



Curriculum Subject Journey Skegness Infant and Junior Academies

Subject – History



Our Curriculum Partners for History



Knowing More and Remembering More

Opportunities for retrieval practice are included in History lessons using the academy timeline and other resources from our curriculum partners to ensure knowledge is transferred into long-term memory. Retrieval activities may require children to remember learning from the previous lesson, previous topic or even previous year to ensure the retrieval strength of powerful knowledge is high. Additional opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Knowing me, knowing you	Tell me a Tale	Where shall we go?	Footprints	The Great Outdoors	What if...?
Nursery	<p><u>Knowledge and Understanding of the World</u> Say who they are and who they live with Show an interest in different occupations Briefly talk about some of their family members Comment on fictional characters in stories</p>					
Reception	<p>Talk about past and upcoming events in their immediate family Name and describe people who are familiar to them and talk about members of immediate family in more detail Talk about different occupations of family members Talk about lives of people around them and their roles in society Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books Comment on images of familiar situations in the past Know some similarities and difference between things in the past and now</p>					
	Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Year 1	<p>Topic Overview Changes within living memory. Significant historical events, people and places in their own locality</p> <p>Historically Valid Question- How am I making History?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> • What is my History? • How can I find out more about myself? • How are special events remembered? 				<p>Topic Overview 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.</p> <p>Historically Valid Question- How have explorers changed the world?</p> <p>Key Criteria</p>	<p>Topic Overview Changes within living memory</p> <p>Historically Valid Question- How have toys changed over time?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> • What is your favourite toy? • Did your parents and grandparents play with the same toys as you? • What were toys like in the past?

		<ul style="list-style-type: none"> • What was it like for children in the past? • What have I learnt about childhood in the past? • How am I making history? <p>Key findings</p> <ul style="list-style-type: none"> - Develop an understanding of personal chronology, including simple timelines of events in their lives. Order up to three pictures on a simple timeline. Use vocabulary such as past, present and memory. Discuss similarities and differences. - Talk about three memories. Place the memories on a timeline. Explain why the memories are special, for example an event or occasion. - Recall four events celebrated throughout the year. Know up to three ways in which I celebrate my birthday. Begin to recognise similarities and differences between how people celebrate events. - Ask questions about the past. Compare the past to today. - Can think of one similarity between childhood now and childhood in the past. - Can think of one difference between childhood now and childhood in the past. - Can use relevant vocabulary to describe what I have found out. Can think of three ideas about myself to add to the time capsule. Can discuss possible changes in the future <p>Key vocabulary</p>				<ul style="list-style-type: none"> • What is an explorer? • Where have explorers travelled and when? • Who was Christopher Columbus and what did he do? • Who was Matthew Henson and what did he do? • How has exploration changed? • How can we remember them? <p>Key findings</p> <ul style="list-style-type: none"> • Know what an explorer is and what they do. Understand and name equipment or transport that an explorer would need. Be able to recall the names of famous explorers and their achievements. Including Dame Ellen MacArthur, Matthew Henson, Mary Kingsley and Christopher Columbus. • Recognise, know and explain about achievements of different explorers. (Dame Ellen MacArthur – fastest solo non-stop voyage around the world in 2005, Matthew Henson and Robert Peary first men to reach the North Pole in 1909, Mary Kingsley travelled to Africa and learnt about animals in 1893, Christopher Columbus discovering The Americas in 1492. Know how transport for voyages has changed. Name important explorers – Dame Ellen 	<ul style="list-style-type: none"> • What is similar and different about toys in the past? • How have teddy bears changed over time? • How have toys changed? <p>Key vocabulary Artefact, decade, memory, past, present, sequence</p> <p>Key findings</p> <ul style="list-style-type: none"> • Can discuss a favourite toy and why. Recall about a time from the past including the favourite toy. Know why the toy is special. Use words relating to time (old, new, now, long, ago, then, before, after). • Know and find out about toys the children’s parents and grandparents played with. Ask questions about the toys and compare them from the past to today. • Investigate what toys were like up to 100 years ago. Sort and sequence artefacts from different time periods. Be able to ask and answer questions about the artefacts. 1920s – toys were limited, toy cars made out of wood. Teddy bears with moveable joints. 1950s – outdoor games such as hula hoops,
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Future, grandparent, lifetime,
Living memory, present,
change

Key enrichment experiences:
Trip to Church Farm Museum
Joint History project with SJA



MacArthur, Matthew
Henson, Mary
Kingsley and
Christopher
Columbus. Identify
where explorers
travelled.

