



History Programme of Study

Last updated: Sam O'Regan, June 2024

Purpose of Study
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History has links to other areas of the curriculum. Where there are overlaps, or very clear links, these have been made clear in each enquiry question. It is expected that these units are taught alongside at the same time.

Aims

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of the Early Years Foundation Stage, children will:



- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- understand the past through settings, characters and events encountered in books read in class and storytelling

(Extract from the Early Learning Goal for Past and Present)







Pre-School	Children will be learning to...	Key experiences children will be exposed to:	Key vocabulary
	<ul style="list-style-type: none">• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.	<ul style="list-style-type: none">• Talking about patterns of events, in cooking, gardening, sewing etc.• Talking about events in stories	<ul style="list-style-type: none">• Morning, afternoon, evening, night-time, earlier, later, too late, too soon, in a minute, yesterday, tomorrow

Reception	Children will be learning to...	Key experiences children will be exposed to	Key vocabulary
Prior Knowledge: See Pre-School	<ul style="list-style-type: none">• Comment on images of familiar situations in the past• Compare and contrast characters from stories, including figures from the past	<ul style="list-style-type: none">• Pictures, stories and artefacts and accounts from the past, explaining similarities and differences• A focus on the lives of both women and men in the past• Show images of familiar situations in the past, such as homes, schools and transport• Opportunities for children to begin to organise events using basic chronology, E.G. our day, our week, my life.• Learning about castles, kings and queens	<ul style="list-style-type: none">• past, old, new, before, now, morning, afternoon, evening, night-time, earlier, later, too late, too soon, in a minute, yesterday, tomorrow, castle, king, queen
Future Learning: Y1 – how is now different?			








Year 1	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry A: How is now different to when our parents or grandparents were little?</p> <p>Prior Knowledge: YR – ELG 13 Past & present events of own lives & family Y1 – How did Fry's change Keynsham?</p> <p>Future Learning:</p>	<p><u>National Curriculum Linked Objectives:</u></p> <ul style="list-style-type: none"> •Changes within living memory - aspects of change in national life •Know where events they study fit in a chronological framework. •Develop an awareness of the past, using common words and phrases relating to the passing of time. •Identify similarities and differences between ways of life in different periods •Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p><u>Historical enquiry/ skills</u></p> <ul style="list-style-type: none"> •Answer given questions and choose appropriate questions. •Ask questions like what was it like for people in the past. (What toys did they have? What were toys made from? How have they changed? What jobs did people do/ Did they have the same thing in their houses as us?) •Use artefacts, pictures, stories •Use other sources – photographs, Blaise Castle Museum, artefacts, comparing old and new toys <p><u>Continuity, change, cause and effect</u></p> <ul style="list-style-type: none"> •Notice differences between old and new •Describe the process of change in toys over time •Describe the process of change on houses through the decades. <p><u>Chronology</u></p> <ul style="list-style-type: none"> •Order pictures of events on a timeline •Order pictures of items/ artefacts on a timeline 	<p>1. Know the past is something that has already happened. It can be old, older or oldest. Give examples of things that have happened to them in the past e.g. birthdays, Christmases, holidays.</p> <p>2. Know present is something that is happening now. Give examples of things that are present.</p> <p>3. To know there are different types of modern houses: Detached – one house on its own Semi-detached – two houses joined together Terraced – a row of houses joined together Bungalow – one floor – no upstairs Cottage – a small house Flat – part of a bigger building with lots of different flats in it. Often on one level.</p> <p>4. Know a decade means ten years and that we group the progress of time in ten years e.g. 1920s, 1930s, 1940s etc.</p> <p>5. Know what British homes were like decades ago: - Back-to-back houses with a small number of rooms. - Most houses near us were terraced. - There were with some larger detached homes.</p> <p>6. Know and compare the technology found in houses: - Washboards and mangles for washing clothes to spin dryers (in 1950) washing machines (in wealthy households from 1950) and now tumble dryers. - Outdoor toilets in the yard to indoor or +1 toilet in some houses. - Coal fires to heat (still common use in 1950s) to electric heaters and gas fires to central heating (installed in homes en masse from the 1970s) - Electricity was used to light homes from the 1930s.</p> <p>7. Know what toys are like now and begin to describe them. Describe the toys I play with e.g. material, colour, function.</p> <p>8. Know we can use artefacts to find what toys used to be like in the past.</p> <p>9. Know toys have changed through time: - materials available have changed – wood, plastic - bright colours - function – technology means a development from mechanical to electrical to electronic.</p> <p>10. Children will use a timeline to show change in through time using language such as: in the past, a long time ago, older, old, new, newer.</p>	<p>A – Different types of house in present 2 & 3</p> <p>B – Know what homes were like decades ago 1,4,5,6</p> <p>C – know what toys are like now 7</p> <p>D – compare toys past/present 8,9</p> <p>E: show change on a timeline 10</p>	<p>Old, older, new, newer, present, past, materials, century, decade, artefacts, plastic, wood, wind up, electric, battery, technology</p>
Outcome:	Children will discuss / write captions for a series of pictures to show change. This could include filming the children comparing toys from the past and talking about how they have changed. A venn diagram could also be introduced. The children will demonstrate the knowledge they have learnt this enquiry.			
Notes on links to other curriculum areas & Resources:		Family		Blaise Castle Museum – Toys Workshop Local Walk (E.G. Somerdale Estate – Chandos Road – The Park)





Year 1	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry B: How did Frys Chocolate change Keynsham?</p> <p>Prior Knowledge: Past & present events in own lives and family. (ELG 13)</p> <p>Future Learning: Y1 How is now different to when our parents or grandparents were little? Y2 Saktaure Y3 Wool trade</p>	<p><u>National Curriculum Linked Objectives</u></p> <ul style="list-style-type: none"> •Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. •Know where the people and events they study fit within a chronological framework. •Significant historical events, people and places in their own locality. •To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. •To understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p><u>Historical enquiry/ skills</u></p> <ul style="list-style-type: none"> •Answer given questions and choose appropriate questions. •Ask questions like what was it like for people in the factory? What happened? How long ago? •Use artefacts, pictures, stories • Sources – photographs, visit from Somerdale Dinosaurs, comparing old and new photographs <p><u>Continuity, change, cause and effect</u></p> <ul style="list-style-type: none"> •Notice differences between old and new • Describe the significance of the Frys and Somerdale <p><u>Chronology</u></p> <ul style="list-style-type: none"> •Order pictures of events on a timeline 	<p>1. Know what life was like in Keynsham 100 years ago. How were houses different? Some houses still had outside toilets. How were toys different? Toys were not electronic, no computer games. How was everyday life? Mostly men that went to work, the women would stay at home and look after the children. <i>Link to equality & rights</i> How was the local area different? In 1923 – Somerdale was called The Hams, and were meadows. Farmers came from as far as Ireland with their cattle to graze on grass here due to rich alluvial soil. It took 11 years for Somerdale to be fully built, finally completed in 1935.</p> <p>2. Describe who the Fry family were. 1728 – Joseph Fry was born/. In 1777 he opened a factory in the centre of Bristol, making chocolate nibs and cocoa. Died in 1787, and continued by family. In 1847, they made the first ever chocolate bar in the world. They also made the first ever Easter Egg in 1873. Explain how as a Quaker, this influenced how the family ran the business and the design and planning of Somerdale.**</p> <p>3. Explain why the factory was important to Keynsham. Brought jobs to the area (5000 people worked here). A connection built to the railway. In World War 2 the factory helped to produce aeroplane engines. As quakers, the factory was built with social facilities including playing fields and large recreational sports grounds, including Frys Social Club. Fry Family gave donations to help Bristol University to help with education.</p> <p>4. Why did they stop making chocolate in Somerdale? It was cheaper to make it abroad, the land value was high so they would make a lot of money by selling it. It closed on 31st March 2011.</p> <p>5. Use a timeline to show changes in Keynsham & Somerdale, including the end of the factory and the opening of Somerdale School.</p>		<p>Keynsham, Somerdale, past, present, factory, old, older, new, newer, Frys, Cadbury, motor, Railway</p>
Outcome:	Children will demonstrate the knowledge they have learnt across this unit. Children will discuss / write captions for a series of pictures to show change. This could include filming the children sorting pictures of the local area. The children could also refer to their local area walk map, finding evidence of Frys Chocolate (e.g. Fry's football club/Pavillion, the architecture of new homes that link into industrial past) when completing the outcome.			
Notes on links to other curriculum areas & Resources:	<p>**Age-appropriate discussion around the fact that in the 17-1800s for around 150 years, until 1909, ingredients were cultivated by enslaved labourers. Frys family were supporters of the campaign to abolish slavery.</p>	     	<p>Local Walks, Somerdale Dinosaur talks, videos from Pathe of the opening of Somerdale Factory, pictures of various stages of development, looking at the building before SET (administration block with steps) History of Somerdale Booklet on the drive – full of history and pictures of Frys and Somerdale.</p>	




