

















St. Katharine's
CE VA Primary School
History
















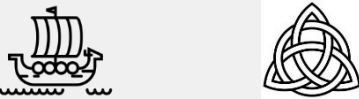
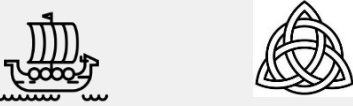
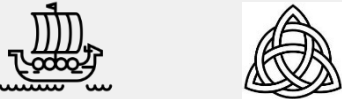


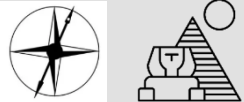

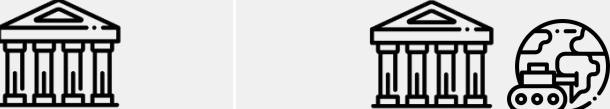



Progression Pathway
Concept Documents
Whole School History

Curriculum Overview	Autumn	Spring	Summer	
EYFS/Year 1	<p>EYFS - Firefighters and Nurses – Past and Present</p> 	<p>Significant historical events, people and places in their own locality – Mary Anning</p> 	<p>EYFS - Exploring Toys from the Past</p> 	<p>Changes within living memory - History of our High Street</p> 
Year 2	<p>Black History Month October</p>	<p>Events beyond living memory that are significant nationally or globally - The Great Fire of London.</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements – Walter Tull.</p> 	
Year 3	<p>Hengistbury Head Day – Local History Study November</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>  <p>A local History Study - Hengistbury Head</p> 	<p>The Roman Empire and its impact on Britain</p> 	
Year 4	<p>Remembrance Day November</p>		<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> 	
Year 5	<p>Other key events and anniversaries in British History.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> 		<p>A non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900</p> 
Year 6			<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II</p> 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> 



St. Katharine's
CE VA Primary School

Progression of Substantive Concepts

Religion 	Invasion and Settlement 	Conflict and Disaster 	Society and Government 	Civilisation and Advancement 	Evidence 
1					Photographs Memories Visits Artefacts
2					Written accounts Diaries Paintings Photographs Newspaper articles Video recordings
3					Archaeology Primary and secondary sources Artefacts Paintings
4					Written accounts Diaries Paintings Artefacts Archaeology
5					Written accounts Diaries Paintings Artefacts Hieroglyphics – Rosetta Stone
6					Written accounts/ Diaries Paintings Photographs Newspaper articles Video recordings Statues/Pottery/ Friezes

Beliefs

Religion

Rituals



In year 3, children will know that people in Roman Britain were Polytheists (believe in many Gods). They will know that Christianity was introduced to some people in Britain.

In year 4, children will know that the Anglo-Saxons who arrived were polytheists. They will know that Christianity spread during Saxon rule through monasteries (e.g. Lindisfarne) and the conversion of kings (King Aethelbert).

In year 5, children will know that the Egyptians believed in many gods and believed they played an important role in life and death. They will know that the pyramids were monuments to the afterlife.

In year 6, children will know that the Olympic games were primarily a part of a religious festival in honour of Zeus. They will know that Greeks were Polytheists and believed that their gods were involved in all aspects of human life.

Conflict and Disaster



In EYFS and year 1, children will know the reason why we remember people who gave their lives in wars.

In year 2, children will know that the Great Fire of London occurred in 1666; it was a disaster for the people that lived in London at the time.

They will know that WW1 was a conflict which is remembered on Remembrance day and that Walter Tull was the first black officer.

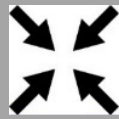
In year 3, children will know that Iron Age Clans and Tribes in Britain raided and stole from each other. They will know that Britain was conquered by the Romans in 43AD/CE and will know that Boudicca led a rebellion against the occupying Roman army.

In year 4, Children will know that a great Viking army invaded England and captured York and made it their Kingdom. They will know about the achievements of Alfred the Great – defeating the Viking army and Danelaw.

In year 5, children will know that the city of Baghdad was in decline when it was sacked by the Mongols in 1258; they will know that the city was destroyed and much of its population massacred; historians consider this to signal the end of the Golden Age of Early Islamic Civilisation.

In year 6, children will know that WW2 took place between 1939-1945 and that it started in Europe and spread throughout the world.

They will know that a war between Athens and Sparta signaled the end of the Classical Golden Age after Athens surrendered. They will know that Alexander the Great was a great military leader whose armies conquered all of ancient Greece and other areas including Ancient Egypt.



In year 3, children will know that the Neolithic era began in Britain in roughly 4000BC/BCE and that was when humans began to settle in one place (grow crops and raise animals). They will know that people lived in small or large settlements, including hill forts.

They will know that the Iron age lasted until the Romans invaded in 43AD/CE. They will know that towns appeared for the first time in Roman Britain. They will know that the Romans controlled a large part of the world and kept invading other places to make their Empire bigger.

In year 4, children will know that tribes (named by historians as the Anglo-Saxons) invaded from Europe to Britain. They will know some of the reasons why they arrived and settled.

They will know that the Vikings (from northern Europe) invaded monasteries (including Lindisfarne in 793) which signalled the start of Viking raids in Britain.

In year 5, children will know that Ancient Egypt settlement began along the river Nile and that settlements grew as trade developed.

They will know that Baghdad was the centre of the Islamic Empire whereas London was still a simple Anglo-Saxon settlement at this time.

In year 6, children will know that Germany attempted to invade England in WW2 but was repelled. They will know that refugee children arrived and settled in Britain on the Kindertransport to flee persecution.



Everyday Life

Empire

Monarchy

In EYFS, children will know about members of the local community and how they help us.

In year 1, children will know that, at the time of Mary Anning, science was mainly for men and that women struggled to be taken seriously in some careers.

In year 2, children will know what a monarch and monarchy is. They will know that Walter Tull broke down barriers with his two 'firsts'.

In year 3, children will know that during the Stone Age to Iron Age people lived in tribes and were often fought with each other and were not unified in any way. They will know that the Roman empire was controlled from Rome and that life in Roman Britain was more civilized under their rule. They will know how it was ruled (emperor, republic and senate).

In year 4, children will know that people in Anglo-Saxon Britain lived mostly as farmers; they will know that life was difficult for children and that women were treated very differently from men. They will know that the AS established several kingdoms in Britain and that society existed in a hierarchy.

In year 5, children will know that Ancient Egypt had a strict social hierarchy (Pharaohs at the top, slaves at the bottom); they will know that a government is a system or group of people with some power over an organized community. They will know what everyday life was like in these civilisations. They will know that Baghdad was a Caliphate and ruled by a Caliph.

In year 6, children will know that, as part of the war effort, woman undertook many jobs (factories, weaponry, farming etc.). They will know that the government became involved in peoples' lives, e.g. evacuation and rationing. They will know that, during WW2, Germany was controlled by the Nazi party.

They will know that democracy is a form of government and that this concept was born in Greece. They will know that Greece was a collection of city states – with their own laws and customs. They will know that Alexander the Great built a Greek Empire and when he died it was split into city states.

Civilisation and Advancement

Culture

Language / Arts

Trade

Town / Cities



In EYFS, children will know that some toys/games have stayed the same and others have changed.

In year 1, children will know that people haven't always shopped online; they did almost all their shopping in person.

In year 2, children will know that after the fire the king wanted to rebuild London and improve it with wide streets, parks and no overcrowding.

In year 3, children will know that ages were named after the different materials that humans used for tools. They will know that the Iron Age saw major advances in architecture with dwellings with multiple rooms as well as people specializing in different aspects of life (e.g. pottery, making weapons). They will know that trade increased during the Bronze and Iron Ages.

They will know that the Romans changed the way of life in Britain and left a large legacy; they built large towns, stone walls, heating, sewage systems, roads and temples as well as a common language (Latin).

In year 4, children will know about the achievements of Alfred the Great. They will know that the Anglo-Saxons changed Britain's culture – spoken language (Old English) and place names. They will know that the existence of Danelaw saw intermingling of Viking and Anglo-Saxon culture.

In year 5, children will know that a civilization is. They will know earliest civilisations and where they were situated. They will know that Egyptians developed a writing system called hieroglyphics, built monuments (pyramids) and developed trade routes.

They will know that during Baghdad's 'Golden Age' the early Muslim world was significantly more advanced in knowledge, astronomy, maths, science, technology, culture and society. They will know that Baghdad became a key global centre of trade along the 'silk routes'.

In year 6, children will know that the ancient Greeks made major contributions to maths and that Hippocrates was described as the father of modern medicine. They will know that the architecture inspired buildings elsewhere, including modern times.

They will know that the conquests of Alexander the Great spread Greek ideas across a wide area.

Evidence



Sources

Artefacts

In year 2, children will look at historical sources (e.g. Pepys's diary). They will know that eye-witness accounts and paintings are ways that we can learn about the past.

They will know that sources don't have to be written records – they can be artefacts.

In year 3, children will know that a historical source can provide evidence relating to events of the past. They will know that prehistory is a period where there are no written records. They will know that historians and archaeologists look for evidence to work out what happened and what life was like in the past. They will know that archaeology is the study of the past by looking at non-written artefacts from that time; often these are excavated from beneath the ground.

In year 4, children will know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion. They will know that they can devise their own questions and begin to answer them using historical sources.

In year 5, children will know that artefacts from the past tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past. (e.g. precious objects of wealthy people).

In year 6, children will know that propaganda is information, often of a biased nature, that is used to promote a particular political cause or point of view.



St. Katharine's
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Progression of Disciplinary Concepts and
Skills

		KS1			LKS2			UKS2		
Year	1	2	3	4	5	6				
Disciplinary Knowledge Historical concepts										
Change & Development	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. Study changes within living memory. 			<ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 			<ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 			
	WTS The Pupil can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between shopping past and present).	EXS The pupil can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in shopping/equipment from different decades).	GDS The pupil can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have in shopping in living memory).	WTS The Pupil can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).	EXS The pupil can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).	GDS The pupil can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).	WTS The Pupil can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics	EXS The pupil can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change	GDS The pupil can compare independently how typical similarities, differences and changes were	

Cause & Effect	<ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements. 			<ul style="list-style-type: none"> Address and devise historically valid questions about cause. 			<ul style="list-style-type: none"> Address and devise historically valid questions about cause. 		
	WTS The Pupil can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).	EXS The pupil can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes and effects of the Gunpowder Plot).	GDS The pupil can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes and effects of the Gunpowder Plot).	WTS The Pupil can describe some relevant causes for, and effects on, some of the key events and developments covered. (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).	EXS The pupil can comment on the importance of causes and effects for some of the key events and developments within topics. (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).	GDS The pupil can explain with confidence the significance of particular causes and effects for many of the key events and developments. (e.g. recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons).	WTS The Pupil can place several valid causes and effects in an order of importance relating to events and developments	EXS The pupil can explain the role and significance of different causes and effects of a range of events and developments	GDS The pupil can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects

Significance & Interpretations	<ul style="list-style-type: none"> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 			<ul style="list-style-type: none"> Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. 			<ul style="list-style-type: none"> Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. 		
	WTS The Pupil can consider one reason why an event or person might be significant (e.g. explain why we remember Walter Tull).	EXS The pupil can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of Walter Tull).	GDS The pupil can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of individuals stating which one they think is most important and justify their opinion).	WTS The Pupil can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain). The Pupil can also provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans).	EXS The pupil can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). The pupil can also 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).	GDS The pupil can explain independently why a historical topic; event or person was distinctive or significant (e.g. explain what made the Roman period distinctive). The pupil can also explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).	WTS The Pupil can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece). The pupil can also identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta).	EXS The pupil can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks). The pupil can also explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).	GDS The pupil can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice). The pupil can also understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Athenian society).

