



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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History Curriculum

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Intent

The curriculum that we teach has been planned to develop the **five key skills for life**: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

The NGPS History curriculum is designed to inspire pupils' curiosity to know more about the past. Pupils will learn 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.

Aim

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- know and understand 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 each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pupils should be taught to: (Key Stage 1)

- 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 and identify similarities and differences between ways of life in different periods.
- 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught to: (Key Stage 2)

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality.











Modifications

Our curriculum is devised to ensure that children acquire knowledge and skills, build on those and use them to develop their intrinsic viewpoints, opinions and sense of morality. Pupils in Key Stage 1 study historical topics that allow them to gain a fundamental understanding that the passing of time creates history. In Key Stage 2, pupils learn historical topics in chronological order from ancient civilisations in Year 3 to modern history (World War 2) in Year 6. This ensures pupils are able to make direct links between historical time periods, understanding the reasons for the demise of one period and the rise/start of another.

We have made some modifications to the National Curriculum because we believe that our pupils need:

- to re-visit themes, facts and skills in order for them to consolidate and retain knowledge.
- to have first-hand experience of historical sites and features - for this reason we have planned educational visits that will give our children time and experience at castles, forts, museums, air raid shelters and other sites of historical significance
- to develop the **5 key skills for life** of problem solving, teamwork, self-management, self-belief and communication and so we have included opportunities for this.

Time Line of British History

<u>Pre..</u>	<u>Romans</u>	<u>Saxons</u>	<u>Vikings</u>	<u>Normans</u>	<u>Tudors</u>	<u>Stuart</u>	<u>Georgian</u>	<u>Victorians</u>	<u>Today</u>
									
BC	43	450	793	1066	1485	1603	1714	1837	1939

Organisation and Progress of skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery:	<p><u>All About Me</u> - Families & relationships Look at the names & roles of different people in our family. - Understand that some people are older than others. - Look at how children have changed since they were a baby.</p>	<p><u>Celebration</u> - What is a celebration? Discuss different celebrations we hold during the year including our birthdays. - Look at the following events and how they are celebrated/remembered: Bonfire night Diwali Remembrance Day Christmas</p>	<p><u>Sequencing</u> - Learn the days of the week and how weekends are different to weekdays. - Sequence events of the day in nursery and events from a story. - Children complete sequencing activities e.g. wrapping a present.</p>	<p><u>Toys</u> - Past and present - compare toys which are old and new. - Look at various new and old toys and discuss the differences. Can children tell which are old? Why? - Invite a grandparent into school to discuss/show children an old toy.</p>	<p><u>Animals and Insects</u> Lifecycle of a butterfly – changes over time. Buy a 'butterfly garden' and create a timeline of changes – working wall.</p>	<p><u>Transition</u> - How have we changed since we came into nursery? Discuss growing up and the changes we will face. - Discuss thoughts/worries about going to Reception. - Children to make booklets telling their new teachers about themselves and who they live with etc.</p>
<p>Reception: Theme: concept of past and present. Sequencing in time order.</p>	Remember and talk about events in their own lives.	Show interest in the past of others.	Inventions and life before the invention.	Celebrations past and present.	Concept of past and present in a garden's life; in a pet or animal's life.	<p>Personal timeline including holidays</p> <p>Idea of a family tree.</p>
?	Pupils are introduced to a sense of past vs present, rooted in their own experiences	This sense is extended to the past vs present of other people and things	This sense is extended to the past vs present of other people and things	This sense is extended to the past vs present of other people and things	This sense is extended to the past vs present of other people and things	Concept of 'past' developed into a written, visual sequence
<p>Year 1 Theme: Personal and local history</p>	Great Fire of London 1666	Gunpowder Plot 1605	Female and male explorers in the 20 th and 21 st centuries.	Life in the 1980s – TV, music and computers and toys	Local history from the 1970s	1970s holidays
?	Pupils are introduced to the concept that significant individuals in the past have had an impact on current society. They start to gain historically grounded understanding	Pupils begin to understand historical concepts such as continuity and change, cause and consequence. What impact did the fire have? Compare safety	<p>Which explorers?</p> <p>Pupils start to understand the connections between local, regional, national and international history;</p>	Pupils develop an awareness of the recent past, within their parents' living memory. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 80s	Pupils develop an awareness of the recent past, within their parents' / grandparents' living memory. How has national life changed? Pupils learn the similarities and differences	Pupils develop an awareness of the recent past, within their parents'/ grandparents' living memory. How has national life changed? Pupils learn the similarities and differences between ways of

	of abstract terms such as 'parliament'	measures and equipment then and now			between ways of life now, then and before the 70s	life now, then and before the 70s and can see progression from 70s-80s Opportunity for a local history study
Year 2 Theme: Social history	Royal Family Tree	Amy Johnson. Emelia Earhart. Transport from 1920s to today.	1940s rationing, famous people and key events.	1940s transport, fashion and 1948 Olympics.	1950s television, inventions and lifestyle.	What was life like in post-war Britain? 1960s fashion, space race and houses and homes. 1960s music, TV, and what life was like
	Pupils learn and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Pupils learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	Pupils know that the lives of significant individuals in the past have contributed to national and international achievements.	Pupils know that the lives of significant individuals in the past have contributed to national and international achievements.	Pupils learn where WW2 fits within a chronological framework Pupils learn the similarities and differences between ways of life now, then and before the 50s and can see progression from 40s-80s	Pupils develop an awareness of recent history. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 50s and can see progression from 50s-80s	Pupils develop an awareness of the recent past, within their parents/ grandparents' living memory. How has national life changed? Pupils learn the similarities and differences between ways of life now, then and before the 60s and can see progression from 60s-80s
Year 3 Theme: Ancient civilizations in Britain and archaeology	Developing an understanding of the timeline of British history Stone Age / Iron Age	Continue to develop an understanding of British history – Bronze Age	Ancient British tribes such as the Celts What was life like in the Iron Age?	The spread of the Roman Empire What was life like in Roman times?	Roman Britain, baths and the Scots/Imperial Rome: government, beliefs and rule	Local History from the time of the Romans to the Vikings – ready for year 4 topic Vikings
	Pupils start to develop a chronologically secure knowledge and understanding of British, local and world history, establishing		Changes in Britain from the Stone Age to the Iron Age and where they fit within a chronological framework	Pupils continue to develop a chronologically secure knowledge of history.	Pupils continue to develop a chronologically secure knowledge of history. Pupils learn about the Roman Empire	Pupils continue to develop a chronologically secure knowledge of history.