Year 1	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
Enquiry C: Why do people remember Florence Nightingale, Mary Seacole and Edith Cavell?	<u>National Curriculum Linked Objectives</u> The lives of significant individuals in the past who have contributed to national and international achievements. Know where people and events they study fit in a chronological framework. Ask and answer questions Use parts of stories and other sources to show they know and understand key features of events.	1. The Crimean War was from 1853 – 1856 and was where Russia invaded the Ottoman empire. 2. Florence Nightingale: was a British nurse during the Crimean War. She made hospitals cleaner for patients. She looked after soldiers in the Crimean War. She set up the Nightingale Training School for nurses in 1860. She became known as the Lady with the Lamp. 3. Mary Seacole: was a Jamaican British nurse during the Crimean War. She asked the War office to send her to Crimea to help – they said no. She spent her own money to travel to Crimea. She looked after wounded soldiers on the battlefield. She set up a hospital called The British Hotel out of her own money. She went home to England poor. 4. Edith Cavell: was a British nurse in the First World War. She saved soldiers from both sides during the war. She helped 200 soldiers escape from German soldiers. She was killed for helping both sides. 5. Children will note similarities and differences between the three nurses: Florence Nightingale and Mary Seacole = Crimean War Edith Cavell = WWI Florence Nightingale and Mary Seacole = set up a hospital Mary Seacole went onto the frontline – Florence Nightingale didn't go on the frontline. Mary Seacole gave all her money to pay for the hospital/ Edith Cavell gave her life to save all soldiers. Edith Cavell worked in a training hospital in Belgium/ Florence Nightingale trained nurses. All women put themselves in danger to save soldiers. All women stood up for what they believed. 6. Children will create a timeline of the key events of the nurse's lives	A: Know who FN was 1 + 2 B: Know who MS was 3 C: Know who EC was 4 D: Make comparisons 5 E: Use chronology to explore three nurses 6	Florence Nightingale, Mary Seacole, Edith Cavell, war, battlefield, hospital, nurse, patient, soldier, World War I, Crimean War, wounded, saved, helped.
Prior Knowledge: Past & present events in own and families lives (ELG 13), Y1 How is now different? Y1 How did Fry's change Keynsham?	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <u>Historical enquiry/ skills</u> Answer given questions and choose appropriate questions. Ask questions like what was it like for people in the past? Use artefacts, pictures, stories and other sources to understand what happened.			
Future Learning: Y2 Great Fire of London Y2 – valuing difference Y2 – LT Growing & Changing	<u>Continuity, change, cause and effect</u> Know why the significant people acted as they did. Notice similarities and differences between the significant individuals. Describe what we can learn from these significant people. <u>Chronology</u> Order pictures of events on a timeline			
Outcome:	Children will demonstrate their knowledge and learning to answer this question. Within this, children will: - Notice the common pattern of a nurturing, caring, selfless nature. - Recall key facts linked with what these individuals succeeded. They may: - Express an opinion about the significant individuals This could be in variety of formats such as a quiz, a poster, a presentation, a chatterbox, an oracy discussion. Children could use cross curricular skills to support them in this.			
Notes on links to other curriculum areas & Resources:	<div>     </div> <div>  </div> <div> https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39 https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z92m2nb https://www.penguin.co.uk/articles/childrens-article/extraordinary-facts-about-mary-seacole </div>			





Year 2	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry A: What happened on the night of 2nd September 1666?</p> <p>Prior Knowledge: YR – People & Communities: People who help us ELG Y1 – How did Fry's change Keynsham?</p> <p>Future Learning: Y3 – Industrial Revolution</p>	<p><u>National Curriculum Linked Objectives</u> Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we found out about the past and identify different ways in which it is represented. Events beyond living memory that are significant nationally or globally</p> <p><u>Historical enquiry/ skills</u> Ask questions and find answers posed in the unit. Ask questions such as: what was it like for people during the Great Fire of London? What happened? What did they change after the fire? Etc. Use artefacts, pictures, stories, visits, online sources to find out about the Great Fire of London. Sources – photographs, written accounts, comparing old and new photographs</p> <p><u>Continuity, change, cause and effect</u> Recognise what changed as a result of the fire Empathise with people of the time.</p> <p><u>Chronology</u> Place key events on a timeline <u>Governance/Rulership</u> King Charles II</p>	<ol style="list-style-type: none"> Identify when the Great Fire of London took place and place it on a timeline. Using different sources, identify ways in which London was different in 1666 to London today. To know the story of the Great Fire of London including how the fire started, where it spread, how much of London was affected and how the fire ended. <i>The Great Fire of London happened between 2nd and 5th September in 1666 and began in a bakery in Pudding Lane owned by a man called Thomas Farriner. He'd forgotten to put out the fire in his oven the night before. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. Materials of houses. In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together. The fire burnt down a lot of buildings – over 13,000 houses, 87 churches and even St. Paul's Cathedral! Around 70,000 people lost their homes in the fire. These people had to set up tents in the fields around London so they had a place to stay. To fight fires during this time, people would have used leather buckets, metal hooks and water squirts. Lots of people went to St. Paul's Cathedral to escape from the fire because it was made from stone – stone does not burn. But some of the roof was made of wood, so this didn't turn out to be a very good plan! It is recorded that only six people died in the fire, but this may not be true – sometimes when poor people died their deaths weren't recorded.</i> To know some of the reasons why the fire last so long focusing on the actions of the king and other officials. <i>There was a big argument about how to fight the Great Fire. The fire fighters wanted to tear down houses that might get burned so the fire wouldn't spread so quickly, but the Lord Mayor of London disagreed. In the end, King Charles II had to ask for the houses to be pulled down, but by then the fire had already grown very big.</i> To know that we can use artefacts to tell us about the fire. We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary. Also consider other sources such as pictures, objects and newspaper reports and encourage children to think about what kind of information we can get from each source. Changes after the fire: When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren't built so close together. The first proper London Fire Brigade was created in 1866, 200 years after the Great Fire. 		Material, drought, bakery, wood, stone, artefacts, fire brigade
Outcome:	Children to demonstrate the knowledge they have learnt within this unit, writing a short explanation answering the enquiry question. This could also include a story board type activity explaining what happened on the night of 2nd September 1666.			
Notes on links to other curriculum areas & Resources:	 Programming B – Programming Quizzes			



Year 2	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry B: Why do people see the Titanic as a significant ship in history?</p> <p>Prior Knowledge:</p> <p>Future Learning:</p>	<p><u>National Curriculum Linked Objectives</u> Significant historical events, people and places in their own locality. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical items. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><u>Historical enquiry/ skills</u> Ask questions and find answers posed Ask questions such as: what was it like for people working on the ships? What happened? How long ago? How was life different to now? Etc. Use artefacts, pictures, stories, visits, online sources to find out about Titanic, the second industrial revolution and life in Edwardian time. Sources – photographs, written accounts, comparing old and new photographs</p> <p><u>Continuity, change, cause and effect</u> Empathise with people of the time. Describe key changes (now and then) Recognise how the disaster changed the future.</p> <p><u>Chronology</u> Sequence the Industrial Revolution and place it on a timeline. Place key events on a timeline</p> <p><u>Governance/Rulership</u> Victorian Era</p>	<p>1. The Titanic is an ocean liner from 1912 which sank on its maiden voyage. 2.Children understand what the second industrial revolution was, and how Titanic was part of this. -This was a period of time in the 19th century where new technology brought big advances and new inventions, including telephones, lightbulbs, telegraphs, steel steamships. -The Titanic was the largest moving object ever made by man -The second industrial revolution (1870 – 1914) ran concurrently with the Edwardian period. The Edwardian era lasted from 1901 - 1914 3. To know what was special about the titanic and identify what life was like on board -Children can use sources such as photographs to deduce clues on what was special about the ship. -Children can describe typical ways in which different passengers passed their time on the ship. -Children make simple deductions about contrasting life styles of First and Third class passengers 4. Children know why and how the Titanic sank -children recall how the Titanic sank Children can give reasons as to why the Titanic sank -Children know that the sources come from written accounts based on personal experiences as well as secondary sources, newspapers. -children understand that there are many possible explanations and that we can never be totally sure 5. Children can explain why more people weren't saved from the Titanic -Children use various sources and evidence to evaluate a range of reasons, exercising judgement about the plausibility of each reason. 6. Children can explain how the disaster led to improvements to make ships safer -children can describe and explain the consequences of the disaster Children can evaluate a range of ways to prevent the disaster happening again and describe these.</p>		<p>Titanic White Star Line Iceberg, propeller Atlantic Ocean lifeboat lifebelt First class Second class Third class passengers Captain Edward Smith sink disaster collision survivors New York Southampton</p>
Outcome:	Children will create a mind map referring to the key knowledge. Children will then have a discussion in groups answering the enquiry question using their mind map for reference.			
Notes on links to other curriculum areas & Resources:			 https://www.bbc.co.uk/bitesize/articles/z7t3vwx Titanic in Belfast site. https://tinyurl.com/34dyn76b	






Year 2	Historical enquiry/skills	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry C: What was the Bristol Bus Boycott and why was it significant? (Mini-Enquiry)</p> <p>Prior Knowledge:</p> <p>Future Learning:</p>	<p><u>National Curriculum Linked Objectives</u> Lives of significant individuals in the past who have contributed to national and international achievements Know where people and events they study fit in a chronological framework. Ask and answer questions Use parts of stories and other sources to show they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><u>Historical enquiry/ skills</u> Answer given questions and choose appropriate questions. Ask questions like what was it like for people in the past? Use artefacts, pictures, stories and other sources to understand what happened.</p> <p><u>Continuity, change, cause and effect</u> Know why the significant people acted as they did. Notice similarities and differences between the significant individuals. Describe what we can learn from these significant people.</p> <p><u>Chronology</u> Order pictures of events on a timeline</p>	<ul style="list-style-type: none"> Britain has a history of racial and cultural diversity The Bristol Boycott happened in 1963 when the Bristol Omnibus Company refused to employ black and Asian bus drivers. The boycott was a protest against racial discrimination. The boycott was organised to raise awareness and demand equal employment opportunities It was inspired by the refusal of Rosa Parks to give up her seat on a bus in Alabama and the ensuing Montgomery Bus Boycott in the US in 1955. Four young West Indian men led by Paul Stephenson organised the boycott to protest against this discrimination The boycott lasted for four months and received national attention. Prominent figures like Tony Benn and Harold Wilson supported the boycott The boycott involved the local black and West Indian community and their allies It was a peaceful protest and involved both black, West Indian and white community members working together. The boycott ended in August 1963, the same day that Martin Luther King made his 'I have a dream' speech in Washington. The boycott led to changes in employment practices locally and nationally It led to the end of discriminatory hiring practices by the Bristol Omnibus Company The boycott brought attention to racial discrimination and inspired other civil rights movements in the UK It showed the power of peaceful protest and community action in creating change. In 1965 the UK parliament passed a race relations act which made racial discrimination unlawful in public places. In 2009 Stephenson was awarded the OBE for his part in organising the bus boycott. 		Civil Rights Movement, segregation, equality, protest, boycott, discrimination, racial diversity, civil rights
Outcome:				
Notes on links to other curriculum areas & Resources:	 <div> <div>2 NO DISCRIMINATION</div> <div>13 SHARING THOUGHTS FREELY</div> <div>14 FREEDOM OF THOUGHT AND RELIGION</div> <div>10 REDUCED INEQUALITIES</div> </div> <p>Celebrations</p>		Martin Luther King Day	