- Record historical events on a timeline from past to present. Retell a historical story – Christopher Columbus, include how he travelled and why he travelled. Ensure the children are aware this is beyond living memory.

- [Britannica - Christopher Columbus](#)

- [National Geographic - Christopher Columbus](#)

- Use photographs from past expeditions and be able to ask questions about them and use clues from the photos to find hidden clues. Use the images of Matthew Henson and Robert Peary to find out and learn about their expedition to the North pole.

- Recognise changes and similarities over time. Be able to remember information about past and present-day explorations.

Compare images and events from different time periods. Know about Dame Ellen MacArthur and what

skipping ropes and cards. 1960s – plastic toys started to become widespread. 1970s and 80s electronic toys were developed.

- Compare toys from the past with modern toys. Identify similar toys from different periods. Identify differences between toys.

- Investigate how teddy bears have changed over time, especially between now and 100 years ago. Identify similarities between teddy bears from now and 100 years ago. Explain why teddy bears have been popular toy for over 100 years.

- ['Who invented the teddy bear?'](#)

- Know how toys have changed over time. Identify toys that children play with now and played with in the past. Be able to describe changes in some toys over time.



Key vocabulary
Memory, artefact, evidence,
modern, now, past





Key Writing opportunity:

To write a fact page about toys from the past and present day.



						<p>she did as an explorer. Compare and contrast Dame Ellen MacArthur (present day) with Christopher Columbus (beyond living memory) - both explorers travelled across the sea by boat and set themselves a challenge, one in a yacht, one in a sailing boat. Columbus had a crew, and the explorers wore different types of clothing.</p> <ul style="list-style-type: none">• Know about the explorers we have looked at in this unit and why each one was a significant person - Christopher Columbus – at the time, people thought he was a great man for discovering The Americas which was somewhere new to people from Europe. <p>Mary Kingsley – travelled to Africa, climbed Mount Cameroon and learnt about new animals.</p> <p>Matthew Henson – one of the first men to reach the North Pole.</p> <p>Dame Ellen MacArthur – she set a world record for the fastest solo non-stop voyage around the world on h</p> <p>Key vocabulary Explorer, living memory, past, present, beyond living memory, event</p> <p>Key enrichment experience:</p>	
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						<p>Joseph Banks (significant person from our locality) Recreating the HMS Endeavour</p> 	
<p>Year 2</p>	<p>Disciplinary vocabulary: timeline photograph drawing Illustration evidence Source</p> <p>Second order concepts: similarities and differences</p>	<p>Topic Overview 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.</p> <p>Historically Valid Question- How do we find out about the past?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> Henry Ford and his significance Identify differences between cars in 1908 and the present day. How have trains changed since 1873 and how has that had an impact on Skegness? Comparison between ways of life in the Victorian period and present day. <p>Key findings:</p> <ul style="list-style-type: none"> Henry ford invented the horseless carriage which then lead to the invention of the Model T and he developed the assembly line for faster and more efficient production. Before the invention of the Model T, cars were only for the wealthy. The Model T enabled 	<p>Topic Overview Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Historically Valid Question- How did we learn to fly?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> Who were the wright brothers? When was the first flight? Why was Bessie Coleman significant? Why is Amelia Earhart significant? Why was the Moon landing special? How did we learn to fly? <p>Key findings:</p> <ul style="list-style-type: none"> Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. <ul style="list-style-type: none"> Use primary sources to find out about people and events in the past. Correctly order five events on a timeline 		<p>Key enrichment experience: International Women's Day: Nellie Bly</p> 	<p>Topic Overview Significant historical events, people and places in their own locality</p> <p>Historically Valid Question- Why is Matthew Flinders important?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> Who was Matthew Flinders and what did he do? How did he travel around Australia? Who went with him on his voyage? <p>Key findings:</p> <ul style="list-style-type: none"> Matthew Finders was a British navigator who led the first inshore circumnavigation of mainland Australia, then called New Holland. He identified Australia as a continent. He was born in Donington, Lincolnshire. Flinders sailed to Australia on the ship 'Reliance'. <ul style="list-style-type: none"> He explored the coastline in an eighty-foot-long boat called 'Tom Thumb'. <ul style="list-style-type: none"> They also travelled on the 'Norfolk' and 'Investigator'. Flinders went with George Bass. Flinders met a French explorer Nicolas Baudin and 	<p>Topic Overview 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.</p> <p>Historically Valid Question- What was the first circus like?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> Consider the reliability of different historical sources. Introduce Philip Astley Research the first circus using a range of reliable sources. <p>Key findings:</p> <ul style="list-style-type: none"> Know that historical sources can be from books, letters, internet, people, sites/locations, videos, photographs, newspapers, objects (artefacts) <ul style="list-style-type: none"> Understand the sources may not be reliable. Know that sources can be primary or secondary. <ul style="list-style-type: none"> Philip Astley was a former Sergeant Major and an outstanding horse trainer. Astley settled in London where he taught riding in the morning and horsemanship in the afternoon. Astley had a circular arena called his circle, or circus, which would

