

History Medium Term Planning

Year One

Main Study: Stone Age to the Iron Age (Spring Term)

Concepts	Content	Contextual Applications – Ice Age to the Iron Age	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> ➤ Understand the difference between things that happened in the past and the present. ➤ Describe things that happened to themselves and other people in the past. ➤ Recall some facts about people/events before living memory ➤ Order a set of events or objects 	<p>Enquiry 1: How do we know things about the past?</p> <ul style="list-style-type: none"> • We can find clues about the past from things people find in the ground. • Scientists who learn about things from a long time ago are called archeologists. • Prehistory means a time before people wrote things down. <p>Enquiry 2: Why were woolly mammoths well suited to the Ice Age?</p> <ul style="list-style-type: none"> • During the Ice Age, almost all of Great Britain was covered by thick sheets of ice called glaciers. • No people lived in Great Britain. An animal called a Woolly Mammoth lived in Britain, it is now extinct. • When the ice began to melt, people crossed the English Channel by foot as the channel was shallow. <p>Enquiry 3: What was it like to live in Stone Age Britain?</p> <ul style="list-style-type: none"> • Stone Age people made tools out of stone, wood or bone. • They had to survive on hunting wild animals, or gathering wild food and would move around to find these. • When people began to farm, they started to settle in one place. <p>Enquiry 4: How did the discovery of bronze change people’s lives?</p> <ul style="list-style-type: none"> • Bronze is a strong metal. It was used to make tools. • The Bronze Age is a time long ago when people discovered how to make bronze. • Before the Bronze Age, people made their tools from stone. • Which was better, bronze or iron? <p>Enquiry 5: Who were the Celts?</p>	<p>Locality Links: The Potteries Museum in Stoke-on-Trent has prehistoric artefacts on display in the archaeology gallery, including prehistoric pottery and early examples of tools and metal-working.</p> <p>Story Topic Texts: Books which allow opportunity to place historical events in a context: Stone Age Boy by Satoshi Kitamura Ug: Boy Genius of the Stoneage by Raymond Briggs The First Drawing by Mordicai Gerstein How to Wash a Woolly Mammoth by Michelle Robinson & Kate Hindley Cave Baby by Julia Donaldson & Emily Gravett</p>	<p>Pre-history</p> <p>Ice Age</p> <p>Glacier</p> <p>Survive/ survival</p> <p>Stone Age</p> <p>Bronze Age</p> <p>Iron Age</p> <p>Period</p> <p>Hunter -Gathers</p> <p>Discover</p> <p>Woolly mammoth</p> <p>Sabretooth tiger</p> <p>Settlers</p>
Continuity and Change; Cause and Consequence	<ul style="list-style-type: none"> ➤ Notice some similarities and differences between different times ➤ Say why people may have acted the way they did. 			
Historical Enquiry	<ul style="list-style-type: none"> ➤ Explore events, look at pictures, visit historical sites and ask questions eg, “Which things are old and which are new?” or “What were people doing?” ➤ Look at objects from the past and ask questions eg, “What were they used for?” and try to answer. 			
Historical Interpretation	<ul style="list-style-type: none"> ➤ Children can distinguish between what is fact and fiction within the stories – begin to understand what is historically accurate 			