Year 3	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry A: When do you think it would have been better to live: Stone age, Bronze age or Iron Age? Why?</p> <p>Prior Knowledge: •Y2 – Great Fire</p> <p>Future Learning: Y4 – Romans Y5 – Anglo Saxons Y6 – The Vikings</p>	<p><u>National Curriculum Linked Objectives</u> Changes in Britain from the Stone Age to the Iron Age. To develop a chronologically secure knowledge and understanding of British history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources. <u>Historical enquiry/ skills</u> Ask and answer question about the topic Use a range of sources to find out about the past Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Describe the impact of then on now Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Sequence important dates on a timeline using a dated scale</p> <p><u>Governance/Rulership</u> Tribes / Religion</p>	<p>The knowledge that children will learn and remember:</p> <ol style="list-style-type: none"> 1. Prehistory = the period before records were made: Stone Age, Bronze Age, Iron Age. 2. We know about this because of artefacts: cave paintings, tools, marks in the ground, structures found. An archaeologist finds these. <p><u>The Stone Age</u></p> <ol style="list-style-type: none"> 3. Made up of 3 periods: Palaeolithic (around 800 000BCE – 10 000BCE), Mesolithic (around 10,000- 4,500 BCE) and Neolithic (4,500 – 2,500 BCE). 4. Prehistoric people were hunter-gatherers. This meant they had to find or catch everything they ate. <ul style="list-style-type: none"> - Palaeolithic and Mesolithic people relied solely on this as a way of survival. - They hunted animals / fish for their meat and their as clothes. They collected fruit and nuts to add to their diet. Because of this they moved from place to place in search of food. - One big kill could feed a family for months. Every part of a kill was used. - Prehistoric life was impacted by climatic change as well as the need to travel for food (ice age). - Neolithic people began to farm as well: this meant a readier source of food. - Neolithic people began to create the first settlements. 5. Hunters used tools made from flint stones. <ul style="list-style-type: none"> - These were stone axes, rocks and spear tips. These were attached to wooden handles/ sticks. - They also used wooden spears but we don't have much evidence: rotted away. 6. Stone Age houses changed because people changed how they lived as a result of climate / food. <ul style="list-style-type: none"> - Palaeolithic people sheltered from ice and cold inside caves: these were ready-made houses for them to take shelter in quickly (e.g. South Devon and northern Somerset) - Mesolithic finds indicate a circular structure made from wooden posts (there are non-left as they have rotted). The frame may have been like a tepee. They may have used animal skin, thatch or turf to cover the frame. The floor may have been covered with a layer of moss, reeds and other soft plant materials. (E.g. Found in Westward Ho!) - Neolithic people began to build settlements. - Neolithic houses were rectangular and constructed from timber. - None of these houses remain but we can see the foundations. - Some houses used wattle (woven wood) and daub (mud and straw) for the walls and had thatched roofs. - Other houses were built from stone. These houses were usually round. They had beds, storage shelves and a hearth in the middle. Roofs were made from materials such as straw, animal skins or turf laid over driftwood (Skara Brae). - 7. Stonehenge stone circle was erected in the late Neolithic period about 2500BC. In the early Bronze Age many burial. Mounds were build nearby. <p><u>The Bronze Age</u></p> <ol style="list-style-type: none"> 7. The Bronze Age in Britain began around 2100 BC and lasted for around 1500 years. 8. Bronze Age = humans started making tools from Bronze. <ul style="list-style-type: none"> - Copper was found in the ground in Wales and began to be mined. - Tin was found in the ground in Cornwall and began to be mined. - People traded across the country. - Bronze is an alloy made from copper and tin. - People learnt how to mix copper and tin from travellers from Europe. - This showed their wealth because it was a long, skilled process and used 2 different metals which had to be bought. 9. Bronze Age people created jewellery, began to make weapons from metal and tools that made life easier. <ul style="list-style-type: none"> - These were worth a lot to the people and they were buried with them. - Spear tips, axe heads and knives began to be made of bronze. - Amesbury Archer was a skeleton found buried with all of these artefacts. He is how we know of them. 10. Bronze age settlements were small settlements: hamlets and villages rather than remote farms. <ul style="list-style-type: none"> - There were multiple round houses and farms (e.g. Must Farm). - There was industry: metal workers, jewellers, weavers. 	<p><u>A</u>-Points 1, 2, 3. Complete a timeline of the prehistoric period. Where are the Stone Age, Bronze Age and Iron age? Know that the Stone Age is made up of 3 periods – place these. <u>B</u>-Point 4. Understand how Stone Age people lived. Look at the three periods, consider the impact of the ice age on how they lived. Know how Palaeolithic, Mesolithic and Neolithic people lived. <u>C</u>-Point 5. Know what tools/ weapons early people in the Stone Age period used and how they made them. Link to the nomadic lifestyle and lack of any technology. <u>D</u>-Point 6. Know what Stone Age houses looked like. Make links to their way of life and understand how and why this changed. Know the different materials used and how they will have looked different. <u>E</u>-Point 7, 8 and 9. Know the technological advances that defined the Bronze Age period. Consider that this shows an improvement in living conditions/ sophistication from pure survival. <u>F</u>-Point 10. Know that Bronze Age settlements were a progression from Neolithic ones. Explore Must Farm and what this teaches us about Bronze Age settlements. Draw historical conclusions about the way of life. <u>G</u>-Points 11 and 12. Know why the discovery of Iron was important to prehistoric way of life. Learn about how they used it, what for and how this changed their way of life. To know the different jobs people in iron age settlements did. Consider the different roles of people why they were important and how they contributed to the way of life. <u>H</u>-Point 13. To know why hillforts were important to survival in the Iron Age. Explore the tribal way of life, make links to wealth and resources created by each settlement and how this made life easier therefore was desired by others.</p>	<p>Neolithic, Palaeolithic, Mesolithic, hunter gatherer, technology, Skara Brae, Stonehenge, hill fort, tribal kingdoms, artefacts, archaeologist, prehistoric, prehistory</p>








Year 3	Objectives		Main Points of Knowledge			Suggested Teaching Order	Key Vocabulary
			<ul style="list-style-type: none">- There were enclosed to protect them: fences and/or water. <p><u>The Iron Age</u></p> <p>11. The Iron Age = People using Iron as their preferred tool.</p> <ul style="list-style-type: none">- from approximately 500 BC to 43 AD in Britain- End of the Iron Age = Roman invasion of Britain 43AD.- People became better at farming so the population grew. <p>12. Iron was tougher than bronze and could be shaped better and was stronger.</p> <ul style="list-style-type: none">- Iron was discovered in the ground and they began to mine for it.- Smiths heated and hammered the metal to make tools, implements and weapons.- Iron didn't melt so people used it to cook (iron pots/ pans).- Iron was easier to find and work so a lot of people had it.- Rich people continued to have bronze as well.- Coins were first invented in the Iron Age. They were made from gold, silver and bronze. <p>13. People used to live in clans/tribes and were led by warrior Kings. This was the Dubunni tribe in southwestern England.</p> <ul style="list-style-type: none">- Rival tribes would battle using the dangerous weapons they had made.- They wanted their wealth, resources and land to make life better.- People lived in hill forts to protect them (e.g. Stokeleigh Camp in Leigh Woods and Stantonbury Hill near Keynsham).- They were on top of a hill so that they could see when enemies were approaching.- There were lots of houses and the forts were almost like little towns. <p>They were surrounded by ditches and wooden walls to make it harder for their enemies to attack.</p>				
Outcome:	Children to demonstrate the knowledge they have learnt this unit by creating a presentation, this can be in different formats, answering the enquiring question using evidence to support their answers / oracy link.						
Notes on links to other curriculum areas & Resources:		Creating media – Stop-frame animation Creating media – Desktop publishing <i>Both units could be taught alongside with the outcome being produced via computing</i>		Access Art: Drawing with Charcoal		https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/history/ Info on Keynsham: https://tinyurl.com/mryhv24c	



Year 3	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry B: What were the achievements of the Egyptians?</p> <p>Prior Knowledge: •Year 2 – Events beyond living memory – The Great Fire of London. •Year 3 – Prehistory – Stone Age to Iron Age.</p> <p>Future Learning: •Year 4 – The Roman Empire and its impact on Britain – The Romans. •Year 5 – Ancient Greece – The Ancient Greeks. •Year 6 – A non-European society – The Mayans.</p>	<p>• Sequence important dates on a timeline using a dated scale</p> <p><u>National Curriculum Linked Objectives</u> 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. To develop a chronologically secure knowledge and understanding of world history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. <u>Historical enquiry/ skills</u> Ask and answer question about the topic Use a range of sources to find out about the past Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Describe the impact of then on now Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Sequence important dates on a timeline using a dated scale</p> <p><u>Governance/Rulership</u> Pharaohs/kings</p>	<p>1. There were other ancient civilisations in the world at the same time. Children will use a timeline to understand this.</p> <ul style="list-style-type: none"> - Ancient Egypt 3100 – 1100 BC - Iron Age Britain 500 BC – 43 AD - Ancient Sumer 4500 – 900 BC - The Indus Valley 3300 – 1300 BC - The Shang Dynasty 1600 – 1046 BC - The Ancient Romans 750 BC – 476 AD <p>Children will notice comparisons across (Ancient Sumer, the Indus Valley, Ancient Egypt and the Shang Dynasty of Ancient China) across the world, some close in geography e.g. Ancient Sumer and Ancient Egypt The River Nile: was an achievement because they harnessed the natural resource in order to feed and grow their population.</p> <p>2.The success of the Ancient Egyptian civilization came partly from its ability to adapt to the conditions of the River Nile valley for agriculture.</p> <ul style="list-style-type: none"> -The River Nile flooded every year making the soil very fertile. -The Ancient Egyptians used this soil and the water to grow crops. -There were three seasons: Akhet (flooding), Peret (planting), and Shemu (harvesting). -The Egyptians used farming techniques to water crops including using machines like the sakia and the shaduf – these are still used in Egypt today. -The agriculture by the River Nile allowed the population to grown and settlements to develop. <p>Technology: The Ancient Egyptians made many developments in technology which were used and adapted by other civilisations and formed the basis for many practises today.</p> <p>3.The Ancient Egyptians developed hieroglyphs to record their ideas. They were used on stone monuments and in tombs as well as on papyrus.</p> <ul style="list-style-type: none"> -Hieroglyphic writing dates from c. 3000 BC, and is composed of hundreds of symbols. -Hieroglyphs were a formal script, used on stone monuments and in tombs. -Hieroglyphics were only deciphered in the 1820s, after the discovery of the Rosetta Stone. -The Egyptians made the first ever paper from reeds called papyrus (the origin of the word). -They were different to other early civilisation such as the stone, bronze and iron age people who only recorded through cave paintings. <p>4.The Egyptians built pyramids and tombs as places to bury their kings and queens (pharaohs).</p> <p>5.These pyramids are famous worldwide because of their size and the fact that they were built with such little technology and that they are still standing.</p> <ul style="list-style-type: none"> -The first pyramid was built in 2630 BC. -The Ancient Egyptians were skilled builders: they only used simple tools and sighting instruments. -Teams of workers dragged stones across the land on a sledge using ropes. It is thought they may have wet the sand to make this easier. -Pyramids changed as they got better at building them step pyramids sloping smooth sides. -The pharaoh was buried deep in the pyramid with all the things they would need in the afterlife e.g. gold, jewellery, pet cats. -All built to the west of the River Nile – the land of the dead. <p>6.The Egyptians made a lot of discoveries about medicine.</p> <ul style="list-style-type: none"> -They understood about heartbeats and listening for a healthy pulse. -They knew how the body and organs worked because of the process of making mummies. -The rich were mummified. -Mummification took 70 days. 	<p>A Point 1. Organise the Ancient Egyptians on a timeline. Notice and draw comparisons to other civilisations at the time. Notice the link between the Stone to Iron age. Week Two B Point 2. Explore how the River Nile meant that Ancient Egypt thrived and was able to from plentiful food. Note how these ancient practises are still in use today. C Point 3. Know that ancient Egyptians invented hieroglyphs and explore how they were used. Compare to other forms of recording at the time in other civilisations. D Point 4 and 5. Know that ancient Egyptians built pyramids for their pharaohs. Compare this to other building at the time (e.g. British round houses) Note the skill involved. E Point 6. Know Egyptians made a lot of discoveries about medicine and used this to mummify their dead. Note the advanced knowledge about the organs, brain and heart. F Point 7. Know how the Ancient Egyptian period came to an end due to the Ancient Romans.</p>	<p>River Nile, Pharaoh, fertile, flooding, pyramid, hieroglyphic, papyrus, Rosetta Stone, archaeologists, after life, mummification, tomb,</p>








