



	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Geography)	Spring 2 (History)	Summer 1 (Geography)	Summer 2 (History)
FS1		History – our families		History – our own history - how we have grown		
FS2 ELG –	Look closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences		Talk about the lives of the people around them and their roles in society			Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling
Year 1		Great Fire of London <i>What have we learnt from the Great Fire of London?</i>		Local sporting heroes and heroines. Dorothy Hymen Mark Jones <i>What do we need to do to achieve our goals?</i>		The High Street – Then and Now <i>How has my High Street changed since the 1950s?</i>
Year 2		Changes in technology <i>How has technology changed our daily lives?</i>		Significant individuals- Explorers <i>How important was Ibn Battuta as an explorer?</i>		Moon Landings

Year 3		Earliest Civilisations <i>How important were rivers to ancient civilisations?</i>		Stone Age <i>How big a change was it from hunter-gatherers to farming?</i>		Bronze Age and Iron Age <i>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</i>
Year 4		Roman Empire <i>Did the native Britons welcome or resist the Romans, and why?</i>		Ancient Greece <i>What do artefacts tell us about what life was like in Ancient Greece?</i>		Legacy of these on Modern Britain <i>Which has had the greater impact on modern Britain: the Roman Empire or the Ancient Greeks?</i>
Year 5		Anglo Saxons 		Vikings <i>How much rivalry was there between Saxons and Vikings?</i>		Ancient Maya <i>Who had the power in Maya society?</i>
Year 6		Local History- Coal Mining <i>To what extent did mining shape Wombwell and Barnsley?</i>		WWII- Battle of Britain 		WWII continued (link back to local area)

SUBSTANTIVE CONCEPTS WHICH SHOULD BE TAUGHT EVERY YEAR.

Invasion and settlement, housing, religion, society, trade



History Year 1 - Great Fire of London

<p>National Curriculum</p>	<p>Key Stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory that are significant nationally or globally * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods * significant historical events, people and places in their own locality. 	
<p>Key Vocabulary: fire, thatched, bakery, Thomas Farriner, Samuel Pepys, horse-drawn cart, King Charles II, stone, brick, 1666</p>		
<p>Key knowledge (I know....)</p>	<p>Historical skills (Therefore I can...)</p>	<p>Enquiry and links</p>
<ul style="list-style-type: none"> • People used fires for heating, cooking and lighting. • Houses were built from wood with thatched roofs. This meant they could catch fire easily. • The fire started in a bakery, near Pudding Lane on the night of 2nd September, 1666. • The bakery was owned by Thomas Farriner. • Samuel Pepys kept a diary. He wrote all about the Great Fire in it. • The fire lasted for four days. • People had to use horse-drawn carts to bring water up to the burning buildings 	<p>Constructing the past recall some events and people associated with The Great Fire of London</p> <p>Sequencing the past Put a few events from the Great Fire of London on a timeline using words like 'first', 'then', 'after'.</p> <p>Change and development identify differences and similarities between early and modern firefighting techniques</p> <p>Cause and effect identify an effect of The Great Fire of London (houses were built of different materials).</p>	<p><i>What have we learnt from the Great Fire of London?</i></p> <p>Invasion and settlement</p> <p>Housing How was housing then different to today?</p> <p>Religion</p> <p>Society England was ruled by King Charles II. Compare this with our modern day monarch.</p> <p>Trade</p>

<p>because there were no proper fire engines.</p> <ul style="list-style-type: none">• So many homes were destroyed that King Charles II ordered the city to be rebuilt with houses made of stone and brick.	<p>Significance and interpretation Give one reason why the Great Fire of London is significant.</p> <p>Historical enquiry Ask questions about the Great Fire of London and communicate an answer in a sentence.</p> <p>Sources and evidence Extract information from pictures.</p>	<p>London was very important as a point of trade.</p>
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Year 1 – The High Street Then and Now

National Curriculum	<p>Key Stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory that are significant nationally or globally * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods * significant historical events, people and places in their own locality 	
Key Vocabulary: scales, till, barcode, scanners, butchers, bakery, greengrocers, supermarket		
Key knowledge (I know....)	Historical skills (Therefore I can...)	Enquiry Question and Links
<ul style="list-style-type: none"> • In the 1950s, shops were often small and only sold a few items. So, it was normal for people to go to several shops in one day to buy what they needed. • In the 1950s, many shopkeepers used scales to weigh different items and work out the cost. • Back then, shops didn't use barcodes, scanners, or electric tills. So, working out the cost of someone's shopping took longer than it does now. • By the 1970s, supermarkets became more popular, as they sold lots of different things in one place. • And by the 1970s, most families owned a car, meaning they could drive to a supermarket and buy many different things, rather than walking to smaller shops each day. • Self-checkouts, barcodes and scanners mean that people can usually serve themselves quickly. • And online shopping, using the internet, means people can buy things without visiting an actual shop! 	<p>Constructing the past – Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some features of shops in the past).</p> <p>Sequencing the past- Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p> <p>Change and development- Can identify a few similarities, differences and changes occurring within a particular topic eg. How have tills changed since the 60's?</p>	<p><i>How has my High Street changed since the 1950s?</i></p> <p>Invasion and settlement</p> <p>Housing</p> <p>Religion</p> <p>Society</p> <p>Trade</p>