		<p>the middle class to have cars and become more mobile.</p> <ul style="list-style-type: none"> The opening of Skegness Train Station bought more people to the town, which meant more money was in the town. Victorian England was very different to the present day. <p>Key vocabulary Invention, discovery, recent, change, modern, source</p> <p>Key enrichment experiences: Joint History project with SJA</p> 	<p>Key vocabulary Source, inventor, historically significant, living memory, decade, impact.</p> <p>Key enrichment experiences: One Day creative Neil Armstrong workshop</p> <p>Key Writing opportunity: Biography of Chris Hadfield's life.</p> 			<p>they both exchanged their finding of the Australia's coastline.</p> <ul style="list-style-type: none"> Flinders pet cat Trim travelled with him. <p>Key vocabulary Discovery, explorer, impact, evidence</p> <p>Key Writing opportunity: Non-Fiction page all about Matthew Flinders</p> 	<p>later be known as the ring.</p> <ul style="list-style-type: none"> In 1770, Astley recognised that he needed new performances and added more to his circus. Know how to use a range of sources to research about the first circus. <p>Key vocabulary Modern, recent, similar, generation, traditional,</p> 
<p>Year 3</p>	<p>Disciplinary vocabulary: (revisit previous learning also please) historical chronology chronological BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era prehistory source</p> <p>Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence</p>	<p>Historian skill: focus on timelines</p> <p>I can continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study.</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Historically valid question <i>What was life like in Stone Age Britain?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> I can describe the Palaeolithic, Mesolithic, Neolithic periods. 	<p>Historian skill: focus on sources</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Historically valid question <i>How did Britain change from the Stone Age to the Iron Age?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> How did bronze change life in the Stone Age? How did the Iron Age change trade? What changed between the Stone Age and the Iron Age? 		<p>Historian skill: focus on sources</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>Local History Study: How did the advent of the railways impact Skegness?</p> <p>Focus on tourism.</p> <p>Historically Valid Question: <i>How did the advent of the railways impact Skegness?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> How was land used in Skegness before the advent of the railway? How did the advent of the railway impact on tourism? 		