Year 3	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
		<ul style="list-style-type: none"> -They removed the internal organs and the brain. -They preserved them in natron and put them in Canopic jars. -They wrapped the body in linen. <p>7.Egypt became a part of the Roman Empire in 30 BC, following the defeat of Marc Antony and Queen Cleopatra by Emperor Augustus</p>		
Outcome:	Children to demonstrate the knowledge they have learnt this enquiry by completing a double page poster spread to focus on the following areas: writing, architecture: pyramids, farming, religion, medicine. Scaffold support provided to pupils where necessary.			
Notes on links to other curriculum areas & Resources:	 <p>Creating media – Desktop Publishing <i>Outcome could be done as a poster using BusyPublisher</i></p>	 <p>Bristol Museum Visit BusyThings has a section on Ancient Egypt in History</p>		

Year 3	Objectives	Main Points of Knowledge	Suggested Teaching Order	Key Vocabulary
<p>Enquiry C: 1642 What was the significance of the Bristol Civil War, and what effect did it have on the city?</p> <p>Prior Knowledge:</p> <p>Future Learning:</p> <p>Local History – national history reflected</p>	<p><u>National Curriculum Linked Objectives</u> How an aspect of national history is reflected and significant in the locality To develop a chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time and develop the appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources</p> <p><u>Historical enquiry/ skills</u> Ask and answer question about the topic Use a range of sources to find out about the past Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts Primary and secondary sources <u>Continuity, change, cause and effect</u> <u>Chronology</u> Sequence important dates on a timeline using a dated scale <u>Governance/Rulership</u> Parliament Civil War Royalty</p>	<ol style="list-style-type: none"> 1. The English Civil War broke out in 1642 2. The English Civil War was a conflict between Royalists and Parliamentarians The English Civil war took place in the 17th Century 3.Key figures in the English Civil war include King Charles I and Oliver Cromwell. 4. The Bristol Civil war was part of the larger English Civil war 5. Bristol was a strategic city due to its location and resources 6.Control of Bristol changed hands during the English Civil War, with both Royalists and Parliamentarians holding the city at different times. 7. Key events include the Siege of Bristol and its capture by Royalist forces 23rd- 26th July 1643 8. Describe tactics used and the capture of Bristol by Royalist forces 9. Discuss strategic advantages gained by Royalists after capturing Bristol 10.Discuss the role of significant figures during the Bristol Civil War 11. Highlight personal stories and accounts from the period to illustrate impact 12. The impact on the local community included economic disruption and changes in control. 13. Bristol Castle was demolished in 1656 under orders from Oliver Cormwell. <p>Discuss the impact of the Bristol Civil War on the local community</p>		Royalists, Parliamentarians, siege, strategic, Bristol
Outcome:	Children to demonstrate the knowledge they have learnt this unit by creating a double page spread answering the enquiry question. The children can then use this information during group discussions linked to the enquiry question. The spread should include a timeline of key events.			
Notes on links to other curriculum areas & Resources:	  <p>Human Rights?</p>			






Year 4	Objectives			Main Points of Knowledge			Key Vocabulary
Enquiry A: How did the Romans invade Britain and what did they leave behind when they left?	<p><u>National Curriculum Linked Objectives</u> To develop a chronologically secure knowledge and understanding of British and world history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Historical enquiry/ skills</u> Ask and answer question about the topic Use a range of sources to find out about the past Consider why and how different sources are useful Use artefacts, pictures, stories, visits, online sources, photographs, written accounts Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Describe the impact of then on now Describe how Britain changed during this time – architecture, inventions, Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Sequence important dates on a timeline using a dated scale</p> <p><u>Governance/Rulership</u> Emperors Celt – Tribal Kingdoms</p>			<p>1. The successful Roman invasion brought to an end the period known as the Iron Age (See Year 3 Iron Age planning). The Romans came to Britain looking for riches - land, slaves, and most of all, iron, lead, zinc, copper, silver and gold.</p> <p>2. Rome became the centre of an empire that was ruled over by an emperor. Caesar Augustus was the first Roman emperor. Emperors had almost complete control over the whole empire.</p> <p>3. Julius Caesar first invaded Britain in 55 BC. There were several battles between the Roman army and the Celtic tribes who lived in Britain at the time, but the Romans didn't have a large enough army and they retreated. The following year, Julius Caesar attacked Britain again with a larger army. They still didn't defeat the Celts but the Romans promised to leave Britain if the Celts paid tribute to Rome.</p> <p>4. It wasn't until Emperor Claudius invaded for a third time nearly a hundred years later in 43 AD that the Romans finally conquered Britain. Battles continued for several years afterwards but eventually the Romans gained control and Britain became part of the Roman Empire.</p> <p>5. The Romans had a very well organised army which allowed them to conquer other countries. The Roman army was one of the most successful armies in history and far more advanced than any other army at the time. Roman soldiers had to be very tough and highly trained. They had to walk long distances to battles carrying heavy equipment such as weapons, tents and food. The Roman army was made up of legions which had nearly 5000 men each. Legions were organised in a very specific way:</p> <ul style="list-style-type: none">○ Eight men were put into a group called a tent.○ Ten tents were put together to form a century of 80 men. A centurion was in charge of the century.○ Six centuries were put together to form a cohort of 480 men.○ Ten cohorts were put together to form a legion. <p>6. Boudica was a Celtic Queen who led a rebellion against the Roman occupation of Britain. Boudica was a member of the Iceni tribe who lived in Norfolk. Boudica was married to King Prasutagus and they had two daughters. Under Roman Law Boudica, as a woman, had no right to inherit her husband's property. Prasutagus hoped to safeguard Boudica's position by voluntarily leaving half of his property to the Emperor Nero. In 59 or 60 AD Prasutagus died. When Boudica attempted to defy the Romans, who had come to seize her property, they had her beaten. Boudica joined forces with the neighbouring tribe of the Trinovantes to avenge this humiliation.</p> <p>7. Boudica and her army first attacked Roman Colchester (Camulodunum) destroying the Temple of Claudius and killing all the inhabitants. The rebels then attacked London (Londinium) and St Albans (Verulamium), burning the Roman cities to the ground and killing their inhabitants. The rebels were finally defeated by Paulinus in 61 AD. Paulinus chose the site of the battle well and even though the Romans were massively outnumbered their superior weaponry and training enabled them to inflict a crushing defeat on the Britons.</p> <p><u>Roman Achievements</u></p> <p>8. The legacy of Romans can still be seen across their empire. By the time Emperor Hadrian came to power in 117 A.D., the Romans no longer sought to expand their territory. Instead, they wanted to protect what they had. Under Hadrian's orders, the Roman governors of Britain began building the wall that would later be named for the emperor to defend the part of Britain they controlled from attack. The wall is 73 miles long and it took at least six years to complete. Construction started at the east end and moved westward. The work was completed by Roman soldiers.</p> <p>9. The Romans built communal bath houses for people to bathe in. Bathing was important in ancient Rome, both for keeping clean and as a social activity. People would go to the bathhouses to socialise and relax, as well as to keep clean. The Roman Baths in Bath were used until the end of Roman Rule in Britain.</p> <p>10. The Romans kept towns and forts clean by using fresh water and drainage. Aqueducts brought water into towns, and drains kept the streets and houses clean. The remains of Roman toilets and baths can be seen in many Roman forts.</p> <p>11. The calendar we use today was started by Julius Caesar. It is based on the movement of the Earth around the sun and is called the 'solar calendar'. The names of our months are taken from the name of Roman gods and rulers. The month July is named after Julius Caesar himself.</p> <p>12. The buildings built prior to the Romans were mainly made from timber and they were small and round. The Romans built using stone, rather than wood. Their buildings were much larger than those previously built in Britain and they lasted longer.</p> <p>The Romans constructed wide, straight roads to help transport goods around their empire. Their empire was large and they needed reliable routes around it. They built small local roads and long, broad highways spanning thousands of miles. About 2,000 miles of these roads were in Britain</p>			Empire, emperor, invade, legions, Celts, conquer, fort, aqueduct, Boudicca, Hadrian's Wall, bathhouse
Prior Knowledge: Y1 – Changes within living memory Y3 – Stone age to Iron age Y3 – Ancient Egyptians							
Future Learning: Y5 – Anglo Saxons Y5 – Ancient Greeks Y6 – The Vikings							
Outcome:	Children to demonstrate the knowledge they have learnt this unit by answering the enquiry question. This can be in the form of a fact file or short explanation answer, which can then be used as part of an oracy discussion.						
Notes on links to other curriculum areas & Resources:		Creating media – Audio production The outcome could be produced as a podcast		Access Art: Storytelling through Drawing		Roman Baths Trip BusyThings has a whole section for Romans in History including Roman life and army.	