	<p>Cause and effect-</p> <p>Significance and interpretation- Can consider one reason why an event or person might be significant Eg. How have supermarkets changed the way we shop? (Compare to butchers, greengrocers, bakery.)</p> <p>Historical enquiry- Can ask and answer a few valid historical questions e.g Why did people shop nearly everyday in the past?</p> <p>Sources and evidence- Can extract information from several different types of source including written, visual and oral sources and artefacts E.g Children can look at photos of the high street and spot differences from the high street now.</p>	
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History Year 2 - Changes in technology

National Curriculum	<p>Key Stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about:</p> <ul style="list-style-type: none"> * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory that are significant nationally or globally * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods * significant historical events, people and places in their own locality. 		
Key Vocabulary:			
Key knowledge (I know....)	Historical skills (Therefore I can...)	Enquiry and links	
<ul style="list-style-type: none"> • Typewriters were used to create documents before computers. • Landline telephones needed to be connected at the wall to work. • Records, CD's and tapes were all used before streaming. • Cameras required film before becoming digital. • Tim Berners-Lee invented the World Wide Web 	<p>Constructing the past Briefly describe how communicating has changed over the last 60 years.</p> <p>Sequencing the past Sequence independently on an annotated timeline a number of technology-based objects on one theme e.g communication.</p> <p>Change and development Can identify independently a range of differences and changes within the last 60 years. E.g identifying that a typewriter requires each piece of paper to be loaded by hand whereas modern printers can handle many sheets.</p>	<p><i>How has technology changed our daily lives?</i></p> <p>Invasion and settlement</p> <p>Housing What technologies have changed in the home?</p> <p>Religion</p> <p>Society How has technology changed our society? More people work computer-based jobs.</p>	

	<p>Cause and effect Identify a few relevant effects of advancements in technology. Eg. You can contact people where ever they are with a mobile phone rather than just at home with a landline.</p> <p>Significance and interpretation Comment on what they think are the most significant developments in technology, giving a reason why.</p> <p>Historical enquiry Plan questions and produce answers to a few historical enquiries using historical terminology. E.g How did people find information before the WWW?</p> <p>Sources and evidence Use artefacts and photos to answer historical questions e.g Would a typewriter have been easy to transport?</p>	<p>Trade Recap on previous learning from 'Our high street' and look at the changes in technologies on tills and checkouts.</p>
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History Year 2 - Explorers

National Curriculum	<p>Key Stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * events beyond living memory that are significant nationally or globally * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods * significant historical events, people and places in their own locality. 		
National Curriculum Point: the lives of significant individuals in the past who have contributed to national and international achievements			
Key Vocabulary: Explorer, travel, Atlantic Ocean, Apollo 11 mission, Ibn Battuta, Amelia Earhart, Neil Armstrong			
Key knowledge (I know....)		Historical skills (Therefore I can...)	
Ibn Battuta	<ul style="list-style-type: none"> • He was an explorer over 700 years ago. • He travelled in the Middle East, North Africa, India and China. • He wrote a book about his travels. • Ibn Battuta travelled far more widely than any other early modern traveller. • He was on the road for over 30 years. 	<ol style="list-style-type: none"> 1. Link my own ways of travelling to those of people of the past identifying a range of ways they have changed. (Change and Development). 2. Briefly retell the stories of these explorers and form an opinion about them. (Reconstructing the past) 3. Sequence the explorers on a timeline using key words such as: before/after/now/then/nowadays/previously (Sequencing the past) 4. Can identify some relevant causes of difficulties faced by these explorers and their effects (cause and effect) 	<p style="color: red;"><i>How important was Ibn Battuta as an explorer?</i></p> <p>Invasion and settlement</p> <p>Housing</p> <p>Religion</p> <p>Society</p> <p>Make links back to your changes in technology work and discuss how the modes of travel these explorers had changed with the increase in technology. Look at how difficult it would have</p>

Amelia Earhart	<ul style="list-style-type: none"> • She became the first woman to fly alone across the Atlantic Ocean in 1932. • Amelia began her biggest adventure to fly all the way around the world but never completed it. • Amelia disappeared and there was no trace of her plane. 	<ol style="list-style-type: none"> 5. Explain the achievements of various explorers stating which one they think is the biggest hero and justify their opinion (Significance and interpretations) 6. Ask relevant questions about the lives of these explorers using key historical vocabulary. (Historical enquiry) 7. Can find information from a range of sources including written information, photos and oral sources. 	<p>been for Ibn Battuta to make the same journey as Amelia Earheart.</p> <p>Trade</p> <p>Link back to the Y1 topic of the high street. How would trade and shopping have been different for Ibn Battuta than the modern person?</p>
Neil Armstrong	<ul style="list-style-type: none"> • He was the first person ever to walk on the Moon. • He was part of the Apollo 11 mission in 1969. • America and Russia were competing to be the best in the field of space. 		