	clear narratives within and across the periods they study.				and its impact on Britain	
Year 4: Theme: Invaders and settlers – social history	Ancient Egyptian / Roman rulers, beliefs, education and life. (social history)	Ancient Egypt. / Ancient Rome - Art and architecture	Invaders and settlers Manchester through the Ages Britains settlement by Anglo-Saxons and Scots	Kings Canute, Alfred, Egburt and Aethelred. What did the Vikings do for us?	The Viking and Anglo-Saxon struggle for the Kingdom of England	Who were the Normans?
	Pupils continue to develop a chronologically secure knowledge of history and pupils are able to compare and contrast different ancient civilisations.	Pupils learn about the achievements of the earliest civilizations Pupils continue to develop a chronologically secure knowledge of history	Pupils learn about Britain's settlement by Anglo-Saxons and Scots	Pupils continue to develop their chronological understanding whilst developing their knowledge of Vikings.	Pupils continue to develop a chronologically secure knowledge of history. Pupils know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Normans were Vikings that had settled in France. Norman code of conduct – Chivalry
Year 5 Political history and military history	The Wars of the Roses and the rise of the Tudors. Henry VII and Henry VIII	Elizabeth I and the Armada.	The rise and fall of the Aztec empire	The rise and fall of the Inca empire	The Stuarts and the rise of puritanism. Was England right to execute the King?	Georgians. The making of America. Bonny Prince Charlie.
		The lives of significant individuals in the past be used to compare aspects of life in different periods	In depth study of the achievements of the earliest civilizations –	Compare and Contrast to Aztecs- structure of society?/ power?/resources?		
Year 6 Theme: economic history	Victoria and key Victorians. How people lived.	Victoria's family. The Russian revolution.	The suffragettes, inventions at the start of the 20 th century	The Great War The treaty of Versailles and the 1920s. What was the impact of the Great War and why do	World War 2	World War 2

				we commemorate it?		
	Pupils re-visit the concept that significant individuals in the past have had an impact on current society. They develop a deeper historical understanding	Pupils address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	The life of Emmeline Pankhurst used to compare aspects of life in different periods	Pupils learn where WW1 fits within a chronological framework	Pupils address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Pupils learn where WW2 fits within a chronological framework

Reception: autumn 1 – understanding the world – people and communities

Link 1:  [know the term 'history' and that every person has a history](#)

Share read 'I love my grandad by Giles Andreae'

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Look at photographs from someone at the school, helper, etc. Learn the idea that everything in the past is someone's history.

Put some events in someone's life into order and use these to retell the story of someone's history. Use the term 'past', 'history' and 'now'.

Understand that as time passes people get more history because more things happen to them.

Think about their own history and talk about events that have happened e.g. birthday party, Christmas, moving from Nursery into Reception. Explain that going to Nursery is now in their history.

Link 2:  [know the terms 'younger' and 'older'](#)

Share read 'I love my grandad by Giles Andreae'

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Learn about the history of a parent or someone at the school who the children know or in the community e.g.

crossing helper. Revise what history means. Show interest in the lives of people who are familiar to them and ask questions about when they were younger.

Match photos of children to someone who is older and understand how people grow over time and change over time. Use the term 'younger' and 'older' to describe someone at different stages in their history e.g. this was Mr Churchill when he was younger.

Link 3:  know the term 'past' and 'present'

Share read 'I love my grandad by Giles Andreae'

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Revise the history of a parent or someone at the school who the children know. Revise what history means. Understand that things have happened since they were born and some things happened a long time ago. Use the terms past and present to label pictures to understand that the past is in their history. Recall some events of the past including yesterday.

Remember and talk about significant events in their own experience. Label and caption a person's history e.g. baby, toddler, child, adult/grown-up.

Provide ways of preserving memories of special events e.g. making a book, collecting photographs, tape recording, drawing and writing. Invite children and families to share and record their experiences/ memories.

Recognise and describe special times or events for family or friends.

Link 4:  know that some events happened recently but other events occurred much further back in history


Share read 'I love my grandad by Giles Andreae'

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Watch some old TV programmes for children e.g. Andy Pandy, Muffin the Mule, Play Away and some modern ones and label them 'past' and 'present'.

Explore and talk about TV programmes from the past e.g. on laptop or DVD.

Learn to put some events into order and understand that some events much further ago than others.

Linked curriculum learning objective:  Show an interest in the lives of people who are familiar to them and ask questions about when they were younger. Memories and talks about significant events in their own experience.

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Share read 'I love my grandad by Giles Andreae'

Learn about how people change as they grow older e.g. The Queen, Mr Luke, Mrs Millward and show an interest in their past e.g. headteacher when he/she was young.

Using photographs and images, talk about some events in their own histories and experiences. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Reception: spring 1 – understanding the world – people and communities

Link 1:  **know that some objects are older in history than others and can be put into time order**

Share read 'Three cheers for inventors' by Marcia Williams

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'.

Look at images of telephones from the past and from the present. Label the images with past and present. Talk about how they have changed over time.

Play with 'old telephones' with a dialling mechanism, with push buttons etc and compare the difference.

Understand that, like people, objects change and some objects are older than others. Understand that in history,



people used different objects.

Put the telephones in time order.

Link 2:  **know that some people invent things in the past and over time they are improved**

Share read 'Three cheers for inventors' by Marcia Williams

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'.

Revise telephones and the history of telephones. Learn the story of Alexander Graham Bell.

Sequence some events into chronological order.

Put some events of the story of Bell into time order. Retell some aspect of the story.

Understand what a telephone box was for and how they changed over time.

Link 3:  **know that some people invent things to make life easier or better**

Share read 'Three cheers for inventors' by Marcia Williams

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'.

Revise telephones and the history of telephones. Learn the story of Florence Parpart who invented the first electric fridge.

Look at images/videos of fridges in history. Know that before fridges people kept things cool in a larder.

Learn about how the fridge works.

Sequence some events into chronological order.

Put labels on objects or photos to show which was older, oldest, new etc.

Put some events of the story of Parpart into time order. Retell some aspect of the story.

Linked curriculum learning objective:  Talk about past events and about ways of life in the past

Share read 'Three cheers for inventors' by Marcia Williams

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'.

Revise telephones, fridges and the history of telephones.

Describe what they think life would have been like in the past with different fridges and telephones.

Sequence some events into chronological order.