Year 4	Objectives	Main Points of Knowledge	Key Vocabulary
<p>Enquiry B: What happened at Dunkirk? What is 'The Battle of Britain'?</p> <p>Prior Knowledge: Y1 – Changes within Living Memory Y1 – Why do people remember...</p> <p>Future Learning: Y4 – WW2 in Bristol Y4,5,6 – Romans, Anglo Saxons, Vikings</p>	<p><u>National Curriculum Linked Objectives</u> To develop a chronologically secure knowledge and understanding of British and world history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources. <u>Historical enquiry/ skills</u> Ask and answer question about the topic Us a range of sources to find out about the past Consider why and how different sources are useful Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts, radio Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Describe the impact of then on now Describe how Bradford changed during this time – industry, workforce, architecture Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Sequence important dates on a timeline using a dated scale</p> <p><u>Governance/Rulership</u> Britain's Prime Ministers - Neville Chamberlain and Winston Churchill Leader of Nazi Party – Adolf Hitler</p>	<p>The knowledge that children will learn and remember: 1. World War II was a global war that lasted from 1939 to 1945. World War II was by far the deadliest conflict in human history, and resulted in 70 to 85 million fatalities. 2. The news that Britain was at war was broken by Prime Minister Neville Chamberlain at 11.15am on Sunday 3 September 1939. In a 5-minute broadcast he announced that as Hitler had failed to respond to British demands to leave Poland, Britain was now at war. Dunkirk 3. Surrounded by marshes, Dunkirk boasted old fortifications and the longest sand beach in Europe, where large groups could assemble. After continued engagements and a failed Allied attempt on 21 May at Arras to cut through the German spearhead, the BEF (The British Expeditionary Force) was trapped, along with the remains of the Belgian forces and the three French armies. The Royal Indian Army were also stuck at Dunkirk, as they were dispatched to the French coast in order to aid the British Expeditionary Forces that were fighting against the Germans in the Battle for France. Three of the companies were part of the allied brigade forced to retreat to Dunkirk. 4. On 10th May 1940, Germany invaded Belgium and the Netherlands. Hitler issued Directive 13, which called for the Luftwaffe (Germany's Air Force) to defeat the trapped Allied forces and stop their escape from Dunkirk. Historians consider the failure to order a timely assault on Dunkirk, it took 16 hours for German troops to assemble, to be one of the major German mistakes on the Western Front and was referred to as "one of the great turning points of the war". 5. On 27th May, the first full day of the evacuation, the Luftwaffe heavily bombed Dunkirk. The last of the British Army left on 3rd June. Churchill insisted on coming back for the French, and the Royal Navy returned on 4th June to rescue as many as possible. 3 of the 4 Indian Army companies were successfully rescued from Dunkirk, but had to leave their animals behind. Around 16,000 French soldiers and 1,000 British soldiers died during the evacuation. 90% of Dunkirk was destroyed during the battle. One of the junior officers from the Indian Army received a medal for his bravery in Dunkirk. Jemadar Maula Dad Khan was awarded Indian Distinguished Service Medal, the citation for which, according to the Dunkirk evacuation's online museum, read: On 24 May 1940 when approaching Dunkerque, Jemadar Maula Dad Khan showed magnificent courage, coolness and decision. When his troop was shelled from the ground and bombed from the air by the enemy he promptly reorganised his men and animals, got them off the road and under cover under extremely difficult conditions. It was due to this initiative and the confidence he inspired that it was possible to extricate his troop without loss in men or animals." The Battle of Britain 6. The Battle of Britain was a military campaign in which the Royal Air Force (RAF) and the Fleet Air Arm (FAA) of the Royal Navy defended the United Kingdom against large-scale attacks by the Luftwaffe. 7. The Battle of Britain has the unusual distinction that it gained its name before being fought. The British officially recognise the battle's duration as being from 10 July until 31 October 1940, which overlaps the period of large-scale night attacks known as the Blitz. 8. The primary objective of the German forces was to compel Britain to agree to a negotiated peace settlement. In July 1940, the air and sea blockade began, with the Luftwaffe mainly targeting coastal-shipping convoys, as well as ports and shipping centres such as Portsmouth. As the battle progressed, the Luftwaffe also targeted factories involved in aircraft production and strategic infrastructure. Eventually, it employed terror bombing on areas of political significance and on civilians. 9. The Luftwaffe's poor intelligence meant that their aircraft were not always able to locate their targets, and thus attacks on factories and airfields failed to achieve the desired results. Decoy sites were built, for Bristol the main one was Black Down, a smaller one in Chew Magna. The Battle of Britain marked the first major defeat of Germany's military forces, with air superiority seen as the key to victory. The Blitz 10. It was decided to focus on bombing Britain's industrial cities, in daylight to begin with. The main focus was London. Initially, the change in strategy caught the RAF off-guard and caused extensive damage and civilian casualties. Bristol was also a target due to the important harbour, shipyards and the Bristol Aeroplane Company in Filton. It was the 5th most heavily bombed city in the UK. 12.Despite the bombing, British production rose steadily. After Hitler changed his strategy and began bombing cities, it gave Britain time to repair. There were numerous deaths and mass destruction but overall the Blitz was a loss for the Germans.</p>	<p>WW2, Hitler, Luftwaffe, evacuation, declaration, home front, front line, bombs, Blitz, air raid shelters, production, factories, civilians, strategy</p>
Outcome:	Children to create a presentation or other similar presentation (oracy link) discussing the enquiry questions, including the key knowledge learnt during this enquiry.		
Notes on links to other curriculum areas & Resources:		  	 <p>BusyThings has a section of activities on World War 2 which may be of some use.</p>





Year 4	Objectives	Main Points of Knowledge	Key Vocabulary
<p>Enquiry C: How did Bristol change during World War 2?</p> <ul style="list-style-type: none"> Prior Knowledge: Y1 – Frys Chocolate Keynsham Y3 – Local Trade Y4 – Battle of Britain 	<p><u>National Curriculum Linked Objectives</u> How an aspect of national history is reflected and significant in the locality. To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Historical enquiry/ skills</u> Ask and answer question about the topic Use a range of sources to find out about the past Consider why and how different sources are useful Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts, radio Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Describe the impact of then on now Describe how Bradford changed during this time – industry, workforce, architecture Devise historically valid questions about change, cause, similarity and difference and significance</p>	<p>1. Bristol was a major centre for aircraft production. The multi-role Bristol Blenheim of 1936 was a tremendous leap forward in aircraft technology, and became the backbone of the Royal Air Force early in the Second World War. The factory at Filton was the largest in Europe, and several shadow factories were set up around the country to support it. During World War II at Somerdale, chocolate production reduced due to war time rationing, and spare floor capacity was taken over by Rolls-Royce to produce Merlin engines. (Link to Y1 learning)</p> <p>2. The longest period of regular bombing in Bristol was Autumn 1940- Spring 41. The first big raid was 24th Nov 1940 lasting over 6 hours. Within the first hour over 70 fires were raging. By 8pm the water mains were hit and the AFS had to relay water from the river and harbour., most damage was done on the night of 31 August 31 1940, when 120 high explosive bombs fell on the city. 2. Fire-starting pathfinder planes guided the way, followed by 148 planes tasked with ‘eliminating Bristol as an important port supplying much of the Midlands and South of England.’ The bombing started at 6pm and lasted six hours. Fires could be seen some 150 miles away. 207 people were killed, 187 seriously injured and more than 10,000 homes were damaged. 1,400 people were made homeless.</p> <p>3. The attack destroyed historic buildings, churches and much of the medieval city centre, where Castle Park now stands.</p> <p>4. Anxious to keep up public morale, the government kept a lid on the bombings. Under censorship, newspaper headlines simply described the raids as hitting “a town in the west”. To boost morale, King George VI and Queen Mary came to visit the city on December 16 1940 after further bombing.</p> <p>4. Many Bristol children were evacuated to Devon. Some children from London were evacuated to Keynsham.</p> <p>5. The Women Volunteer Service (WVS) provided an essential service to the community of Bristol. They set up static and mobile canteens to feed the dockers who had been affected by air raids and food to stretcher parties who were transporting wounded soldiers from BTM, feeding over 2000 a week. Clothing depots and make do and mend parties provided clothing for evacuees and a housewives service was created which helped all aspects of the war, such as salvage, and blood transfusions. They opened nurseries to help care for the children of mothers who were called up for compulsory war work.</p>	<p>World War 2, bomb, industry, evacuees, workforce, factory, machines, conscription, evacuation, blitz, Nazis</p>
<p>Future Learning: Y5 Local History</p>	<p><u>Chronology</u> Sequence important dates on a timeline using a dated scale</p> <p><u>Governance/Rulership</u> Conscription</p>		
Outcome:	Children demonstrate the knowledge they have learnt during this unit to create a double page presentation answering the enquiry question. This will include: Industry, the night of November 24 th , Evacuees, WVS.		
Notes on links to other curriculum areas & Resources:	  		<p>https://www.st-nickstours.com (Highly recommended educational visit) and could link in with a visit to Castle Park, the historic shopping area and centre of Bristol.</p> <p>Info on Bristol WVS: https://www.royalvoluntaryservice.org.uk/media/uadj2mv4/history_of_bristol_2021.pdf</p>