Year 3 – Changes in Britain from the Stone Age to the Iron Age

National Curriculum

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

National Curriculum Point: Changes in Britain from the Stone Age to the Iron Age

Key Vocabulary: Settlement, The Amesbury Archer, Hill Fort, Round Houses, Tribes, Warrior King

Key knowledge (I know....)		Historical skills (Therefore I can...)	Enquiry and links
Bronze Age	<ul style="list-style-type: none"> • Britons learned to make objects from copper, gold and bronze. • Bronze Age people crossed the sea in long wooden boats • By the start of the Bronze Age, people in Britain had learned to tame horses. • We can learn about the Bronze age from the Amesbury Archer. 	<p>Constructing the past Recall a number of details about the Stone Age to Iron Age.</p> <p>Sequencing the past Sequence a number of key events and themes from the Stone Age to Iron Age.</p> <p>Change and development Make valid statements about the similarities and differences in the way different Prehistory time periods acquired food.</p> <p>Cause and Effect</p> <p>Significance and interpretations Describe in some detail some of the most significant features of Stone Age Britain.</p>	<p><i>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</i></p> <p>Invasion and settlement Compare the settlements of Bronze age and iron age people with the stone age. How has it developed? Compare with the settlements in the Indus Valley.</p> <p>Housing How has housing developed since the stone age? Compare the bronze age and Iron age housing with early civilisations running parallel.</p> <p>Religion</p> <p>Society</p> <p>Trade – This information can be taught to make reference to later in KS2 when comparing trade.</p>
Iron Age	<ul style="list-style-type: none"> • People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. • Many people lived in hill forts to keep safe from attacks. • People lived in simple one-roomed homes with a pointed thatched roof and 	<p>Historical enquiry Can ask valid questions for enquiries and answer using a number of sources.</p> <p>Sources as evidence Understand how Skara Brea and The Amesbury Archer can be used to find information about Prehistory.</p>	<p>By the later Iron Age, southern England’s principal trading partners were northern Gaul (France) and Armorica (Brittany).</p> <p>Hengistbury Head in Dorset became a thriving port, probably exchanging locally-smelted iron for goods such as figs, glass, tools, pottery and above all jars of wine, imported either via Brittany or directly from Italy.</p> <p>An extraordinary hoard of some 5,000 coins of the local Corieltavi tribe was found in 2000 near Hallaton in Leicestershire. With them were found Roman luxury items, also a dominant feature of the grave goods buried with a British king in Lexden tumulus in Essex. The</p>

walls made from wattle and daub (round houses)

Go into detail on Celts - prepping pupils for the Roman Britain block.

- The Celts were a number of tribes that could be found in Western and Central Europe including Britain and Ireland.
- They lived in Britain from roughly 750BC to AD43. This is during the end of the Bronze Age and through the Iron age
- The Celts were a warrior-based society. They lived in clans that formed a part of a larger tribe. Often tribes would fight against each other.
- The Celts farmed the land to grow food to eat and to trade with other tribes.
- Homes were in small settlements in the countryside.

findings show that Britain was becoming a part of the imperial trade network even before the Roman conquest of AD 43.

<https://www.english-heritage.org.uk/learn/story-of-england/prehistory/commerce/>

	<ul style="list-style-type: none">• They kept animals for both food and to make clothing from their hides.• They were good at fighting.		
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History Year 3 - The achievements of the Earliest Civilisations

National Curriculum	Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
Key Vocabulary: Ancient Egypt, Ancient Sumer, Ancient Indus Valley, The Shang Dynasty, River Nile, Yellow River, River Tigris, River Indus, civilisation, agriculture			
Key knowledge (I know....)		Historical skills (Therefore I can...)	Links and historical enquiry
Overview of the Earliest Civilisations	<ul style="list-style-type: none"> • Ancient means belonging to the very distant past and no longer in existence • This period of time came after prehistory • The name of 4 ancient civilisations- Indus Valley, Ancient Egypt, Ancient Sumer and the Shang Dynasty • Children know some of the civilizations overlapped • Children know all four civilizations were based near rivers and can name benefits of this including irrigation, food, hygiene reasons, trade and transport, • Children know all four civilizations had cuneiform, 	<p>Constructing the past Identify an achievement of each of the earliest civilisations.</p> <p>Sequencing the past Sequence the four earliest civilisations.</p> <p>Change and development Make valid statements about the similarities and differences in society structure and technology of the earliest civilisations.</p> <p>Cause and effect Can describe some relevant causes for, and effects on, some of the key events and developments covered.</p>	<p><i>How important were rivers to ancient civilisations?</i></p> <p>Invasion and settlement Are there any modern-day places that use a similar settlement structure to the Indus Valley? (New York City?)</p> <p>Housing How was housing different for rich and poor families? Would the Indus Valley have been as likely to have problems with fire as the Great Fire of London time period?</p> <p>Religion</p> <p>Society</p>

