



## History Whole School Curriculum

### EYFS – Their own history; Knights and Castles

#### Rationale

Children will start to explore the idea of history and the past by understanding their own past and history, looking at families and significant milestones in their lives so far. History will be centred around that of the child to give them a better understanding of it and to realise that they themselves are a part of history. Children will start to understand that history is made up of different people and events and that history is being made all around the world. They will learn that people have lived before and after them and that certain things have been very different and some things have stayed the same.

Knights and Castles gives children a great platform for learning about history through play and allows teachers to question children on elements that the children will understand, such as how clothing, housing and materials have changed or stayed the same. They will start to understand how people have lived a very long time ago and how different life may have been and they will also start to explore how society is made up of different types of people.

#### Learning

Prior Knowledge	In EYFS, pupils are taught	In Year 1 pupils will learn
<p>Children may have an understanding of some knowledge about their family history and milestones and be able to communicate those verbally</p> <p>Children might be able to identify that certain items are similar or different and that something is 'old' or 'new'</p> <p>Children may be able to identify how people have lived before them and understand that history has lasted a long time</p>	<p>About their own families, how their families have lived throughout history and that they themselves are now a part of it</p> <p>How people have lived before them, sometimes long before they were born</p> <p>That certain people in history might have been very special or done something significant</p> <p>That history is being made where they live and all around the world</p> <p>That certain things have changed or stayed the same over time, such as housing, materials and clothes</p> <p>That society has been and still is made up of different types of people</p>	<p>How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.</p> <p>That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now.</p> <p>That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.</p> <p>About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.</p> <p>How society can be structured through the study of the Titanic and different social classes</p>

### Key Vocabulary

Using simple phrases and words to describe the passing of time -  
e.g. 'past' 'before' 'now' 'then'  
'Long ago' 'before I was born'

Using simple words and phrases to describe events and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special'

### Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that things from the past might be different from today – technology, cars, houses etc.</p> <p>Identify that history is being made all around them</p> <p>Identify that they themselves are a part of history</p>	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p> <p>Identify that certain things in history have changed or stayed the same – houses, clothing, materials etc.</p>	<p>Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.</p> <p>Start to identify how having children will allow history to continue</p>	<p>Understand that some events and people from history are important because they have achieved something or had an effect</p>	<p>Starting to ask and answer simple questions about people or events from within living memory</p> <p>Understand that, to answer a question about history, we might need to read a book, watch a video or look at an object</p>	<p>Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event</p> <p>Start to identify which objects/artefacts might be 'old' or 'new'</p>	<p>Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special'</p>

### Y1 – George Stephenson (Significant individual); Stockton Shipbuilding and the Titanic (Significant Event); Seaside Holidays (Changes in living memory)

#### Rationale

Children will follow on their learning from EYFS which has been centred around their own history but looking at history in the immediate area. This will give them opportunities to physically see the impact of history on their own locality and provide concrete experiences that they can draw upon. Learning about George Stephenson's achievements, the building of the Stockton-Darlington railway and the impacts that that had on the local area serves to show children that there are significant individuals that have had huge effects locally, nationally and internationally. This also allows children to start learning about sources of evidence and to understand how particular items or ideas can be associated with an event of individual.

Building on from the learning of railways in the local area, focusing on Stockton's history of shipbuilding continues the study of the immediate area but allows for an expansion into the study of an international tragedy with the sinking of the Titanic. This further demonstrates the link between local, national and international history. By looking at the development of the Lord Cromer steamer (built in Stockton) and its relationship with the Titanic helps make the sinking of the Titanic more relevant to the children and helps contextualise their learning. Children will learn how loss and tragedy are a part of history and that there can be consequences to decisions. This also allows for more evidence-based enquiry when comparing the different social classes on board.

A study of seaside holiday destinations helps to naturally expand the children's knowledge of local history to areas that they may still have visited or at least be aware of (Redcar and Saltburn). This topic also makes links to the learning of George Stephenson and the railways by looking at the impact of railways on the growth of resorts like Redcar and Saltburn. Links can also be made to the Titanic topic in comparing the types of ships that would have been used in these areas. Focusing on the growth of these resorts helps to show the continuities and changes within these resorts and the reasons for these.

### Learning

#### Prior Knowledge

Children have learnt in EYFS that people have lived and events have happened in history and before we were born.

They have begun to use some historical vocabulary to show the simple passing of time.

They have been taught that things can change or stay the same throughout history, such as houses, clothes, toys and games.

Children have learnt that history might be being made by other people whilst they are at school.

Children have begun to explore their own history by thinking about some of their important life events.