	change and continuity	<ul style="list-style-type: none"> I can describe life as a Stone Age person. I can describe a Stone Age community (Skara Brae). <p>Key findings:</p> <ul style="list-style-type: none"> thousands of years ago, no written records, cave paintings; Palaeolithic = Early Stone Age, hunters and gatherers – people survived by hunting animals and finding food (fruits and nuts) to eat, important stone – flint, nomadic lifestyle; Mesolithic = Middle Stone Age, hunters and gatherers – people survived by hunting animals and finding food (fruits and nuts) to eat, important stone – flint, nomadic lifestyle; Neolithic = Late Stone Age, people started to set up farms – grew crops and vegetables, kept cattle, sheep and pigs, people began to settle down in one place and build permanent homes (see above) Skara Brae is a Neolithic village, a prehistoric settlement where a farming community lived around 5000 years ago, by the sea in the Orkney Islands off the north coast of Scotland, grew crops, kept cows, sheep and pigs, caught fish. <p>Key vocabulary: Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, hunter gatherers, nomadic, farms, settlements</p>	<p>Key findings:</p> <ul style="list-style-type: none"> bronze replaced stone as the best material for making tools; people could build better farming equipment and also bronze weapons and jewellery. people started using coins, which encouraged trade. (as above: Bronze Age – bronze for tools, better farming equipment, weapons, jewellery; Iron Age – coins), iron tools made farming much easier and settlements grew in size, people lived in clans that belonged to tribes led by warrior kings – rival tribes fought with deadly iron weapons; many people lived in hill forts (inside the hill forts people lived in one-room round houses); Iron Age people also known as Celts <p>Key vocabulary: Bronze Age, tools, farming equipment, weapons, jewellery, Iron Age, coins, trade, settlements, clans, tribes, hill fort, similarities, differences, change</p> <p>Key enrichment experiences: Cave Art, trip to Flag Fen</p>		<ul style="list-style-type: none"> How has land used changed over time? <p>Key findings:</p> <ul style="list-style-type: none"> once a harbour, still less than 400 inhabitants by the 1850s, some people were fishermen, others were farmers, some gentry brought families to indulge in the fashionable practice of sea-bathing during the summer months. 1873 – the railway reached Skegness and visitors began arriving in large numbers, new day trippers from the working classes, only a few hotels (Most of the land belonged to the Earl of Scarborough, who employed an architect to plan a model watering place as the Victorians called them,) work began in late 1870s building wide, tree-lined streets and gardens, a park and a pier, a new main shopping street, a church, lots of new houses; population growth, new residents; over the 20th century, Skegness grew into the town it is today and a popular holiday resort <p>Key vocabulary: local area, land use, harbour, fishermen, farmers, gentry, sea-bathing, tourism, advent of the railway, day tripper, working class, streets, gardens, park, pier, population growth, impact.</p> <p>Key enrichment experiences: Trip to Skegness station</p>		

		Key enrichment experiences: Stone Age visitor Key writing opportunity: Stone Age Boy portal narrative					
		Kapow Scheme link to support Stone Age: https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/would-you-prefer-to-live-in-the-stone-age-or-the-iron-age/					
Year 4	<p>Disciplinary vocabulary (revisit previous learning also please): historical chronology chronological BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era prehistory source primary/secondary source</p> <p>Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence change and continuity</p>	<p>Historian skill: focus on timelines</p> <p>I can continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study.</p> <p>Achievements of the earliest civilizations: Ancient Egypt</p> <p>Historically Valid Question: <i>What were some of the significant achievements of the Ancient Egyptians?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> Who were the Egyptians and when did they live? Who were the ancient Egyptian gods and goddesses? How and why did the Egyptians mummify people? <p>Key findings:</p> <ul style="list-style-type: none"> Ancient civilization began 5000 years ago when people started building houses next to the River Nile in NE Africa, made paper - papyrus, invented a writing system – hieroglyphs, king and 		<p>Historian skill: focus on sources</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>Study beyond 1066: The Suffragettes</p> <p>Historically Valid Question: <i>What impact did the Suffragette Movement have on the lives of women?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> the history of women's rights Protest and the Representation of People Act women in the Suffragette Movement <p>Key findings:</p> <ul style="list-style-type: none"> in the past (and in the present in some places), woman have not been treated as equals with men – thought to be weaker and less intelligent, some people even presented women as sources of evil, therefore women not given same rights as men for many years; women knew that if they were going to 			<p>Historian skill: focus on sources</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>What impact did the Roman Empire have on Britain?</p> <p>Historically Valid Question: <i>What impact did the Roman Empire have on Britain?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> How and why did the Romans invade and settle in Britain? How did Britons respond to the Roman invasion? How did the Romans change modern Britain? <p>Key findings:</p> <ul style="list-style-type: none"> Britain was made up of different tribes (Celts); in 54-55BC/BCE Julius Caesar tried to invade but failed; in AD43/43CE, ordered by Emperor Claudius, the Roman army landed on the beaches of Kent and battled inland, storming through hillforts and conquering anyone who stood in their

