

SEND adaptations within the History curriculum

C&L -

Pupils do research using ICT as needed.

Present findings in the style that suits them best eg using ICT (PowerPoint, Clicker etc). Staff to use alternative methods of recording grid for further suggestions.

Use cloze procedure.

Use at least Blooms Remember and Understand tasks.

Small group tasks with adult support.

Photo evidence.

Use pictorial timelines throughout each topic.

SEMH -

Ensure tasks are accessible to ensure pupils remain focused.

Use mixed ability pairing/grouping to discuss ideas and share answers with the class.

C&I -

History specific *vocabulary* will need to be explained through pre-teaching.

Use visuals during lessons to support understanding of vocabulary. ie word and picture (use twinkl create)

Additional adult support to explain vocabulary grid.

Ensure vocabulary and associated pictures on display.

Sensory & Physical -

Colour blind -

Teachers to learn what colours the pupil can see correctly and how they see the ones they are blind to.

VI -

Ensure diagrams and anything they need to observe/draw is enlarged and in bold.

Have resources on pupils table rather than on the board.

If pupil has iPad to see teachers screen ensure this is utilised. If iPad is unavailable pupil to sit at teachers computer to see any presentations.

Pupil to use darkest possible pencil (8B) when drawing diagrams, maps and timelines. Otherwise use black pen.

If pupil has no useable vision, teachers to plan history using the following resources - German film, smelly pens and pencils, embossed sheets, brailled sheets, tactile resources appropriate to the lesson.

Fine motor difficulties -

Pencil grips, Stabilo pens/pencils

Pupil to use easy grip/loop scissors.

Gross motor difficulties -

Individualised risk assessments to be completed when leaving the school building

Sensory needs -

Pupil may need ear defenders if watching loud recordings.

History long term overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Has where we live always been like this?			What were holidays like in the past?		
Year 2	How do we know that the Great Fire of London happened?		How did the Victorians change nursing?			
Year 3			What was life like in the Stone Age?		Who were the Ancient Greeks?	
Year 4		What happened at Pompeii?	Who were the Romans and when did they invade Britain?		How do we know so much about Ancient Egypt?	
Year 5	What happened after the Romans left Britain?					
Year 6		Who were the Maya and where are they now?	Changes over time – which ruler (Queen Elizabeth 1 or Queen Victoria) had the most impact on progress, including exploration and inventions?		How has Swanscombe evolved over time?	

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

Year 1 knowledge end points	Year 2 knowledge end points
<ul style="list-style-type: none"> • To have an understanding of history as a study of the past e.g. yesterday, years ago, in the past • To recognise objects that have come from the past • To recognise objects we have now that were not in the past • To know some questions that can be asked to find out about life in the past • To know that some famous people from the past have links with the areas we live in e.g. Charles Dickens, Pocahontas • To recognise how the seaside was different in the past to today • To know the name of the current monarch and know that Victoria was the name of the monarch in the past • To know that the period of time that Victoria was Queen is known as the Victorian period 	<ul style="list-style-type: none"> • Year 1 knowledge • To recognise differences between London in the present and the past • To know some different ways that we know about the past e.g. newspaper reports, pictures, drawings, diary recounts • To recount a significant event in British History – the great fire of London; to know who Samuel Pepys was and why his diary is an important historical source • To know the name of the monarch during the events of the Great Fire of London • To explain the impact of a past significant event • To know that Florence Nightingale and Mary Seacole lived during the Victorian period • To explain the significance of Florence Nightingale and Mary Seacole and the impact they made • To know what some aspects of life was like in the Victorian period e.g. hospitals

Monarchy	Local	Invaders & Settlers	Religion	Empire	Civilisation, Society and government	Artefacts
Early Years	<p>Discussions about own families and grandparents. People who help us; visit from careers. Use of stories e.g. Peepo to look at images of homes in the past – discuss what is different about items such as the bath tub, the way they wash clothes, the radio. Use of stories e.g. Peepo to look at images of the past. Use of language in stories e.g. once upon a time, a long time ago,</p>					
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	Recap questions and vocabulary
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? 	<u>Vocabulary</u> Past
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? 	<u>Recap questions</u> What does past mean? <u>Vocabulary</u> Antique