	<p>number system and agriculture in common.</p> <ul style="list-style-type: none"> • Children know agriculture made it possible to feed large populations of people • Children know achievements such as the wheel (Ancient Sumer), town planning (Indus Valley), irrigation (Ancient Egypt) and paper (Shang Dynasty) impact our lives today. 	<p>Significance and interpretation describe in some detail some of the most significant features of the Indus Valley.</p> <p>Sources as evidence Can understand how sources can be used to answer a range of historical questions like “Where the people living in the Indus Valley skilled craftsmen?”</p>	<p>Trade How is trade in the Indus Valley different to modern trade?</p>
<p>In depth study of the Indus Valley</p>	<ul style="list-style-type: none"> • There were more than 1,400 towns and cities in the Indus Valley. • The Indus Valley was in modern day Pakistan and Northern India. • We do not know what the Indus people called their cities, because nobody has been able to translate their ancient language • The Indus cities were neatly planned. They had straight roads which criss-crossed in a grid pattern to form city blocks. • Drains ran along the edge of the streets to carry rubbish away and wells were dug for clean water. 		



History Year 3 – Stone Age to Iron Age

National Curriculum	Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
National Curriculum Point: changes in Britain from the Stone Age.		
Key Vocabulary: Palaeolithic, Mesolithic, Neolithic, Nomadic, Hunter-Gatherer, Skara Brae, Settlement		
Key knowledge (I know...)	Historical skills (Therefore I can...)	Links and historical enquiry
Stone Age	<ul style="list-style-type: none"> The Stone Age is split into three separate periods: Palaeolithic, Mesolithic and Neolithic. In the early Stone Age, people made simple hand-axes out of stones. They made hammers from bones or antlers and they sharpened sticks to use as hunting spears. Palaeolithic and Mesolithic people moved around (they were 	<p>Constructing the past Recall a number of details about the Stone Age to Iron Age.</p> <p>Sequencing the past Sequence a number of key events and themes from the Stone Age to Iron Age.</p> <p>Change and development Make valid statements about the similarities and differences in the way different Prehistory time periods acquired food.</p> <p>Cause and Effect (Significance and interpretations) Describe in some detail some of the most significant features of Stone Age Britain.</p> <p>Historical enquiry Can ask valid questions for enquiries and answer using a number of sources.</p> <p><i>How big a change was it from hunter-gatherers to farming?</i></p> <p>Invasion and settlement</p> <p>Discuss what a settlement is and that people were firstly nomadic. What did settlements allow people to achieve? Make comparisons of the settlements of stone age people and those of the other early civilisations studied in the Autumn term.</p> <p>Compare the structure of a stone age settlement with the grid system from the Indus Valley.</p> <p>Housing</p> <p>Religion</p>

	<p>nomadic) however Neolithic people began to settle in places.</p> <ul style="list-style-type: none">• Humans were hunter-gatherers and had to catch or find everything they ate.• In the Neolithic age people began to set up farms and move away from the hunter-gatherer lifestyle.• Skara Brae is a Neolithic settlement.	<p>Sources as evidence Understand how Skara Brea and The Amesbury Archer can be used to find information about Prehistory.</p>	<p>Society</p> <p>Trade Goods and skills must have been bartered or exchanged in prehistoric Britain from early times, but very little evidence has survived. The advent of farming in about 4000 BC brought with it the earliest surviving traded goods: stone-headed axes. https://www.english-heritage.org.uk/learn/story-of-england/prehistory/commerce/</p>
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Year 4 – Roman and Greek Impact on Britain

National Curriculum

Key Stage 2

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- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

National Curriculum Point: What did Britain learn for the Romans and Greeks?

Key Vocabulary: Celts, century, empire, conquer, Emperor Claudius, Queen Boudicca, Icenii tribe, forum, bath, latrine, villas, Londinium, Aqueduct, Hadrian's wall

Key knowledge (I know...)

Historical skills (Therefore I can...)