		<p>queens were called pharaohs</p> <ul style="list-style-type: none"> believed in many gods, some gods were stars, others were humans and animals, gods stood for things that were part of life Thoth – god of reading and writing, Osiris – god of life and death, controlled the Underworld, Anubis – linked to mummification, Sekhmet – warrior goddess and goddess of healing. Isis – protector of Europe preserved bodies of pharaohs as mummies and buried them in tombs in huge pyramids, mummified so that body could be reconnected with the soul in the afterlife, process of mummification, canopic jars. <p>Key vocabulary: ancient civilization, River Nile, papyrus, hieroglyphs, pharaohs, gods, goddesses, afterlife, mummification, pyramid, canopic jars, Tutankhamun</p> <p>Key enrichment experiences: History squad visitor – Egyptians</p>		<p>change society, they must win suffrage, or the right to vote then they could take part in government and influence law</p> <ul style="list-style-type: none"> in the U.K. the WSPU (Women's Social and Political Union) was established by Emmeline Pankhurst and others in 1903 – protest methods: marches, protests outside Parliament in London, tying themselves to government buildings; 1918 Representation of the People Act - British women over 30 with property won the vote, in 1928 the age was lowered to 21 (same voting rights as men), (lowered to 18 in 1969) Emmeline, Christabel, and Sylvia Pankhurst; Emily Davison <p>Key vocabulary: women's rights, equal, Representation of the People Act 1918, suffrage, vote, protest, march, Suffragettes, "Deeds not Words".</p> <p>Key enrichment experiences: Curriculum Day</p> <p>Key writing opportunity: Newspaper report on the Suffragette movement</p>			<p>way; the Romans wanted Britain's precious metals gold, tin and iron and its cattle, some Roman emperors wanted the glory of conquering Britain and adding it to the Empire</p> <ul style="list-style-type: none"> If the Celts made peace with the Romans, they agreed to obey Roman laws and pay taxes and in return they could keep their kingdoms; some Celtic leaders chose to fight e.g. Queen Boudicca of the Iceni tribe who raised a huge army and burned the Roman towns of Colchester and London before being defeated by the Romans. straight roads, towns e.g. Lincoln, central heating, sewage systems, temples to worship their many gods e.g. Mercury, Mars and Venus - planets named after them, Christianity, Latin language, Roman numerals, coins, rabbits and stinging nettles (!) <p>Key vocabulary: Romans, empire, invade, invasion, precious metals, Boudicca, impact, legacy.</p> <p>Key enrichment experiences: Lincoln Museum, Roman army drama</p>
		<p>Kapow Scheme link to support Ancient Egypt: https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/</p>				<p>Kapow Scheme link to support Romans: https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/</p>	

Year 5

Disciplinary vocabulary (revisit previous learning also please):
 historical chronology
 chronological
 BC = Before Christ
 AD = Anno Domini
 BCE = Before Common Era
 CE = Common Era
 Prehistory
 source
 primary/secondary source
 analyse
 archaeologist

Second order concepts:
 (revisit previous learning also please: similarities and differences)
 historical significance
 cause
 consequence
 change and continuity.

Historian skill: focus on timelines

I can continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study.

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Historically Valid Question:
What were some of the significant achievements of the Ancient Greeks?

- Key criteria:
- What was life like in Ancient Greece?
 - How did the achievement of the Ancient Greeks influence the western world?
 - Did the Ancient Greeks give us democracy?

Key findings:

- most people lived by farming, fishing and trade, others were soldiers, scholars, scientists and artists; Greek cities had beautiful temples with stone columns and statues and open-air theatres where people sat to watch plays; Ancient Greek homes, fashion, food.
- we are still using Ancient Greek ideas in maths, science and art, our alphabet is based on the Greek one and

Historian skill: focus on sources

I can understand how our knowledge of the past is constructed from a range of sources.

Britain's settlement by Anglo-Saxons and Scots

Historically Valid Question:
How did the Anglo-Saxons change Britain?

- Key criteria:
- Who were the Anglo-Saxons?
 - What did the Anglo-Saxons introduce to Britain?
 - How was Anglo-Saxon Britain ruled?

Key findings:

- Last Roman soldiers left Britain by AD410/410CE; the Anglo-Saxons then started to come to Britain in ships across the North Sea and take control - a mix of tribes from Germany and Scandinavia, the three biggest tribes being the Angles, the Saxons and the Jutes.
- many Anglo-Saxons were farmers and brought farming techniques; many were skilled craftsmen, making things from wood, intricate jewellery and metalwork; they introduced new words and place names; storytelling.
- Different tribes took over different parts of Britain – kingdoms e.g. East Anglia; strong leaders became kings –

Historian skill: focus on sources

I can understand how our knowledge of the past is constructed from a range of sources.