Learn about some other inventions e.g. electric light, the washing machine etc. Talk about events and life in the past. **Reception: spring 2 – understanding the world – people and communities**

Link 1:  know that some people celebrate Chinese New Year

Share read 'Peppa Pig: Chinese New Year'

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days' Revise the inventions e.g. telephone, fridge etc.

Know that some people celebrate and remember Chinese New Year.

Sequence some events/celebrations into chronological order.

Learn about some customs and some traditions such as food and drink.

Learn about other children's experiences at home and abroad relating to the New Year.

Learn about the celebrations in the past and now.

Understand that even though a tradition is created many years ago people sometimes re-enact the past in the present day.

Link 2:  know that some people celebrate Valentine's Day

Share read 'Peppa Pig: Chinese New Year'

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year.

Revise that some people celebrate and remember Chinese New Year.

Learn about the story of St Valentine.

Learn about some customs and some traditions such as food and drink and cards. Look at images of valentine's

cards in the past and present.

Link 3:  know that some people celebrate Easter

Share read 'Peppa Pig: Chinese New Year'

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days' Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year.


Revise that some people celebrate and remember Easter.

Learn about some customs and traditions that started in the past but carry on today.

Learn about the idea of lent and pancakes.

Sequence some events into chronological order.

Understand some Easter traditions that have come from the past such as tossing pancakes, pancake races, Easter egg hunts etc.

Linked curriculum learning objective:  Talk about their own home and community life, and to find out about other children's experiences. Talk about the past and present events in their own lives and in the lives of family members.

Share read 'Peppa Pig: Chinese New Year'

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year.

Revise that some people celebrate and remember Easter, Chinese New Year and Valentine's Day.

Talk about traditions in their own families and communities from the past.

Refer to events and celebrations from the past and currently including CV19 – using PHSE & Manchester City Council guidance.

Sequence some events into chronological order.

Reception: summer 1

Link 1:  know that events in the near past are 'history' and the 'past'

Share read 'Isabella's Garden' by Glenda Miller.

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions.

Look at some photographs of themselves in a garden/park. Talk about events in the past e.g. planted flowers, a party in the garden or a barbeque.

Make a book to memorialise planting and looking after plants to look back on. Understand that any events yesterday or earlier are the past.

Sequence some events into chronological order.

Link 2:  know that gardens change over time and have been planted in the past. Understand the

concept of past and present.

Share read 'Isabella's Garden' by Glenda Miller.

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions.

Continue making a book to memorialise planting and looking after plants to look back on. Understand that any events yesterday or earlier are the past.

Understand that gardens and trees may have been planted many years ago and have taken years to grow.

Show some images of gardens in the past and label them past and present.

Sequence some events into chronological order.

Listen to someone who works with gardens/grounds maintenance. Ask about what they do and about when they planted some of the trees/plants etc. Show an interest in different occupations and ways of life.

Link 3: know that animals/pets change over time. Understand the concept of past and present.

Share read 'Isabella's Garden' by Glenda Miller.

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions.

Continue making a book to memorialise planting and looking after plants to look back on. Understand that any events yesterday or earlier are the past.

Understand that animals/pets also have histories from when they were young.

Show some images of pets/animals in the past and label them past and present.

Sequence some events of a pet's life into chronological order.

Listen to someone who works with animals e.g. vet, zoo keeper. Ask about what they do and about animals in the past and how they are now etc.

Show an interest in different occupations and ways of life

Link 4: know how to compare people who lived in the past by using the terms 'old, older, oldest'

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'when I was little' by Jamie Lee Curtis

Identify when they were born. The day, month and year.

Understand that some people were born before others. Label people older, oldest.

Write comparison sentences using older and younger e.g. P is older than G.

Link 5: know what a time line is and how to plot one

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'when I was little' by Jamie Lee Curtis

Identify when they were born. The day, month and year.

Plot a timeline from today's date, going backwards in time to the year in which they were born.

Learn the names of the years from when they were born to today and how to say them e.g. twenty 17.

Add some facts to their timeline e.g. when they went to Nursery. When they started in Reception.

Learn the idea of chronological order.

Write some simple sentences about their own history e.g. I was born in.....

Linked curriculum learning objective:  **Children can talk about past and present events in their own lives and in the lives of family members.**

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'when I was little' by Jamie Lee Curtis

Identify when they were born. The day, month and year and the years in between e.g. 2013, 2014, 2015.

Plot a timeline from today's date, going backwards in time to the year in which they were born.

Learn the names of the years from when they were born to today and how to say them e.g. twenty 17.

Add some facts to their timeline e.g. when they went to Nursery. When they started in Reception.

Research things that have happened in their lifetimes e.g. marriages, births, christenings, holidays, nurseries.

Create their own timeline.

Identify something that has happened in each of the last 6 years e.g. Mr Browne becomes headteacher. Learn how to put events in order for the year in which they happened. Label them 'old, older, oldest'

Use someone else's timeline to tell a story about what has happened in their lives.

Write a sentence about each event in their timeline.

Reception summer 2

Link 1:  **know what a family tree is**

Share read 'Pussy cat, pussy cat, where have you been?' by Russel Punter

Long-term memory quizzes, games and revision: timeline, the names of years since they were born.

Revise what is in their timeline.

Understand that one way of describing personal history is in a family tree.

Create a family tree for the people that they know in their families starting with parents, siblings etc or a family tree of the teacher/TA.

Understand that family trees are in chronological order from the newest back to the oldest point in history.

Write some sentences to match the photographs/images of family members on the family tree. This is my sister, she was born

Link 2:  [know who the Queen is](#)

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'Pussy cat, pussy cat, where have you been?' by Russel Punter

Know who the Queen is. Look at photographs of the Queen from a young age to now.

Know why she is important to Britain and the world but also understand she has very little power.

Understand the idea that in Britain there has been a king or queen 'on the throne'.

Know about the story of the Queen as she has grown up.

Know that her main residence is in Windsor castle and Buckingham palace but she stays in some holiday homes e.g. Sandringham and Balmoral.

Linked curriculum learning objective:  [Use a simple timeline to describe the life of Queen Elizabeth II](#)

Long-term memory quizzes, games and revision: old, older, oldest, timeline, days of the week, months of the year, the names of years since they were born.

Share read 'Pussy cat, pussy cat, where have you been?' by Russel Punter

Use information to add into a simple timeline for the Queen and add in some key events.

http://news.bbc.co.uk/cbbcnews/hi/uk/newsid_2006000/2006635.stm

Talk to others about the Queen's timeline and events.