Year 5	Objectives	Main Points of Knowledge	Key Vocabulary
<p>Enquiry A: What was life like in Ancient Greece and how do the Ancient Greeks still influence life today?</p> <p>Prior Knowledge: Y3 – Egyptians Y4 – Roman Empire</p> <p>Future Learning: Y5 – Anglo-Saxons Y6 – Vikings 76 – The Mayans</p>	<ul style="list-style-type: none"> Sequence important dates on a timeline using a dated scale, grouping events to different periods of time. <p><u>National Curriculum Linked Objectives</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world. To develop a chronologically secure knowledge and understanding of World History. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><u>Historical enquiry/ skills</u> Ask and answer question about the topic Use a range of sources to find out about the past Consider why and how different sources are useful Use artefacts, pictures, stories, visits, online sources, photographs, written accounts Question the reliability of sources Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Analyse the change Discuss why this caused further change Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Sequence important dates on a timeline using a dated scale, grouping events to different periods of time.</p> <p><u>Governance/Rulership</u> Democracy Importance of Gods and how Greeks worshiped and honoured them</p>	<ol style="list-style-type: none"> Use a timeline to understand where the Ancient Greeks fit chronologically and start to make comparisons between the Ancient Greeks and the Ancient Egyptians. Democracy: Ancient Greece had no central government. People lived in city-states, known as 'polis'. Each city-state had a main city which ruled the areas surrounding it. Each city-state was completely independent from the others, with their own form of government, usually a monarchy, oligarchy or democracy. City-states were often at war with each other, and often teamed up against a common enemy. There were as many as 1,000 city-states in ancient Greece. Some were very small but some, like Athens and Sparta, were very large and powerful. Athens is the most famous city-state, and it is the capital of Greece today. In ancient times, Athens was the capital of culture – great thinkers, mathematicians, scientists and actors lived there. They were also a democracy (like we have in Britain today), meaning the citizens decided among themselves how to govern the city-state. The final decision would be whatever the majority of people wanted. Sparta was governed through an oligarchy, which meant that a small group of people were in charge. These people were in charge of the military, and being physically fit and a good soldier was the most important thing for Spartan men. Women in Sparta were also taught how to fight and keep fit, and they wanted to have sons who would grow to be good soldiers. Boys were taken from their families when they were just seven years old and trained for a life in the military. Because of this, Spartan warriors were the best in Greece, but it was not a city of culture like Athens or Corinth. Compare to democracy in Britain today: Ancient Athens only allowed a very small group of men resident in Athens the vote. Women and foreigners were excluded. In the UK, there are too many people to ask and too many decisions to take, therefore representatives are elected to make decisions. These sit in the Houses of Commons. Daily life: Distinguish between primary and secondary sources and use these to research the following aspects of daily life in ancient Greece: clothes and fashion, food and drink, leisure and entertainment and home and family. Olympics: The Ancient Greeks had a polytheistic religion. This means that they believed in lots of different gods and goddesses. It was essential to the Ancient Greeks to keep the gods happy. Happy gods were helpful and generous, whereas unhappy gods were vengeful and would punish them. The Ancient Greeks had many stories, or myths, about the gods. Often these tales were a way of explaining an aspect of nature, such as earthquakes or the changing of the seasons. The most important Greek gods were the twelve Olympian gods. The Olympian gods and goddesses lived on Mount Olympus, argued amongst themselves, and met in a council to discuss and decide things together. The Olympics was a festival created to honour the god Zeus, held in the city of Olympia. Sport was also an important pastime for the Greeks. Every four years, the Olympic Games were held in Olympia. After the first Olympic Games in 776 BC, more and more events were added to the usual running race. In later years, wrestling, chariot racing and boxing were popular events. Ancient Greece inventions: Our alphabet is based on the ancient Greek alphabet. Many of the prefixes and suffixes in the English language come from ancient Greek words. 'History' means enquiry in Greek. Children to recognise similarities and differences between the Greek alphabet and modern day. The word "mathematics" comes from the Greek word "mathema" which means "subject of instruction." The Ancient Greeks were fascinated with numbers and how they applied to the real world. Unlike most earlier civilizations, they studied mathematics for its own sake and developed complex mathematical theories and proofs. One of the first Greek mathematicians was Thales. Thales studied geometry and discovered theories about circles, lines, angles, and triangles. Another Greek named Pythagoras also studied geometry. He discovered the Pythagorean Theorem which is still used today to find the sides of a right triangle. The Greeks applied their skills in math to help describe the stars and the planets. They theorized that the Earth may orbit the Sun and came up with a fairly accurate estimate for the circumference of the Earth. They even developed a device for calculating the movements of the planets which is sometimes considered the first computer. Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC 	<p>Greek, civilisation, democracy, government, Athens, Sparta, vote, Olympics, gods, goddesses, myths, alphabet, geometry,</p>
Outcome:	The children will demonstrate the knowledge they have learnt this unit by answering the enquiry question. This can be in the form of a fact file / double page spread which can then be used as a basis for an oracy discussion. The children should touch upon democracy, daily life, Olympics and inventions.		
Notes on links to other curriculum areas & Resources:		Equality & Justice: Democratic Process Element	 





Year 5	Objectives	Main Points of Knowledge				Key Vocabulary
Enquiry B: Who were the Anglo-Saxons and Scots?	<u>National Curriculum Linked Objectives</u> To develop a chronologically secure knowledge and understanding of British History.	<p>1. Timeline: Use a timeline to understand where the Anglo-Saxons and Scots fit chronologically, making links to other periods of time studied, including the Romans.</p> <p>2. The start of the Anglo-Saxons: The Anglo-Saxons were the various groups of Germanic-speaking people who inhabited England from the 5th to the 11th century. They consisted of a mix of Jutes, Angles and Saxon tribes and their ancestors who were predominantly from the Netherlands, Germany and Denmark. The Anglo-Saxons first tried invading in the 4th century, but the Roman army were quick to send them home again! Years later – around 450AD – the Ancient Romans left Britain, the Anglo-Saxons seized their chance and this time they were successful!</p> <p>3. Towards the end of Roman rule, Britain was being attacked by the Picts and Scots from the north, and the Anglo-Saxons from the sea. The Picts caused trouble for the Britons but they did not stay around. We don't know if this was because they lost battles and were pushed back or if they chose not stay around. They may have just been raiders, attacking Britons to steal from them and then going home.</p> <p>4. Kingdoms: The Anglo Saxons sailed across the North Sea to England due to floodwaters rendering farming impossible on their own land. The climate and conditions in Britain at the time were more conducive to farming than in the various regions the Anglo-Saxons emigrated from. First, in small numbers, and then in increasingly larger numbers, they began to settle in Britain, forming kingdoms throughout the country that were regularly at war with each other. By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex.</p> <p>5. One of the most well-known kings from Merica was Offa. He declared himself the first 'king of the English' because he won battles involving kings in the surrounding kingdoms, but their dominance didn't really last after Offa died. Offa is most remembered for Offa's Dyke along the border between England and Wales – it was a 150-mile barrier that gave the Mericans some protection if they were about to be invaded.</p> <p>6. Settlements: The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages. They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed. Lots of Anglo-Saxons lived in wooden homes with thatched roofs. The whole family shared one room and the floor was mostly earth. The less fortunate would share their huts with animals, with nothing but a screen to divide them. They surrounded each village with a high fence to protect cattle from wild animals like foxes and wolves, and to keep out their enemies, too!</p> <p>7. We know how the Anglo Saxons lived because archaeologists have found old settlements and excavated artefacts like belt buckles, swords, bowls and even children's toys. A famous Anglo-Saxon archaeological site is Sutton Hoo, where a whole ship was used as a grave! An Anglo-Saxon king was buried inside the ship along with some of his possessions, such as his helmet and sword.</p> <p>8. We can also read about what happened during Anglo-Saxon times in the Anglo-Saxon Chronicles.</p> <p>9. Religion: In Roman Britain many people had been Christians but the early Anglo-Saxons were not Christians, they were pagans. After the Romans left, Christianity continued in places where Anglo-Saxons did not settle, like Wales and the west. However, when the Anglo-Saxons came to Britain they brought their own gods and beliefs with them. Like the Vikings and the Ancient Greeks, the Anglo-Saxons believed in many gods and had many superstitions. Anglo-Saxons were superstitious and believed in lucky charms. Around the 7th century many converted to Christianity after the arrival of the missionary St. Augustine from Rome. Augustine built Canterbury Cathedral and consequently became the first Archbishop of Canterbury.</p> <p>10. Anglo Saxon Runes: Runes are symbols just similar to the letters we use. Rune literally translates to 'secret' or 'mystery'. The runes are known together as the futhorc. They form the language often described as Old-English. The runes were used to write things like significant names, places, spells and religious rituals. The runes within the Anglo-Saxon alphabet are made of combinations of straight lines so that they could easily be carved into wood or stone. Many runes have been found carved into stone, which are known as runestones. When many Anglo-Saxons became Christian, more people began writing and speaking using the alphabet we use today.</p> <p>11. End of Anglo-Saxon Rule: From 793AD, the Vikings invaded Anglo-Saxon Britain several times, plundering and raiding towns and villages along the British coastline. The Anglo-Saxons tried to hold them back but groups of Vikings eventually settled in different parts of the country, especially York.</p> <p>12. Edward the Confessor was one of the last Anglo-Saxon kings of England. Usually considered the last king of the House of Wessex, he ruled from 1042 to 1066. He was certainly a popular choice for king having been elected by the witan, or royal council, and had the backing of the people. He was respected for his religious faith and people believed that he could cure the sick through the king's touch. Edward could also be seen as a weak and indecisive and sometimes a violent leader whose failure to leave an heir led to the Norman invasion of Britain and the end of Saxon rule. The next invasion came in 1066AD, in one of the most famous battles of our history – the Battle of Hastings. This led to the end of Anglo-Saxon rule.</p>				Anglo-Saxons, Picts, Scots, invasion, Romans, kingdoms, archaeologists, pagan, Gods, superstitions, Christian, rune, runestone
Prior Knowledge: Y3 – Egyptians Y3 – Stone age/Iron Age Y4-Roman Empire Y5- Ancient Greece	Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.					
Future Learning: Y6 – Vikings Y6- The Mayans	<u>Historical enquiry/ skills</u> Ask and answer question about the topic Us a range of sources to find out about the past Consider why and how different sources are useful Use artefacts, pictures, stories, visits, online sources, photographs, written accounts Question the reliability of sources Primary and secondary sources					
	<u>Continuity, change, cause and effect</u> Analyse the change Discuss why this caused further change Devise historically valid questions about change, cause, similarity and difference and significance					
	<u>Chronology</u> Sequence important dates on a timeline using a dated scale, grouping events to different periods of time.					
	<u>Governance/Rulership</u> Anglo Saxon Chiefs/Kings					
Outcome:	The children will demonstrate the knowledge they have learnt this unit by answering the enquiry question. This can be in the form of a fact file / double page spread which can then be used as a basis for an oracy discussion. This will include points such as the reasons they came to Britain, kingdoms/settlements, religion and the end of the Anglo-Saxon rule.					
Notes on links to other curriculum areas & Resources:		Creating Media – Video production				