The Viking and Anglo-Saxon for the Kingdom of England to the time of Edward the Confessor

Historically Valid Question:
How did raids and resistance change the history of England?

- Key criteria:
- What happened to the Anglo-Saxons and the Vikings?
 - Who was Alfred the Great?
 - Why was the Norman Conquest important?

Key findings:

- In AD743/743CE some Vikings attacked and destroyed the monastery of Lindisfarne, killing the monks and taking precious ornaments – this marked the start of a long struggle between the Anglo-Saxons and the Vikings for control of Britain; some Vikings settled in their own area of eastern England, called the Danelaw.
- One of the most famous Anglo-Saxon kings was Alfred, one of the only kings in Britain to be called 'Great'; became king in AD871/871CE; he fought the Vikings and then made peace so that English and Vikings settled down to live together; he

		<p>some complete words are taken e.g. dinosaur, Olympic Games</p> <ul style="list-style-type: none"> the Ancient Greeks gave the world democracy - 'rule by people' – citizens met regularly to vote on the laws that changed their daily lives using a simple show of hands (although women, slaves and foreigners were banned from voting so not true democracy!) <p>Key vocabulary: ancient civilisation, farming, fishing, trade, soldiers, scholars, scientists, artists, temples, columns, statues, theatres, Olympic Games, democracy, influence, legacy</p> <p>Key enrichment experiences: Online Corinth visit</p>		<p>each king ruled a kingdom and led a small army, power passed to children; people who committed crimes were either executed or punished with fines, a system of Weregild existed.</p> <p>Key vocabulary: Anglo-Saxons, tribes, Germany, Scandinavia, Angles, Saxons, Jutes, farming techniques, craftsmen, jewellery, metalwork, kingdom, Weregild</p> <p>Key enrichment experiences: Jorvik centre visit York, Online meeting with Rick Rordan (Percy Jackson), Online author workshop with Maz Evans (Who Let the Gods Out?)</p> <p>Key writing opportunity: Travel Brochure – Jorvik Centre York</p>		<p>encouraged people to learn, he had books translated from Latin into English so people could read them; he tried to govern fairly and make good laws; by the end of his reign, his coins called him King of the English</p> <ul style="list-style-type: none"> 1066 – Duke William of Normandy's Norman army landed in the south of England and fought with King Harold's army at the Battle of Hastings; the Normans won, King Harold was killed and William became king; this brought an end to Anglo-Saxon and Viking rule; a new age of Norman rule in England had started; over the next twenty years the new king crushed rebellions, built castles and destroyed Anglo-Saxon churches and cathedrals; the Bayeux Tapestry tells the story of the Norman Conquest <p>Key vocabulary: raids, resistance, Vikings, Lindisfarne, struggle, Danelaw, Alfred the Great, Normans, conquest, The Battle of Hastings</p> <p>Key enrichment experiences: Letter from monk to Lindisfarne Viking visitor</p>	
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		Kapow Scheme link to support Ancient Greeks: https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-did-the-greeks-ever-do-for-us/	Kapow Scheme link to support Anglo-Saxons and Scots: https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/how-hard-was-it-to-invade-and-settle-in-britain/	Kapow Scheme link to support Vikings: https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/new-for-24-25-were-the-vikings-raiders-traders-or-something-else/
Year 6	<p>Disciplinary vocabulary (revisit previous learning also please):</p> <ul style="list-style-type: none"> historical chronology chronological historical BC = Before Christ AD = Anno Domini BCE = Before Common Era CE = Common Era <p>source primary/secondary source analyse archaeologist bias motive</p> <p>Second order concepts: (revisit previous learning also please: similarities and differences) historical significance cause consequence change and continuity.</p>	<p>Historian skill: focus on timelines</p> <p>I can continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study.</p> <p>Study beyond 1066: The Battle of Britain and word war 2</p> <p>Historically Valid Question: <i>What was the impact of World War II on Britain?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> The origins of WWII The Blitz / evacuation rationing <p>Key findings:</p> <ul style="list-style-type: none"> Germany – very large and powerful country in the middle of Europe, Germany’s defeat in 1918 – had to give up land and pay harsh penalties, banned from having army, navy or Airforce – made Germans angry, Great Depression hit – shortages of food and money, 1933 – Adolf Hitler became Chancellor of Germany, Nazi party created, spread hatred, lead to Holocaust, Hitler believed that Germans were superior race and had the right to take land entitled to 	<p>Historian skill: focus on sources</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>Study beyond 1066: Crime and Punishment</p> <p>Historically Valid Question: <i>How has crime and punishment changed from the Anglo Saxons to the present?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> I can describe crime and punishment in Anglo Saxon times. I can describe crime and punishment in Tudor times. I can describe crime and punishment in Victorian times. <p>Key findings:</p> <ul style="list-style-type: none"> The Anglo-Saxon period in Britain was from around 410AD/410CE to 1066AD/CE; there was no police force; keeping law and order was the responsibility of everyone in the village; no prisons; most people were punished with fines or the death penalty for serious crimes; regular offenders were punished harshly; system of Weregild; trial by ordeal The Tudor period was from 1485 to 1603 	<p>Historian skill: focus on sources</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>Non-European society that provides contrasts with British history: Mayan civilization c.AD 900</p> <p>Historically Valid Question: <i>How did the Maya Civilization compare to the Anglo-Saxons?</i></p> <p>Key criteria:</p> <ul style="list-style-type: none"> I can identify who the Maya were and where they lived. I can identify features of Maya homes. I can identify similarities and differences between Maya and Anglo-Saxon civilizations. <p>Key findings:</p> <ul style="list-style-type: none"> Southeast Mexico through Central America (Mexico, Guatemala, Belize, Honduras, El Salvador), rainforest, city states each with their own ruler temples and palaces made from limestone, huts made from wood and thatch covered with adobe, which was mud strengthened