Listen to first-hand stories about the Queen from people who have met her or who have celebrated an event e.g. Golden jubilee.

Link 1:  [know that photographs can show evidence about the past](#)

Share read 'At the beach' by Roland Harvey

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions; how to put things into time order.

Look at some photographs of themselves by the sea or on holiday in the past. Label pictures/photos with past and present.

Write a sentence/postcard about what the photograph shows.

Link 2:  [know that historians listen to what people say to understand what happened in the past](#)

Share read 'At the beach' by Roland Harvey

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions; how to put things into time order.

Listen to someone talking about their holiday in the past.

Write a sentence about what they said.

Link 3:  know that historians put events into time order

Share read 'At the beach' by Roland Harvey

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions; how to put things into time order.

Put a series of events e.g. holiday to Blackpool, holiday to Skegness in the order of it happening.

Put the holidays onto a personal timeline.

Linked curriculum learning objective:  Children can talk about past and present events in their own lives and in the lives of family members.

Share read 'At the beach' by Roland Harvey

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions; how to put things into time order

Act out/talk about a trip they have been on in the past or a holiday.

Look at some photographs/images of different types of holiday e.g. camping, beach, staycation at home and understand and respect that some people like different types of holiday.

Be sensitive and learn to listen to others about their holidays.

Year 1

Year 1: autumn 1 – understanding the world – people and communities

Link 1:  know that some people live in London which is Britain's capital city

Share read 'Toby and the Great Fire of London' by Margaret Nash

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Look at some pictures and videos of London.

Understand that people live in different places, some in villages, some in towns, some in cities.

Know that some people live in flats, some in bungalows, some in houses.

Learn that London is the capital city.

Explore/guess where people might live e.g. The Queen.

 **Link 2: Show an interest in different occupations and ways of life**

Share read 'Toby and the Great Fire of London' by Margaret Nash

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Look at some pictures and videos of fires. Learn about the role of fire officers and how to call an officer.

Show an interest in different occupations and ways of life.

Speak to a fire officer and learn how to stay safe from fires.

Know what a fire escape is and what to do when they hear a fire alarm.

Learn how to put out a fire.

Pretend to be fire officers and debunk any stereotypes about 'firemen' making sure they understand girls can be fire officers.

Know that in the past there weren't fire alarms in the same way but towns did have bells to ring.

Learn the story of The Great Fire of London.

 **Link 3: Know what happened in the Great Fire of London.**

Share read 'Toby and the Great Fire of London' by Margaret Nash

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young'.

Put events into order.

Use words such as 'past' 'then' 'years ago'

Create a picture and label it.

Year 1 :Autumn 2

 **Link 1: Know what happened in the Gunpowder Plot**

Share read 'The Gunpowder Plot' by Jenny Powell

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young', sequence of events in the Great Fire.

Put events into order.

Create a picture and label it.

Show an interest in what a member of parliament is and does.

Show an interest in what a police officer does.

Speak to an officer and learn how to stay safe.


Pretend to be police officers and debunk any stereotypes about 'policemen' making sure they understand girls can be police officers.

Know that in the past, there weren't police officers in the same way but there were people to catch people who were doing wrong.

Know why we have fireworks.

Know how to stay safe when using fireworks.

Encourage children to develop positive relationships with community members, such as police officers.

Linked curriculum learning objective:  Shows interest in different occupations and ways of life, recalls events from the past.

Share read 'The Gunpowder Plot' by Jenny Powell

Long-term memory quizzes, games and revision: learn the term 'yesterday', 'old', 'past', 'now' and 'then', 'young', sequence of events in the Great Fire and the Gunpowder Plot.

Recall and talk about events surrounding the gunpowder plot and the great fire.

Sequence some events into chronological order.

Recall what a fire officer and a police officer do and how to call on them for help.

Label images of current police and fire officers and those from the past.

Talk about how people used to live in the past and about some of the things we have that they didn't e.g. fire engines.

Bridging project

Share read 'I can save the Earth' by Alison Inches

Long-term memory quizzes, games and revision: revise the term 'yesterday', 'old', 'past', 'now' and 'then', 'olden days'. Revise the Great fire of London, what a fire officer does, the Gunpowder plot and what a police officer does. Revise the inventions e.g. telephone, fridge etc. Revise Chinese New Year, Easter and traditions; how to put things into time order

Understand that past action can have an impact on today.

Think about how some famous people we know from the past have had an impact on us today such as the inventor of fridges, of the telephone, of the toilet.

Using images, learn how past inventions e.g. plastic may have made the world worse and other inventions made it better.

Understand that people's actions in the past can pollute the Earth, can make the Earth run out of water etc. Learn about how we can use history to make the world better.

Year 1 spring 1

Link 1:  Know about the life of explorer Sir Ranulph Fiennes

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st

Learn about Sir Ranulph Fiennes and his explorations. Show TV clips and photos.

<http://britainexplorer.com/british-explorers-the-top-ten/>

Put a few of his main explorations onto a timeline.

Practise putting them into chronological order.

Write some simple facts about his life.

Link 2:  **Know about the life of explorer Ann Bancroft**

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, Sir Ranulph.

Revise some facts about Sir Ranulph.

Listen to the story and learn about some of the achievements of Ann Bancroft.

Put some of the main events onto a timeline.

Use key words to write about some facts about her expeditions.

Link 3:  **Know about the life of explorer Roald Amundsen**

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st

Revise some facts about Sir Ranulph and Ann Bancroft.

Talk to each other about what was similar and different about them.

Listen to the story and learn about some of the achievements of Amundsen and put some of the main simple events onto a timeline.

Show images and video clips.

Write some key facts about Amundsen.

Link 4:  **Know about the life of explorer Gertrude Bell**

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st

Revise some facts about Sir Ranulph, Ann Bancroft and Roald Amundsen.

Talk to each other about what was similar and different about them.

Listen to the story and learn about some of the achievements of Gertrude Bell and put some of the main simple events onto a timeline.

Show images and video clips.

Write some key facts about Gertrude.

Link 5:  [Know about the life of explorer Scott](#)

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st

Revise some facts about Sir Ranulph, Ann Bancroft, Gertrude Bell and Roald Amundsen.

Talk to each other about what was similar and different about them.

Listen to the story and learn about some of the achievements of Scott of the Antarctic.

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/scott-of-the-antarctic-famous-people/>

Show photos and clips. Put the events on a timeline and compare with Amundsen.