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 pastTo 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?	<u>Recap questions</u> What does antique mean? <u>Vocabulary</u> Modern		
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		<u>Recap questions</u> What does modern mean? <u>Vocabulary</u> present		
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	<u>Recap questions</u> What does present mean? <u>Vocabulary</u> Electricity		
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 storiesTo 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>Recap questions</u> What does electricity mean? <u>Vocabulary</u> Locality		
	<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	Recap questions and vocabulary
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>Recap questions</u> What does past mean? <u>Vocabulary</u> Coast
	<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 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? 	<u>Recap questions</u> What does coast mean? <u>Vocabulary</u> Pier
	<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?			
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? 	<u>Recap questions</u> What is a pier? <u>Vocabulary</u> transport
To place a time chronologically	What was the time in history called when people started visiting the seaside more? Who was King or Queen?	<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 	<u>Recap questions</u> What does transport mean? <u>Vocabulary</u> Victorian
	<u>Greater depth activity</u> Design a postcard as if you are a Victorian at the seaside.			

			the Queen was called Victoria?				
To know there are changes in history	Who is our Queen at the moment? Has there always been a Queen?	<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	<u>Recap questions</u> What does Victorian mean? <u>Vocabulary</u> Chronological			
	<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?						
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		<u>Recap questions and vocabulary</u>
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.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.		What is our Queen called? Name something old What happened yesterday? <u>Vocabulary</u> Century
	<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?						
To make comparisons with the past	What is the same and what is different between the way that people lived in the past to now?		<ul style="list-style-type: none">To use past and present correctly.		<ul style="list-style-type: none">Can they compare what		Name one way London has changed.

	<p><u>Greater depth activity</u></p> <p>What is the same between your life now and in the past? What is different between your life now and in the past?</p>	<ul style="list-style-type: none"> To use appropriate vocabulary to describe the past. 	<p>is the same and what is different between life now and in the past?</p>	<p>What does century mean? Name something that is from modern times</p> <p><u>Vocabulary</u> Ancestor</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>Name one thing you could have done on a Victorian trip to the seaside. Name one way that it different between the way people live now and in the past. What does ancestor mean?</p> <p><u>Vocabulary</u> Combustible</p>
	<p><u>Greater depth activity</u></p> <p>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 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. 	<p>How did the Great Fire of London start? What has changed in your home since you have been alive? What does combustible mean?</p> <p><u>Vocabulary</u> Samuel Pepys</p>
	<p><u>Greater depth activity</u></p> <p>Using the information given to you, research and explain in more detail, what happened during the Great Fire of London.</p>			

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 understandTo 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	Who is Samuel Pepys? How did the Great Fire of London end? Who was the King when the Great Fire of London happened? <u>Vocabulary</u> Extinguish
	<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 understandTo 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.	What was the name of the queen in the Victorian times? Name of thing, which could have stopped the Great Fire of London. <u>Vocabulary</u> devastation
	<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	Recap questions and vocabulary

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?	To use sources of evidence to find out about the past To place events in a chronological framework To use common words and phrases relating to the passing of time To ask and answer questions	Can they give examples of things that are different in their live to those in the past?	When did the Great Fire of London happen? What do we have now that your grandparents did not have? Who was Samuel Pepys? <u>Vocabulary</u> artefacts
	<u>Greater depth activity</u> What questions do you have about each of the pictures you have been given? Give two examples for each picture on how they are different to the things we have today.			
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.	What happened yesterday? Name one thing we know about the time Florence Nightingale lived. What is an artefact? <u>Vocabulary</u> monarch
	<u>Greater depth activity</u> Look at the different sources of evidence and describe what Queen Victoria was like.			
To find out about life in the past	What were houses like when Florence Nightingale and Mary Seacole lived?	To use sources of evidence to find out about the past To place events in a chronological framework	What was similar and different about Victorian houses and houses today?	Give one fact about Queen Victoria. What does monarch mean?