Links and historical enquiry

Roman Impact

- The Romans introduced the idea of living in big towns and cities.
- The Romans built new towns including important buildings: **forums, baths, latrines**
- The biggest city in Roman Britain was **Londinium** (London).
- To make sure soldiers and supplies could move from town to town quickly, the Romans made their roads as straight as possible.
- **Aqueducts** were built to supply towns with water from springs, rivers or lakes.
- The Romans liked to keep clean. Towns and forts had **underground drains** to take away dirty water and sewage.
- The Romans brought Christianity to Britain which is still Britain's largest religion today.

Greek Impact

- Even after 3,000 years, we're still using ancient Greek ideas in maths, science and art.
- Our alphabet is based on the Greek one. Hundreds of words we use come from the Greek language.

Constructing the past

Recall a number of details about the achievements of the Romans and Greeks.

Sequencing the past

Change and development

Can make valid statements about the main similarities, differences between the achievements of the Romans and Ancient Greeks. For example, looking at how both developed their cities. Or looking at innovations in societal structures.

Cause and effect

Can comment on the importance of causes and effects for some of the key events and developments within topics. For example, children can identify a problem (cause) which was the reason for a particular advancement/invention.

Significance and interpretation

Historical enquiry

Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. For example, "Who were the better builders?".

Invasion and settlement

Housing

Compare housing with that of modern Britain. What do we still use today? What has changed drastically? Compare Roman and Greek houses with Viking houses- which were more developed?

Religion

Society

What did we learn from the Greeks that is still used today in our society? (democracy) How has this idea changed and developed since the Greeks had it?

Trade

<ul style="list-style-type: none">• The Greeks invented democracy' or 'rule by the people'.• Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games.• Legend tells of Pheidippides, who fought at the battle of Marathon. When the Greeks won, he ran 26 miles (42 km) to Athens with the news – and then fell down dead. Modern marathon races cover the same distance as his epic run.• Ancient Greece was home to a number of great 'thinkers' who we still discuss today. (Socrates and Plato were philosophers. Hippocrates was famous for his ideas about medicine. Doctors still take a Hippocratic Oath.)	<p>Sources and evidence The pupil can recognise possible uses of a range of sources for answering historical enquiries. For example</p>	
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History Year 4 – Ancient Greece

National Curriculum	Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
National Curriculum Point: Ancient Greece		
Key Vocabulary: Peloponnesian war, City-states, polis, Athens, Sparta, Persians, Alexander the Great, trireme, god, goddess, temples, underworld		
Key knowledge (I know....)	Historical skills (Therefore I can...)	Enquiry Question and Links
<ul style="list-style-type: none"> • ‘City-states’ were essentially mini-countries that ran themselves however they pleased. They might have shared some similarities but there were huge differences. These were called a ‘polis’. The main poleis were Athens, Sparta, Corinth, Thebes and Delphi. • The only time Ancient Greece was one country was during the reign of Alexander the Great. • One city-state, Athens, developed a form of government called democracy which allowed the people to rule the polis. • Sparta and Athens fought a long war, called the Peloponnesian War, from 431 to 404BC. • Their biggest enemy were the Persians, who came from an area around modern day Iran. • In the end, the Greeks led by Alexander the Great defeated the Persian Empire in the 330sBC. • Spartan Boys left their families at seven to begin their 23-year-long training to become a soldier. Only those who went 	<p>Constructing the past – Recall a number of details about the different poleis.</p> <p>Sequencing the past- Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics E.g Place some of the key Greek battles in Britain in order.</p> <p>Change and development- Make valid statements about the main similarities, differences and changes occurring within topics e.g Describe the main similarities and differences between different city-states.</p>	<p>Invasion and settlement</p> <p>Housing Show the picture of the Palace of Knossos from around 2000 BC. Show the picture of the British Bronze Age roundhouse and explain that these two were built at similar times – what does this tell us about the Greeks and their abilities?</p> <p>Religion Compare the religion to the Romans and iron age people.</p> <p>Society</p> <p>Trade</p>

<p>through this gruelling training system were considered true Spartan citizens.</p> <ul style="list-style-type: none"> • A trireme needed 170 men to row it - one man to each oar. • There are 7 Wonders of the Ancient World – all of them (except the Great Pyramid of Giza and the Hanging Gardens of Babylon) were built by Greeks and ALL of them would have been a part of Alexander the Great's empire at one point. • The Olympics were held every four years as these were originally a religious festival to honour Zeus. • The Greeks also held a one-month truce where they would stop fighting to allow competitors to travel safely to and from the games. • Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and mud bricks. They had small windows with no glass, but wooden shutters to keep out the hot sun. • Many homes didn't have a bathroom. There were public baths, but most people washed using a small bucket or in a nearby stream. • The Greeks believed that many gods and goddesses watched over them. • Every city in Greece had a 'patron' god or goddess. • The Greeks built temples to their gods and goddesses. • The Greeks believed that the dead went to the Underworld. This was an underground kingdom ruled by the god <i>Hades</i>. • After crossing the River Styx, three judges decided where the dead person should spend eternity Elysian Fields, Asphodel Meadows, Tartarus. 	<p>Cause and effect- Comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p>Significance and interpretation- Can explain why a historical topic, event or person was distinctive or significant. Eg. How was Ancient Greece distinctive under Alexander the Great's rule?</p> <p>Historical enquiry- Independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p> <p>Sources and evidence- Recognise possible uses of a range of sources for answering historical enquiries. E.g use Hadrian's wall as evidence that the Romans had difficulties with Caledonia.</p>	<p>Explain that we know that the early Greeks were trading with lots of people all around the Mediterranean due to a shipwreck from around 1400BC at a place called Uluburun which had items from at least 6 different places including Italy, Cyprus and Egypt</p> <p>Corinth was a wealthy city because of trade.</p>
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History Year 4 - The Roman Empire in Britain