Use the key words to compare the two expeditions, e.g letter of congratulations from Amundsen to Scott.

Linked curriculum learning objective:  [Use a simple timeline to plot the recent history of exploration](#)

Share read extracts from 'explorers' by Andrea de Porti

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st

Revise some facts about Sir Ranulph, Ann Bancroft, Gertrude Bell, Scott and Roald Amundsen.

Know how to set out a timeline back from today to capture some key events in exploration.

Use 'explorer' book to add in some more explorations.

Write some key facts about an explorer for a timeline.

Year 1: [spring 2](#)

Link 1:  [know about the royal family in the 1980s and their own personal history](#)

Share read extracts from 'A 1980s childhood from He-man to shell suits' by Michael Johnson

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Using their own timelines, or the timeline of a teacher/headteacher – identify where they were and how old they were in the 1980s.

Count backwards in decades to understand how far back it was.

Look at the timeline of The Queen. Look at images and video clips of the royal family in the 1980s and put in some key events on the timeline such as Charles' wedding.

Put 1980s on a timeline with other key events from their own history and family's history.

Link 2:  know about some of the toys and computers from the 1980s

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from 'A 1980s childhood from He-man to shell suits' by Michael Johnson

Look at images of object from the 1980s including old computers and computer games.

Pretend to be historians and work together to say what something was and what it was used for.

Handle some toys and artefacts from the 1980s and discuss what it may he been used for and why.

Understand that sometimes history can be improved by inventions and events. Listen to and reflect on people's ideas about computers in the 1980s. Understand how things can change because of inventions.

<https://www.timetoast.com/timelines/history-of-the-computer-for-kids>

Write a description of old computers.

Link 3:  know about how TV has changed since the 1980s

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from 'A 1980s childhood from He-man to shell suits' by Michael Johnson

Trace how events in TV have changed over time and track it in a timeline e.g. the start of Channel 4 and then channel 5. The start of breakfast TV. Children's hour on TV and some of the old programmes such as Mr Ben, Play school etc.

Listen to older people's reflections about TV in the past.

Start to compare the past with the present.

Write a few sentences about a programme e.g. Mary, Mungo and Midge

Link 4:  know about how TV has changed since the 1980s

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from 'A 1980s childhood from He-man to shell suits' by Michael Johnson

Revise how events in TV have changed over time.

Listen to older people's reflections about music in the 1980s.

Watch Top of the pops from the 1980s and talk about the clothes, hair, music.

Write a few sentences about, from the evidence they have, what life was like in the 1980s.

Linked curriculum learning objective:  Know what life was like near where they live in the 1980s

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events;

Share read extracts from 'A 1980s childhood from He-man to shell suits' by Michael Johnson

Revise what the evidence is telling us so far about the 1980s.

Look at photos and clips of Sheffield/Manchester in the 1980s.

Look at videos and clips of their own families and where they lived in the 1980s.

Compare with today e.g. busier roads, road markings etc.

Listen to reflections from older people about Sheffield/Manchester in the 1980s.

Write a few sentences about local history in the 1980s.

Year 1 summer 1

Link 1:  [know about the royal family in the 1970s](#)

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from 'I can remember the 1970s' by Sally Hewitt.

Revise some key events of the royal family in the 1980s.

Trace the timeline back to the 1970s.

Count back from the noughties back to the 1970s.

Look at some video clips and images of the family in the 1970s.

Label pictures with sentences.

Trace their own personal/family history back into the 1970s. Look at any photos they have from the 1970s and talk about what they see.

Link 2:  [know about their town/city in the 1970s](#)

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from 'I can remember the 1970s' by Sally Hewitt.

Learn about some of the main industries such as steel works/cotton. Look at some photos of their towns from the 1970s and compare them with the same places now.

Look at photographs of the same place but in different times e.g. train station in 1970, 1980, 1990, 2000 and 2018 and put them in order.

Write a few sentences about what they deduce about what has happened since the 1970s.

Link 3:  [know to compare their town in 1970s with the town in the present](#)

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from 'I can remember the 1970s' by Sally Hewitt.

Learn about some of the main industries such as steel works/cotton. Look at some photos of their towns from the 1970s and compare them with the same places now.

Write a few sentences about what they deduce about what has happened since the 1970s.

Look at prime sources such as photographs, artefacts.

Use the evidence they have to come up with a view on what the objects / images tell us about Sheffield/Manchester in the 1970s e.g. Meadowhall; Arndale Centre; shops etc.

Go on a 'history' hunt e.g. post boxes with GR on them; dates on old buildings; old mills.

Link 4:  [know what houses and furnishings in the 1970s looked like](#)

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from 'I can remember the 1970s' by Sally Hewitt.

Look at prime sources from the 1970s such as ornaments, toys etc.

Look at photos of houses and furnishings in houses in the 1970s and talk about how they are different.

Write some simple sentences to say what life was like in the 1970s.

Link 5:  [know what music and fashion was like in the 1970s](#)

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from 'I can remember the 1970s' by SallyG Hewitt.

Listen to some music from the 1970s and look at some iconic photos of fashion and music.

Watch Top of The Pops from 1970s.

Write some sentences about life in the 1970s from everything they have learnt so far.

Linked curriculum learning objective:  [Know what life in their town was like in the 1970s](#)

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read extracts from 'I can remember the 1970s' by Patricia Hewitt.

Revise what music, houses and furnishings were like in the 1970s.

Listen to someone who lived in the 1970s and ask questions.

Write a few sentences about life in the 1970s.

Year 1: summer 2

Link 1:  **know what holidays looked like in the 1970s**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read about holidays.

Look at photos about holidays in the 1970s.

Compare past and present photos of the same/similar place in the 1970s and the present.

Write some sentences about the holiday place in the 1970s.

Link 2:  **know that first-hand oral evidence is an important historical source**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read about holidays

Revise some of the photos from holidays in the 1970s.

Listen to people talk about holidays in the 1970s.

Write some facts about what people said about holidays in the 1970s.

Add to their evidence they have collected so far about holidays in the 1970s. Write an evidence fact sheet from interviews and photo clips.

Link 3:  **know that most people spent their holiday by the sea but some went to holiday camps**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Share read about holidays

Watch video clips about holidays in the 1970s.

Add to what they have found so far about holidays in the 1970s.

Handle some holiday-related artefacts from the 1970s e.g. bucket and spade, beach ball, old postcards.

Look at photos and video clips of holiday camps such as Butlins.