Substantive Knowledge Historical Knowledge									
Constructing the Past	<ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later 			<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Understand overview and depth. 			<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. 		
	WTS The pupil can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot).	EXS The pupil can describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).	GDS The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and people associated with the Gunpowder Plot and draw conclusions about it).	WTS The pupil can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by The Romans or Anglo-Saxons/Vikings).	EXS The pupil can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Romans/Anglo-Saxons/Vikings and their achievements).	GDS The pupil can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Roman/Anglo-Saxon/Viking period).	WTS The pupil can understand some features associated with themes, societies, people and events (e.g. understand aspects of Ancient Egyptian/ Baghdad life).	EXS The pupil can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Egyptian/Baghdad society).	GDS The pupil can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Egyptian/Baghdad civilisation).

Sequencing the Past / Chronology	<ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. 			<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. 			<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. 		
	<p>WTS</p> <p>The Pupil can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main events in chronological order on a timeline).</p> <p>The pupil can also use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p>	<p>EXS</p> <p>The pupil can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. (e.g. put the main events/periods in chronological order on a timeline).</p> <p>The pupil can also understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').</p>	<p>GDS</p> <p>The pupil can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with shopping and explain the reason for their sequence).</p> <p>The pupil can also use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</p>	<p>WTS</p> <p>The pupil can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).</p>	<p>EXS</p> <p>The pupil can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).</p>	<p>GDS</p> <p>The pupil can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).</p>	<p>WTS</p> <p>The pupil can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).</p>	<p>EXS</p> <p>The pupil 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 (e.g. the main Ancient Greek developments, people and events).</p>	<p>GDS</p> <p>The pupil can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).</p>

Historical Enquiry

Historical Skills

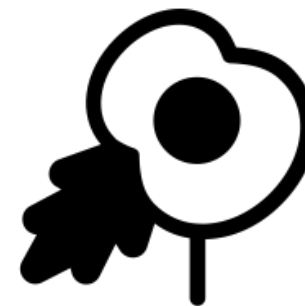
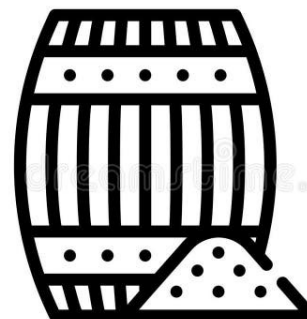
Planning and Carrying Out an Enquiry	<ul style="list-style-type: none"> Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. 			<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. 			<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. 		
	WTS The Pupil can ask and answer a few valid historical questions (e.g. ask a few questions about Walter Tull, locate relevant information and communicate the answers as sentences).	EXS The pupil can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about why Walter Tull was significant).	GDS The pupil can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation, locate information from two or more different sources and collate this to produce a relevant response).	WTS The Pupil can ask valid questions for enquiries and answer using a number of sources. (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and answer end of an enquiry).	EXS The pupil can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. (e.g. independently pose a historically valid question to investigate the success of the Anglo-Saxons).	GDS The pupil can independently devise significant historical enquiries to produce substantiated and focused responses. (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an a response based on different sources of evidence).	WTS The Pupil can reach a valid conclusion based on devising and answering questions relating to a historical enquiry	EXS The pupil can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement	GDS The pupil can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses

Using Sources as Evidence	<ul style="list-style-type: none"> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 			<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. 			<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. 		
	WTS The Pupil can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).	EXS The pupil can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).	GDS The pupil can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).	WTS The Pupil can understand how sources can be used to answer a range of historical questions.	EXS The pupil can recognise possible uses of a range of sources for answering historical enquiries.	GDS The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.	WTS The Pupil can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).	EXS The pupil can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).	GDS The pupil can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).



St. Katharine's
CE VA Primary School

Whole School History – Autumn Term



Remembrance History Activities – ensuring progression and developing History Knowledge and skills. Key vocabulary in **bold**

EYFS

CBeebies 2 minute remembrance video -

https://www.youtube.com/watch?v=pv_ub7Be7oA&ab_channel=CBeebies

Know that: People died in the war and we wear a **poppy** to remember them. Discuss video – animals supporting each other, the animals supported each other, things always get better -how scary times don't last forever, hope.

Year 1

Read 'Flo of the Somme' by Hilary Robinson

https://www.youtube.com/watch?v=vMHec3Mxt_w

Watch Cbeebies video:

https://www.youtube.com/watch?v=kni91fHqi50&ab_channel=CBeebies

Know that: We wear poppies in November for **Remembrance**. Remembrance Day is when people take time to remember those who lost their lives in the first world war and all others since. The purple poppy is often worn to remember animals that have been **victims** of war. Animals like horses, dogs and pigeons were often brought into the war effort, and those that wear the purple poppy feel their service should be remembered too.

Year 2

Read/watch 'Where the Poppies Now Grow' by Hilary Robinson.

<https://www.youtube.com/watch?v=bS-QY1oxXsg>

Using props from the story retell the story through role play and drama.

Newsround intro about different colour poppies:

<https://www.bbc.co.uk/newsround/45975344>

Know that: Remembrance Day is on 11th November **annually**. The black poppy **commemorates** black, African, and Caribbean communities' **contribution** to the war effort – as servicemen and servicewomen, and as **civilians**.

Year 3

Read 'Poppy Field' by Michael Morpurgo Picture book.

Common resources --- History - - - 2023/4 - - - - - Remembrance 2023

Know that: The poppy was adopted as the **symbol** of remembrance by the American Legion through the work of Moina Michael and later the British Legion and in France, Canada, Australia were persuaded by Anna Guerin. Remembrance Sunday is the nearest Sunday, marked with parades, services and readings.

Year 4

Poppies are made in factories around the country. Look at the **British Legion** website and talk about how the money raised is used.

<https://www.youtube.com/watch?v=-vhdpbS6juM>

<https://www.poppyfactory.org/>

Understand that the 'war effort' went beyond soldiers fighting abroad. Explore how women supported the war effort through working in factories making ammunition <https://www.bbc.co.uk/teach/class-clips-video/w-is-for-women/zdyp9g> , or as **Land Army** girls working on farms during the second World War.

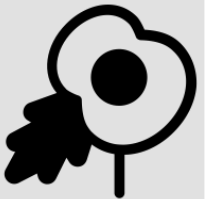
<https://www.youtube.com/watch?v=Z8FrnZwysEs>

Consider how men who could not fight for various reasons became the **Home Guard**.

<https://www.iwm.org.uk/history/the-real-dads-army>

Know that: Poppies are made by **veterans** and all the money raised is used by the British Legion to help members of the Royal Navy, British Army, Royal Air Force, **veterans** and their families. They support serving and ex-serving personnel and their families all year round, every day of the week.

Women and older or infirm men supported the war effort at home.



Year 5

Explore the **Commonwealth War Graves Commission gravestones** website.

<https://www.cwgc.org/>

<https://www.cwgc.org/visit-us/visiting-a-cwgc-site/>

<https://www.youtube.com/watch?v=EDS3x nsBFw>

Examine some memorials around the world, especially those by **Edwin Lutyens** e.g. The Memorial to the Missing - Thiepval, Arras, France.

<https://www.cwgc.org/visit-us/find-cemeteries-memorials/cemetery-details/80800/thiepval-memorial/> - video 'The Path of Peace'

Know that: the Cenotaph in Whitehall, London was designed in 1919 by Sir Edwin Lutyens and this influenced the design of many others around the world. Some towns and villages raised money and built village halls, libraries or provided scholarships instead of a statue.

The Commonwealth War Graves Commission was set up in May 1917. It had been decided that all those killed were to be treated the same, regardless of their rank. No one was **repatriated**. Explore the gravestone design – name, rank, regiment, and number, if known, religious symbol and a personal message from the family. This message was initially limited 66 characters and 3 ½ pence per letter.

All Years Useful Websites:

<https://www.bbc.co.uk/teach/remembrance-sunday-2018-armistice-100/zvq4xyc>

<https://www.britishlegion.org.uk/>

<https://literacytrust.org.uk/resources/remembrance/>

Year 6

Explore some of the names on your local memorial. Any names they recognise?

<https://www.roll-of-honour.com/Dorset/ChristchurchPriory.html>

Many memorials have been researched and information is available on www.astreetnearyou.org which identifies where **casualties** lived. Look at the casualties around the school. BH6 4NA

www.astreetnearyou.org

Know that: People from all over the country were killed. Understand how each person can be researched using documents and web sites like the census and a street near you.

There are 52 '**Thankful villages**' put up memorials to acknowledge all their residents returned home safely. The only Dorset Thankful village is Langton Herring.

<https://thankful-villages.co.uk/category/villages/langton-herring/>

<https://www.dorsetlife.co.uk/2014/11/langton-herring/#:~:text=Langton%20Herring%2C%20like%20thirteen%20villages,a%20ridge%20above%20the%20Fleet.>

All Years General Resource:

<https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-remembrance-day-remembrance-sunday/znkxjsg>



St. Katharine's
CE VA Primary School

EYFS and Key Stage One



Early Years Foundation Stage

Skills

Understanding the World: Primary learning objectives

Through their learning children will begin to:

- Comprehend the passing of time - **ALL**
- Develop an understanding of 'past' and some people, places and events in history – **Family lives/Black History Month**
- Recognise similarities and differences between things and ways of life at times in the past and now - **Family lives/Black History Month/Toys**
- Begin to understand that one historical event is often caused by another – **Remembrance/Nightingale/Seacole**
- Identify that historical events often occur in an order or sequence – **Remembrance/Nightingale/Seacole**
- Use sources, firsthand experiences, and storytelling to construct accounts of past times and people - **Toys**
- Talk about the roles of significant members of society – **Firefighters/Nightingale/Seacole**
- Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding - **ALL**

ELG for Past and Present

Children at the expected level of development will:

- 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 in encountered books read in class and story telling.

Reception aged children will need opportunities to:

- Comment on images in the past
- Visit local areas of historical importance
- Handle artefacts
- Begin to organise events using basic chronology
- Develop an understanding of past and present
- Explore similarity and difference
- Consider how life was different in the past
- Listen to accounts from the past
- Recognise that life was different before they were born
- Compare and contrast characters from stories, including those from the past

Key Vocabulary

Yesterday, past, long ago, now

Remembrance, War, Soldiers, Victorian

Memory: when, now, then, old, new, ancient, modern, long ago

Useful Historical Association Documents:

HA Primary History 94 – Using Picture books

HA Summer Resource 20

HA Primary History 93

HA Primary History 91 – Active enquiry / Artefacts

Memory and Change

Books developing understanding of change:

Now I'm Big – Margaret Miller

When I was little like you – Walsh and Lambert

When the Teddy Bears Came – Martin Waddell

Once there were Giants – Martin Waddell

Starting School - Ahlberg

Books developing understanding of memory:

Wilfrid Gordon McDonald Partridge – Mem Fox

Memory Bottles – Beth Shoshan

Memories linked to Family:

My Great Grandpa – Martin Waddell

Grandma's Bill – Martin Waddell

Granny's Quilt – Penny Ives

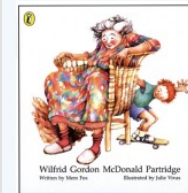
Hengistbury Head Day:

Similarity/Difference Activity: Charles Rolls/
Transport.