#### In Year 1, pupils are taught

How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.

That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now.

That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.

About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.

How society can be structured through the study of the Titanic and different social classes

#### In Year 2 pupils will learn

About the life, events and achievements with Captain Cook which will be compared with Stephenson. Children will compare the chronology of each, their local, national and international impact and the legacies of both.

How to identify simple pieces of evidence as primary or secondary, explaining how they relate to a particular person or event.

That certain events in history have had significant loss or tragedy attached to them that impact more than just the event.

That local history can have a significant impact on international history.

That certain events happen at predefined points of the year to mark an event in history and that some events happen repeatedly.

That certain parts of history have symbols to represent them like fireworks or poppies.

### Key Vocabulary

Using simple phrases and words to describe the passing of time -  
e.g. 'past' 'before' 'now' 'then'  
'Long ago' 'before I was born' 'changes to now'

Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'

### Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George Stephenson and the development of trains</p> <p>Identifying that certain events have had tragic consequences (Titanic)</p> <p>Identifying that local history can affect national and international history</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of trains</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.</p>	<p>Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains;</p> <p>Identifying that some things have stayed the same – Remembrance Day/Bonfire night every year</p>	<p>Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.</p> <p>Identifying the growth of the local area due to the achievements of individuals</p> <p>Identifying the effects of railways on the growth of Teesside</p> <p>Identifying the causes and effects of the sinking of the Titanic, particularly the later impacts on health and safety</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Identifying why the growth of seaside holidays has made parts of Teesside what it is today</p>	<p>How did George Stephenson help to change our area?</p> <p>Guided enquiry using knowledge from topic</p> <p>Understand that there are questions linked to history and our understanding of it</p> <p>Being able to make a decision or choose a side in response to a question</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson’s suitcase</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p>Begin to identify social classes based on related artefacts and evidence</p> <p>Identify artefacts from ‘then’ and ‘now’</p>	<p>Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’</p> <p>Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’</p>

### Y2 – Bonfire Night; Remembrance; Captain James Cook (Significant individual and local study)

#### Rationale

Studying Bonfire night and the importance of it serves to show children how events can have a national impact and continue to be remembered over time. A simple exploration of the causes of it and the symbolism behind fireworks helps children to understand the significance of the event and identify how the custom has developed throughout time.

Focusing on Remembrance shows children the sacrifices that people all across the world have made and helps build on the notion from Year 1’s topic of the Titanic that loss and tragedy are a part of history. Maintaining a local focus throughout helps keep the topic relevant to the children and allows them to see how our own area was impacted by various wars. The children will also explore the impact of conflict

on gender and religion. This shows them how every aspect of life can be affected. Children will also learn about the symbolism and meaning of the poppy and why the event happens at the specific time of year, each year.

Children will continue to expand on their knowledge of local significant individuals by exploring slightly further afield by studying Captain Cook. They will look at his achievements and his impact locally, nationally and internationally. The topic will make comparisons to previous learning in Y1 with George Stephenson and how his innovations had huge impacts for the development of many ideas across the world. Children will also begin to make judgements about Captain Cook's significance using a small selection of materials in an enquiry.

### Learning

#### Prior Knowledge

Children have learnt about the impact of significant individuals like George Stephenson and their impact on the local area. They have learnt about the shipbuilding history of Stockton and how that impacted on national events like the sinking of the Titanic. Children have also learnt about the growth of seaside resorts and the development of our area due to railways and seaside holidays.

Children have learned about the idea of significance and why certain individuals and events are remembered and studied.

Children have identified that our area has a great deal of local history and how local history can affect national and international history too.

Children have begun to explore how simple sources can be used to identify an individual or an event and that examination of these sources can yield more information.

#### In Year 2, pupils are taught

About the significance of Bonfire night and Remembrance. They will understand the symbolism of each event and how these are remembered nationally and sometimes internationally.

How history in the wider locality can have huge impacts locally, nationally and internationally.

That sources of evidence can be categorised into primary and secondary sources. Simple distinctions between sources from the time and sources after the event will be made.

That their local area has had many significant individuals that have contributed to the national and international narrative of history.

About Captain Cook's explorations and innovations and the significance of them, learning about the ships he sailed on, the places he visited and the impact that he had on native cultures and people.

#### In Year 3 pupils will learn

How the wider local area (Tees Valley) was impacted by significant events and individuals (ironstone mining and Dorman Long).

How primary and secondary sources are separated and what identifies each source as primary or secondary.

How to form a small-scale independent enquiry using pre-selected sources of evidence, building on the enquiry skills learned in Year 2.