Learn about beach huts. Lidos and chalets.

Linked curriculum learning objective:  **What were holidays like in the 1970s?**

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Look at some news reels about holidays in the 1970s.

Understand that historians look at a range of evidence to draw conclusions including what they see, what people say etc.

Revise what they have learnt so far

Put together their information to write some sentences about what holidays were like in the 1970s

Bridging project

Long-term memory quizzes, games and revision: timeline, the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s.

Look at some 1970s fashion e.g. knitted swimwear, flares, bright colours.

Look at some more traditional 1970s fashion e.g. bowler hats.

Using a template, replicate a 1970s design and then create their own using the same style.

Create a shoe box 1970s house.

Year 2

Year 2: autumn 1 and autumn 2

Bridging project

long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.

Look at videos and images of fashion in the 1970s.

Create figures for their 1970s house in authentic fashions e.g. peg dolls.

Link 1:  [**know what their families were doing in the 1960s and the royal family**](#)

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.

Revise the ideas of going back in time past the 1980s, to the 1970s and now to the 1960s.

Learn about their own families and people at school to find out where there were in the 1960s.

Learn about the royal family in the 1960s and compare to how they are now.

Use the language of the past. Learn the concept of decade.

Write a few sentences about the royal family (display family tree) and their own history in the 1960s.

 **Link 2: know what music was like in the 1960s**

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.

Revise what they know so far about the 1970s.

Show some video clips and photos of music in the 1960s e.g. Show Top of the Pops clips.

Learn about the Rolling Stones; The Beatles; Cilla Black; Lulu; Diana Ross; Tom Jones etc

Write a few sentences using key words about music/bands in the 1960s.

 **Link 3: know people used to dance in the 1960s**

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.

Revise what they know so far about the 1960s. Look at some video clips and photos of some music stars from the 1960s and some popular dances and unusual ways of dancing e.g. the stroll, the twist

http://www.the6sofficialsite.com/Dance_Crazes_of_the_6os.html the mashed potato and the monster mash.

Look at some video clips and some music of Motown. <https://www.youtube.com/watch?v=J1Q5-TIC5pc>

Write some instructions about how to do one of the dances.

 **Link 4: know Britain changed in the 1960s**

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.

Revise what they know so far about the 1960s.

<https://www.historic-uk.com/CultureUK/The-1960s-The-Decade-that-Shook-Britain/>

Learn about some important social events in the 1960s that changed Britain. Understand that events in the past have shaped how we are today.

Learn about decriminalisation of LGBT and that two men or two women could legally love each other. Learn about the building of concrete flats, motorways, and how towns and cities changed.

Listen to the views of someone who is older who can remember the 1960s. Ask questions.

Write questions for them and write up their answers.

 **Link 5: know about fashion in the 1960s**

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.

Revise what they know so far about the 1960s.

Look at some photographs and video clips of fashion in the 1960s from different view points e.g. bowler hats, flower power shirts, tie dye, Mary Quant. <https://www.vam.ac.uk/collections/1960s-fashion>

Gather evidence from the Victoria and Albert Museum site.

Put some fashions into time order.

Write about fashion in the 1960s.

Link 6:  [**know about houses and homes in the 1960s**](#)

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.

Revise what they know so far about the 1960s.

Look at some photographs and video clips of houses and homes in the 1960s.

Handle some ornaments and artefacts from houses in the 1960s. Pretend they are historians and think about what they think the object was used for.

Put artefacts into time order.

Write about the artefacts to say what they think it was used for.

Link 7:  [**know about the 'space race' and the first landing on the moon**](#)

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1980s.


Revise what they know so far about the 1960s.

Look at some photographs and video clips of the first space travel, including the Russians.

Learn about from video clips and photos etc about the first landing on the moon.

Put the sequence of events into order.

Write some sentences to accompany images.

Linked curriculum learning objective:  [**What was it like to live in the 1960s? Understand some of the ways in which we find out about the past and identify different ways in which it is represented.**](#)

Share read 'I can remember the 1960s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born, facts about the Queen and her family, century, 20th, 21st, names of famous explorers and key events; key events in the 1980s and 1970s, decade.

Revise what they know so far about the 1960s.

Learn first hand from people who lived in the 1960s what life was like.

Piece together what they know so far and write some sentences about what life was like in the 1960s.

Year 2 spring 1

Link 1:  [know about the life of Amelia Earhart](#)

Share read 'Amelia Earhart' by Isabel Vegara

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1970s, 1960s.

Learn about Amelia Earhart.

Watch video clips, and look at images.

Put events from her life into chronological order.

Write a description of her journey.

Link 2:  [know about how aeroplanes changed from the 1920's to modern day](#)

Share pictures and videos relating to this

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart.

Revise Amelia Earhart.

Watch video clips, and look at images of aeroplanes and the history of flight from 1950 to today.

Put images of aeroplanes into time order and write some sentences about each one.

Link 3:  [know about the life of Amy Johnson](#)

Learn about Amy Johnson.

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, facts about the Queen and her family, 'century, 20th, 21st', names of famous explorers and key events; key events in the 1970s, 1960s.

Watch video clips, and look at images.

Compare with Amelia Earhart.

Put events of her life into chronological order.

Write a description of her journey

Link 4:  know about how cars changed from the 1920's to modern day

Share pictures and videos relating to this

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart.

Revise Emilia Earhart and Amy Johnson

Watch video clips, and look at images of cars and the history of cars from 1950 to today.

Put images of cars into time order and write some sentences about each one.

Link 5:  know about how buses and coaches changed from the 1920's to modern day

Share pictures and videos relating to this

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart.

Revise Emilia Earhart and Amy Johnson.

Watch video clips, and look at images of coaches and buses and the history from 1950 to today.

Put images of coaches and buses into time order and write some sentences about each one.

Link 6:  know about how bicycles changed from the 1920's to modern day

Share pictures and videos relating to this

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart.

Revise Emilia Earhart and Amy Johnson.

Watch video clips, and look at images of bicycles and the history from 1950 to today.

Put images of bicycles into time order and write some sentences about each one.

Linked curriculum learning objective:  What was transport like in the 1920's and how has it changed?

Share pictures and videos relating to this

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart.

Revise Emilia Earhart and Amy Johnson.

Revise how buses, bicycles, cars and aeroplanes have changed. Think about questions such as 'is it easier to travel in modern times than in the past?'

Write some sentences and use evidence to support their views about how transport has changed.

Year 2 spring 2

Link 1:  know what rock and roll was in the 1950s

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson.