See Progression Document for EYFS teaching of:

- Black History Month
- Gunpowder Plot
- Remembrance

Recommended Texts



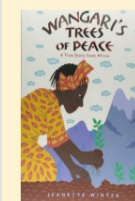
Wilfrid Gordon McDonald Partridge
Mem Fox
Picture Puffin (1987)



A House That Once Was
Julie Fogliano/Lane Smith
Two Hoots (2018)



What's in your pocket, Peg?
Penny Byrne – Illustrated by Lauren Radley
Independent Publishing Network (2020)

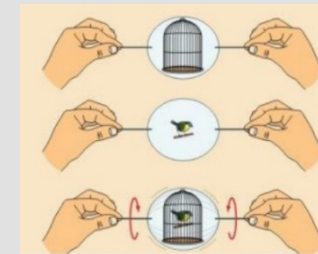
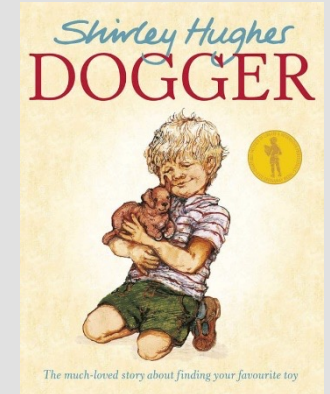
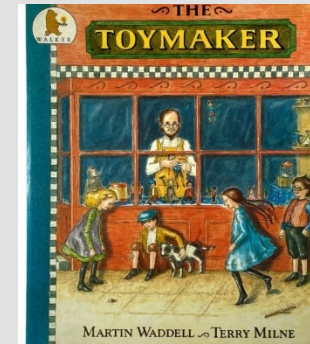




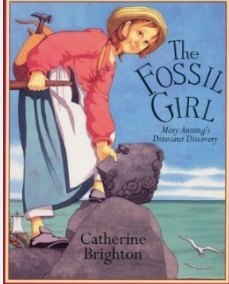

Wangari's Trees of Peace: a true story from Africa
Jeanette Winter
Orlando: Harcourt (2008)



EYFS - Toys

TOYS FROM THE PAST



Year 1	Curriculum Content, Enquiry Questions and Overview	Skills	Vocabulary
Concepts			
<p>Evidence</p>  	<p>Significant historical events, people and places in their own locality - Mary Anning</p> <p><u>Key Question: Who was Mary Anning? Why is she important?</u></p> <ul style="list-style-type: none"> • Why do we remember Mary Anning? (2 lessons) <p>To find out about Mary Anning</p> <ol style="list-style-type: none"> 1. Timeline 2. LACE – Mary Anning portrait, The Fossil Girl story, Inspirational person <ul style="list-style-type: none"> • What did Mary Anning do that was so special? <p>To understand why Mary Anning was important</p> <p>Overview of life - Fact or Fiction. Portraits and Paintings, Plesiosaur, Seashells</p> <ul style="list-style-type: none"> • What was life like in the Victorian Age? <p>To understand that roles were different</p> <p>Street through time, housing, education of women, jobs - men scientists, social class and role of women</p> <ul style="list-style-type: none"> • Has the seaside changed over time? <p>To find out about a different time</p> <p>Lyme Regis through time photos, photos of people going to the seaside</p> <ul style="list-style-type: none"> • How and why should Mary Anning be remembered? <p>To think of ways to be remembered</p> <p>Mary Anning Monument 2022, Answer Key question</p>	<ul style="list-style-type: none"> • Match objects to people of different ages • Sequence 3 or 4 artefacts from distinctly different periods of time • Begin to make some deductions from sources • Find answers to simple questions related to different sources and objects • Use stories (Fossil girl) to distinguish between fact and fiction • Recount episodes from stories about the past • Recognise what is the same and what is different between past and present in their own and others lives • Explain why Mary Anning was significant  <p>https://www.nhm.ac.uk/discover/mary-anning-unsung-hero.html</p>	<p>History Past Present Future Modern</p> <p>Local Museum</p> <p>Palaeontology/ist discovery</p> <p>Promenade Tourist</p> <p>Monument Contribution</p> 

Key knowledge

Why do we remember Mary Anning?

- **Know that history is the study of the past, in particular the changes over time that have occurred within human society**
- **Know that the time before now is called the past**
- **Know that Mary Anning was a famous English fossil hunter**
- Know that she was born in 1799 and lived in Lyme Regis
- Know that Mary's father taught her how to get fossils out of rocks
- Know that she sold the fossils to help support her family

What did Mary Anning do that was so special?

- Know that she paved the way for the study of fossils
- Know that she made some incredible world-first discoveries throughout her life.
- Know that in 1823 she discovered the first ever plesiosaur
- **Know that some of the male scientists that Mary worked with at the time didn't credit her work as she was from a poor background and a women.**

What was life like in the Victorian Era?

- **Know that at the time of Mary Anning, science was mainly for men.**
- **Know that Mary lived during the Victorian Era**
- Know that women at this time had very little formal education
- Know that Mary Anning met Elizabeth Philpot who was a fossil expert who taught Mary what fossils were and gave her books to read





Key knowledge

Has the seaside changed over time?

- Know that how people have dressed at the beach has changed
- Know that sunbathing was not a hobby and that people went fully clothed to the beach
- **Know people went to the seaside for different reason – health (fresh air)**
- Know that some things haven't changed – ice cream, sandcastles, lots of visitors

How and why should Mary Anning be remembered?

- **Know that Mary Anning is often referred to as one of the first palaeontologists (scientists who study fossils)**
- **Know that statues are often built of people who have made a significant contribution to the life of a country**
- **Know that her work started to change our understanding of how the world has changed over time.**
- Know that her work and discoveries can now be seen in the Natural History Museum in London

Year 1	Curriculum Content, Enquiry Questions and Overview	Skills	Vocabulary
Concepts			
<p data-bbox="86 232 193 258">Evidence</p>  <p data-bbox="86 701 239 765">Society and Government</p> 	<p data-bbox="333 218 975 244">Changes within living memory - History of our High Street</p> <p data-bbox="333 275 1544 311">KEY QUESTION – How has our High Street (Tuckton) changed since the 1950s?</p> <ul data-bbox="333 337 830 362" style="list-style-type: none"> • What was our High Street like before? <p data-bbox="333 391 805 416">To know what Tuckton was like in the past</p> <p data-bbox="333 444 1462 469"><i>Timeline from now to 1950 (counting in decades) Photos of Tuckton, look at vehicles, clothes, shop names.</i></p> <ul data-bbox="333 496 787 522" style="list-style-type: none"> • How has the high street changed? <p data-bbox="333 549 754 575">To find out how Tuckton has changed</p> <p data-bbox="333 602 1607 658"><i>Visit to Tuckton, take photos, compare with photos looked at in previous lesson, create a plan of the high street, look for changes or things that are the same</i></p> <ul data-bbox="333 685 784 711" style="list-style-type: none"> • What was it like to shop for food? <p data-bbox="333 738 845 763">To find out how to shop for food in the 1950s</p> <p data-bbox="333 791 828 816"><i>Visitor /video to discuss shopping in the 1950s</i></p> <ul data-bbox="333 843 787 869" style="list-style-type: none"> • How was food packaged / stored? <p data-bbox="333 896 901 922">To discover methods of storing and packaging food</p> <p data-bbox="333 949 1156 975"><i>Self service, Compare Egg packaging, methods of packaging and storing food</i></p> <ul data-bbox="333 1002 797 1028" style="list-style-type: none"> • How could I pay for my purchases? <p data-bbox="333 1055 873 1080">To find out how food and goods were purchased</p> <p data-bbox="333 1108 1087 1133"><i>Paying in a supermarket today, old cash machine/till, old money/notes</i></p> <ul data-bbox="333 1160 1291 1186" style="list-style-type: none"> • What have I learnt about how shopping has changed? (ANSWER KEY QUESTION) <p data-bbox="333 1213 889 1239"><i>To show what I know about shopping in the 1950s</i></p> <p data-bbox="333 1266 1454 1292"><i>Children show what they know about shopping in the 1950s some links to Tuckton, mindmap/storyboard</i></p>	<ul data-bbox="1699 218 2232 943" style="list-style-type: none"> • Sequence events or events in chronological order • Begin to find answers from sources • Recognise and make distinctions between the past and present in their own and others' lives • Begin to make some deductions from sources • Begin to ask and answer questions about the past using sources • Begin to realise there are reasons why people in the past acted as they did • Identify some similarities and differences across periods • Demonstrate some factual knowledge and understanding of aspects of the past <p data-bbox="1699 1022 2165 1086">https://historicengland.org.uk/services-skills/education/</p> <p data-bbox="1699 1125 2232 1189">http://www.woolworthsmuseum.co.uk/1960s-food4thought.htm</p> <p data-bbox="1699 1228 2079 1260">https://sainsburyarchive.org.uk/</p>	<p data-bbox="2277 232 2446 839">Memory Similar Different Memory Information Lifetimes Way of life Home life Observation Sequence Goods Services Online Technology Transport</p> 

Key knowledge

What was our High Street like before?

- Know where the 1950s in on the class timeline
- Know that people shop for things they want and need, such as food and clothes
- **Know that the way that people shop now has changed a lot since the time when the class's parents/grandparents/carers were young children**
- **Know that the time before now is called the past**
- **Know that history is the study of the past, in particular the changes over time that have occurred within human society**
- Know that some shops, like supermarkets, sell a wide range of different things; know that other shops, like newsagents, butchers, bakers and greengrocers, sell a narrower range of things; know that supermarkets tend to be big shops while shops that sell a narrower range of things tend to be smaller
- Know that some things have changed since the 1950s (e.g. amount of vehicles, clothes of shoppers etc.)

How has the high street changed?

- Know that some shopping is done online; this means that people use their computer to buy goods and services from people without having to go their shop in person; know that shopping online means that goods are delivered to people in the post
- Know that goods (and letters) are delivered all over the world and are brought to our homes by postmen and delivery drivers
- **Know that people buy goods and services; know that goods are objects that people buy (e.g. food, clothes and toys) and that services are helpful things that people are paid to do (e.g. hairdressing and banking)**
- Know that some shops sell goods, some shops sell services and some do both (e.g. post offices)

What was it like to shop for food?

- **Know that people who work in shops are paid money in return for working there; know that people earn money so that they can buy things like clothes, food and other things they need or want**
- Know that when we buy goods in some shops we can sometimes use a machine buy the good without having to interact with a person; this is called self-service
- Know what a self-service machine in a supermarket looks like
- Know that self-service machines are a recent invention and that when their parents/grandparents/carers were young children, there were no self-service machines in shops

Key knowledge

How was food packaged / stored?

- Know that self-service stores were introduced in the 1950s
- **Know that prior to self-service people bought their goods from the shop assistant**
- **Know what packaging and storage is**
- **Know that how we package and store eggs has changed because of self-service (e.g. that eggs needed to be stacked on shelves without collapsing)**
- Know how eggs were packaged in the 1950s and that they are packaged differently today

How could I pay for my purchases?

- **Know that how we pay for shopping has changed since their parents/grandparents/carers were young children**
- Know that people used to mostly pay for things using cash, i.e. coins and notes; know that this involved sometimes giving too much cash and getting change back
- Know that people still sometimes use cash to pay for things, but that many goods and services are bought in shops using a card; sometimes this card is just put near a machine which beeps to show that the money will be taken
- Know that banks keep money safe and when people pay with a card, the money is taken from the buyer's bank account
- Know how shopping is paid for at a supermarket today (contactless)

What have I learnt about how shopping has changed?

- **Know that people haven't always shopped online; know that when their parents/grandparents/carers were young children, people did not shop online and did almost all of their shopping in person**

CONCEPTS

Evidence



Society



Conflict and Disaster



Events beyond living memory that are significant nationally or globally - The Great Fire of London.

KQ – What happened to London during the fire of 1666?

1. When did the Great Fire of London happen?

To order events

Timeline – where it fits, key vocabulary, brief discussion of important events

2. What was Stuart London like?

To identify what was similar and what was different between ways of life in 1600 and today

Map of London before the fire, importance of London, Great Plague, Monarch, food, transport, school, family life

3. Could anyone have stopped what happened on 2 September 1666?

To find out how the fire began

how fire started, blame, timeline of fire events, cause and consequences

4. What did people do first?

To find out what people did during the fire

What people did during the fire, paintings/primary sources, actions and feelings of characters

5. What was it like at the height of the fire?

To understand how we know about the fire

Extracts from John Evelyn and Samuel Pepys.