	<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. How are they different? How are they the same? What rooms do they have which are the same? What rooms do they have which are different?</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>Name one source of evidence you looked at.</p> <p><u>Vocabulary</u> dwell</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>Give one fact about the Victorian time. What was life like in London in the past? What does dwell mean?</p> <p><u>Vocabulary</u> slate</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>What were Victorian schools like? Give one fact about Queen Victoria. What does slate mean?</p> <p><u>Vocabulary</u> nurse</p>
	<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	What was life like in Victorian hospitals? How did Florence Nightingale change this? How did Mary Seacole change conditions?	To use sources of evidence to find out about the past To use common words and phrases relating to the passing of time To use words such as before, after, past, present correctly. To place events in a chronological framework	Can they recount some facts about a significant person? • Can they research a person that was significant in the past?	What is Florence Nightingale famous for? What period did Florence Nightingale live in? What does heroine mean? <u>Vocabulary</u> dedicated
	<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

		<ul style="list-style-type: none"> 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 	
Year 3 knowledge end points	Year 4 knowledge end points	Year 5 knowledge end points	Year 6 knowledge end points
<ul style="list-style-type: none"> To understand that BC means before '0' To understand that AD means after '0' To understand the importance of historical artefacts in finding out about life millions of years ago To understand what the role of archaeologists are in finding about life millions of years ago To explain some of the ways in which those in the Neolithic era lives 	<ul style="list-style-type: none"> Year 3 knowledge To recognise when the Romans lived in comparison with other periods of history e.g. Neolithic era, Ancient Greeks To recognise the importance of sources of evidence in understanding events of the past e.g. Pompeii To understand who Julius Caesar was and the role he played in the Roman invasion of Britain. To understand the reasons why the Romans invaded Britain. 	<ul style="list-style-type: none"> Year 3 & 4 knowledge To know if other civilisations existed at the same time as the Anglo Saxons. To recognise what Britain was like at the time of the Anglo Saxon invasion To explain why the Anglo Saxons invaded To state similarities between the way the Anglo Saxons lived with other historical civilisations To recognise the importance of artefacts from Sutton Hoo 	<ul style="list-style-type: none"> Year 3, 4 & 5 knowledge To know if other civilisations existed at the same time as the Mayan To recognise the importance of artefacts in finding out about the Mayans To explain some of the ways in which the Mayans lived e.g. religion, class system To know some of the hypotheses behind the disappearance of the Mayan To know the impact of the Mayans on life today

<ul style="list-style-type: none"> To explain the changes that were made between the Stone Age, Iron Age and Bronze Age To compare when the Ancient Greeks lived in comparison to the Stone Age To understand what an Empire is To recognise the importance of artefacts To explain what life was like in an Ancient Greek civilisation including religious beliefs, democracy To understand the threats to the Ancient Greeks To recognise the impact of this Ancient civilisation on life today 	<ul style="list-style-type: none"> To understand the response of those who lived in Britain to the invasions including the actions of Bouddica To consider the reliability of sources of evidence when describing the events of Boudicca's revolt To compare the timelines of Ancient Egypt with other periods of history studied To recognise the importance of artefacts in finding out about life in Ancient Egypt To know about the discoveries of Howard Carter 	<p>in finding out about the Anglo Saxons</p> <ul style="list-style-type: none"> To know why the Vikings invaded To understand what happened at Lindesfarne To explain how the Vikings ruled Britain To know the significance of Alfred the Great To know the differences between the way the Anglo Saxons and Vikings lived To understand the importance of the Battle of Hastings 	<ul style="list-style-type: none"> To recognise the importance of the Tudor period of history especially on exploration To know the impact of Queen Elizabeth I To recognise the importance of the Victorian period of history especially on technological advancement To know the impact of Victorian as Queen To know the impact of the Zulu civilisation To recognise the negative aspects of the British Empire To understand the history of Swanscombe in relation to the Neolithic era
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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
Learning objectives	Context	Skills	Knowledge	Recap questions and vocabulary
To understand the term chronology	What happened longest ago? When may these people have lived?	<ul style="list-style-type: none"> To describe events using the words past, B.C. A.D. 	<ul style="list-style-type: none"> Can they order events from long ago? 	What were hospitals like in Victorian times?