Learn about features of rock and roll.

Watch early video clips and look at images of a young Elvis.

Understand how this type of music was ground-breaking and completely different to anything else.

Write a few sentences about Elvis and Rock and Roll.

Link 2:  [know what different people thought of Rock and Roll](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson.

Revise the features of rock and roll.

Watch early video clips and look at images of a 'rock and roll' teenagers and singers.

Watch video clips of people condemning the music and those that love it. Understand that historians look at both sides of evidence.

Write some sentences for as well as against the music in the third person ie some people

Link 3:  [know what people were watching on TV in the 1950s](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson.

Revise the features of rock and roll.

Understand that very few people had a TV in the 1950s and that there were very few programmes.

Watch early video clips and look at images of TV in the 1950s and some features such as late start to when programmes started; test card; national anthem at the end of programmes.

Watch clips such as Muffin the Mule, Andy Pandy.

Write about TV in the 1950s comparing the past with the present.

Link 4:  [know about how people shopped in corner shops and how the first self-service supermarket changed society](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson.

Revise the features of rock and roll and TV in the 1950s.

Learn about corner shops and how people bought things in the 1950s.

Look at some video clips and some images from 1950s UK supermarkets and corner shops.

Understand how shops and shopping changed from the grocers, butchers etc to supermarkets for the first time. Moving from shopkeeper's service to self-service.

Write some sentences to compare corner shops with supermarkets.

Link 5:  [know about houses and homes in the 1950s](#)

Share read 'I remember the 1950s' by Sally Hewitt


Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson.

Revise the features of rock and roll and TV in the 1950s.

Learn about corner shops and how people bought things in the 1950s.

Look at adverts from 1950s e.g. appliances such as fridges, washing machines. Understand the impact of fridges and what people had before.

Write about the impact of the changes.

Linked curriculum learning objective:  [What was life like in the 1950s and how has it changed? Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson.

Show video clips of 1950s houses and furnishings.

Look at some artefacts from the 1950s houses.

Pretend to be archivists and identify what an artefact was used for, e.g. LP record player.

Compare different views and understand the idea that historians can have different views.

Using the evidence they have collected so far, write about life in the 1950s.

Year 2 _____ **summer 1**

Link 1:  [know about the life of Charles Ginsburg.](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll.

Learn about the life of Charles Ginsburg who invented the first videotape recorder

Understand how events in history can change people's lives.

Put events in his life in chronological order.

Write a short, basic biography of Ginsburg

Link 2:  [know about the life of Christopher Cockerell.](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll. Recall what Charles Ginsburg invented.

Learn about the life of Christopher Cockerell.

Understand how events in history can change people's lives.

Put events in his life in chronological order.

Write a short, basic biography of him.

Link 3:  [know about the life of Christopher Cockerell.](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll.

Learn about the life of Christopher Cockerell. .

Understand how events in history can change people's lives.

Put events in his life in chronological order.

Write a short, basic biography of him.

Link 4:  [know about the coronation of the Queen](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll. **Inventors Cockerell & Ginsburg.**

Learn about the coronation of The Queen

Understand how events in history can change people's lives.

Put events in his life in chronological order.

Write a short, basic biography of her.

Linked curriculum learning objective:  [How did life change because of inventions? Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using sources to show that they know and understand key features of events.](#)

Share read 'I remember the 1950s' by Sally Hewitt

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll.

Revise changes and inventions in the 1950s.

Write a list of new products and inventions and write down how they changed people's lives.

Year 2: summer 2

Link 1:  [know what people wore in post-war Britain](#)

Share read about the post-war 1940s

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll. Inventors Cockerell & Ginsburg.

Look at photos including any family photos and video clips of what people wore post-1940s:

- Hats - bowler hats; head scarves; top hats; flat caps
- Knit wear: tank tops, knitted swimwear, pullovers, bobble hats, scarves

Understand that historians draw conclusions from a set of evidence. Draw some conclusions about the post-war clothes e.g. cheap, they were mended,

Write a few sentences about clothing in post-war Britain.

Link 2:  [know post-war transport](#)

Share read about the post-war 1940s

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll.

Look at photos, films and artefacts about transport in post-war Britain.

Learn about for example:

horses and carts, milk carts

trolley buses, trams, trains, buses

Gather information together. Understand that historians draw conclusions from a set of evidence.

Write a few sentences about transport in post-war Britain referring to their photos.

Link 3:  [know about household products in post-war Britain](#)

Share read about the post-war 1940s

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll. Inventors Cockerell and Ginsburg.

Look at photos, films and artefacts about houses and kitchens in post-war Britain.

Look at artefacts and primary sources e.g. a washing board; a mangle; a carpet beater;

Look at food tins and things they would have drunk in 1940s

Gather information together to guess what they were used for from photographs and from first-hand testimony from someone who used them in the past – AAG member?

Understand that historians draw conclusions from a set of evidence which might differ from each other. Write a few sentences about what they think they object is and why they think that.

Link 4:  know about the Olympic Games in 1948

Share read about the post-war 1940s

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll.

Learn about the 1948 Olympics.

Compare a list of events from 1948 and the 2012 Olympics in London and in particular, events open to women and men.

Look at some footage of some of the events and then the same event in 2012 to identify any differences.

Compare what events were on, the results of the races and events to see if they notice any differences.

High jump

Marathon

100m sprint

Imagine they were historians. Using photos write a few sentences what they conclude about the 1948 Olympics.

Linked curriculum learning objective:  Develop an awareness of the past, using common words and phrases relating to the passing of time. What was life like in post-war Britain?

Share read about the post-war 1940s

Long-term memory quizzes, games and revision: the names of years since they were born with some key events, 'century, 20th, 21st', key events in the 1970s, 1960s, Emilia Earhart, Amy Johnson, rock and roll.

Revise what they have learnt so far.

Look at more photos of post-war Britain e.g. the rubble lying in the streets.

Draw together from what they know to make conclusions about life in post-war Britain referring to the evidence and photos that they have collected/researched. Use common words and phrases relating to the passing of time.

Year 3

Year 3: autumn 1 and 2 and Spring 1 Stone Age, Bronze Age, Iron Age, Celts.