<p>Significance and Knowledge</p>	<ul style="list-style-type: none"> ➤ Scientists who learn about things from a long time ago are called archaeologists. ➤ Prehistory means a time before people wrote things down. know the chronology of the ages Ice, Stone, Bronze, Iron ➤ Know the range of animals that lived through the different ages – Such as Woolly Mammoth, Saber tooth tiger ➤ Know about and understand the importance of Stonehenge ➤ During the Ice Age, almost all of Great Britain was covered by thick sheets of ice called glaciers. No people lived in Great Britain. ➤ When the ice began to melt, people crossed the English Channel by foot as the channel was shallow. ➤ Stone Age people made tools out of stone, wood or bone and these were used to survive on hunting wild animals, or gathering wild food and would move around to find these. When people began to farm, they started to settle in one place. ➤ The Bronze Age is a time long ago when people discovered how to make bronze. Bronze is a strong metal. It was used to make tools. ➤ The Iron Age the Celts lived in Britain is a time when people began to make things from a metal called iron. 	<ul style="list-style-type: none"> • The Iron Age is a time when people began to make things from a metal called iron. • During the Iron Age, Celts lived in Britain. • We know about Celts because of the things they left behind. <p>https://www.teachingideas.co.uk/library/books/stone-age-boy</p>		<p>Extinct</p> <p>English channel</p> <p>Archaeologist</p> <p>Excavate</p> <p>Artefacts</p> <p>Staffordshire Hoard</p> <p>Stonehenge</p> <p>Spear thrower</p> <p>Tools</p> <p>Fish spear</p> <p>Axe</p> <p>Carved baton</p> <p>Adze</p>
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Year Two

Main Study: Ancient Egyptians

Concepts	Content	Contextual Applications	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> ➤ Understand chronologically the significant events through this time period ➤ Use a timeline to show how events developed during the time period 	<p>Enquiry 1 - What did the Ancient Egyptians believe? How do we know?</p> <p>Enquiry 2 - How different were beliefs in Ancient Egypt from today?</p> <p>Enquiry 3 - How did religion affect life in Ancient Egypt</p>	<p>Story Topic Link - Max and Katies Egyptian Adventure</p>	<p>Tomb</p> <p>Pharaoh</p> <p>Pyramid</p>
Continuity and Change; Cause and Consequence	<ul style="list-style-type: none"> ➤ Use information they have found to understand significant actions ➤ Describe the developments through this period of time ➤ Take evidence to give and explain reasons why people lived as they did during this time period ➤ Understand the changes that occurred throughout this time period ➤ Compare and Contrast this time period to Britain and Modern day 	<p>Enquiry 4 - How did Civilisation adapt to the needs of Egyptian life?</p> <p>Introduction to what Egyptians believed. How do we know? Polytheistic, gods, goddesses, creation. Wall paintings, gods and preparation for the afterlife</p> <p>Comparison of Christian creation story to that of Ancient Egypt.</p> <p>Myth, Ra, Osiris, Isis, Horus Beliefs and attitudes of the past Religious diversity Wall paintings, gods and preparation for the afterlife</p>	<p>Locality/Modern day link – Egyptians were amongst the earliest developments in maths, writing (hieroglyphics), perfume and cosmetics amongst others</p> <p>Use this link to work completed in the classroom today and how this is different but is built upon the work completed in during the ancient Egyptian period of history</p>	<p>Goddess/ God</p> <p>Scarab beetles</p> <p>Hieroglyphics</p> <p>Anubis/Jackal/Sobek</p> <p>Mummification</p> <p>Archaeologist</p>
Historical Enquiry	<ul style="list-style-type: none"> ➤ Use different historical sources to find out about this period of history e.g. books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, the internet) ➤ Observe or handle sources to answer questions about the significance they had during this period of history 	<p>Recognise, name and place Egyptian gods. Bastet and sacred cats. Anubis and the Jackal, The scarab Beetle, Sobek and crocodiles, Tauret and hippos.</p> <p>Investigation into use of animals as representation</p> <p>Luxor Akhenaten, Guisa, Valley of the Kings</p> <p>Pupils to use archaeological electronic reconstructions to make virtual tours, learning about structure and use of different parts. Then design/build their own.</p>		<p>Embalming</p> <p>Sarcophagus</p> <p>Afterlife & Underworld</p> <p>Canopic jar</p> <p>Egypt/ Egyptian</p>