To understand the term BC	<p><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?</p>	<ul style="list-style-type: none"> To describe events from the past using dates to state when they happened. 	<ul style="list-style-type: none"> Can they grasp the concept of people living millions of years ago? 	<p>Who improved nursing in the Victorian times? When did the great fire of London happen?</p> <p><u>Vocabulary</u> Chronology</p>
To know how we found out about people who lived long ago	<p>How do we know about people who lived millions of years ago? What evidence is there?</p> <p><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?</p>	<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? 	<p>What does BC mean? What does AD mean? What does chronology mean?</p> <p><u>Vocabulary</u> Archaeologist</p>
To use sources of evidence to find out about the past	<p>What can you see in these wall paintings? Why do you think they were used?</p> <p><u>Greater depth activity</u> Explain what you can see in the wall paintings. What do you think the Neolithic people were trying to</p>	<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? 	<p>What sources of evidence did we look at last week? When was the Stone Age? What does an archaeologist do?</p>

	show? Why might they have written on cave walls? Why do you think the Neolithic people used these wall paintings? What were they for?			<u>Vocabulary</u> pigment
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? 	What were wall paintings used for? Name another age in prehistory. Give one fact about the Neolithic people. <u>Vocabulary</u> nomad
	<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? 	Give one fact about the Neolithic era. What were wall paintings for? What does nomad mean? <u>Vocabulary</u> forage
	<u>Greater depth activity</u> 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.			

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? 	<p>Give one fact about life in the Stone Age. What food did the Neolithic people eat? What clothes did the Neolithic people wear?</p> <p><u>Vocabulary</u> minerals</p>
	<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? 	<p>Why did the Stone Age end? How did we find out about the Stone Age? How did Britain change from the Stone Age to the Iron Age?</p> <p><u>Vocabulary</u> Evolve</p>
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? 	<p>Is the Stone Age BC or AD? What does an archaeologist do? What are minerals?</p>

				<u>Vocabulary Monument</u>
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	Recap question and vocabulary
<p>To compare when periods of history happened</p> <p>To use the terms BC and AD</p> <p>Chronological knowledge and understanding</p>	<p>What periods of history have we looked at so far?</p> <p>Do we think the Ancient Greeks lived at the same time, before or after the Stone Age?</p> <p>What does Ancient mean?</p>	<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? 	<p>What does BC mean?</p> <p>What does AD mean?</p> <p>When was the Stone Age?</p> <p><u>Vocabulary</u> Civilisation</p>
	<p><u>Ancient Greek chronology</u></p> <p>LA Task: Create a timeline; on top stone age, underneath Ancient Greeks</p> <p>Clozed procedure on word Ancient.</p> <p>MA Task: Give a stone age timeline and Ancient Greek timeline; Find out when the Bronze Age ended and when Greeks started; how many years between them?</p> <p>Would BC still be used for the Ancient Greeks? Explain why.</p>			

	<p>What does the word Ancient mean?</p> <p><u>Greater depth activity</u> Argue that the Ancient Greeks deserve to be called 'Ancient Greeks' using evidence from timelines.</p>			
<p>To recognise where an Empire lived</p> <p><i>Historical enquiry</i></p>	<p>What is an Empire? Where did the Ancient Greeks live and conquer?</p> <hr/> <p><u>Ancient Greek Empire</u> LA Task: Clozed procedure on what an Empire is</p> <p>Use a source of evidence e.g. map – list the countries that were conquered by the Greeks.</p> <p>MA Task: Explain what an Empire is and use a map to explain how large the Ancient Greek Empire was.</p> <p>Give reasons why the Ancient Greeks conquered.</p> <p><u>Greater depth activity</u></p>	<ul style="list-style-type: none"> To use historical language accurately. 	<ul style="list-style-type: none"> Can they understand what an Empire is? 	<p>Which came first, the Stone Age or the Ancient Greeks? How do we know about the past? What does civilisation mean?</p> <p><u>Vocabulary</u> conquer</p>

	Argue that the Ancient Greeks had a mighty Empire, referring to maps and other sources; should they have conquered other countries – what did they get from it			
<p>To use source of evidence</p> <p>Interpretation</p>	<p>What can we find out about the Ancient Greeks from these artefacts?</p> <p><u>Ancient Greek artefacts</u> LA Task: Match up images of artefacts and what they tell us about Ancient Greeks.</p> <p>MA Task: What do these artefacts tells us about Ancient Greek.</p> <p>Which is the most important in your opinion and why?</p> <p><u>Greater depth activity</u> If you were an archaeologist, what artefacts would you want to discover? What would they tell you about the Ancient Greeks?</p>	<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? 	<p>Name a civilisation with an Empire? Were the Ancient Greeks in BC or AD? What does conquer mean?</p> <p><u>Vocabulary</u> relics</p>
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 	