		<p>dominate Europe, to take back lost land and dominate other countries, occupied Austria and Czechoslovakia, in 1939 invaded Poland, Britain and France had promised to defend Poland so they gave Hitler an ultimatum – withdraws or they would declare war, Neville Chamberlain British MP declared that Britain was at war with Germany September 1939</p> <ul style="list-style-type: none"> The Blitz (named after German word ‘Blitzkrieg’ meaning ‘lightning war’)—intense bombing campaign, for eight months, German airplanes dropped bombs on London and other strategic cities e.g. Liverpool, Coventry, where factories and other important industries were based, undertaken by Luftwaffe, the German air force, began near the end of the Battle of Britain, at about 4pm on 7th September 1940, daylight raids shifted to night raids, especially big toll on the East End of London, massive evacuation plan – over the course of three days, 1.5 million schoolchildren, women with younger children, elderly and ill people were moved from cities and towns to rural locations believed to be safe, blackout, air raid 		<p>AD/CE; there was no police force but some villages and towns employed Parish Constables to keep the peace and catch criminals; the laws were strict and most crimes were punished severely – by whipping, branding, being locked in stocks and by execution – by beheading, being hung, drawn and quartered or being burnt at the stake, executions were public events</p> <ul style="list-style-type: none"> The Victorian period in Britain was between 1837 and 1901; the first organised police force was introduced; for the first time in history, prisons became the main form of punishment in this period – they were awful places with cranks and treadmills; transportation – criminals sent to Australia for hard labour. <p>Key vocabulary: crime, punishment, fines, execution, Weregild, trial by ordeal, Parish Constable, whipping, branding, stocks, beheading, organised police force, prison, hard labour, transportation</p> <p>Key enrichment experiences: Courtroom drama</p>		<p>straw, one room, hearth</p> <ul style="list-style-type: none"> similarities: huts made from wood and thatch, hunter gatherers, farmers, both civilizations ended by invasion; differences: geographically different, different diets <p>Key vocabulary: civilization, countries of Southeast Mexico and Central America, rainforest, city state, limestone, wood, thatch, hearth, hunter gatherers</p> <p>Key enrichment experiences: Online Maya exploration</p>	
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		<p>Kapow Scheme link to support WW2:</p> <p>https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-was-the-impact-of-world-war-2-on-the-people-of-britain/</p>		<p>Kapow Scheme link to support Mayan Civilisation:</p> <p>https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/how-did-the-maya-civilisation-compare-to-the-anglo-saxons/</p>			