Historical Interpretation	<ul style="list-style-type: none"> ➤ Compare pictures or photographs of people/events. ➤ Discuss reliability of photos/accounts. ➤ Draw simple conclusions from their enquires. 	<p>Festival, Opet, celebration</p> <p>Pupils compare Ancient Egyptian festivals to modern such as Easter, Diwali etc. Then prepare their own Egyptian festival and celebrate it.</p> <p>Afterlife, underworld. Book of the dead, weighing of the soul</p>		Sphinx
Significance and Knowledge	<ul style="list-style-type: none"> ➤ Identify and know about key features of Ancient Egypt – Pharaohs, Pyramids, Gods, Goddesses, Mummies, The Great Sphinx, Sarcophagus ➤ Know why the River Nile was such an important part of Ancient Egyptian Civilisation ➤ Identify and know key Pharaohs, Gods and Goddesses – Tutankhamun, Amenhotep, Ramses II, Anubis/Jackal/Sobek ➤ Understand about the religions during across the ancient Egyptian times – link this to the afterlife/underworld ➤ Know what mummification is and why it was a significant part of ancient Egyptian life ➤ Know what hieroglyphics were and what their importance was during Ancient Egyptian times ➤ Understand the significance of key places across ancient Egypt - Cairo, Luxor, Valley of the Kings, Gisa ➤ Understand what Egyptian life was like – food, drink, homes, jobs 	<p>Pupils investigate spell 125 and others from the Book of the Dead and compare to images. Pupils navigate the tomb of king Tut to see if they can find examples of the Book of the Dead.</p> <p>Embalming, ka, ba, akh, mummification, canopic jar, pyramid, tomb</p> <p>Pupils look at the process of mummification and then make their own mummies and canopic jars.</p>		Nile Cairo, Luxor, Valley of the Kings, Gisa

Year Three

Main Study: The Roman Empire & its impact on Britain (Spring Term)

Concepts	Content	Contextual Applications	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> ➤ Use a timeline to place historical events in chronological order. ➤ Describe dates of and order significant events from this time period ➤ Use common words and phrases related to the passing of time 	<p>The Roman Empire & its impact on Britain - Enquiry Questions:</p> <p>Enquiry 1. When did the Romans invade and why?</p> <ul style="list-style-type: none"> • the Romans attempted to invade twice before they were successful on their third attempt • why they wanted to control the minerals and exports from this country • why we know so little about this period of history – which sources can we use? • why the Roman Army was so successful in building up the Roman Empire. • how we know about life in Roman Britain and especially on Hadrian’s Wall <p>Enquiry 2. Did the native Britons welcome or resist them, and why?</p> <ul style="list-style-type: none"> • why some tribes did not welcome the Romans and why some did. • to order the story demonstrating chronological understanding • to assess sources for accuracy and bias • to develop their historical interpretation skills <p>Enquiry 3. How did they influence the culture of the people already here?</p> <ul style="list-style-type: none"> • to interpret ruins • to consider the evidence used for an artist’s impression of what the Fort may have looked like. • to present and communicate their understanding to a variety of audiences. <p>Suggested Resources:</p>	<p>Locality Links: Chester</p> <p>Story Topic Texts: Books which allow opportunity to place historical events in a context: Across the Roman Wall by Theresa Breslin Queen of Darkness by Tony Bradman Roman Diary: The Journal of Iliona, a Young Slave by Richard Platt Assassin by Tony Bradman Revolt Against the Romans by Tony Bradman</p>	<p>Rome</p> <p>Invasion</p> <p>Export / Import</p> <p>Hadrian’s Wall</p> <p>Julius Caesar</p> <p>Boudicca</p> <p>Romulus & Remus</p> <p>Celts & Tribes</p> <p>Druids</p> <p>Aqueduct</p> <p>Colosseum</p> <p>Emperor</p> <p>Empire</p> <p>Soldier</p> <p>Shield</p> <p>Chariot</p> <p>Gladiator</p>
Continuity and Change; Cause and Consequence	<ul style="list-style-type: none"> ➤ Use evidence to describe the culture and leisure activities from the past. ➤ Use evidence to describe the clothes, way of life and actions of people in the past. ➤ Use evidence to describe buildings and their uses of people from the past. 			
Historical Enquiry	<ul style="list-style-type: none"> ➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. ➤ Ask questions and begin to find answers about the past. 			
Historical Interpretation	<ul style="list-style-type: none"> ➤ Begin to link evidence from different sources to describe life in the past. 			
Significance and Knowledge	<ul style="list-style-type: none"> ➤ Know and understand significant parts of Roman culture and civilisation – Colosseum, Emperor, Empire, Soldier ➤ Shield, Chariot, Gladiator ➤ Know where, when and how the Romans invaded. 			