Year 5	Objectives			Main Points of Knowledge			Key Vocabulary
Enquiry C: What was Windrush, and how and why is it significant? Prior Knowledge: Future Learning:	<p><u>National Curriculum Linked Objectives</u> How an aspect of national history is reflected and significant in the locality.</p> <ul style="list-style-type: none">•To develop a chronologically secure knowledge and understanding of British and local history.•Note connections, contrasts and trends over time and develop the appropriate use of historical terms.•Understand how our knowledge of the past is constructed from a range of sources.•Construct informed responses that involve thoughtful selection and organisation of relevant historical information <p><u>Historical enquiry/ skills</u> Ask and answer question about the topic Use a range of sources to find out about the past Consider why and how different sources are useful Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts, radio, television Question the reliability of sources Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Analyse the change Discuss why this caused further change Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Sequence important dates on a timeline using a dated scale, grouping events to different periods of time.</p> <p><u>Governance/Rulership</u> Describe how the Bristol Boycott influenced the passing of anti-racism laws</p>			<p>1.To know that African-Caribbean people were present in Britain before the 1940s</p> <p>2. To know where migration was from The West Indies consists of more than 20 colonies in the Caribbean, including Jamaica, Barbados, Trinidad and British Guiana (now Guyana). The people who travelled from those colonies helped to change the face of modern Britain. They were British citizens with the rights to enter, work and settle here if they wished.</p> <p>2.Children to identify differences between Jamaica and the UK in this period – animals/transport/houses/cities</p> <p>3. To know why people left to live in the UK. Between 1947 and 1970 nearly half a million people left their homes in the British Commonwealth, including the West Indies, to live in Britain. West Indians had been invited to come to Britain. In March 1947, the Ormonde set sail from the West Indies to Liverpool to bring people hoping for a better future. Later that year, another ship, the Almanzora set sail for Southampton. The Empire Windrush later docked on the River Thames in Tilbury on the 21st June 1948 with 1,027 passengers. They hoped for better opportunities for themselves and their children. Some came to work for a while, save money and return to the Caribbean. Many were responding to the British Government’s call for workers in the transport system, postal service and health service. Britain was a country devastated by war and needed workers to help restore the post war economy.</p> <p>4. To know what jobs were available and the contribution made to British life. Some of those who came were returning servicemen from the Second World War recruited from Britain’s colonies in the Caribbean. From 1944, West Indian women served in the Women’s Auxiliary Air Force and the Auxiliary Territorial Service in Britain. From 1944 to 1945, nearly 5,500 West Indian RAF servicemen came to Britain.</p> <p>5. To know what life was like for black people living in the UK. (Reports on national archives) Not all white Britons welcomed the black Britons. Despite the desperate shortage of labour, some still found it difficult to get good jobs or accommodation due to what has been referred to as a ‘colour bar’. Often they were forced to accept jobs which they were over-qualified for, or they were paid less than other white workers. West Indians also experienced difficulties in finding suitable places to live.</p> <p>6. Children know about the Bristol Bus Boycott of 1963 -Bristol Omnibus Company refused to employ black or Asian bus crews. Although there was a reported labour shortage on the buses, black prospective employees were refused work as bus crews, although they were employed in lower paid positions in workshops and canteens -In common with other British cities, there was widespread racial discrimination in housing and employment. -Led by Paul Stephenson and the West Indian Development Council, the boycott of company’s buses lasted for four months until the company backed down and overturned the colour bar. -The boycott drew national attention to racial discrimination in Britain and the campaign was supported by national politicians, church groups and the High Commissioner for Trinidad and Tobago. -The Bristol Bus Boycott was considered by some to have been influential in the passing of the Race Relations Act 1965 which made racial discrimination unlawful in public places, and the Race Relations Act in 1968 which extended the provisions to employment and housing.</p>			Descent Origin Colonialism British Empire Transatlantic Slave Trade Slave/servant Population Diversity National Identity Island
Outcome:	The children will demonstrate the knowledge they have learnt this unit by answering the enquiry question. This can be in the form of a fact file / double page spread which can then be used as a basis for an oracy discussion. This will include points such as the reasons for migration, what life was like for migrants, and the reasons and consequences of the Bristol Bus boycott.						
Notes on links to other curriculum areas & Resources:		Potential link to Equality & Justice: Examples of Equality-based initiatives strand Values & Ethical Perspectives		Creating media – video production	  		https://youtu.be/DflpUK2g7Ss https://www.nationalarchives.gov.uk/education/resources/bound-for-britain/ https://www.blackhistorymonth.org.uk/article/section/civil-rights-movement/the-bristol-bus-boycott-of-1963/



Year 6	Objectives	Main Points of Knowledge	Key Vocabulary
<p>Enquiry A: Why do historians remember the Maya?</p> <p>Prior Knowledge: Y3 Egypt, Y4 Romans, Y5 Greeks, Saxons</p> <p>Future Learning: Y6 Vikings</p>	<p><u>National Curriculum Linked Objectives</u> A non-European society that provides contrasts with British history - Mayan civilization c. AD 900. To develop a chronologically secure knowledge and understanding of World history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><u>Historical enquiry/ skills</u> Ask and answer question about the topic Form opinions/descriptions of a time period Use a range of sources to find out about the past Identify and be aware of bias in sources Use artefacts, stories, online sources, photographs, written accounts Question the reliability of sources Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Analyse and evaluate change past to present Express an opinion on the change Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Sequence important dates on a time line and identify patterns or change</p> <p><u>Governance/Rulership</u> Maya Kings and Gods</p>	<p>1. Use a timeline to understand how the Maya fits into world history and be able to identify patterns or change. Notice that the Maya were at the same time as the Anglo Saxons. The Maya civilization began as early as 2000 BC and continued to have a strong presence in Mesoamerica for over 3000 years until the Spanish arrived in 1519AD.</p> <p>2. City States: The Maya were organised into powerful city-states, similar to the Ancient Greeks. Each city-state had its own government. Archaeologists believe there were hundreds of Maya cities at the peak of Mayan civilisation. Over the course of Maya history, different city-states came into power. They built hundreds of cities filled with large stone structures.</p> <p>3. Religion: Each city-state was ruled by a king. The Maya believed that their king was given the right to rule by the gods. They believed that the king worked as an intermediary between the people and the gods. The lives of the ancient Maya centred around their religion and gods of nature. Religion touched many aspects of their everyday lives and they used complex calendars to track both time and religious ceremonies.</p> <p>4. The Maya civilization is famous for its architecture. Many city-states built large palaces, pyramids, and other public buildings that are still standing today. The buildings were covered with carvings and statues to honour their gods as well as to commemorate their kings.</p> <p>5. The Maya built large pyramids for religious purposes as monuments to their gods. They built two kinds of pyramids. Both types of pyramids were similar in many ways. They each had the familiar pyramid shape. They each had steep steps up the side that would allow someone to climb to the top. At the top of the pyramid was a flat area where a temple was built. The priests would get to the top of the pyramids using staircases built into the sides. They would perform rituals and sacrifices at the temple on the top.</p> <p>6. Technology: Maya Calendar - A big part of the Maya religion included the stars and the Maya calendar. Some days were considered lucky days, while other days were considered unlucky. They set their religious ceremonies and festivals according to the position of the stars and the days of their calendar. However, it was the Maya that developed the calendar to its maximum sophistication, recording lunar and solar cycles, eclipses and movements of planets with great accuracy.</p> <p>7. Although Maya astronomy was mainly used by the priesthood to comprehend past cycles of time, and project them into the future to produce prophecy, it also had some practical applications, such as providing aid in crop planting and harvesting.</p> <p>8. Of all the ancient American civilizations, the Maya developed one of the most advanced systems of writing and numbers. The Maya used an advanced form of writing called hieroglyphics. Their writing looks similar to the ancient Egyptians, but is actually quite different. In Mayan hieroglyphics, they used symbols (also called glyphs) to represent words, sounds, or objects. By putting several glyphs together, the Maya wrote sentences and told stories.</p> <p>9. Only the wealthy Maya became priests and learned to read and write. They wrote on long sheets of paper made from bark or leather. These sheets were folded up like an accordion to make books. A Maya book is called a codex (or codices for more than one). Unfortunately, when the Spanish found the Maya codices (books), they thought they were evil and burned them. Only a few survived.</p> <p>10. Chocolate: Mayan chocolate was very different than the chocolate we know today. It was a liquid made from crushed cocoa beans, chili peppers, and water (there was no sugar in Central America). They poured the liquid from one cup to another until a frothy foam appeared on top. In fact, the word 'chocolate' is said to come from the Mayan word 'xocolatl' which means 'bitter water.'</p> <p>11. When the Aztecs conquered huge swathes of Mesoamerica, the Mayans were forced to pay taxes to the Aztecs. These taxes were called 'tributes', and were in the form of cocoa beans, as the Aztecs were unable to grow their own. The Mayans believed that chocolate was a gift from the gods.</p> <p>12. Many ancient Mayan artefacts are decorated with paintings of the people gathering, preparing, or drinking cacao. It appears to have been a truly integral part of their religious and social lives. The cacao bean and beverage were used in a variety of religious rituals honouring the Mayan gods -- the liquid chocolate sometimes standing in for blood -- and were considered "god food." The Maya even had a god of cacao.</p> <p>13. Understand what life was like in Britain during this time and compare to the Maya – Anglo Saxon Britain (food – maize vs. wheat/barley/animals, farming, building materials – mud/stone vs. wood, writing, clothes – animal skins vs. wool/linen etc.)</p>	<p>Civilisation, Maya, pyramids, calendar, hieroglyphics, codex, cacao, Aztecs, architecture,</p>
Outcome:	Children to demonstrate the knowledge they have learnt during this unit by creating a double page poster discussing key Maya contributions including religion, architecture, technology and chocolate.		
Notes on links to other curriculum areas & Resources:		Creating media – Webpage creation	