6. What was left of London?

To explore the aftermath of the fire

Images of firefighting equipment, burnt artefacts, map of city destruction, buildings, St. Paul's (before and after)

7. What did the King do to make London better?

To find out how London was rebuilt after the fire

Charles' proclamation, John Evelyn's rebuilding plan, Christopher Wren's rebuilding plan

- Locate where event sits on a timeline of other important British historical events
- Identify features of Stuart London
- Recognise the differences between the pictures of London from the Stuart period and the picture from now
- Show understanding that the past has been interpreted in different ways
- Begin to give reasons for peoples' actions
- Answer questions about the fire using simple observations of primary sources
- Discuss reliability of accounts – paintings of LDN
- Use sources (diary entries) to describe the event in structured work
- Select and combine information from different sources
- Recognise the differences between the St Paul's before the fire and the St Paul's after the fire, an example of a historical source
- Compare pictures after the fire of LDN and LDN today
- Give reasons for and results of changes

<https://www.fireoflondon.org.uk/>

<https://www.museumoflondon.org.uk/museum-london/great-fire>

<https://www.nationalarchives.gov.uk/education/resources/fire-of-london/>

Significant
Timeline
Event
Memory
Source
Evidence
Cause
Consequences
Changes
Monarch
Compare
Historian
Monument



When did the Great Fire of London happen?

- Know that history is the study of the past, in particular the changes over time that have occurred within human society
- Know that the Great Fire of London occurred in 1666 (note this on the timeline); it was a disaster for the people who lived in London at the time

What was Stuart London like?

- Know that at the time, a man called Charles II was King of England, Ireland and Scotland; his full name was Charles Stuart and he was part of the Stuart family
- **Know that a king or a queen is a monarch and that monarchy is where a king or queen is the ruler ; at the time, the king was very powerful and made lots of important decisions about how the country was run**
- Know that events and people in the past can lead to changes that affect our lives now
- **Know that places have the same names as in the past but look very different;**

Could anyone have stopped what happened on 2 September 1666?

- Know that the Great Fire of London started on 2nd September 1666
- **Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight**
- **Know some reasons why the fire spread and went on, e.g. wind, building materials, close together, summer, no fire brigade**

What did people do first?

- Know that they tried to stop the fire by pulling down houses (called a firebreak); eventually they used gunpowder to blow up enough houses to make a firebreak
- Know that the fire lasted for 4 days and ended on 6th September 1666
- Know that the River Thames stopped the fire spreading to the South
- **Know that eye-witness accounts and paintings are both ways in which we can learn about the past**

What was it like at the height of the fire?



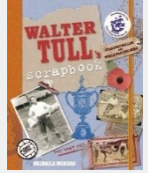

- Know that Samuel Pepys' (pronounced 'Peeps') lived during the time of the Great Fire of London and that he wrote a diary which historians use it to understand London at the time and these great events
- Know that a historical source can provide evidence relating to the events of the past; Pepys's diary is a source and one of the most important sources about the fire

What was left of London?

- Know the rhyme 'London's Burning' by heart, and that the rhyme is describing the Great Fire of London
- **Know that much of LDN was destroyed but also some buildings survived**
- Know that St Paul's Cathedral was badly damaged in the Great Fire
- Know that we rely on paintings, drawings and written descriptions of the previous St Paul's Cathedral partly because cameras weren't invented until 150 years after the Great Fire of London

What did the King do to make London better?

- **Know that after the fire the King wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding**
- Know that in 1668 new rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again
- Know that Christopher Wren was an architect who was hired to rebuild it, and that the new St Paul's Cathedral was officially completed in 1711; know that the architecture of a place is the design of its buildings
- Know that a monument was built so people could remember what happened; it is built on the spot where the fire started
- **Know that a historical source can provide evidence relating to the events of the past**
- **Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past**

Year 2	Curriculum Content, Enquiry Questions and Overview	Skills	Vocabulary
Concepts			
Evidence 	<p>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 – Walter Tull</p> <ul style="list-style-type: none"> Who was Walter Tull and when did he live? <p>To find out about Walter Tull</p> <p><i>Timeline, 1888 – 1918, Football career, World War I, soldier, 2021 recognition</i></p> <ul style="list-style-type: none"> Did Walter have a happy or terrible childhood? <p>To find out about key events in Walter’s childhood</p> <p><i>Walter Tull’s early life, orphanage, childhood, Walter Tull’s scrapbook</i></p>	<ul style="list-style-type: none"> Locate Walter Tull on a Timeline. Make some inferences and comparisons from different photographs. Sequence key events in early life Begin to make judgements using information Begin to identify/speculate where they might find additional information Use a range of sources Make comparisons over time 	Significant Famous National Achievements Memorial Commemorate Remembrance Compare Sources Childhood Racism Experiences Football Bristol Northampton World War I Images
Society 	<ul style="list-style-type: none"> What were the differences between Walter’s life and the lives of footballers today? <p>To describe how football has changed over time</p> <p><i>Football matches, kits, salaries, newspaper articles, football positions</i></p> <ul style="list-style-type: none"> What was it like for Walter when he played football at a match in Bristol? <p>To write about Walter Tull’s experience in Bristol</p> <p><i>Newspaper article, Tull demoted to reserve team, the effects on Tull</i></p>	<ul style="list-style-type: none"> Devise appropriate questions Consider the effects of the experience Discuss comparisons to today Use a range of sources Present and explain their ideas with reference to some of Tull’s achievements Make comparisons Identify some similarities and differences 	
	<ul style="list-style-type: none"> How did Walter help our country during WWI? <p>To understand some of Walter Tull’s achievements in WWI</p> <p><i>WW1 Memorials, WWI artefacts, Tull’s role and achievements in WWI, commemorated, medal.</i></p> <ul style="list-style-type: none"> What is special about the lives of Walter Tull and Nicola Adams? <p>To write a biography on the lives of Walter Tull and Nicola Adams</p> <p><i>Both people had ‘firsts’, photos – transport, clothes, houses, similarities and differences</i></p>	<p>https://walmartull.org/</p> <p>https://www.historyofthepage.co.uk/2020/10/20/black-history-month-walter-tull/</p> 	

Key knowledge

Who was Walter Tull and when did he live?

- Know what is meant by the terms 'famous' and 'significant'
- Know that photos can give us information about a person's life
- Know that Walter Tull was born in 1888 in Folkestone England (map)
- **Know where Walter Tull was born on the class timeline**
- Know that Tull was honoured in 2021
- Know that Walter Tull was a professional footballer and a soldier in WW1
- **Know that WW1 was a conflict which is remembered on remembrance day when people can choose to wear poppies to remember those who lost their loves**

Did Walter have a happy or terrible childhood?

- **Know key information about Walter Tull's family (names, mum's death)**
- Know that Tull's father came from Barbados, which is in the Caribbean (map image)
- Know that a slave is someone that is owned and forced to work for another person
- Know that Tull spent time in a children's home
- Know that Tull had a busy timetable at Bonner Road

What were the differences between Walter's life and the lives of footballers today?

- Know that Tull joined Clapton F.C. in 1908
- Know that football kits and equipment have changed since Tull played

What was it like for Walter when he played football at a match in Bristol?

- Know that Tull joined Tottenham Hotspur in 1909
- **Know that Tull was the first black British professional out field player**
- Know that he received a signing on fee of £10 and a weekly wage of £4
- Know that Tull had a terrible experience when he played against Bristol City
- Know that a report was written about the racial abuse he received
- **Know that demoted means 'to lower in position or rank'**
- Know that Tull was demoted to the reserve team after the event
- Know that racism is still a problem today – 'kick it out' 'premier league take a knee'

Key knowledge

How did Walter help our country during WWI?

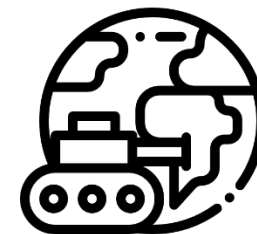
- Know that Tull also played for Northampton town
- **Know that WW1 started in 1914**
- Know that Tull stopped playing football and join the army in the Footballers Battalion
- Know that Tull became an officer in 1916 – the first black officer to lead white men during the war
- Know that Tull died in 1918 aged 29 years
- Know that Tull was awarded medals for bravery which he never received
- **Know what is meant by the term 'commemorated'**
- Know that Tull has been commemorated in other ways since his death – memorial, coin, Northampton F.C., Hall of fame

What is special about the lives of Walter Tull and Nicola Adams?

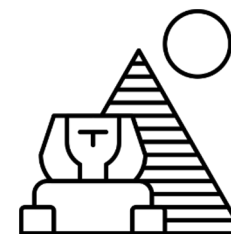
- **Know Walter Tull helped break down barriers with his two 'firsts' – first black footballer to play in the top division of the English Football League and the first black officer to leads white soldiers at war**
- Know that Nicola Adams was a female British Boxer
- Know that she achieved a 'first' – the first woman to win an Olympic boxing title



St. Katharine's
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Key Stage Two





1. Cave Painting. Brilliant Beginning.

Retrieval: Whole school History definition, Introduce timeline Overview: LACE, Various paintings and Caves, stencils, prehistory, timeline

Vocabulary: prehistory, prehistoric, enquiry, Ice Age, stone age, bronze age, iron age, paelolithic

- Know that when we talk about history we are usually referring to the period during which we have written records of what happened (e.g. Pepys Fire of LDN); the period before this is called prehistory (no written records)
- Know that the Stone Age is named because people used stones as tools.
- Know that the Paleolithic was by far the longest part of human prehistory; during this time humans hunted large animals and they did not settle and live in one place; they were hunter-gatherers, who slept in caves and temporary shelters

2. Was Stone Age man simply a hunter and gather, concerned only with survival?

Retrieval: prehistory, stone age, bronze age, iron age, timeline Overview: Ice age, Mesolithic, Hunter-gatherers, tools, family life, diet, hunting, art.

Vocabulary: prehistory, paelolithic, Mesolithic, Neolithic, archaeology, archaeologist, artefact, nomadic, hunter-gatherer

- Know that during the Mesolithic era, humans acquired lots of their food by foraging for wild fruits and nuts, with some hunting too; this is known as being a hunter-gatherer
- Know that most of our evidence for the Stone Age comes from Archaeologists who look for evidence to work out what life was like
- Know that they were interested in more than just food and shelter – paintings and findings from Star Carr

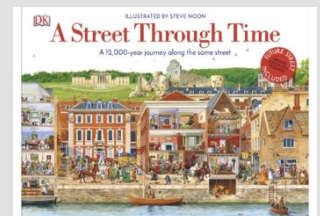
3. Who were the first farmers? How big a change was it from hunter-gatherers to farming?