About the achievements and struggles of life in Prehistoric Britain, looking at the Stone, Bronze and Iron Ages. This will include links to local history in terms of Bronze Age mummies and local Iron Age settlements.

### Key Vocabulary

Using phrases and words to describe the passing of time -  
e.g. 'past' 'before' 'now' 'then' 'present' 'period'  
'Long ago' 'before I was born' 'changes to now' 'stayed the same'

Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'

### Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Captain Cook and his voyages</p> <p>Identifying how events in history can be remembered</p> <p>Identifying the symbolism of certain events</p> <p>Identifying how local, national and international events in history can be remembered locally, nationally and internationally</p>	<p>Identifying and comparing periods of time – Captain Cook and George Stephenson</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘Captain Cook voyaged around the world because not much was known and new ships allowed them to’</p>	<p>Identifying that changes throughout history have had important consequences –, understanding of the world from Captain Cook etc.</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Identifying why certain events in history are continually remembered nationally</p>	<p>Identifying that certain events and individuals have had major consequences in history – Captain Cook’s voyages expanded our knowledge of the world, some of his maps are still used today etc.</p> <p>Identifying how certain events in history have been caused and their significance leads us to remember them still to this day</p>	<p>Identifying why certain people/events are significant in the wider context of history – Captain Cook’s voyages and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p> <p>Identify why certain significant events and individuals are still remembered today</p>	<p>What was Captain Cook’s biggest achievement?</p> <p>Guided enquiry using knowledge from topic</p> <p>Making semi-independent decisions and using evidence provided to justify</p> <p>Were Captain Cook’s voyages all that important?</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Using phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘explorer’ ‘pioneer’</p>

### Y3 – Stone Age to Iron Age; Ironstone Mining (local history study)

#### Rationale

Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how life human started, human’s first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. Structuring the unit so that every lesson compares the advancements throughout the Stone, Bronze and Iron Ages allows children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on the Bronze Age and a few on the Iron Age. This then leads well into the Y4 starting topic of the Romans.

The Ironstone Mining topic provides stark contrast to the Stone to Iron Ages topic studied earlier in the year and offers some comparisons to mining techniques that can be explored. It also follows on from the concept of expanding the children’s local historical knowledge to a larger area. This started with Stockton, Redcar and Saltburn in Y1, Middlesbrough and Whitby

in Y2 and now the entire Tees Valley in Y3 through the development of the steel works. It also allows for a development of the learning on seaside resorts when looking at the steelworks in Redcar. Comparisons between George Stephenson and Dorman Long regarding their influences on the growth of our area can also be made.

### Learning

#### Prior Knowledge

Children have learnt about the impact of significant individuals like George Stephenson and Captain Cook in terms of local, national and international significance and why we learn about them today. They have considered the effects of these people on the local area and how we can still see their effects.

Children have conducted a small, semi-independent enquiry in Y2, making a simple judgement and providing evidence for why they think that.

Children have begun to explore the differences between primary and secondary sources and begun to use more specific vocabulary for the passing of time.

#### In Year 3, pupils are taught

About Prehistoric Britain, man's achievements and the growth of civilisation from the Stone Age, Bronze Age and Iron Age by studying:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs
- Stonehenge

Each lesson will compare the various facets through the Stone, Bronze and Iron Ages to show the developments in each.

Children will also conduct a local history study and learn about ironstone mining. This will focus on the effects of the mining industry on the growth of Teesside and the rise of significant individuals like Dorman Long and their national and international impacts.

#### In Year 4 pupils will learn

About the Ancient Romans and their impact on the world including Roman Britain. They will investigate Roman:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

This will be done in direct comparison to the Iron Age learnt in Y3 to provide context to both periods.

Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in-depth study. This will include:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

This will be in comparison to both Prehistoric Britain (Y3) and the Ancient Romans (Y4) as they lived concurrently at various points in history.

### Key Vocabulary

'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'  
'Long ago' 'before I was born' 'changes to now' 'stayed the same'

'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'  
'growth' 'population' 'industrialisation' 'ironstone'

### Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>Understand how Ironstone mining impacted on Teesside and the growth of the area, placing this into a chronological framework</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing the industrialisation of Teesside into chronological context through comparison of George Stephenson and Captain Cook</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>Identifying the continuity and changes to the local area through Ironstone Mining:</p> <ul style="list-style-type: none"> <li>• population</li> <li>• jobs</li> </ul> <p>local significance</p>	<p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the effects of industrialisation of Teesside – explaining the local and national impacts</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Did Ironstone Mining improve our area?</p> <p>Small independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'growth' 'population' 'industrialisation' 'ironstone'</p>

#### Y4 – The Romans and their impact on Britain; The Earliest Civilisations (overview); Ancient Egypt (in-depth)

##### Rationale

During the Autumn term, Year 4 children will learn about the Roman invasion and occupation of Britain as chronologically, it follows on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain progressed just like the children have. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, children will be able to make clear comparisons and begin to place both their learning on the Stone to Iron ages into context, as well as their learning about the Romans.