<p>Continuity and change</p>	<p><u>Democracy in Ancient Greece</u></p> <p>LA Task:</p> <p>Clozed procedure on what democracy is.</p> <p>Sort between features of a democracy and features of a dictatorship.</p> <p>MA Task:</p> <p>What were the pros and cons of democracy in Ancient Greece? Compare these with today's life.</p> <p><u>Greater depth activity</u></p> <p>Democracy is better than a dictatorship...discuss.</p>		<p>life was like for the people living in Ancient Greece and make comparisons?</p> <ul style="list-style-type: none"> Can they explain similarities and differences between aspects of life in Ancient Greece and our own? 	<p>Name one thing you have learnt about the Ancient Greeks. What does Ancient mean? What is a relic?</p> <p><u>Vocabulary</u></p> <p>Democracy</p>
<p>To understand the beliefs of a civilisation</p> <p>Knowledge and understanding of people in the past</p>	<p>What did the Ancient Greeks believe in terms of Gods?</p> <hr/> <p><u>Ancient Greek religion</u></p> <p>LA Task:</p> <p>Match the source of evidence e.g. Greek jug to the description of the God.</p> <p>MA Task:</p>	<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 	<p>Who created democracy? What is an Empire? What does democracy mean?</p> <p><u>Vocabulary</u></p> <p>Revered</p>

	<p>What do these sources of evidence tell us about what Greeks believed in.</p> <p><u>Greater depth activity</u> Choose a Greek God; justify why you think they were the most important God.</p>		aspects of life in Ancient Greece and our own?	
<p>To recognise differences in a civilisation</p> <p><i>Continuity and change</i></p>	<p>Did everyone in Ancient Greece live the same? Who lived in Athens and who lived in Sparta?</p> <hr/> <p><u>Athens vs Sparta</u> LA Task: Sort the images/descriptions into those related to Athens and those related to Sparta.</p> <p>MA Task: Compare life in Athens to life in Sparta.</p> <p><u>Greater depth activity</u> Justify where you would have rather lived – Athens or Sparta. Why?</p>	<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? 	<p>Name two Greek gods. Name one fact about the Greeks. What does revered mean?</p> <p><u>Vocabulary</u> Olympics</p>
To understand threats to a civilisation	<p>Did anybody try to attack the Ancient Greeks? Were they successful?</p>	<ul style="list-style-type: none"> To choose and use parts of stories and other sources to 	<ul style="list-style-type: none"> Can they retell what happened 	<p>What is an Empire? What does revered mean?</p>

	<p>LA Task: Clozed procedure – fill in the gaps of the battle story.</p> <p>MA Task: No one ever battled against the Ancient Greeks. True or False? Use the sources of evidence to support.</p> <p>Recount one of the battles.</p> <p><u>Greater depth activity</u> Would you have attacked the Ancient Greeks? Why?</p>	<p>show that they know and understand</p> <ul style="list-style-type: none"> To use sources of information to find out about the past To use historical language accurately 	<p>with the Battle of Marathon?</p>	<p>How do we know about the past?</p> <p><u>Vocabulary</u> Tactical</p>
<p>To understand the legacies of an Ancient civilisation</p>	<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? 	<p>Name one fact about the Greeks. What artefacts do we have left from the Ancient Greeks? What does tactical mean?</p> <p><u>Vocabulary</u> Legacy</p>
	<p>LA Task: Choose a legacy e.g. Olympics....what do we have now compared with then.</p> <p>MA Task: Use subheadings to explain what the different legacies are from the Ancient Greeks.</p>			

	<u>Greater depth activity</u> Argue against the statement...we should forget about the Ancient Greeks.			
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	<u>Recap questions and vocabulary</u>
To recognise the terms BC and AD To place a period of history in a chronological framework To understand what happened in a significant event	What periods of history have we looked at so far? Who were the Romans? Do we think the Romans lived at the same time as any of the civilisations we have studied?	<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 they recount a significant historical event? 	