Year 6	Objectives	Main Points of Knowledge	Key Vocabulary
<p>Enquiry B: Why did the Vikings come to the British Isles and how did the Viking rule end?</p> <p>Prior Knowledge: Y3 Stone age to iron Age Y4 – Romans Y5 Anglo-Saxons</p> <p>Future Learning: KS3 – Development of Church, State & Society</p>	<p><u>National Curriculum Linked Objectives</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. To develop a chronologically secure knowledge and understanding of British history. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><u>Historical enquiry/ skills</u> Ask and answer question about the topic Form opinions/descriptions of a time period Use a range of sources to find out about the past Identify and be aware of bias in sources Use artefacts, stories, online sources, photographs, written accounts Question the reliability of sources Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u> Analyse and evaluate change past to present Express an opinion on the change Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u> Kings</p> <p><u>Governance/Rulership</u> Sequence important dates on a time line and identify patterns or change</p>	<p>1.Introduction: Use a timeline to understand where the Vikings fit in to Anglo-Saxon Britain and start to make comparisons between them (See Y5 Planning – Anglo-Saxons).</p> <p>2.Coming to Britain: The Viking age in European history was from about AD700 to 1100. During this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. The Vikings first attacked Britain in 787 AD, but didn't start to invade and settle in the British Isles until 793.</p> <p>3.When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground.</p> <p>4.The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, clothes and tools too – all very tempting to a Viking raider.</p> <p>5.The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors. Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings.</p> <p>6.New land: The Vikings wanted new land because the places where they came from in Scandinavia – Norway, Sweden and Denmark – weren't very easy to live in. It was hard to grow crops, which meant there wasn't a lot of food as the population got bigger. Britain and Europe had plenty of good farmland, so the Vikings tried to claim some of that land for themselves. Even though the Anglo-Saxons were pretty well established in England, the Vikings would turn up every now and then to raid towns and take a bit of land. Sometimes, instead of fighting the Vikings, the Anglo-Saxons decided it was better to pay them money so they'd stay away. This payment was called Danegeld.</p> <p>7.Longships: Boats that the Vikings built were called longships – they are long, narrow boats that can be used in both deep and shallow water, making them perfect for travelling over the ocean and carrying lots of warriors onto the shore. Longships were symmetrical, meaning they looked the same at the front as they did at the back. They'd often have dragon heads carved at either end.</p> <p>8.Kingdoms: In 878, King Alfred the Great defeated the Vikings at the Battle of Ethandun (in modern day Wiltshire). After this, he and the Vikings agreed to set boundaries for their kingdoms. The area that the Vikings lived in was called Danelaw, and it meant that the land south of the diagonal line between London and Chester belonged to King Alfred (Wessex). Danelaw eventually became smaller and smaller as the Anglo-Saxons took more and more control.</p> <p>9.Religion: Viking warriors believed that when they died in battle, they went to Valhalla – this is where the king of the gods lived, named Odin. The Vikings believed in many different gods, and they thought making sacrifices to the gods kept them all happy. They also told stories about the gods, called Norse mythology. Some of the gods included: Thor, the god of thunder; Idun, the goddess of spring and Odin, the king of gods and the god of war. Viking warriors were very good fighters. They'd wear helmets and carry shields to defend themselves, and they'd also have spears, swords and battle axes</p> <p>10.The end: In 954, the Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik (York). Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's king.</p> <p>11.(See Y6 Planning – Battle of Stamford Bridge) When Edward died in 1066, the English Witan chose Harold (son of Godwin, the Earl of Wessex) as the next king. Duke William of Normandy and Harald Hardrada, the King of Norway, were not happy with the decision. They believed they had a claim to the throne. In 1066, England was invaded twice. First, a Norwegian army led by Harald Hardrada landed in the north. Harold killed Hardrada in a battle at Stamford Bridge in Yorkshire.</p> <p>12.Three days later William's Norman army landed in Sussex. Harold hurried south and the two armies fought at the Battle of Hastings (14 October 1066). The Normans won, Harold was killed, and William became king. This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England had started.</p>	<p>Viking, raiding, Ethandun, Danelaw, Wessex, kingdom, Gods, longships,</p>
Outcome:	Children to demonstrate the knowledge they have learnt during this enquiry by creating a double page poster discussing key events / customs in Viking life.		
Notes on links to other curriculum areas & Resources:		Creating media – Webpage creation	<p>BusyThings has a whole section on Vikings within History, including conquests, influence, culture and religion.</p>





Year	Objectives	Main Points of Knowledge	Key Vocabulary
Enquiry C: How should the British Empire be remembered? Prior Knowledge: Y5 – Windrush, Y4 Roman Empire, Y1 Fry's Future Learning:	<p><u>National Curriculum Linked Objectives</u></p> <p>How an aspect of national history is reflected and significant in the locality.</p> <p>To develop a chronologically secure knowledge and understanding of British and local history.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><u>Historical enquiry/ skills</u></p> <p>Ask and answer question about the topic</p> <p>Form opinions/descriptions of a time period</p> <p>Use a range of sources to find out about the past</p> <p>Identify and be aware of bias in sources</p> <p>Use artefacts, stories, online sources, photographs, written accounts, newspapers, pamphlets</p> <p>Question the reliability of sources</p> <p>Primary and secondary sources</p> <p><u>Continuity, change, cause and effect</u></p> <p>Analyse and evaluate change past to present</p> <p>Express an opinion on the change</p> <p>Devise historically valid questions about change, cause, similarity and difference and significance</p> <p><u>Chronology</u></p> <p>Sequence important dates on a time line and identify patterns or change</p> <p><u>Governance/Rulership</u></p> <p>Tudor: Elizabeth I</p> <p>Stuart Period: James VI & I, Charles I, Charles II</p> <p>British Interregnum: Oliver Cromwell, Richard Cromwell</p> <p>Stuart Period: Charles II, James II, Mary II, William III & II, Anne</p> <p>Georgian Era: George I, George II, George III, George IV, William IV</p> <p>Victorian Era: Victoria</p> <p>Edwardian Era: Edward VII</p> <p>First World War & Interwar Period: George V</p> <p>Edward III, George VI</p>	<p>1. To understand what an Empire is, and link to previously taught historical enquiries.</p> <p>2. The British Empire began in the late 1500s under Queen Elizabeth The first successful colony was set up in 1607 in Jamestown, now part of the state of Virginia in the USA.</p> <p>3. Britain built an empire for several reasons: To gain more money, to gain more power, to spread Christianity and British ways of life, to use resources for its own gain such as metals, sugar and tobacco. It provided England's poor and unemployed with new places to live and new jobs.</p> <p>Spain built its empire in the 1500s and controlled 80 per cent of the worlds silver. The British public saw indigenous people as 'uncivilised' because their way of living was different from that of people in Europe. This led to people to believe the British should continue to grow the empire to bring 'civilisation' to those places, even by force. Some missionaries believed it was their duty to convert people to Christianity.</p> <p>4. The Development of the British Empire & American Independence: It lasted for nearly 400 years. It spread from the Americas to include colonies in Africa, Asia and Australasia. In 1775, the 13 British colonies in North America went to war against Britain to achieve freedom, declaring themselves independent on 4th July 1776.</p> <p>5. Expansion of the British Empire in India & Africa: From 1757, the British East India Company began to establish control over much of India, exploiting local rulers and workers to fund the progress of the Industrial Revolution. Ruling India was economically very beneficial for Britain and had a strong Army which Britain was able to use. In the 1880s, the scramble for Africa took place, and Britain controlled 30 per cent of the African population, destroying several African Kingdoms. When the British colonised the Kingdom of Benin they exiled leaders, looted treasures and burned much of Benin city to the ground.</p> <p>6. Life in the British Empire: For many, traditional languages, religions and ways of living were replaced with the English language, Christianity and British systems of government and education. The colonies were generally run by British government officials who lived in the colony and not by the indigenous people. British laws were brought to colonies that often did not take into account cultural differences between the people of the colonies and the British. Taxes on colonised people were often high and the British exploited natural resources for their own financial gain. In the 1700s and 1800s, India experienced several famines. British policies to produce crops such as tea, which could sell for high prices meant that in poor weather, there were food shortages resulting in famines across India.</p> <p>7. Opposition to the British Empire & The Transatlantic Slave Trade: Although there was a lot of support in Britain for the empire at the time, there was always some opposition to it and that it is wrong to force a different way of life or religion on people. Opposition of the transatlantic slave trade in Britain during the 1700s and 1800s. Opposition came from members of parliament, like William Wilberforce, as well as religious organisations, such as the Quakers. Olaudah Equiano, a formerly-enslaved man who settled in London, campaigned against slavery and published an autobiography detailing his experiences of enslavement. Children to make local links, with Fry's using ingredients which were farmed by enslaved people.</p> <p>8. The end of the empire: At its height in 1922, it was the largest empire the world had ever seen, covering around a quarter of Earth's land surface and ruling over 458 million people.</p> <p>The Commonwealth was set up in 1926 between Britain and all partly independent countries in the empire, which were also known as dominion states. Eventually other territories within the empire became part of the Commonwealth. By 1945, attitudes were changing and more people began to believe that having an empire was wrong. Independence movements were growing in different colonies & British allies such as the USA and Soviet Union supported decolonisation. In 1947, after many years of protesting and fighting, British India was partitioned into two independent nations. Others then pushed for independence. One of the last countries to gain full independence from Britain was Belize, in Central America, in 1981.</p> <p>9. The Legacy of the British Empire: Some of these independent countries still have a relationship with Britain to this day through the Commonwealth. Today, there are only 14 territories that have strong enough constitutional links to the UK to be considered overseas territories</p> <p>Colston & Bristol</p>	<p>chronology, empire, timeline, BC / AD, locate/location, country, imperialism, societies, industries, cultures, territories, indigenous, colonialism, plantation, dominion status</p>
Outcome:	Children to demonstrate the knowledge they have learnt during this enquiry by writing an informed response piece involving thoughtful selection and organisation of key historical information relating to the Empire and the impact of this.		



Year	Objectives			Main Points of Knowledge						Key Vocabulary
Notes on links to other curriculum areas & Resources:		Equality & Justice: Equality Issues element Values & Ethical Perspectives: all elements	 30 MINORITY CULTURE, LANGUAGE AND RELIGION  16 PEACE, JUSTICE AND STRONG INSTITUTIONS	 2 NO DISCRIMINATION	 6 LIFE, SURVIVAL AND DEVELOPMENT	 4 MAKING RIGHTS REAL	 32 PROTECTION FROM HARMFUL WORK	 35 PREVENTION OF SALE AND TRAFFICKING	 10 REDUCED INEQUALITIES	 https://www.bbc.co.uk/bitesize/articles/zpiv3j6#zsnsf82 BusyThings have some labelling activities for Commonwealth countries under Kings & Queens in History.