	<ul style="list-style-type: none">➤ Understand the two attempted invasions and why they failed, understanding Caesars importance (55-54 BC)➤ Understand Claudius' successful invasion and conquest – making links to the strength and organisation of the Roman Army➤ Know why the Romans wanted to invade Britain – minerals, commodities and trade➤ Understand what Hadrian's Wall is and its importance following the conquest of the Roman Army – making the links to Celtic Britain➤ Know who Boudacia is and the importance role played in the resistance➤ Understand the Romanisation of Britain and explore the links that we still have to that in modern day Britain – aqueducts, sewers, roads, travel	The Historical Association's Scheme of Work 'The Roman Empire & its impact on Britain		
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Year Four

Main Study: The effects of Anglo Saxon, Viking and Scots settlement in Britain (Spring Term)

Concepts	Content	Contextual Applications: Anglo Saxons, Viking and Scots	Contextual links – Story topic or Locality links and additional guidance	Key Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> ➤ Secure understanding of the chronological order of a series of historical period ➤ Begin to understand how time periods overlap and how different chronologies occur at the same time across different places ➤ Begin to understand the transition of time – transition from one period to the next 	<p>Suggested Enquiry Questions:</p> <p>Enquiry 1: What happened to Britain when the Romans left?</p> <ul style="list-style-type: none"> • Specialist vocabulary and terminology related to these invaders and settlers; • The key features, sequence and duration of these societies. • The reasons for the arrival of the Saxons, Vikings and Scots; Differences in reasons for migration between Saxons and Vikings and between these societies and today • How we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence; • The characteristic features of different groups within these societies. • The challenges facing the early settlers and how they overcame them; • How the arrival of these societies might be interpreted differently. • The main features regarding the chronology, reasons for invading and settling and the main features of these societies. <p>Enquiry 2: How well did the Saxons and Vikings get on with each other?</p> <ul style="list-style-type: none"> • The key events associated with the raids; • Why Vikings caused so much fear; How Vikings were able to succeed; • Saxon responses; • Whether there are any similarities with today • The nature of the conflict between Saxons and Vikings; 	<p>Locality Links:</p> <p>Story Topic Texts: Books which allow opportunity to place historical events in a context:</p> <p>Viking Boy by Tony Bradman <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton <i>Odd and the Frost Giants</i> by Neil Gaiman, <i>The Sleeping Army</i> by Francesca Simon <i>The Saga of Erik the Viking</i> by Terry Jones <i>How to Train Your Dragon</i> by Cressida Cowell <i>Hilda and the Troll</i> by Luke Pearson</p>	<p>Invasion/Raid/Raiders</p> <p>Settlement \ Settlers</p> <p>Danelaw</p> <p>Lindisfarne</p> <p>Thor,Loki, Freya,Odin</p> <p>Long boats</p> <p>Conquest</p> <p>Battle</p> <p>Helmet</p> <p>Shield</p> <p>Scandanavia</p> <p>Monastery</p> <p>Norse</p> <p>Saga</p> <p>Valhalla</p>
Continuity and Change; Cause and Consequence	<ul style="list-style-type: none"> ➤ Use evidence to describe what was important to people from the past. ➤ Use evidence to show how the lives of rich and poor people from the past differed. ➤ Describe similarities and differences between people, events and artefacts studied. ➤ Describe how some of the things I have studied from the past affect/influence life today. 			
Historical Enquiry	<ul style="list-style-type: none"> ➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. ➤ Choose relevant material to present a picture of one aspect of life in time past ➤ Ask questions and use historical sources to find answers about the past. 			
Historical Interpretation	<ul style="list-style-type: none"> ➤ Look at different versions of the same event in history and identify differences. ➤ Know that people in the past represent events or ideas in a way that persuades others. ➤ Explore the idea that there are different accounts of history. 			
Significance	<ul style="list-style-type: none"> ➤ Understand and explain key features of this civilisation and time period – Invasion/Raid/Raiders, Settlement \ 			