To know a significant event	What happened at 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?
	<p><u>Greater depth</u></p> <p>Evaluate whether Pliny's account of the eruption is factually accurate.</p>		
To know how a civilisation lived in the past	What evidence is left at Pompeii that shows us how the Romans lived?	<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 may have been in a Roman city like Pompeii? Can they explain different homes that existed in Roman times?
Year 4 Term 3	Who were the Romans and when did they invade Britain?		
Links to prior learning	Year 3 term 3 Year 4 term 2		
Vocab	Romans	Republic	Emperor occupy Celts Boudicca
Learning objectives	Context	Skills	Knowledge
To understand who the Romans were	Where did the Romans live? Did they have an Empire like the Greeks?	<ul style="list-style-type: none"> To communicate verbally and in writing knowledge of a historical period. To use historical language 	<ul style="list-style-type: none"> Can they explain where the Romans lived and which countries were included in their Empire?
To know how a civilisation lived in the past	Did all the Romans live the same? How was the Roman Empire governed?	<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 they explain how the Roman empire worked e.g. democracy. Can they explain difference between those who lived within the Roman Empire?
To understand the beliefs of a civilisation	What did the Roman believe in terms of Gods?	<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 the beliefs of the Romans?

		<ul style="list-style-type: none"> To use historical language 	<ul style="list-style-type: none"> Can they compare the Romans beliefs with other civilisations/Empires?
To understand what life in Britain was like before the Romans invaded	What was Britain like before the Romans invaded? Who lived there and how did they live?	<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 what life was like in Britain before the Romans invaded?
To understand why people in the past invaded	When did the Romans invade Britain? How large was the main invasion force? Who commanded it?	<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"> Can children give the site of the Claudian invasion of Britain?
To know about a significant person from history	AD 60 –Boudicca’s Uprising - Who was Boudicca and what did she do?	<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 <p>To give more than one reason for a historical argument.</p>	<ul style="list-style-type: none"> Can they recount stories related to the Celts e.g. Boudicca.
To explain the impact of history on the present	What legacy did the Romans leave behind? What evidence in the UK is there?		<ul style="list-style-type: none"> Can they explain the impact of Roman invaders on Britain?
Year 4 Terms 5 & 6	How do we know so much about Ancient Egypt?		
Links to prior learning	Year 3 term 3		
Vocab	Ancient Egyptians pharaoh Nile afterlife worship excavation tomb archaeologist Egyptologist sarcophagus mummification embalming		
Learning objectives	Context	Learning objectives	Knowledge Recap questions and vocabulary

<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? 	<p><u>Recap questions</u></p> <p>Name a Greek God. What does BC mean? What does AD mean? When did the Romans invade Britain? Why did the Romans leave Britain?</p> <p><u>Vocabulary</u></p> <p>Dynasty</p>
<p>To understand the reasons behind a settlement</p>	<p>Looking at a map of Egypt, what was important to them in order to live?</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. 	<p>Can they explain what life was like for the people living in Ancient Egypt and make comparisons?</p>	<p><u>Recap questions</u></p> <p>What is an archaeologist? When did the Ancient Egyptian period begin? Which other civilisation was</p>

			Can they describe features and historical events/people from periods of history?	around at the same time? What does dynasty mean? <u>Vocabulary</u>
<p>To know about a significant person from history</p> <p>To use artefacts to find out about the past</p>	<p>Who was Tutankhamun? When/ How did he take the throne?</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 why we rely on artefacts from ancient civilisations to find out about what life was like? 	<p><u>Recap questions</u> What is the 'Valley of the Kings'? How do we learn about the past? What does necropolis mean?</p> <p><u>Vocabulary</u> Egyptologist</p>
<p>To know about a significant person from history</p> <p>To use artefacts to find out about the past</p>	<p>Who was Tutankhamun? When/ How did he take the throne?</p> <p>What was Tutankhamun's relationship to Akhenaten? What</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 	<p><u>Recap questions</u> What is the 'Valley of the Kings'? How do we learn about the past?</p>

	<p>do 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 	<p>from periods of history?</p> <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>What does necropolis mean?</p> <p><u>Vocabulary</u> Egyptologist</p>
<p>To know about a significant person from history</p>	<p>Who were Howard Carter, Theodore Davis and Lord Carnarvon? 4 Nov 1922 - How was Tutankhamun's tomb discovered?</p>	<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 	<p><u>Recap questions</u> What did the Ancinet Egyptians believe about death? What was mummification? What does embalming mean?</p> <p><u>Vocabulary</u> exhume</p>