National Curriculum	Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
Key Vocabulary: Celts, century, empire, conquer, Emperor Claudius, Queen Boudicca, Iceni tribe, forum, bath, latrine, villas, Londinium, Aqueduct, Hadrian's wall		
Key knowledge (I know....)	Historical skills (Therefore I can...)	Enquiry Question and Links
<ul style="list-style-type: none"> • Britain was ruled by tribes of people called the Celts. • For around 100 years (a century), the Roman army had been building an empire across Europe. • To know 'empire' means an extensive group of states or countries ruled over by a single monarch, or a sovereign state. • The Romans wanted Britain's precious metals gold, tin and iron – and its cattle. • A number of Roman emperors wanted the glory of conquering Britain and adding it to the empire. • In AD43, ordered by Emperor Claudius, a big Roman army landed on the beaches in Kent. • Over the next year it battled inland, storming through hillforts and conquering anyone who stood in their way. • In AD60, one leader who chose to fight was Queen Boudicca of the Iceni tribe. • People mainly lived in small villages of wooden houses with thatched roofs. • The biggest city in Roman Britain was Londinium (London). 	<p>Constructing the past Recall a number of details about the Roman Empire and their achievements</p> <p>Sequencing the past Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics E.g Place some of the key Roman battles in Britain in order.</p> <p>Change and development Make valid statements about the main similarities, differences and changes occurring within topics e.g Describe how the governance of Britain changed when the Romans invaded.</p>	<p><i>Did the native Britons welcome or resist the Romans, and why?</i></p> <p>Invasion and settlement Compare Roman settlements with that of the earliest civilisations. Are people still building near rivers?</p> <p>Housing How has housing developed for the poorest and richest in communities in Britain since the Iron Age?</p> <p>Religion</p> <p>Society Look at how Britain's system of ruling has altered since the Iron Age.</p> <p>Trade</p>

- Wealthy Romans also built grand country houses called **villas**.
- In **AD122**, the **Emperor Hadrian** ordered his soldiers to build a wall between **Roman Britain** and **Caledonia**.
- There were two main types of Roman soldiers: **legionaries** and **auxiliaries**.
- One of the Romans most famous formations was the Tortoise (*testudo*). *Testudo* is the Latin word for "tortoise".

Cause and effect

Comment on the importance of causes and effects for some of the key events and developments within topics.

E.g Describe the reasons the Romans wanted to invade Britain and the importance of these.

Significance and interpretation

Comment on a range of possible reasons for differences in a number of accounts.

E.g. explain how and why there were different viewpoints about Boudicca.

Historical enquiry

Independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.

Sources and evidence

Recognise possible uses of a range of sources for answering historical enquiries. E.g use Hadrian's wall as evidence that the Romans had difficulties with Caledonia.

Who do the Roman's trade with? Is this on a higher scale than previously in Britain?



History Year 5 - Anglo-Saxons

National Curriculum	Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
Key Vocabulary: Jutes, Angles, Saxons, Franks, Frisians, territories, paganism, thatched, Sutton Hoo, wattle and daub, Alfred the Great, Anglo-Saxon Chronicle		
Key knowledge (I know...)	Historical skills (Therefore I can...)	Enquiry and Links
<ul style="list-style-type: none"> • Anglo-Saxons is the name given to a number of groups (eg. Jutes, Angles, Frisians, Saxons, Franks) arriving from The Netherlands, Denmark and Germany. • Anglo-Saxons arrived throughout the 5th Century. • Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there. • One King/Queen did not rule England at this time it was split into different territories. • Anglo-Saxons were mostly Christian after converting from paganism. 	<p>Constructing the past</p> <p>Sequencing the past Place many of the important Viking developments, people and events on an annotated timeline with some independence.</p> <p>Change and development decide why one change in Anglo-Saxon times is of particular importance for example the conversion from paganism to Christianity.</p> <p>Cause and effect List several causes and place them in an order of importance as to why the Vikings came to Britain. Significance and interpretation Explain how and why it is possible to have different interpretations about the Viking invasions.</p> <p>Historical Enquiry</p>	<p>Invasion and settlement How is this invasion similar to that of the Romans?</p> <p>Housing How do Anglo-Saxon houses compare to those of Iron age people like the Celts?</p> <p>Religion Compare the religion of the Anglo-Saxons with that of Roman Britain.</p> <p>Society How is the societal structure similar or different to Ancient Greece?</p>