	<p>Settlers, Conquest, Scandanavia, Monastery, Saga, Valhalla, Myths</p> <ul style="list-style-type: none"> ➤ Explain the importance of Canterbury, Iona, Danelaw and Lindisfarne ➤ Know what happened to Britain when the Romans left – what were the reasons for the arrival of the Saxons, Vikings and Scots; Differences in reasons for migration between Saxons and Vikings and between these societies and today ➤ Scots invasions from Ireland to north Britain (now Scotland) ➤ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Explore and know about Edward the Confessor and his death in 1066 ➤ Know about the resistance by Alfred the Great and Athelstan, first king of England. ➤ Know an explain what the challenges facing the early settlers were and how they overcame them – crops, building, security ➤ Understand and explain the link between the Saxons and the Vikings - eg. clothes, brooches, urns, crosses, cooking pots, coins, spinning and weaving. life in a great hall; life in the village and field, houses, clothes, food, music, leisure, markets, trades, specialised areas; contrast values such as loyalty, kinship, honour and revenge and Saxon and Viking laws and justice –oaths, wergild, jury, ordeals. ➤ Know the key events associated with the raids; Why Vikings caused so much fear; How Vikings were able to succeed; What the Saxon responses were; ➤ Understand the nature of religious life when the Saxons and Vikings first arrived; The nature of and reactions to the reintroduction of Christianity; How and why Christianity spread ➤ Know the key features of Saxon and Viking boats; The achievements of the Saxons and Vikings at sea. ➤ Understand and explain the Norse Gods - Thor,Loki, Freya,Odin 	<ul style="list-style-type: none"> • The contribution made by Alfred; • The changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro; The state of Britain on the eve of the Conquest. <p>Enquiry 3: Was life better in Anglo-Saxon or Roman Britain? Britain?</p> <ul style="list-style-type: none"> • The key features and differences about life in Saxon and Viking times; • Attitudes and values held by Saxons and Vikings; • The role of different groups and sections of the population; • To make informed judgements about the quality of life for different groups. • The nature of religious life when the Saxons and Vikings first arrived; • The nature of and reactions to the reintroduction of Christianity; • How and why Christianity spread • Appropriate terminology related to religious life. • The nature and significance of the Saxons and Vikings on their local community. <p>Enquiry 4: What did the Anglo Saxons and Vikings leave behind?</p> <ul style="list-style-type: none"> • The contribution of some key individuals; • The reliability of some of the accounts of Saxons and Vikings. • The key features of Saxon and Viking boats; • The achievements of the Saxons and Vikings at sea. • The evidence for the legacy of Saxons and Vikings; • The specific contribution and legacy in a range of elements. • The overall nature and specific contributions of Saxons and Vikings to the world today. <p>Suggested Resources: The Historical Association’s Scheme of Work ‘The effects of Anglo Saxon, Viking and Scots settlement in Britain’</p> <p>CLPE: unit of work based on Viking Boy by Tony Bradman</p>	<p><i>The Dragon’s Hoard: Stories from the Viking Sagas</i> by Lari Don,</p> <p><i>Norse Myths & Legends</i> by Cheryl Evans and Anne Millard, <i>Monster Slayer</i> by Brian Patten <i>She Wolf</i> by Dan Smith <i>Riddle of the Runes (Viking Mystery 1)</i> by Janina Ramirez, <i>Bracelet of Bones (The Viking Sagas. Book 1)</i> by Kevin Crossley-Holland (Quercus)</p>	<p>Myths</p>
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Year Five