<p>To understand the beliefs of a civilisation</p>	<p>What artefacts were found in a Ancient Egyptian tomb? What do they tell us about Ancient Egyptians views on life and death?</p>	<ul style="list-style-type: none"> • To use artefacts 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. 	<p>Can they recount information about religious beliefs of Ancient civilisation?</p>	
<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? 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 	<p><u>Recap questions</u> Name an Egyptian God. What artefacts from the Egyptian period do we have today? Choose one and explain what we learn from it. What does?</p> <p><u>Vocabulary</u> embalming</p>

			<p>burials changed in Ancient Egypt?</p> <ul style="list-style-type: none"> Can children give examples of different funerary rituals, the process of embalming and mummification, funerary texts such as the Book of the Dead? 	
To compare life in the past with that of today	What did the Ancient Egyptians 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? <p>Can they explain how aspects of life in Ancient Egypt is different to our own?</p>	
To explain the impact of history on the present	What do we have left from the Ancient Egyptians? What is their legacy?	<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 	

	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?		civilisation has had on their lives? <ul style="list-style-type: none"> Can children explain what has happened to Tut's tomb today? 	
Year 5 Terms 1 & 2	What happened after the Romans left Britain?			
Links to prior learning	Year 3 term 2 Year 3 term 3 Year 4 term 3			
Vocab	Vikings	Anglo Saxons	long boat	Bayeaux Tapestry Alfred the Great
			runes	Offa's Dyke
				thatched house
Learning objectives	Context	Skills	Knowledge	Recap questions and vocabulary
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? Do we think the Anglo Saxons lived at the same time as any of the civilisations we have studied?	<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"> Can they understand when the Anglo Saxons lived in comparison with other periods of history studied? 	What was the same between the Roman Empire and the Ancient Greek Empire? Who is Boudicca? <u>Vocabulary</u> Anglo Saxons
	<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?			
To know what Britain was like before the Anglo Saxons invaded	Who lived in Britain before the Anglo Saxons invaded? What was life like?	<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? 	Why did the Romans invade Britain? Give two things you know about the Anglo Saxons. When did the Romans leave Britain? <u>Vocabulary</u> Occupation
	<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.			
To understand why people in the past invaded and why they settled where they did	Who were the Anglo Saxons and why did they invade Britain? Why did they settle where they did?	<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? 	What was life like in Britain before the Romans invaded? What does AD mean? What does it mean if a country is occupied? <u>Vocabulary</u> Settlement
	<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.			

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? 	When did the Romans invade Britain? Where did the Anglo Saxons settle? What does settlement mean? <u>Vocabulary</u> Invade
	<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? 	What was life like in the Anglo Saxon period? Why did the Anglo Saxons invade Britain? What does invade mean? <u>Vocabulary</u> pious
	<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 	What does archaeology mean? Name a God the Anglo Saxons believed in. What does pious mean?
	<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.		in understanding how Anglo Saxons lived?	<u>Vocabulary</u> Heritage
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? 	What was 'Sutton Hoo'? What did we learn from this site? What does heritage mean? <u>Vocabulary</u> Sources of evidence
	<u>Greater Depth activity</u> What is the importance of the Lindisfarne 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? 	Who lived in Britain before the Anglo Saxons? Where did the Anglo Saxons come from? When did they invade? <u>Vocabulary</u> Expedition
	<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? 	<p>Where were the Vikings from? What was Lindisfarne? What did the Vikings have that helped them invade?</p> <p><u>Vocabulary</u> Negotiator</p>
	<p><u>Greater Depth activity</u></p> <p>Argue your opinion on whether Alfred deserved the 'Great' or not.</p>			
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? 	<p>Name one thing you know about Alfred the Great. When did the Vikings invade Britain? When did the Ancient Egyptian civilisation end?</p> <p><u>Vocabulary</u> Authoritative</p>
	<p><u>Greater Depth activity</u></p> <p>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?</p>			
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? 	<p>What was Lindisfarne? Write two things you know about the Vikings? Write two things you know about the Anglo Saxons.</p> <p><u>Vocabulary</u></p>
	<p><u>Greater Depth activity</u></p> <p>Research the battle of Hastings. Consider the importance of this battle. How was it significant to the Viking invasion?</p>			

				Significance
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	Recap questions and vocabulary
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"> 	Why did the Anglo Saxons invade? Why did the Vikings invade? When did they invade? <u>Vocabulary</u> Chronology
	<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 How long ago they lived from today what made the Maia special 			
To understand how a civilisation in the past lived	Where did the Mayans live?	<ul style="list-style-type: none"> To make comparisons between historical periods. 	<ul style="list-style-type: none"> Can they explain the ways in which 	When did the Maya live?