Retrieval: Mesolithic, hunter-gatherers Overview: Neolithic Farmers, Immigrants brought new animals and crops to Britain, Skara Brae

Vocabulary: Neolithic, farm, agriculture, settlement, similarities, differences, domesticated

- Know that Skara Brae offers a valuable view of the way people lived during this time – Neolithic period
- Know that the Neolithic era began in Britain in roughly 4,000 BCE; during this time, humans began to settle in larger villages and stay in one place; this meant that they could grow crops and raise animals; this produced more food than being a hunter-gatherer, so the population grew; this also meant that there was enough surplus food for people to begin specialising in different aspects of life (e.g. making pottery, making weapons, etc)

- To analyse a primary source
- Devise historically valid questions about the period using pictures and sources
- Explore and describe a Stone Age diet
- Use a range of sources to find out about Stone Age Hunter gatherers
- Identify and discuss the importance of changes





4. What happened at Stonehenge?

Retrieval: similarities and differences between Mesolithic and Neolithic *Overview: Location, how built, what it was for*

Vocabulary: ceremony, monument

- Know that Stonehenge is a famous Neolithic monument located in Salisbury; historians disagree on what Stonehenge was used for; some suggest that it was a place of healing due to number graves found in the area and the evidence of injuries to the bodies; other historians believe it was a place to worship dead ancestors; or a solar clock to keep track of the seasons

5. What was life like in the Bronze Age and how do we know about it?

Retrieval: Mind map - Stone Age so far *Overview: How Bronze was made, tools, weapons, settlers from Europe – trade and settlement, Amesbury Archer*

Vocabulary, Bronze, Bronze age, copper, mining, trade, metalwork, immigration, trade, settlers

- Know that after the Stone Age, the Bronze Age began in approximately 2,000 BCE in Britain; humans smelted copper ore and added tin to make bronze metal, which could be used to make tools in many more shapes than stone
- Know that the Amesbury Archer was buried with over 100 objects which help us find out about life in Bronze Age
- Know that during the Bronze Age settlements grew larger; pottery became more advanced and textiles began to be created
- Know that trading began where people swapped things; this began all over Europe and people would travel to trade; people from Europe settled and brought new skills

6. What was life like in the Iron Age and how do we know about it?

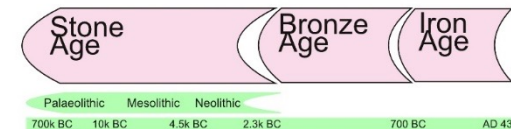
Retrieval: Bronze Age *Overview: Iron Age Hill Forts, life in an iron age village, Danebury Hill Fort/Maiden Castle, how iron tools and weapons were made*

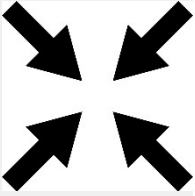




Vocabulary: Iron Age, clans, tribes, hill fort, Celtic

- Know that the Iron Age began in approximately 800 BCE in Britain and lasted until the Romans invaded in 43CE.
- Know that iron was easier to manufacture and when it was combined with carbon made steel which was much stronger than bronze or iron – better tools for more successful farming and weapons could do more damage
- Know that Iron Age people are often called Celts
- Know that the Iron Age saw major advances in architecture with dwellings with multiple rooms and stables becoming more common
- Know that Maiden Castle is one of the largest and most complex Iron Age Hillforts

7.. When do you think it was better to live – Stone Age, Bronze Age or Iron Age? (Children answer KEY QUESTION)

- Begin to draw conclusions using the available evidence
- Realise that for some questions there are no clear answers
- Consider the impact bronze and tools had on life at the time
- Use sources to make observations
- Identify some of the features of an Iron Age village
- Identify aspects of Iron Age life
- Identify significant changes and their impact on life
- Identify continuities (things that have stayed the same)
- Make a judgement based on the evidence



Year 3	Curriculum Content, Enquiry Questions and Overview	Skills	Vocabulary
Concepts			
<p>Invasion and Settlement</p>  <p>Conflict and disaster</p> 	<p>The Roman Empire and its impact on Britain</p> <p>1. What was the Roman Empire? To explain key features of the Roman Empire <i>Retrieval, Intro lesson, Rome, Map work, Emperors, the Diversity of the Empire, Timeline</i></p> <p>2. and 3. When and Why did the Romans invade Britain? To recall key facts about the Roman Invasion of Britain To understand why the Romans invaded Britain <i>Romans attempted to invade twice before they were successful on their third attempt – Look at the reasons for the failures and the success. The Romans wanted to control the minerals and exports etc.</i></p> <p>4. Why was the Roman army so successful? To explain why the Roman army was so successful <i>Armour, weapons, tactics, recruitment</i></p> <p>5. How do we know about life in Roman Britain? <i>Hadrian's wall, Vindolanda tablets, importance, translations and significance, Day to Day Roman life in Britain</i></p> <p>6. How did the Romans influence the culture of the people already here? To compare Celtic and Roman life <i>Investigation of Celtic life – settlements etc., Roman changes to life, Beliefs</i></p> <p>7. What did Boudicca look like? To use historical sources <i>Narrative of Iceni tribe and other tribes – map, Primary and secondary sources - reliability, images, reasons why she is remembered</i></p> <p>8. How and why did Roman rule end and what was its legacy? To investigate the legacy of the Roman Empire <i>Diamond 9 Legacy, Roman withdrawal, problems in Empire</i></p>	<ul style="list-style-type: none"> Place the time studied on a timeline Discuss and select information from sources about the Roman Empire Examine where, when and how the Romans invaded. Identify the reasons why the Romans came to Britain Research and consider evidence Develop their historical interpretation skills Use sources to compare different descriptions of Boudicca Begin to discuss accuracy and bias of sources Present and communicate their understanding 	<p>Chronological Chronology Century Decade Millennium BC/BCE AD/CE Ancient</p> <p>Republic Invasion Conquer Resistance Empire/Emperor Rebellion Romanisation Expansion</p>
<p>Civilisations and Advancements</p> 		<p>Treehouse Theatre ‘ The Romans are Coming’ Play in Day coverage: Invasion attempts, The Roman Army, Boudicca and resistance, Hadrian’s wall, Roman Culture and settlement, Roman withdrawal and Saxons.</p> 	<p>Primary Source Secondary Source Significance Comparisons</p> 

What was the Roman Empire?

- Know the story of Romulus and Remus – the naming of Rome
- Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire
- Know that the city of Rome was the centre of the Roman Empire and it is today the capital city of Italy
- Know that the Romans were essentially pragmatic; they took many ideas from other cultures, especially ancient Greece, and made them work in practice;
- Know that a historical source can provide evidence relating to the events of the past
- Know that many Romans watched violent sports for entertainment, including fights between gladiators in the Colosseum
- Know that a large fraction of the people living in ancient Rome, probably more than ¼ at points, were enslaved people from across the Roman Empire; these enslaved people were at the bottom of the social hierarchy and had no rights; much of ancient Rome’s economy as built on enslaved people doing work so that others did not have to

When and Why did the Romans invade Britain?

- Know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighbouring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way (e.g. no government, no army) and would not have seen themselves as Britons
- Know that Julius Caesar’s army invaded in 55 BCE and 54 BCE, but he did not conquer the territory; know that Britain was conquered around a century later by the Roman army in 43 CE on the orders of Claudius, the Roman Emperor at the time
- Know that the reason for conquering Britain was partly for the metals that could be mined in Britain and used across the Empire; it was also considered an achievement to conquer Britain precisely because of how far away it was from Rome
- Know that the Roman generals - as they often did as part of conquering a new territory - made treaties with leaders to make it easier to govern the parts of Britain that they had conquered

Why was the Roman army so successful?

- Know that the Roman Army gave Rome the Power to create the Roman Empire
- Know that Rome had a very organised army which had conquered many different countries.
- Know that only males could join the army and there were many different roles
- Know that soldiers in the army were divided into groups of about 80 men called centuries. Each of these was lead by a centurion and these joined together to form legions.
- Know that people they conquered were allowed to join the army which provided fresh troops for battle and stopped them rebelling.

How do we know about life in Roman Britain and especially on Hadrian’s wall?

- Know that a historical source can provide evidence relating to the events of the past
- Know that sources don’t have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past
- Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion Know that the Roman’s built Hadrian’s wall (named after Emperor Hadrian) to protect the part of Britain that they had under their control from the people north of the wall that the Romans considered to be dangerous
- Know that the wall stretches 73 miles across England and took 15,000 soldiers 6 years to build

How did the Romans influence the culture of the people already here?

- Know that the Romans changed the way of life in much of what we now called Britain; they built large towns with stone houses containing heating; they also built sewage systems and long, straight roads connecting these towns, evidence of which can still be found today (e.g. Fosse Way and Watling Street); the Romans also built temples to their gods across Britain
- Know that there was no written language in Britain before the Romans conquered it; important people in Britain began to speak and write in Latin, the language used by the Romans; the Romans also made using coins to buy things popular throughout Roman Britain, replacing bartering that was still used widely before then
- Know that many people in Britain felt that the conquest by Rome had robbed them of their freedom and way of living; many had their land taken away from them and they had to pay taxes to the Romans; the queen of a tribe called the Iceni from East Anglia called Boudicca was particularly aggrieved when a treaty that had been made with her husband did not continue after he had died and her land was taken away.

What did Boudicca look like?

- Know that the Romans stole money and beat Boudicca and her two daughters when she protested about the Romans taking over Iceni lands
- Know that Boudicca led a rebellion against the occupying Roman army in 61 CE, in which the Roman towns of Colchester, London and St Albans; her army slaughtered every Roman in the first of these, around 70,000 people, and burned all three cities to the ground
- Know that, despite being outnumbered, the Roman army defeated Boudicca’s army; Boudicca is thought to have killed herself rather than be captured by the Roman army
- Know that Boudicca is considered by some as a heroic symbol representing the independence of Britain

How and why did Roman rule in Britain end and what was its legacy?

- Know that the people in Roman Britain had been polytheists before the arrival of the Romans, meaning they were followers of a polytheistic religion; the Romans were also polytheists when they first arrived
- Know that belief in many gods is called polytheism
- Know that Christianity was introduced to some people in Britain by people arriving from the Roman Empire in circa AD 200; although the monotheism of Christianity did not become popular quickly, centuries later, Christianity would become the dominant religion of Britain
- Know that towards the end of the 4th century BCE, Roman soldiers were recalled to Rome to defend the rest of the empire; in 410, Emperor Honorius wrote to those left in charge of Britain to “look to their own defences” and refused to send soldiers to defend Britain from other intruders; historians consider this to be the end of Roman Britain
- Know that the Romans left their mark all over Britain, including towns, plants, animals and a way of reading and counting; the name Britain even comes from the Roman name, Britannia
- Know that the legacy of the Roman Empire is vast, from ideas in law (such as trial by jury, contracts, and civil rights) to government (many modern governments are influenced by the Roman republic); from architecture to engineering; from the Latin language to the spread of Christianity

1. Who were the Anglo Saxons?**To explore key features, sequence and duration of societies**

Recap/Revisit work from Year 3 on *Roman withdrawal and Fall of Empire, key vocabulary, comparison with Roman Britain, Map, Anglo Saxon images*

Vocabulary: settlement, migration, invasion, raiding

- Know that after the withdrawal of the Roman army at the beginning of the 5th century (timeline), tribes from the north called Picts and Scots intensified their raids on Britain
- Know that by 586, the part of Britain that we now know as England (from land of the Angles) was divided into seven kingdoms: Northumbria, Mercia, Wessex, Sussex, Essex, Kent and East Anglia; each kingdom was ruled by a king, but the number of kingdoms and sub-kingdoms fluctuated as kings competed for supremacy

2. Where did the Anglo Saxons come from? Where and why did they settle?**To consider where the Anglo Saxons came from and why they came to Britain**

Picts and Scots, map work - where the Anglo-Saxons came from, timelines, push pull factors, Hengist and Horsa

Vocabulary: Period, Dark Ages, Settlement, Migration, Invasion, Kingdom Retrieval:

- Know that tribes from continental Europe called the Angles, Saxons, Jutes and others began arriving in Britain from what is now Germany, Denmark and the Netherlands often coming into violent conflict with those living in Britain at the time; collectively
- Know that historians refer to these settlers as Anglo-Saxons and debate the reasons as to why the Anglo-Saxons came to Britain; it is likely they came for various reasons (push/pull factors)

3. What kind of people were they?**To investigate the Anglo-Saxon way of life**

Customs, settlements, village life, sources showing groups of people – nobles, warriors, farmers, men and women, myths and legends – Beowulf.

Vocabulary: Myths, Legends,, society,

- Know that Anglo-Saxon settlements mostly consisted of one-room houses made of wood, mud, animal dung and straw; settlements often had a single great hall for a local chief to live in and to use for entertainment
- Know that people in Anglo-Saxon Britain lived mostly as farmers, and that this was hard work; some people were also very skilled craftsmen, making tools and beautiful jewellery from metal and toys and games from wood
- Know that life was difficult for children and they were treated as adults from around the age of 10
- Know that Anglo-Saxon women stayed at home, cooking, making clothes and looking after the children.