Shakespeare Study : Tudor Times (Spring Term)

Main Study : Ancient Greece (Summer Term)

Concepts	Content	Contextual Applications and Links: Tudor England and Locality Links	Contextual Applications and Links – Ancient Greeks and Locality Links	Key Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> ➤ Identify significant events, movements and dates in the life of a significant individual on a timeline and explain reasons why these are of historical significance. ➤ Understand the transition and overlapping of events and understand how the chronologies of time periods overlap 	<p>Chronology of Tudor era</p> <p>Enquiry 1: What do we understand by Elizabethan times?</p> <ul style="list-style-type: none"> • Make an informed response to a photograph of an historical re-enactment • relate the Elizabethan times to its broad chronological context • make connections between Elizabeth and other key individuals and events in Tudor times <p>Enquiry 2: Elizabethan times: How safe was it?</p> <ul style="list-style-type: none"> • the significance of what happened to Mary Queen of Scots • understand what cause the Spanish Armada and its defeat • make connections, contrasts and trends about conflicts over time <p>Enquiry 3: Does the story of Sir Francis Drake tell us all we need to know about the Tudor World?</p> <ul style="list-style-type: none"> • the significance of Francis Drake • key characteristics and achievements of Sir Francis Drake • narratives associated with British and World History at the time of the Elizabethans 	<p>Enquiry 1: How can we find out about the civilisation of Ancient Greece?</p> <ul style="list-style-type: none"> ▪ make inferences from sources about the location, physical features and climate of modern Greece ▪ infer information from artefacts about what life was like in Ancient Greece ▪ begin to identify what other sources they might need to get a fuller picture about life in Ancient Greece <p>Enquiry 2: Can we thank the Ancient Greeks for anything in our lives today?</p> <ul style="list-style-type: none"> ▪ use a range of sources to find out about life in Ancient Greek schools and make inferences ▪ describe similarities and differences from the past and give reasons for some of these <p>Locality Links: Links to the development of language, architecture – look at and</p>	<p>War of the Roses</p> <p>House of Lancaster\ York</p> <p>Government</p> <p>Civil War</p> <p>Battle of Bosworth</p> <p>Spanish Armada</p> <p>Tudor</p> <p>Elizabethan</p> <p>Shakespeare</p> <p>Crime and punishment</p> <p>The Globe Theatre</p> <p>Monarchy</p> <p>Wattle & daub</p>
Continuity and Change; Cause and Consequence	<ul style="list-style-type: none"> ➤ Give own reasons why changes may have occurred, backed up by evidence. ➤ Describe similarities and differences between some people, events and artefacts studied. ➤ Describe how historical events studied affect/influence life today. 			
Historical Enquiry	<ul style="list-style-type: none"> ➤ Choose reliable sources of information to find out about the past. ➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and begin to understand primary and secondary sources. ➤ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ➤ Investigate own lines of enquiry by posing questions to answer. 			
Historical Interpretation	<ul style="list-style-type: none"> ➤ Give reasons why there may be different accounts of history. ➤ Evaluate evidence to choose the most reliable forms. 			