<ul style="list-style-type: none">• Anglo-Saxons houses were huts made of wood with thatched roofs• We have evidence of Anglo-Saxon life from the discovery at Sutton Hoo where a king was buried in his ship.• Society was divided into 3 sections: thanes, churls and thralls• The vast majority of Anglo-Saxons made their living from farming.	<p>Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry</p> <p>Using sources Ask questions about the usefulness and reliability of sources</p>	<p>Trade Where was the main source of trade for Anglo-Saxons? Can this be compared to Romans or Greeks?</p>
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History Year 5 - Vikings

National Curriculum	Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
National Curriculum Point: Anglo-Saxons to Vikings		
Key Vocabulary: Jutes, Angles, Saxons, Franks, Frisians, territories, paganism, thatched, Sutton Hoo, longboats, Lindisfarne, Monastery, wattle and daub, Alfred the Great, Danelaw, Anglo Saxon Chronicle		
Key knowledge (I know....)	Historical skills (Therefore I can...)	Links and Enquiry
<ul style="list-style-type: none"> • Vikings came from the countries now called Scandinavia. • It is still debated as to why the Vikings came to Britain however Historians have a number of theories. • Vikings travelled in longboats and were excellent sailors. • One of the first major raids by Vikings was at Lindisfarne (monastery) in 793AD • Vikings lived in longhouses. The walls were often made of wattle and daub. 	<p>Constructing the past</p> <p>Sequencing the past Place many of the important Viking developments, people and events on an annotated timeline with some independence.</p> <p>Change and development decide why one change in Viking times is of particular importance for example</p> <p>Cause and effect List several causes and place them in an order of importance as to why the Vikings came to Britain.</p> <p>Significance and interpretation Explain how and why it is possible to have different interpretations about the Viking invasions.</p>	<p><i>How much rivalry was there between Saxons and Vikings?</i></p> <p>Invasion and settlement</p> <p>Look at invasion. Compare how the Romans, Anglo-Saxons and Vikings invaded Britain. What were the similarities and differences?</p> <p>Look at Viking settlements. How do these compare to other civilisations which came before? What has changed and advanced?</p> <p>Housing Look at Viking housing and compare this with Anglo-Saxons. (You will compare this with Maya in the next term.)</p> <p>Religion</p>

- Vikings did not just travel to England, around 200,000 people left Scandinavia to settle in other lands, mainly Newfoundland (Canada), Greenland, Iceland, Ireland, France.
- **Alfred the Great** ruled over Wessex.
- Alfred the Great was victorious over the Vikings at the Battle of Edington.
- **Danelaw** was the area of England controlled by the Vikings.
- Alfred the Great wanted people to be educated. He started the **Anglo-Saxon Chronicle**. It was the first attempt to give a systematic year-by-year account of English history

Historical Enquiry

Investigate the degree of rivalry between Anglo-Saxons and Vikings in Britain.

Using sources

Ask questions about the usefulness and reliability of sources

MAKE COMPARISON TO GREEK Trireme BOAT

Look at the religion of the Vikings. What similarities are there with Ancient Roman and Greek religion?

Society

Compare the society hierarchy with that of ancient Greece and the Romans.

Trade

Compare the trade and travels of the Vikings with the Romans and if children can remember back to Y2 the travels of Ibn Battuta.

Visit opportunities: Deep Down Underground - KS2 – Full or half day session – (Barnsley Museums)

National Coal mining museum



History Year 6 - Local Study: Coal Mining Industry in Wombwell

<p>National Curriculum</p>	<p>Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Key Vocabulary: trapper, Lundhill Colliery, industrial disasters, Wombwell Main Colliery, safety and working conditions</p>		
<p>Key knowledge (I know....)</p> <ul style="list-style-type: none"> Coal mining was a key area of the Wombwell community. On 4 August 1842, a law was passed that stopped women and children under ten years from working underground in mines in Britain. Before this law was passed, it was common for whole families to work together underground to earn enough money for the family to live on. The trapper was often the youngest member of 	<p>Historical skills (Therefore I can...)</p> <p>Constructing the past Can provide overviews of the most significant features of different themes, individuals, societies and events covered</p> <p>Sequencing the past Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms</p> <p>Change and development Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change</p>	<p>Enquiry and links</p> <p><i>To what extent did mining shape Wombwell and Barnsley?</i></p> <p>Invasion and settlement</p> <p>Housing What would a miner's house have looked like?</p> <p>Religion</p> <p>Society How did the Lundhill disaster change our society? How did society view coal miners? Are there different perspectives to this?</p> <p>Trade</p>