	<u>Greater Depth activity</u>	<ul style="list-style-type: none"> To use historical language accurately. To communicate verbally and in writing knowledge of a historical period. 	different members of society would have lived at the time?	<p>What other periods of history were around at the same time? What does chronology mean?</p> <p><u>Vocabulary</u> Society</p>
To understand how a civilisation in the past lived	<p>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?</p>	<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>What Gods did the Anglo Saxons believe in? Who was Alfred the Great? Why did people invade Britain?</p> <p><u>Vocabulary</u> Artefacts</p>
	<p><u>Greater Depth activity</u> 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. Ext: What importance do you think the Maya could have had on how we live today?</p>			
To understand the beliefs of a civilisation	<p>What did the Mayans believe in terms of Gods and religion? What sources of evidence are there?</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 the religious 	<p><u>Recap questions</u></p> <p><u>Vocabulary</u></p>

	<p><u>Greater Depth activity</u></p> <p>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?</p>	<ul style="list-style-type: none"> To use historical language accurately. 	<p>beliefs of the Mayans?</p> <ul style="list-style-type: none"> Can they compare the beliefs with other civilisations they have studied? 	Sources of evidence
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>Recap questions</u>
	<p><u>Greater Depth activity</u></p> <p>Arrange the reasons for the end of the Maya civilisation in order of most likely to least likely. Justify your choices with reasons.</p>			<u>Vocabulary</u> civilisation
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>Recap questions</u>
	<p><u>Greater Depth activity</u></p> <p>What legacy has the Maya civilisation given us? Give your opinion of how the Maya have influenced the world as we know it today.</p>			<u>Vocabulary</u> Legacy
Year 6 Term 2	Changes over time – which ruler (Queen Elizabeth 1 or Queen Victoria) had the most impact on progress, including exploration and inventions?			
Links to prior learning	<p>Year 1 term 2</p> <p>Year 2 term 2</p>			

	Year 5 term 3			
Vocab	Sir Francis Drake Tudors	colonisation Victorians	steam engine Great Exhibition Zulu Kingdom	Industrial revolution inventors Shaka Zulu 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 and Sir Walter Raleigh have on exploration?	<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 recognise the improvements that were made across periods of history e.g. Tudors
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 the Zulu Kingdom and British history	<p>What does colonisation mean?</p> <p>How might sources we read about the Anglo-Zulu war not be trustworthy?</p>	<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? • 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 country, including trade, colonisation and inventions?	<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. <p>This could be done as a double page spread over 2 lessons.</p>	<ul style="list-style-type: none">Can children make a conclusion based on what they have learned to answer the enquiry question?			
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	Recap questions and vocabulary
To research the history of the local area	What is Swanscombe best known for? What was discovered in the heritage park? Who does the Swanscombe skull belong to?	<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? 	<u>Recap questions</u> <u>Vocabulary</u> Historical
	<u>Greater Depth activity</u> Devise a map of our local area at the time of the Swanscombe man.			
To understand what a census is used for	Who has lived in Swanscombe over the years? How can we find out?	<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? 	<u>Recap questions</u> <u>Vocabulary</u> comparisons
	<u>Greater Depth activity</u> 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?			
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. 	<ul style="list-style-type: none"> Can they discuss changes to the 	<u>Recap questions</u> <u>Vocabulary</u>

	<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>	<ul style="list-style-type: none"> • To make comparisons between historical periods. • To use data including population information to discuss changes 	<p>local area in recent times?</p> <ul style="list-style-type: none"> • Can they explain the reasons why there has been a change? • Can they recognise changes that have happened in Swanscombe over the years? 	<p>data</p>
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