<p>Significance</p>	<ul style="list-style-type: none"> ➤ Know the time period of the Elizabethan times and to know the significance of Government, Civil War, Tudor, Elizabethan Crime and punishment, Monarchy ➤ Know about the dates and explain the War of the Roses, House of Lancaster\ York, Battle of Bosworth ➤ Understand the Spanish Armada, what caused it and how was it defeated ➤ Know about and understand Shakespeare’s life, his significance and what he did during this period and the link to The Globe Theatre ➤ Know about Wattle & daub, Thomas Cromwell, Sir Francis Drake ➤ Know the significant time periods of Ancient Greece and how this fits into the Chronology ➤ Know the importance of Alexander the Great and what impact he had ➤ Know and understand the significance of Ancient Greece, Athens and Sparta and explore the differences and similarities between these ➤ Understand the religion, army, democracy and civilisation approaches across ancient Greece ➤ Understand what Greek Myths are and explore their significance through pottery, paintings and drawings of the Ancient Greek Times ➤ Know and explain the emergence of the Ancient Olympics during this period ➤ Know and understand significance of Acropolis, Parthenon, Gods-Zeus, Poseidon, Mount Olympus, Philosophers, Homer, Hippocrates, Hades, Lyre ➤ Understand the importance and emergence of Democracy ➤ Know and understand about Troy and the Trojan Horse 	<p>Enquiry 4: Beyond Elizabeth’s Court? What was it like to live in Elizabethan times?</p> <ul style="list-style-type: none"> • women’s lives in Elizabethan times • ordinary people in Elizabethan times • significance of turning points associated with the reign of Elizabeth <p>Additional Resource: See The Historical Association’s Scheme of Work ‘Elizabethan Times: All banquets and fun?’</p> <p>Locality Links: Ford Green Hall http://fordgreenhall.org.uk/educational.html Little Moreton Hall https://www.nationaltrust.org.uk/little-moreton-hall</p> <p>Story Topic Texts: Books which allow opportunity to place historical events in a context: Romeo & Juliet by William Shakespeare The Tempest by William Shakespeare Hamlet by William Shakespeare</p>	<p>show links to architecture and compare and contrast this to local structures and architecture around</p> <p>Potential Story Topic Links: Greek Mythology</p>	<p>Banquet</p> <p>Thomas Cromwell</p> <p>Assassination</p> <p>Reformation</p> <p>Intolerance</p> <p>Persecuted</p> <p>Superstitions</p> <p>ANCIENT GREECE:</p> <p>Myths Minotaur Knossos Medusa Jason & the Argonauts Sparta Olympics Olympia Acropolis Parthenon Troy & Trojan horse Gods-Zeus Poseidon Mount Olympus Philosophers Homer Hippocrates Democracy Hades Lyre</p>
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Year Six

Main Study: World War II (Spring Term)

Main Study: Mayans and Comparative Study to British History (Summer Term)

Concepts	Content	Contextual Applications and Links – World War 2 and Locality Links	Contextual Applications and Links – Mayans and application to the British context	Key Vocabulary
Chronological Understanding	<ul style="list-style-type: none"> ➤ Order significant events, movements and dates on a timeline. ➤ Understand how some historical events occurred concurrently in different locations. ➤ Understand a full range of chronologies – both shorter events of a larger chronology and the range of chronologies that exist at the same time 	<p>Enquiry Questions:</p> <p>Enquiry 1: How significant was the Blitz? Enquiry 2: World War II: whose war? Enquiry 3: What was the impact of World War II on people in our locality? Enquiry 4: How well does a fictional story tell us what it was like to be an evacuee? Enquiry 5: Evacuee experiences in Britain: is this all we need to know about children in World War II? Enquiry 6: New opportunities? How significant was the impact of World War II on women? Enquiry 7: What did men do in World War II? Did all men have to fight? Enquiry 8: When was the most dangerous time to live? How different was the Blitz? Conclusion: The Blitz: all we need to know about World War II?</p>	<ul style="list-style-type: none"> ▪ Where and when did the Mayan live? ▪ What was Mayan writing like? ▪ How did the Mayan tell the time? ▪ What numbers did the Mayan use in Maths? ▪ Did the Mayan play football like us? <p>How do we know about the Mayan?</p> <p>Locality Links: Developed sophisticated and detailed agriculture skills – this can be linked to how applications are completed</p>	<p>Causes Axis Allies</p> <p>Holocaust Jewish Auschwitz Blitz Kristallnacht Final Solution</p> <p>D-Day</p> <p>VE-Day</p> <p>Propaganda</p> <p>Primary and Secondary Sources</p> <p>Evacuation Evacuee</p> <p>Rationing</p>
Continuity and Change; Cause and Consequence	<ul style="list-style-type: none"> ➤ Give reasons to explain the cause and effect of historical events backed up by evidence. ➤ Describe how some of the things studied from the past affect/influence life today. 			
Historical Enquiry	<ul style="list-style-type: none"> ➤ Use documents, printed sources, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and understand the difference between primary and secondary sources. ➤ Use a range of sources to build up a picture of a past event. ➤ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ➤ Investigate own lines of enquiry by posing questions to answer. 			