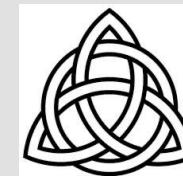
4. What is Sutton Hoo?**To explore the history of Sutton Hoo**

Complete mystery investigation, location, artefacts discovered, early kings, archaeologists

Vocabulary: Reliability, Evidence, artefacts, archaeology/ists

- Know that an Anglo-Saxon burial site, including a ship and treasure, were discovered in Sutton Hoo in Suffolk in 1939; know that the objects found show us about the skills of the craftsman, the luxuries associated with being king and the beliefs in the afterlife of the Anglo Saxons
- Know that a historical source can provide evidence relating to the events of the past
- Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past

- Consider why the Romans left Britain
- Use specialist vocabulary and terminology
- Sequence on a timeline (chronology) and discuss duration of these societies
- Explain reasons why Anglo Saxons might have come
- Indicate some differences
- Use sources effectively
- Consider representations of these societies
- Ask Historically Valid questions
- Make inferences and deductions from descriptions and offer comparisons between societies
- Discuss reliability of sources



How much fear did the Viking raids cause?**To explain who the Vikings were and why they raided**

LACE, Who Vikings were and where they came from, why raided, Viking Raids – Lindisfarne, monasteries, reasons for their success – seamanship, technology

Retrieval: Primary Sources (how historians know what happened)

Vocabulary: Raids, Monastery, longships

- Know that the Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain; this was written about in the Peterborough version of the **Anglo-Saxon Chronicle**, a historical source written over a century later
- Know that Viking longships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary

5. Was there much difference in the lives led by Saxons and Vikings?

To identify key features in Saxon and Viking life

Retrieval:

Vocabulary:

- Know that the existence of the Danelaw saw the intermingling of lots of aspects of Viking and Anglo-Saxon culture

6. How important was religion to the Saxons and the Vikings?**To describe the features of early Christianity**

Paganism, reintroduction of Christianity and how it spread, St. Augustine, Monasteries, Edward the Confessor

- Know that the Anglo-Saxons were polytheists
- Know that in 597, the Pope (the head of the Catholic Church in Rome) sent a monk called Augustine to convert King Aethelbert (the king of Kent) to Christianity; Augustine became the first Archbishop of Canterbury; over the next century churches and monasteries were built as many Anglo-Saxons converted to Christianity; monasteries were places where people could live lives of quiet prayer
- Know the why and how Christianity spread – monasteries, missionaries, conversion of kings

7. What happened to the Anglo-Saxons and Vikings?

Legacy, Battle of Hastings, Bayeux Tapestry

Retrieval: Danelaw, Resistance of Alfred the Great and Athelstan, 1066

Vocabulary: Athelstan, Alfred the Great, Danegeld, burhs, resistance

- Know that there were competing claims to the throne in 1066
- Know that William's army defeated Harold's army at the Battle of Hastings, in which Harold was fatally wounded
- Know that the events of this period are portrayed on the Bayeux Tapestry, made in the 1070s
- Know that William became known as William the Conqueror and was made King William I of England; this ended the reign of the Anglo-Saxons, and began of the reign of the Norman kings




- Discuss reasons for raid on Lindisfarne
- Begin to evaluate the usefulness of sources
- Understand why the raids were successful
- Give reasons why Vikings left their homeland
- Use evidence to formulate own opinions about the Viking Raids
- Summarise the changes the Vikings made and caused to life in Britain
- Show understanding of the main events during the reigns of Alfred and Athelstan
- Select and combine information from different sources

Treehouse Theatre –Vikings versus Saxons

Play in a Day coverage:

Anglo-Saxon Laws and justice, Viking raids, invasions and settlement, Resistance by Alfred the Great and Athelstan, Danegeld, Viking Kings, Aethelred the Unready and Edward the Confessor, Harold Godwinson and The Battle of Hastings, 1066.



Year 5	Curriculum Content, Enquiry Questions and Overview	Skills	Vocabulary
Concepts			
Society 	<p>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</p> <p>When and where did these civilisations occur?</p> <p>To locate ancient civilisations</p> <p><i>Timeline indicating time span of Ancient Egypt, Sumer, Indus Valley and Ancient China, also Anglo Saxons, Romans, map – climate, advantages</i></p>	<ul style="list-style-type: none"> • Begin to develop a chronologically secure knowledge of world history • Establish comparisons • Address historically valid questions about similarity and difference • Think critically • Develop perspectives and judgements 	Civilisation Dynasty Location River valley Irrigation achievements
Civilisations and Advancements 	<p>What was the greatest achievement of each civilisation?</p> <p>To research ancient civilisations</p> <p><i>Investigate clues – primary sources – photos, pictures ,use secondary sources</i></p>		

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

Key question: What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?

Brilliant Beginning – Escape Room

1. When and where did these civilisations occur? To compare timelines

Retrieval of prior learning – Romans, Stone Age, Anglo Saxons, Monarch, Empire, Emperor

Summary: Timeline indicating time span of civilisations, also Anglo Saxons, Romans, map – features (access to fresh water)

Vocabulary: Civilisation, Ancient, Source, Archaeology, Significant. Also, Retrieval of Timeline vocabulary, e.g. BC/AD, BCE, CE, sequence.

- Know a definition of the term civilisation
- Know that archaeology is the study of the past by looking at non-written artefacts from that time; often these are excavated from beneath the ground

What was the greatest achievement of each civilisation? To research ancient civilisations (Homework)

Secondary sources, bbc bitesize videos, create a fact file including main achievements – INDUS, SUMER, ANCIENT CHINA

2. When was Ancient Egypt and how long did it last for? How was Egyptian society organised? To explore the duration and society of Ancient Egypt

Retrieval: Civilisation timeline and definition, Interpretation of evidence, sources of evidence. Summary: Dynasty timeline, social pyramid, role of the pharaoh

Vocabulary: Dynasty, Social structure, Period, Chronology, duration, interval, chronological narrative, Pharaoh

- Know that ancient Egypt had a strict social hierarchy
- Know that a historical source can provide evidence relating to the events of the past

3. How significant was the Nile? To identify the importance of the Nile

Retrieval: timeline, other civilisations, stone age agriculture Summary: Location (google earth), benefits, travel, agriculture, transport, trade, flooding calendar

Vocabulary: Evidence, chronology, Primary Source, Significance, economic, delta, source, commerce, trade, agriculture

- Know that the Nile was fundamental to life in Egypt: it is used for: fishing; drinking water; hunting; transport and growing crops.
- Know that the Nile flooded and there were different seasons: Akhet, Peret and Sehmu
- Know that sources do not have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past

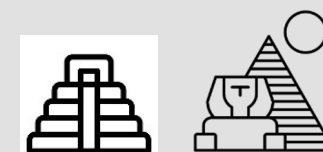
4. How did agricultural advances support the civilisation? To extract evidence from a range of sources

Retrieval: dynasty timeline, river Nile, flooding seasons. Summary: Irrigation, tools, visual primary sources, benefits

Vocabulary: Evidence, primary source, significance, cause and consequence, achievement, agriculture, economics irrigation, shaduf, sickle, oxen, commodity

- Know that agricultural developments (tools, irrigation) were a key feature that enabled the Egyptians to be successful
- Know that better farming helped produce a surplus which benefited the Egyptians (feed population, trade, other job roles)

- Make observations around timelines
- Explain thinking and reasoning
- Begin to make links between multiple timelines
- Identify geographical links between civilisations
- Select and organise information
- Identify the significance of the Nile in Egypt’s development
- Find evidence to answer questions
- Understand and explain the benefits of agriculture
- Extract evidence from visual sources



5. What was the role and importance of the scribe in society? To identify ways in which we learn about the past

Retrieval: Prehistory (no written records – stone age), Social pyramid Summary: Hieroglyphics, training and education, sources of evidence, Rosetta stone

Vocabulary: Scribe, papyrus, cartouche, hieroglyphics, primary source, evidence, significance

- Know hieroglyphics by sight and know that very few people learned how to read and write using these
- Know that for a long time people did not know much about hieroglyphics; the Rosetta Stone, which showed some writing in hieroglyphics and in ancient Greek, allowed more of the language to be understood
- Know that writing is a key feature of a civilisation
- Know that sources of evidence related to writing are important to our understanding of Egyptian life and society

6. How, when and why were the pyramids built? To consider interpretations

Retrieval: Agriculture, Scribe, Roman and Anglo Saxon Gods (Beliefs concept)

Summary: religious beliefs, Gods, Afterlife, Giza, Pyramid of Khufu, sphinx, building theories

Vocabulary: Afterlife, religion, mythology, pyramid, monument, tomb, Giza, significant, construction, archaeologist

Misconception –(slaves did not build pyramids)

- Know that the ancient Egyptians believed in many gods (polytheism)
- Know that the gods represented certain things: e.g. Osiris (god of the underworld), Horus (god of the sky)
- Know that the pyramids, including the Great Pyramid at Giza, were built as monuments to dead pharaohs
- Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion

7. Assessment – Answer key question and make links in learning.

Key question: What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?

8. Fantastic Finale: Shoebox Tombs

- Know that many pharaohs were buried in a place called the Valley of the Kings; know that a relatively unimportant king’s tomb - that of Tutankhamun - was found in 1922 and that the artefacts found became world-famous
- Know that Tutankhamun and his tomb were discovered by Howard Carter in 1922

- Identify types of evidence
- Begin to make links between new and existing learning
- Draw conclusions using specific evidence

- Identify sources that are useful in explaining why the pyramids were built
- Explain how and why the pyramids were built

- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Connect achievements with aspects of Egyptian culture
- Make links between learning



<https://www.bbc.co.uk/teach/ks2-history/zfbwhbk>

1. Where was Baghdad and what is/was its place in the world? (2 lessons)

To learn about the round city of Baghdad

Retrieval: Summary: Timeline, map, the spread of Islam, silk road, drawing of round city using sources

Vocabulary:

Know that the Abbasid caliphate founded the city of Baghdad in 762; this city would go on to be the largest and most scientifically advanced in the world

Know that Baghdad became a key global centre of trade along the 'Silk Routes'

2. What kind of people were the citizens of Baghdad?

To learn about everyday life in Baghdad in 900 CE.

Retrieval: Summary: Houses, jobs, food, fashion, marketplace, House of Wisdom, Leisure, school

Vocabulary

Know that there existed in Baghdad a building that translates into English as 'House of Wisdom'

3. How did life in the Golden Age of Baghdad compare to life in the Dark Age of Anglo-Saxon England?

To make a comparison between Anglo-Saxon England and Golden Age Baghdad

Retrieval: Summary: Comparison of life including farmers, homes, food, towns

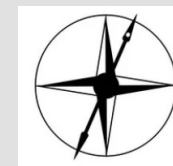
Vocabulary:

Know that In 900AD, while Britain was in the dark ages, the Islamic civilization was growing and spreading across Asia and the Middle east, North Africa and Spain.

Know that during Baghdad's "Golden Age", the early Muslim world was significantly more advanced in knowledge, technology, culture and society.

Know that Baghdad was the centre of the Islamic Empire whereas London was still a simple Anglo Saxon settlement at this time

- Place historical periods on a timeline, noting connections with other historical periods studied.
- Compare and discuss descriptions of Baghdad and create own artist's impression.
- Discuss and evaluate historical information.
- Make notes and use knowledge to recreate scenes
- Research and summarise main ideas
- Make notes about Anglo-Saxon life and compare with what we have learned about life in Baghdad c.900 CE.



4. What is the significance of the mathematician, Al-Khwarizmi?

To learn about the mathematician Al-Khwarizmi.