During the Summer term, the children will start with an overview of the earliest civilisations (Ancient Egypt, Ancient Sumer, Shang Dynasty and Indus Valley) locating where they were in the world, noting the connections and contrasts and understanding their achievements in relation to the ancient world and the development of the modern world. This will be followed by an in-depth study of Ancient Egypt. This links well to previous learning with prehistory in Y3 and the Romans studied in the Autumn of Y4. Direct comparisons can be made with both previous topics in terms of housing, achievements, religion, food and chronology. This then reinforces the learning of both periods of history and contextualises the new learning.

**Learning**

**Prior Knowledge**

Children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements as laid out for most KS2 topics:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs
- Stonehenge

They will also have learned about the development of Ironstone Mining and the growth of Teesside

They have learnt how history can be local, national or international

They have learnt how certain periods of history are marked by changes and certain events or people have had a significant effect on history

**In Year 4, pupils are taught**

About the Ancient Romans and their impact on the world including Roman Britain. They will investigate Roman:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

This will be done in direct comparison to the Iron Age learnt in Y3 to provide context to both periods

Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in-depth study. This will include:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

This will be in comparison to both Prehistoric Britain (Y3) and the Ancient Romans as they lived concurrently at various points in history

**In Year 5 pupils will learn**

About the Ancient Greeks and their impact on the western world, as well as their daily lives and culture. This will follow on from and provide comparison to the study of the Ancient Romans and Egyptians to provide context as they existed at similar and concurrent times

Children will also learn about the Anglo-Saxons and Vikings and their struggle for control of Britain. This will continue the chronological timeline of British history, following on from Roman Britain. Having used the core aspects set out for KS2, comparisons of achievements, housing, society, food, entertainment and beliefs can and will be made to both the Ancient Romans and between the Anglo-Saxons and Vikings themselves

**Key Vocabulary**

duration' 'period' 'era' 'concurrent'  
 'during this time' 'previously' 'compared to'  
 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'  
 'Egyptologist' 'mummification' Pharaoh' 'papyrus'

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>Identifying the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Use primary sources about Boudicca to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p>How much did the Romans really impact Britain?</p> <p>Independent enquiry using a range of primary and secondary sources</p> <p>Make independent decisions and using evidence to justify</p>	<p>Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>

The impact of the Ancient Greeks upon the Western world is an overview study and the first historical topic within Y5. This has been placed here so as to make comparisons with the Ancient Romans as they existed at similar periods and had a very close relationship. It also offers opportunities to compare the impacts of Rome with those of the Greeks on Britain and the Western world. Due to the nature of the topic, as set out by the National Curriculum, some elements of the comparative structure will be either lost or combined so as to make room for a deeper understanding of the impact of Greek achievements on the Western world. Themes such as democracy and philosophy work well in Y5 due to the maturity of the children and more explicit links to PSHE and Citizenship can be made with more meaningful impact. This topic also allows for primary source work to question validity, bias and perspective, allowing the children to understand that sources can be biased and change depending on viewpoint.

This chronologically follows on from the Roman topic studied in Y4 and allows children to see the development of British history in chronological order. Whilst most lessons will centre around comparing Anglo-Saxons with Vikings, references to the Romans will be made to contextualise their understanding and to see how, in many ways, Britain actually regressed. The topic will combine the study of Anglo-Saxons and Vikings, but will begin with a few lessons on the Anglo-Saxons, their settlement in Britain and their struggles against the Picts and Scots. This is due to the Anglo-Saxons' arrival to Britain before the Vikings. The Vikings will then be introduced and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain. This topic will then provide the knowledge needed for the comparative study of the Ancient Maya with the Vikings in Y6.

### Learning

#### **Prior Knowledge**

Children have learnt about the Ancient Romans and their impact on Britain and the world. They have identified the achievements of the Romans and the impact that they had on developing Britain in terms of laws, housing, public health, religion and entertainment

They have conducted an independent enquiry about the impact of the Romans on Britain using a small variety of sources.