<p>the family working underground. Their job was simple: to open and close the wooden doors (trap doors) that allowed fresh air to flow through the mine.</p> <ul style="list-style-type: none"> • Working in a mine often meant long hours and poor conditions, which greatly affected children's health. • The South Yorkshire Railway opened at Wombwell in 1851 and industrial development in the area commenced with the opening of Wombwell Main Colliery in 1855. • The population of Wombwell rose drastically during the time the mines were opening. (<u>Pupils do not need to know but for context</u>- In 1801 Wombwell had 601 inhabitants, and 1831, 814. By 1851 the population had increased to 3777.) • The 1957 Lundhill Colliery explosion disaster was one of the 	<p>Cause and effect Can explain the role and significance of different causes and effects of a range of events and developments</p> <p>Significance and interpretation Can explain how and why it is possible to have different interpretations of the same event or person</p> <p>Historical enquiry Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement</p> <p>Sources and evidence Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries</p>	<p>How did exports of coal change from Britain? Was trading coal advantageous to Britain? Can this be compared to the trading of other civilisations studied like Vikings?</p>
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biggest **industrial disasters** in the country's history.

- As a direct result of the disaster, many collieries improved the **safety and working conditions** for their employees.
- The newspaper sent special artists over to sketch the heart-rending scenes.

1841 map access via this link.

https://www.visionofbritain.org.uk/maps/series?xCenter=3271670.5092&yCenter=3019705.87614&scale=63360&viewScale=181417.4208&mapLayer=nineteenth&subLayer=first_edition&title=Ordnance%20Survey%20and%20Ordnance%20Survey%20of%20Scotland%20First%20Series&download=true



1890 map access from digmaps



1912 strike

<p>https://conisbroughanddenabyhistory.org.uk/article/the-national-coal-strike-situation-at-the-local-collieries/</p>		
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History Year 6 - WWII

National Curriculum	Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
National Curriculum Point: WWI - The Battle of Britain		
Key Vocabulary: Treaty of Versailles, reparations, Adolf Hitler, Nazi Party, Axis Powers, Allies, Operation Sealion, Luftwaffe, The Blitz, Evacuation, Radar, RAF		
Key knowledge (I know....)	Historical skills (Therefore I can...)	Enquiry and links
<ul style="list-style-type: none"> • Following Germany's loss in WW1, The Treaty of Versailles instructed Germany to pay reparations and disband their military. • In 1933, Hitler and the Nazi Party won the general election. He promised to rebuild Germany. • Neville Chamberlain declared war on Germany after they invaded Poland. • Countries split into two opposing sides The Axis Powers and The Allies 	<p>Constructing the past Give a summary of the main features of the Battle of Britain.</p> <p>Sequencing the past Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms</p> <p>Change and development Provide some similarities and differences between the RAF and Luftwaffe which affected the outcome of the Battle of Britain.</p> <p>Cause and effect</p>	<p>How significant was the Battle of Britain in the victory over the Axis Powers?</p> <p>Invasion and settlement Compare Hitler's invasion of Europe with that of other invasions the children should be familiar with (Roman and Viking invasion of Britain).</p> <p>Housing</p> <p>Religion</p> <p>Society Look at societal roles of men and woman at war and compare this to other battles the children know about such as: Boudicca leading the Celts</p>

<ul style="list-style-type: none"> • Germany had seized control of several European countries and were turning their attention to Great Britain as a target leading to the Battle of Britain. • Germany codenamed their planned invasion of Britain Operation Sea Lion. • During the Battle of Britain the Luftwaffe targeted British Fighter Command to be destroyed, as well as airfields and RAF stations. • Radar helped the RAF defeat the Luftwaffe in the Battle of Britain. • It was the first defeat of Hitler's military forces in WW2 (a turning point in WW2). • The Luftwaffe decided to change their tactics and started targeting civilian targets and key landmarks. This was known as the Blitz. • Children were evacuated to the 	<p>Explain the significance of different causes and effects of the Treaty of Versailles on the German People.</p> <p>Significance and interpretation Compare the significance of the Battle of Britain to another key event in WWII such as the work at Bletchley Park.</p> <p>Historical Enquiry Reach a valid and substantiated conclusion to an independently planned and investigated enquiry relating to the significance of the Battle of Britain.</p> <p>Sources as evidence Select evidence that supports their judgements within their historical enquiry.</p>	<p>against the Romans (men and woman fighting), Peloponnesian War (men only).</p> <p>Trade You could look at how Allied trade and supply routes were targeted by the Axis Powers.</p>
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countryside for safety
during the Blitz.