Historical Interpretation	<ul style="list-style-type: none"> ➤ Evaluate evidence to choose the most reliable forms. Know that people in the past have a point of view and that this can affect interpretation. ➤ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. ➤ Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. 	<p>Additional Resource: See The Historical Association’s Scheme of Work ‘The Blitz: all we need to know about World War II?’</p> <p>Locality Links: Reginald Mitchell Way (Tunstall) Imperial War Museum (Salford) https://www.iwm.org.uk/learning Museum of Science and Industry (Manchester) https://www.scienceandindustrymuseum.org.uk/ Museum of Cannock Chase http://www.museumofcannockchase.org/schools/ Stockport Air raid Shelter https://www.stockport.gov.uk/topic/air-raid-shelters</p> <p>Story Topic Texts: Books which allow opportunity to place historical events in a context: Goodnight Mister Tom Now or Never by Bali rai Fireweed by Jill Paton Walsh Adolphus Tips by Michael Morpurgo Carrie’s War by Nina Bawden</p> <p>The Machine Gunners by Robert Westall The Boy in the Striped Pyjamas by John Boyne Once by Maurice Gleitzman When we were Warriors by Emma Carroll The Buried Crown by Ally Sherrick</p>	<p>and people live within today’s society – link to local farmers Compare and contrast the way of living between the Mayans and Britain both in the past and present day</p> <p>Potential Story Topic Link: Journey to the River Sea</p>	<p>Gas mask Anderson shelter Black out Home guard</p> <p>Genocide</p> <p>Persecution</p> <p>Hitler</p> <p>Churchill</p> <p>Chamberlain</p> <p>Spifire</p> <p>Hiroshima /Nagasaki</p> <p>Concentration camp</p> <p>MAYANS: Mexico Guatemala Belize Honduras Hieroglyphics Astronomy Pyramid Stelae Codex/codices Trade Civilisation</p>
Significance	<ul style="list-style-type: none"> ➤ Know the dates of WW2 1939-1945 ➤ Understand and know the factors and what contributed to WW2 ➤ Know the key figures and people of WW2 – Churchill, Hitler, Mussolini, Chamberlin, Hirohito, Roosevelt ➤ Know and understand about significant battles of WW2 – Dunkirk, Battle of Britain, D-Day, Liberation and understand the significance of these battles ➤ Understand and know what the Holocaust is ➤ Know what caused the Holocaust, the development of the persecution and the key events that caused and allowed the progression towards the Holocaust ➤ Understand and know about Hiroshima and Nagasaki and what its significance is within the world today ➤ Know a range of the key countries involved and how the war formed into the axis and allies and how this developed through the war ➤ Know the time period of the Mayan and how this fits into the chronology of what has been previously studied ➤ Know where the Mayan originated and lived ➤ Understand the significance of astronomy and the pyramids within this early civilisation ➤ Understand the significance of the Mayan in early civilisation – how they wrote, what numbers were used, what was the civilization like such as houses ➤ Understand and make contrasts between Mayan civilisations and British civilisations ➤ Understand and explain significant concepts within the Mayan period – Mexico. Guatemala, Belize, Honduras, Hieroglyphics, Astronomy, Pyramid, Stelae, Codex/codices, Trade, Civilisation 			

Year Group History Content – Main Enquiry Focus

<u>Context</u>	
Year 1	Stone to the Iron Age
Year 2	Ancient Egyptians
Year 3	The Roman Empire and its impact on Britain
Year 4	The effects of Anglo-Saxon, Viking and Scots settlements in Britain
Year 5	Tudor Times and Ancient Greece
Year 6	World War Two and The Mayans