House of wisdom and other great thinkers summary, Bluebots, maze, algorithms, place holder, algebra

Know that advances in science, astronomy, poetry, mathematics, history, law and philosophy were made in the areas of early Islamic civilisation; this era of discovery is known by some as ‘the Islamic Golden Age’ or ‘the Golden Age of Islam’

Know that Muhammad ibn Musa al-Khwarizmi was a genius mathematician and astronomer; he is described by many as the ‘father of algebra’ and he also wrote a book detailing the movements of the Sun, the moon and five planets of our solar system

5. What happened during the siege of Baghdad 1258?

To create a narrative of the fall of Baghdad

Read sources, mongols, reliability

Know that the city of Baghdad was in decline when it was sacked by the Mongols (nomadic tribe ruled by Genghis Khan) in 1258; this means that the city was destroyed and much of its population massacred

Know that the sacking of Baghdad is considered by many historians to signal the end of the Golden Age of Early Islamic Civilisation

6. What did early Islamic Civilisation leave behind?

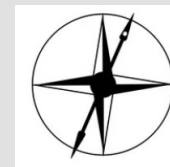
To consider the contributions made by the Islamic civilisation **Know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information**

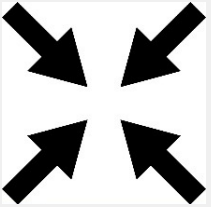
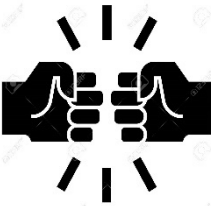


Overview of thinkers, inventions, spread of ideas, what do we use today, influences

- Know that a historical source can provide evidence relating to the events of the past
- Know that sources don’t have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past
- Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion
- Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people

<https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/early-islamic-civilisation/>

- select and organise relevant historical information
- discuss and evaluate a range of sources
- Examine a range of sources of historical evidence relating to the fall of Baghdad, evaluating their usefulness and reliability.
- Create a narrative of the fall of Baghdad.
- Use evidence to support their judgement and explanation
- construct informed responses that involve thoughtful selection and organisation of relevant historical information



Year 6	Curriculum Content, Enquiry Questions and Overview	Skills	Vocabulary
Concepts			
<p>Invasion and Settlement</p> 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II</p> <p>1. When did WW2 happen? To identify and explore significant events in World War 2 <i>Retrieval, timeline, overview of key events and sequence, map of where conflict took place/affected</i></p> <p>2. What happened in the early 20th century in Europe that paved the way for World War 2? To explain why World War 2 began <i>WW1 and aftermath, Treaty of Versailles, Adolf Hitler, the outbreak of WW2, Allies, Axis</i></p> <p>3. Was Dunkirk a miracle or a disaster? To explain whether Dunkirk was a miracle or a disaster <i>General overview of WW1 and reasons for WW2, Timeline of WW2, Propaganda, Key vocabulary and individuals, Location of Dunkirk, Little Ships, BEF</i></p>	<ul style="list-style-type: none"> • Sequence up to 10 events on a time line • Check the accuracy of interpretations – distinguish between fact, fiction and opinion • Identify and evaluate sources of information and use to support conclusions • Suggest why Dunkirk has been interpreted in different ways • Explain Dunkirk in terms of cause and effect using evidence to support their explanation • Use sources to make conclusions about key question • Identify similarities and differences through selection and organisation of historical information • Address and answer valid historical questions • To extract evidence and infer information from a range of sources • Compare and contrast childrens' WWII experiences with children affected today 	<p>Parliament Bias Propaganda Allied Axis Campaign War effort Morale Evacuation Kindertransport Migration Immigration Blitzkrieg Military</p>
<p>Conflict and Disaster</p> 	<p>4. What was it like to be a child in World War II? To explore the lives of children across Europe in WW2 <i>Experiences of children in Britain and Germany and elsewhere, including Jewish children. Battle of Britain, The Blitz, Evacuation, propaganda</i></p> <p>5. What was the impact of WWII on people in our locality? To discover key events in Bournemouth during WW2 <i>Bombings in Bournemouth, D-Day links and training, Hengistbury Head</i></p>		
<p>Society and Government</p> 	<p>6. Who were the Kindertransport? Why did they leave their families? To find out about the Kindertransport and describe what it was <i>Revisit the push of migrants to Britain over time, Statue at Liverpool street station, conditions in Germany prior to 1938, stories of Jewish children and families from different parts of Europe. Holocaust Memorial Day. Vera's Journey HET</i></p> <p>7. What did women do in the war? To describe women's wartime roles <i>Women's role from Tudor time, e.g. Vikings, Stuart, 19th Century, Women in services, factories, Land girls, propaganda</i></p> <p>8. What contribution did people from across the British Empire make to Britain's war effort? To find out about the Windrush generation and explain their contribution in WW2 <i>Britain's Indian Empire, British Commonwealth, West Indies Calling</i></p> <p>9. How was propaganda used in Britain during World War 2? Make Links</p>		 <p>Conclusion Cause and effect</p>

When did WW2 happen?

- Know that World War II began on 1st September 1939
- Know that World War II started in Europe, but spread throughout the world. Much of the fighting took place in Europe and in Southeast Asia (Pacific).
- Know that The war in the Pacific ended when Japan surrendered on September 2, 1945. Know that the American people were initially reluctant to become involved in the war, but they joined the war on the side of the Allies after Pearl Harbour in the US state of Hawaii was attacked by Japanese fighter planes; the American military fought the Japanese in the Pacific Ocean and islands within it
- Know that a group of mostly British, American and Canadian soldiers (supported by soldiers from other countries) invaded Nazi-occupied France at Normandy, sailing across from Britain in an operation called Overlord which came to be known as the D-Day landings; this invasion was successful, and from here, Allied troops began to push the German army back; the German army was attacked from both sides with mostly British, American and Canadian forces attacking from the west and Russian forces attacking from the East
- Know that once defeat was inevitable, Hitler took his own life and Nazi Germany surrendered to the Allies; the date of this surrender is called VE day (i.e. victory in Europe)
- Know that Japan was exceptionally reluctant to surrender and the Allies feared great loss of life in any land invasion of Japan; the USA, with consent from the British leaders, decided to use a new powerful form of weaponry called atomic bombs (also known as nuclear weapons); one of these was dropped on Hiroshima and another of which was dropped on Nagasaki, two cities in Japan; estimates suggest that well over 100,000 civilians died, and Japan surrendered as a result; the date of this surrender is called VJ day (i.e. victory in Japan)

What happened in the early 20th century in Europe that paved the way for World War 2?

- Know that history is the study of the past, in particular the changes over time that have occurred within human society
- Recognise some of the conflicts that have been discussed earlier in the history curriculum, including the wars between Athens and Sparta; Alexander the Great's wars of conquest; the wars of conquest of the Roman Empire; the conflict between the Anglo-Saxons and the Vikings; the battles of the Norman Conquest;
- Know that World War 1 - known at the time as the Great War - was the first war in which countries from across the globe were dragged into one wide-reaching conflict; this was due to the empires that the European countries relied upon for resources and troops; however, many countries remained neutral and were not directly involved in World War 1
- Know that for the first time countries had the technology and resources to maintain a continuous war over a long period of time; while conflicts before World War 1 had lasted for very long periods of time, these were mostly made up of occasional battles at specific sites; World War 1 was the first sustained conflict between technologically advanced nations and the death toll was vastly higher than previous European conflicts; the ability to produce weaponry and machinery of war had been transformed by the Industrial Revolution
- Know that Germany, exhausted from the war effort and lacking the resources of an extensive global empire to sustain its economy, surrendered in 1918; at Versailles, Germany was forced to sign a treaty that forced it to pay reparations to France and other countries, to give up some of its territory and to refrain from having an army in future
- Know that economic problems known as the Great Depression saw mass unemployment across Europe; Germany - already struggling with its reparations payments - was especially hard hit; riots and civil unrest erupted across Germany, and their people became more open to radical solutions to solve the problems of the country
- Know that Hitler's German army annexed the Rhineland (land that had been taken from Germany following the Treaty of Versailles) and Austria
- Know that in 1939, Hitler's German army invaded the rest of Czechoslovakia; in September, Germany invaded Poland, and Britain and France declared war on Germany; Germany joined forces with other countries, notably Italy and Japan, and these countries were known as the Axis powers; these were opposed by the Allies, notably Britain, France and other countries, including those that joined the war later such as the USA
- Know that Hitler's German army, using a method known as 'blitzkrieg' (translated as 'lightning war') defeated France and various other European countries, leaving Britain and the countries of the British Empire with fewer allies

Was Dunkirk a miracle or a disaster?

- Know that propaganda is information, often of a biased nature, that is used to promote a particular political cause or point of view
- Know that politics is the activities that are associated with the use of power, particularly those undertaken by governments
- Know that historians will interpret things in different ways, and will prioritise different ways of looking at history; for example, some will focus on the circumstances that led to events while others will focus on the decisions made by important people; some will focus on military history (the history of battles and wars) while others will focus on the economy (production and trade); it is often sensible to consider different perspectives on history to understand it better (retrieval)
- Know that a historical source can provide evidence relating to the events of the past (retrieval)
- Know that large numbers of British, French and Belgian troops were surrounded by German soldiers on the northern coast of France.
- Know that 800 British boats set out and rescued many of them against the odds, although many men died.
- Know that Dunkirk began on May 26th 1940.
- Know that newspapers reported different stories about the event

What was it like to be a child in World War II?

- Know that due to the fear of bombs being dropped on major towns and cities in Britain, 1.5 million children across the country were evacuated from towns and cities to live in the countryside, mostly with complete strangers who volunteered to take them in
- Know that evacuation involved exceptional emotional distress for many children and their parents; while evacuation was voluntary, the closure of schools in urban areas and the fear of aerial bombardment encouraged many to send their children away
- Know that many children had never seen the countryside before and saw evacuation as an adventure; for some children, the years spent evacuated were the happiest of their childhood; for others, evacuation was a miserable experience, sometimes due to mistreatment by their foster families
- Know that the evacuation of children to other homes brought people from different areas and with different backgrounds together; many people for the first time recognised the extreme poverty and ill health suffered by some children across the country
- Know how our knowledge of the past is constructed from a range of sources
- Know that propaganda was used to encourage people to volunteer as foster parents, and to evacuate their children and not bring them back; despite this many children did return home shortly after evacuation as the bombing of British cities did not begin immediately
- Know that a historical source can provide evidence relating to the events of the past (retrieval)
- Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion (retrieval)
- Know how our knowledge of the past is constructed from a range of sources (retrieval)
- Know how to recognise connections, contrasts and trends over time (retrieval)
- Know that we can devise our own questions about history and begin to answer these using historical sources (retrieval)
- Know that due to the narrow strip of sea between occupied Europe and Britain, invasion of Britain was a much more challenging prospect for Hitler's Germany than the invasion of countries in continental Europe; in order to force Britain to seek a negotiated peace treaty on terms decided by Hitler, the German air force (the Luftwaffe) sought to defeat the British equivalent, the Royal Air Force
- Know that between July and October 1940, the two air forces fought in the skies over the south and east of England; a technology known as radar was further developed in Britain that used radio waves to detect German planes from far away; despite being driven to the limits of their capacity, the Royal Air Force and its pilots prevailed; almost a quarter of the pilots who participated in the Battle of Britain were from other countries including Poland, New Zealand, Australia, Czechoslovakia, Canada, Belgium, France, the United States and South Africa
- Know that during the Battle of Britain, some German aeroplanes began dropping bombs on many British cities, especially London; this became known as the Blitz, from the German word blitzkrieg; the Blitz continued into 1941; the purpose of the bombing was to undermine British manufacturing of arms and to demoralise the British and force them out of the war
- Know that Henry Moore, a British artist most famous for his sculptures, created moving sketches depicting people sheltering from the Blitz in London Underground stations
- Know that around 40,000 people died during the Blitz, almost half of them in London; 2 million homes were destroyed
- Know that the Blitz ended in May 1941 as Hitler shifted his forces to the east for the battle with Russia

Knowledge

What was the impact of WWII on people in our locality?