They have studied primary sources about Boudicca and begun to understand that sources cannot always be trusted and can actually contradict each other

They have begun to use more precise vocabulary relating to cause, effect, significance and interpretation of sources

#### **In Year 5, pupils are taught**

About the Ancient Greeks, their achievements and their impact on the western world. They will consider these by looking at the Ancient Greek:

- Achievements
- Impact
- Housing
- Entertainment
- Religion

Children will compare lots of these facets with the Ancient Romans to help contextualise both sets of learning as they had similar customs and lived concurrently for a period of time

Children will also learn about the Anglo-Saxons and Vikings and their struggle for the control of Britain. Whilst most lessons will focus on direct comparisons between the Anglo-Saxons and Vikings, some references will be made to the Ancient Romans to embed their prior learning. This will be done through the study of:

- Achievements
- Housing,
- Society,
- Food,
- Entertainment,
- Beliefs

This will provide the basis for a comparative study in Y6 with the Ancient Maya

#### **In Year 6 pupils will learn**

About the impact of Victorian culture and inventions on their own world and today. Conducting independent enquiries previously will give children the skills and abilities to engage in a serious historical debate using sources of evidence to substantiate their arguments

Children will also learn about the Ancient Maya through a comparative study with the Vikings. This will follow a similar style of comparing the achievements, housing, entertainment, religion, food and society that has been learned in Y5 to allow for direct comparison

### Key Vocabulary

'duration' 'period' 'era' 'concurrent' 'chronology' 'context'  
'the duration of...' 'continuing on from...'

'myth' 'legend' 'global' 'interpretation' 'viewpoint' 'bias'  
'Christianity' 'invader' 'farmer-warrior' 'longboat' 'Norse' 'pagan'

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• society,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p>	<p>Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p> <p>Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian'</p>	<p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p> <p>Independent selection of sources to provide evidence</p> <p>Making independent decisions and using a range of evidence to justify</p>	<p>Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>

### Rationale

Whilst there is a jump in terms of chronology from the Vikings to the Victorians, some references to previous learning throughout KS2 will be made to show just how far things had or hadn't changed from those times. This particular topic lends itself to high-quality texts in English that will allow Y6 teachers to enhance their English curriculum whilst contextualising the learning that they do in history. Not only that, but the skills that the children have learnt around enquiry, sources of evidence and impact all culminate at the end of this topic through a debate focusing on the biggest impacts of Victorian inventions and inventors. Having previously learnt how to conduct independent research and provide evidence for arguments, engaging in a well-organised debate will give children the experience of what actual historians do on a regular basis and help prepare them for deeper enquiry at KS3.

Studying the Maya offers fantastic opportunities to link with the Vikings. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. With the children having learnt about the Vikings in Y5, following up with this in Y6 helps to reinforce their Y5 learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya. This also provides a comparison to a non-European society that contrasts with the children's own experiences.

### Learning

#### Prior Knowledge

Children have learnt about a variety of civilisations and individuals and how they have impacted Britain and the world.

In Y5, children learnt about the cultures of the Anglo-Saxons and Vikings and their impact on Britain. They learnt about their achievements, beliefs, housing and structures within society

Children learned about bias within primary sources and how we should consider the viewpoints of the written sources

Children have learnt how to use sources as evidence for an enquiry

#### In Year 6 pupils will learn

Identifying the continuities and changes from Victorian Britain to the modern day through comparison of:

- housing,
- society,
- education
- entertainment

Children will also learn about historical debate and how evidence is required to provide a substantiated claim

Comparing continuities and changes between the Ancient Maya and Viking Britain through comparison of:

- housing,
- society,
- food,
- entertainment,
- beliefs

#### In KS3 pupils will learn

How to construct arguments using evidence and how to investigate an enquiry question

How to contextualise information and place it into a chronological framework across world history

The complexities of certain periods and their impact upon the development of history in Britain and the world

How to build upon their historical vocabulary to articulate their thoughts with greater clarity

### Key Vocabulary

Using phrases and words to describe the passing of time and context of civilisations -  
 e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'  
 'the duration of...' 'the narrative of history'

Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'

### Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building an understanding of post-1066 Britain through the Victorians and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• education</li> <li>• entertainment,</li> </ul> <p>Comparing Viking Britain with the Maya through:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul> <p>and understanding the reasoning for similarities/differences between each civilisation</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing Victorian Britain into chronological</p>	<p>Identifying the continuity and change from Victorian Britain to the modern day through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• education</li> <li>• entertainment</li> </ul> <p>Comparing continuities and changes between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today's world</p>	<p>Identifying the significance of Victorian achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p> <p>Interpreting the achievements of the Victorians in the context of then and now</p>	<p>Independently identifying important achievements from the Victorians – Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>	<p>Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p>

	<p>context and it's legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>						
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