To consider how civilisations end	What happened to the Mayans?	<ul style="list-style-type: none"> To use historical sources of evidence to find out about the past To give more than one reason for a historical argument. 	<ul style="list-style-type: none"> Can they explain the different possible reasons for the collapse of the Mayan civilisation?
	<u>Greater Depth activity</u> Arrange the reasons for the end of the Maya civilisation in order of most likely to least likely. Justify your choices with reasons.		
To explain the impact of history on the present	What legacy has the Mayan civilisation given us?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Can they appreciate the achievements of ancient civilisations such as the Mayans?
	<u>Greater Depth activity</u> What legacy has the Maya civilisation given us?		

	Give your opinion of how the Maya have influenced the world as we know it today.		
Year 6 Term 2	Changes over time – which ruler (Queen Elizabeth 1, Queen Victoria or Shaka Zulu) had the most impact on progress in their country, including trade, colonisation and inventions?		
Links to prior learning	Year 1 term 2 Year 2 term 2 Year 5 term 3		
Vocab	Sir Francis Drake Tudors	colonisation Victorians	steam engine Great Exhibition Zulu Kingdom Shaka Zulu Industrial revolution inventors culture trade monarchy
Learning objectives	Context	Skills	Knowledge
To order events chronologically	Who are Queen Elizabeth 1 and Queen Victoria? When/where did they reign? What period of history was the 'age of exploration'? What happened during the Victorian period? What changes took place?	<ul style="list-style-type: none"> To place periods of history onto a timeline. To order events in a period of history chronologically. To use maths skills to calculate how long ago periods of history were. 	<ul style="list-style-type: none"> Can they recognise the improvements that were made across periods of the Tudor and Victorian period of history and the impact these had on Britain and its place in the rest of the world.
To explore the significance of the Tudor period to exploration	Why did people explore in the past? When did people first explore?	<ul style="list-style-type: none"> To ask and answer questions 	<ul style="list-style-type: none"> Can they explain the reasons behind exploration in the past? Can they state that much exploration occurred during the Tudor period?
To recount the life of significant historical figures	Why contributions did Tudor explorer such as Sir Francis Drake	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> Can they recognise the improvements that were made across periods of history e.g. Tudors

	and Sir Walter Raleigh have on exploration?	<ul style="list-style-type: none"> To describe a key event using a range of sources. 	
To look critically at historical sources of evidence	What happened at the colony of Roanoke?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To describe a key event using a range of sources. 	<ul style="list-style-type: none"> Can they understand that the English intended to colonise countries that they were exploring?
To understand where the Zulu Kingdom is in history	<p>Who were the Zulu kingdom?</p> <p>How are they connected to Victorian Britain?</p>	<ul style="list-style-type: none"> To compare two different cultures (Zulu and Victorian) through artefacts claimed from each. To describe the cultures based on the artefacts and identify which came first. To order a timeline of different civilisations and eras, including the Zulu and Victorian eras. 	<ul style="list-style-type: none"> Are children able to place historical periods studied on a timeline? Can children begin to question and challenge their assumptions? Can children make direct comparisons between two significant cultures?
To understand what the Zulus were known for	<p>What were the Victorians and Zulus known for?</p> <p>Were the Zulus more violent than the Victorians?</p>	<ul style="list-style-type: none"> To challenge the perception that the Zulus were known to be violent and comparing this to Victorian reputation. 	<ul style="list-style-type: none"> Can children make connections and comparisons when talking about the past? Can children question why the Zulus may be recognised for violence but not the Victorians? Are children able to distil and understand information about past cultures?
To look critically at sources and make connections between	What does colonisation mean?	<ul style="list-style-type: none"> To make comparisons between the Zulu Kingdom and Britain and the part Britain played in its demise 	<ul style="list-style-type: none"> Can children question the validity of sources and say which are trustworthy or not?

the Zulu Kingdom and British history	How might sources we read about the Anglo-Zulu war not be trustworthy?		<ul style="list-style-type: none"> • Are children able to explain the meaning of 'colonisation'? • Can children make direct connections between the Zulu Kingdom and British history?
To understand the impact of significant individuals and events in history	<p>What was the impact of the Victorian era?</p> <p>What was the Great Exhibition and what does it tell us?</p>	<ul style="list-style-type: none"> • To compare the impact different events and individuals had in history. 	<ul style="list-style-type: none"> • Can children say what people and events are significant in history and why? • Can children describe similarities and differences in society, culture, and beliefs in past societies? • Are children able to say what impact significant individuals have had in the past on the way we live today?
To understand the impact of significant individuals and events in history	What impact did the Zulu Kingdom have?	<ul style="list-style-type: none"> • To compare the impact different events and individuals had in history. 	<ul style="list-style-type: none"> • Can children say what people and events are significant in history and why? • Can children describe similarities and differences in society, culture, and beliefs in past societies? • Are children able to say what impact significant individuals have had in the past on the way we live today?
To make comparisons between different times and locations in history	Which ruler (Queen Elizabeth 1, Queen Victoria or Shaka Zulu) had the most impact on progress in their	<ul style="list-style-type: none"> • To use what they have learned to make a conclusion on who they think had the most impact on progress. 	<ul style="list-style-type: none"> • Can children make a conclusion based on what they have learned to answer the enquiry question?

	country, including trade, colonisation and inventions?	This could be done as a double page spread over 2 lessons.	
Year 6 Term 3	How has Swanscombe evolved over time? History		
Links to prior learning	Year 1 term 1 Year 5 term 3		
Vocab	Fossils pre-historic	Palaeolithic Archaeology	Neanderthal Excavation
Learning objectives	Context	Skills	Knowledge
To research the history of the local area	<p>What is Swanscombe best known for?</p> <p>What was discovered in the heritage park?</p> <p>Who does the Swanscombe skull belong to?</p>	<ul style="list-style-type: none"> To carry out historical research To use the terms BC and AD To use historical language To communicate verbally and in writing knowledge of a historical period. 	<ul style="list-style-type: none"> Can they find out about the Swanscombe Skull and how long ago it is dated from? Can they describe life in Swanscombe from when the Swanscombe man was found?
	<p><u>Greater Depth activity</u></p> <p>Devise a map of our local area at the time of the Swanscombe man.</p>		
To understand what a census is used for	<p>Who has lived in Swanscombe over the years? How can we find out?</p>	<ul style="list-style-type: none"> To use a source of evidence to find out about the past To use historical language accurately. To make comparisons between historical periods. 	<ul style="list-style-type: none"> Can they explain what a census is?
	<p><u>Greater Depth activity</u></p> <p>Examine the most recent census of Swanscombe and compare it to the census taken 150 years ago. What similarities or differences can you see between them?</p>		

To understand how a locality has changed	How has Swanscombe changed in the past 100 years?	<ul style="list-style-type: none"> • To use a source of evidence to find out about the past • To use historical language accurately. • To make comparisons between historical periods. • To use data including population information to discuss changes 	<ul style="list-style-type: none"> • Can they discuss changes to the local area in recent times? • Can they explain the reasons why there has been a change? • Can they recognise changes that have happened in Swanscombe over the years?
	<p><u>Greater Depth activity</u></p> <p>Research how the local environment has changed over time. What do you think the reasons are for this change? Can you relate this to what you have learnt about history in other time periods?</p>		