- Know that the Luftwaffe carried out a bombing raid and destroyed 22 buildings and damaged over 3000 in central Bournemouth.
- Know that this happened on May 23rd 1943
- Know that some 131 people were killed and hundreds were injured.
- Know that D-Day was the largest amphibian invasion in the history of warfare and led to the liberation of France
- Know that during D-Day, Bournemouth was a defence area and all civilian visits were banned
- Know that during this time, most hotels were requisitioned for military use

Who were the Kindertransport? Why did they leave their families?

- Know that the kindertransport was the name given to the mission which helped thousands of children escape from Adolf Hitler's reign of terror in parts of Europe (Germany, Austria Poland and Czechoslovakia) controlled by [the Nazis](#) Know It is called this as kinder means 'children' in German.
- Know that the first Kindertransport from Berlin in Germany departed for the UK on 1 December 1938.
- Know that there is a statue at Liverpool Street Station in London, where the young refugees arrived 80 years ago.
- Know that many parents of children who had been rescued on Kindertransport were killed in the war so lots of children chose to stay in the UK and build new lives for themselves, as they had no family to go home to. Others returned to their original home, while some rejoined their families who had resettled elsewhere, like in the US.

What did women do in the war?

- Know that as part of the war effort, women across Britain undertook many jobs that had become to be regarded as “men’s jobs” including the making of weaponry, working in chemical plants, working on farms and working with the army (though they were not permitted to fight); propaganda posters were used to encourage women to take on this work; by 1943 around 9 out of 10 women were directly involved in the war effort
- Know how our knowledge of the past is constructed from a range of sources

Knowledge

What contribution did people from across the British Empire make to Britain’s war effort?

- Know that during World War 2, the British Empire was in control of a number of territories across the globe including Britain’s Indian empire - which included the countries now called India, Pakistan, Bangladesh and Myanmar - and colonies in Africa; the British Empire also maintained ties to four independent dominions: Australia, Canada, South Africa and New Zealand; all of these together were called the British Commonwealth
- Know that within days of entering the war, the four independent dominions entered the war on Britain’s side; during the course of the war, they were joined by soldiers from across the Empire, including 2.5 million volunteers from Britain’s Indian empire, the largest volunteer army in history
- Know that soldiers from across the empire fought on several fronts - including in Europe, Africa and Asia - often receiving the highest honour bestowed upon a person by the British military, the Victoria Cross

How was propaganda used in Britain during World War 2? ESSAY

Paragraph 1: What is propaganda and what are propaganda posters?

Paragraph 2: What famous examples of propaganda existed in Britain during World War 2?

Paragraph 3: What purposes was propaganda used for in Britain?

Paragraph 4: In what ways did propaganda give a distorted representation of reality?

- Know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information

Concepts

Religion



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

- **Who were the Ancient Greeks?**

To locate Greece and place Ancient Greece in time

Retrieval. Location, physical features and climate. Civilisation timeline and Ancient Greece timeline.

- **Would you rather have been Athenian or Spartan?**

To research life and society in Ancient Greece and Sparta

The city States of Sparta and Athens – children, education, warfare, men and women and government.

- **What do artefacts tell us about what life was like in Ancient Greece?**

To explore aspects of Ancient Greek life

Pottery and statues of different aspects of Greek life - gods and goddesses, theatre, Olympics and soldiers

- **What do archaeological sites tell us about what life was like in Ancient Greece?**

To produce a tour guide of an Ancient Greek site

Investigate Ancient Greek life at the archaeological sites – the Greek theatre at Ephesus, The Temple of Apollo at Delphi and The Parthenon in Athens, devise a tour guide including important dates and terms

- **What do we know about the achievements of Alexander the Great?**

To explore the achievements of Alexander the Great

Becoming King, military power, conquests and expansion, death, identify most important achievements

- **How have the Olympic Games changed since they were first held in Ancient Greece?**

To explore the Olympics and consider the similarities and differences

London 2012 Olympics, origins of Ancient Olympic games, events, religious significance of the ancient games

- **How were the Ancient Greeks governed and are there any similarities with how we are governed today?**

To understand how the Ancient Greeks were governed

Refer back to previous work on Athens and Sparta, how city states in Ancient Greece were ruled, democracy today, voting, UK government.

Society and Government



Conflict and Disaster



Civilisation and Advancement



- Locate Ancient Greece, Athens and Sparta on a map
- Place Ancient Greece in time using a timeline
- Define duration of Greek period and classical period and other key events

- Carry out research using secondary sources
- Make connections and draw contrasts

- Infer information from artefacts
- Consider the utility and limitations of using artefacts in isolation from other historical sources

- Infer information from artefacts
- Select and combine information from different sources about the recent past and Ancient Greece

- Use different sources to identify the most important achievements
- Give reasons

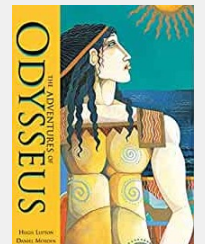
- Select and combine information from different sources about the recent past and Ancient Greece
- Identify similarities and differences

- Begin to understand and use key terms/specialised vocabulary such as democracy, civilisation, culture, laws and justice
- Compare and contrast between then and now

Western World

Democracy
Oligarchy
Philosophy
Athens
Parthenon
Acropolis
Art and culture
Republic

Investigate
Objectivity
Subjectivity



Who were the Ancient Greeks?

- Know that throughout the times of ancient Greece, trade was essential to the flourishing of these city-states and the development of their economies; the ancient Greeks were a seafaring people, partly because of the need to trade but partly also because of the Greek islands that surround the area
- Know that throughout most of its history, ancient Greece was a collection of independent city-states that shared a language and aspects of culture (religion); Athens and Sparta were two of these city-states, though there were others
- Know that Greece is considered by many historians as ‘the birthplace of Western civilisation’
- Know where Greece fits in relation to other periods and societies that we have studied, e.g. Ancient Egypt, Romans.
- Know that Ancient Greece was conquered by the Romans and absorbed into its Empire.
- Know that ancient Greece is considered by historians to have had four particularly noteworthy periods between 2000 BCE and 146 CE: the Bronze Age, the Archaic Age, the Classical Golden Age and the period in which Alexander the Great made conquests over a large area; as with many ancient historical periods historians disagree upon the exact beginning and end dates of these periods or even whether these periods describe the time well; such periods are always descriptions applied when looking back in time

Would you rather have been Athenian or Spartan?

- Know that Athens and Sparta had different laws, money and rulers; the two cities were rivals
- Know that democracy is a form of government in which the government is controlled to some extent by the people who live there; it usually requires that people vote to make important decisions
- Know that Athens was a city-state that for periods implemented the first example of a democracy (demos - people; cracy - rule); however Athens’s democracy was very limited as only adult men; this means that women, children and enslaved people were not permitted to vote
- Know that Athens had a powerful navy; a navy is the military of a country that operates at sea, mainly using ships
- Know that Sparta was a city-state that was not a democracy; it was ruled by two kings at the same time supported by a few other people who made all of the important decisions
- Know that Spartans valued military strength on land; it wanted its population to be hardened ready for war at all times; boys were taken from their mothers at age 7 to learn the skills of fighting and discipline
- Know that Spartans valued strength
- Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion
- Know that historians will interpret things in different ways, and will prioritise different ways of looking at history; for example, some will focus on the circumstances that led to events while others will focus on the decisions made by important people; some will focus on military history (the history of battles and wars) while others will focus on the economy (production and trade); it is often sensible to consider different perspectives on history to understand it better (retrieval)

What do artefacts tell us about what life was like in Ancient Greece?

- Study the example of Athenian pottery from the British Museum
- Know that a historical source can provide evidence relating to the events of the past (retrieval)
- Know that we can devise our own questions about history and begin to answer these using historical sources (retrieval)
- Know that sources don’t have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past
- Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people
- Know how our knowledge of the past is constructed from a range of sources
- Know that we can never be sure about the conclusions we draw from artefacts and that we have to let the evidence we have guide us towards the most likely conclusion (retrieval)
- Know that Gods were involved in every aspect of life – Terracotta figure
- Know that theatre was popular in Athens; audiences were large (around 15,000 each day) and all male casts – mask
- Know that the Olympics originated in Ancient Greece and recognise some of the events – pottery/weights

What do archaeological sites tell us about what life was like in Ancient Greece?

- Know that the period between 500 BCE and 400 BCE is called the Classical Golden Age; this is a time of ideas and inventions in Athens that have massively influenced the modern world
- Know that Athenian democracy - while extremely limited - was the starting point for the democracies that exist around the world today, including the one that exists in the United Kingdom
- Know that the beautiful architecture of ancient Greece inspired many beautiful buildings elsewhere even into modern times
- Know that the Athenians watched plays and that they used these as a way to discuss the world and understand it; this included funny plays, called comedies, and plays about things going terribly wrong for a protagonist, called tragedies; all drama from plays to television programmes and films finds its origin in these plays
- Know that before, during and after the Classical Golden Age, the ancient Greeks made major contributions to mathematics, particularly the study of shape and space
- Know that Hippocrates lived during the Classical Golden Age and he studied diseases and how they might be cured in a careful way; he is sometimes described as ‘the father of modern medicine’ for this reason
- Know that Herodotus lived during the Classical Golden Age and he wrote the first record that is an attempt to carefully something that happened in the past; he is sometimes described as ‘the father of history’ for this reason
- Know that a long war between Athens and Sparta eventually signalled the end of the Classical Golden Age after Athens surrendered
- Know that Athenians valued art and architecture; there were magnificent buildings in Athens such as the Parthenon which was part of the Acropolis, a group of buildings at the highest point in Athens; Athenians appreciate leisure and enjoyed luxuries like beautiful vases and going to plays

What do we know about the achievements of Alexander the Great?

- Know that a king called Philip II of Macedon (a part of ancient Greece) conquered most of the city states of ancient Greece
- Know that Philip II of Macedon employed Aristotle to teach his son, Alexander
- Know that Alexander succeeded his father and became king, he proved to be an even better military general than his father; Alexander's armies conquered all of ancient Greece and a massive area outside of it; this area included the locations of the three oldest civilisations learned about in year 5 (Egypt, Sumer and the Indus Valley)
- Know that the ancient Egyptian civilisation ended when an ancient Greek ruler, Alexander the Great, conquered Egypt in 332 BCE
- Know that Alexander was a cruel and brutal tyrant in his conquests; for example, when the ancient Greek city-state of Thebes rebelled against him, Alexander had the entire city burned to the ground and every inhabitant sold into slavery
- Know that Alexander spent his entire life invading and conquering other territories and died at the age of 33 without naming a successor, and the areas he conquered soon broke apart
- Know that the conquests of Alexander the Great spread Greek ideas and culture across a wide area which influenced many peoples including the Roman Empire which conquered Greece in 31 BCE; the Roman Empire further spread Greek ideas and culture throughout what is now known as Europe, including to Britain

How have the Olympic Games changed since they were first held in Ancient Greece?

- Know that the first Olympic games took place in this period; this eventually inspired the modern Olympics, but the original games were a much shorter affair with just a few events; the Olympics were named after Mount Olympus, the highest mountain in Greece, the summit of which was said to be where the Greek Gods lived.
- Know that the ancient Olympic Games were primarily a part of a religious festival that was in honour of Zeus, the father of the Greek gods and goddesses.
- Know that the festival and the games were held in Olympia, an ancient rural sanctuary site dedicated to the worship of Zeus

How were the Ancient Greeks governed and are there any similarities with how we are governed today?

- Know that the first known democracy was in Athens during the Ancient Greek period, but women were not allowed to vote
- Know that democracy is still our main form of government today; know that people made decisions by voting
- Know that There were three main bodies of the government: the Assembly, the Council of 500, and the Courts.
- Know that the Assembly included all citizens who showed up to vote. Everyone who was a citizen could participate as part of the assembly. The assembly would decide on new laws and important decisions, like whether or not to go to war.
- Know that the Council oversaw much of the day-to-day running of the government. The Council was determined by lottery. If your name was chosen, then you would be on the council for one year.
- Know that the Courts handled lawsuits and trials. The courts had large juries to help make decisions.