Link 1 – understand what BE and BCE mean

Link 2 – understand that there are different periods of history

Link 3 – know how and why archaeology is important to historians

Link 4 – understand what life was like for humans in the Stone Age

Link 5 – understand how Stone Age weapons were made

Link 6 – find out about cave art

Link 7 – discover what Skara Brae tells us about pre-history

Link 8 – explore the importance of Stonehenge

Link 9: know where in time the Bronze age sits

Read information or use a film to discover when the Bronze age started and where it sits in the timeline.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;

Draw a timeline and identify where the Bronze age is in relation to modern day and other civilizations such as Egyptians and Greeks. Revise some of the key points from the previous topics.

Using the British museum resource, show pupils photos of artefacts and suggest what they are and what they are used for.

https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/bronze_age_britain.aspx

Compare notes and learn that historians have different views about the same object.

Write a section for a reference book/fact file.

Link 10: know how to interpret primary Bronze Age sources

Share read about ancient the Bronze age

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;

Using the British museum resource, show pupils photos of artefacts and suggest what they are and what they are used for.

https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/bronze_age_britain.aspx

Compare notes and learn that historians have different views about the same object.

Write a section for a reference book/fact file.

Link 11: know how and why archaeology is important to historians

Share read about ancient the Bronze age

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;

Using the British museum resource, show pupils photos of artefacts and suggest what they are and what they are used for.

Introduce vocabulary associated with the objects such as materials (e.g. silver, stone, pottery), technical terms (e.g. constructed, carved, cast), name of object (e.g. statuette, hoard, tombstone), function of object (e.g. conflict, eating and drinking, religious expression).

Discuss archaeological evidence. What sorts of factors determine whether an object survives?

Print out the objects and distribute around groups.

Ask students to consider why these objects have survived.

Compare other archaeological evidence for the period. Provide students with samples of the real materials used to make the objects. Use these to investigate properties, such as weight, flexibility, floating/sinking, magnetism. Print out all the images on to card, chop them up into pieces and then rebuild as jigsaws.

Use as a starting point to talk about archaeology and reconstructing objects from the past.

Write a section for a reference book/fact file.

Linked curriculum learning objective:  **know how to display important artefacts from the Bronze Age**

Share read about ancient the Iron age

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;

Classify the images. Imagine that they are organizing the objects in a display cabinet for people to look at.

Ask them to research the objects to find out how large they are (or you could supply this information) and then ask them to design a cabinet (deciding how many shelves to have and how big to make the cabinet) and then arrange the objects appropriate to their size and shape.

Print out the objects. Research the date of each object and use them to make an object timeline or group them according to date.

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources/bronze_age_britain.aspx

Use a website such as Pinterest (or just use Word) to create a pin board of your favourite objects from the image bank. Research these and write captions.

Now add other objects from outside the Museum, and any relevant or interesting facts.

Write a section for a reference book/fact file.

Spring 1- The Iron Age and the Celts

Link 1:  **know what the Celts were and where they came from**

Share read from a diary e.g. 'Diary of a Wimpy Kid'. Learn the features of a diary – cross-curricular writing – features learnt in Literacy to be applied in History.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;

Know what we mean by Celt.

Know what we mean by tribe.

Learn about where the Celts lived. <https://www.bbc.com/bitesize/clips/zcfygk7>

<http://www.primaryhomeworkhelp.co.uk/celts.htm>

Understand there were no recognised countries of England or Scotland or Wales at this time.

Learn about where the Celts came from. Compare with people who lived at the same time e.g. in Egypt and Greece.

Write a few days in a diary entry/journal describing life of a Celt.

Link 2:  [know about different types of Celt and how they lived](#)

Share read from a diary e.g. 'Diary of a Wimpy Kid'. Learn the features of a diary – cross-curricular writing – features learnt in Literacy to be applied in History.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, bronze age, tribe, Celt.

Know what we mean by Celt. Put the Celts onto a time line with events in Greece and Egypt. Learn about the Goidelic Celts (Gaels or Gaelic), the Brythonic Celts (Britons or British).

Learn about their clothes and what they ate.

Write a diary entry/journal.

Link 3:  [know about Iron age houses, forts and weapons](#)

Share read from a diary e.g. 'Diary of a Wimpy Kid'. Learn the features of a diary – cross-curricular writing – features learnt in Literacy to be applied in History.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, bronze age, tribe, Celt.

Learn about Iron age houses and compare them to modern houses

Learn about Iron age tools and compare to modern day e.g. they had no forks

Learn about Iron age forts

Write a diary entry/journal.

Link 4:  [know about the life of Cartimandua](#)

Share read from a diary e.g. 'Diary of a Wimpy Kid'. Learn the features of a diary – cross-curricular writing – features learnt in Literacy to be applied in History.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, bronze age, tribe, Celt.

Learn about the life of Cartimandua <https://www.historic.uk.com/HistoryUK/HistoryofEngland/Cartimandua-Cartismandua/>

Understand the concept of tribe and that many were led and governed by women.

Look at the Stanwick hoard and imagine they had found it.

What could they deduce from their find?

Write a diary entry/journal.

Link 5:  [know about the life of Boudica](#)

Share read from a diary e.g. 'Diary of a Wimpy Kid'. Learn the features of a diary – cross-curricular writing – features

learnt in Literacy to be applied in History.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, bronze age, tribe, Celt.

Learn about the life of Boudica. <https://www.theschoolrun.com/homework-help/boudica>

Put some key events from Cartimandua, Boudica and Ancient Greece on a time line (not the Romans).

<http://www.colchestertreasurehunting.co.uk/B/boudica.htm>

Look at artefacts from the Boudica era – what can you deduce?

Write a diary entry/journal.

Linked curriculum learning objective:  **What was life like in the iron age?**

Share read from a diary e.g. 'Diary of a Wimpy Kid'. Learn the features of a diary. – cross-curricular writing – features learnt in Literacy to be applied in History.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;, archaeology, bronze age, tribe, Celt.

Put together what they have learnt so far in Y3 onto a timeline which stretched to early CE (AD)

Piece together the evidence and research they have already

Answer the question about what life was like in the Bronze age?

Year 3: Spring 2 Romans

Link 1:  **understand what CE and BCE mean (BC and AD) (recap from Autumn 1 in context of Romans)**

Share read about ancient Britain

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics and bronze age artefacts.

Count backwards in centuries from 2019. Look at the time line –(example on this document)

Know that when we count backwards, the dates change to before Christ (BC) which is now called BCE (before common era).

Label some events/people BCE or CE from British History – can you link in famous events in Black History to this?

Create a timeline to show CE to now, putting on it what they have learnt in KS1 ie 1950s, 60s, 70s and 80s.

Understand that we put 'ancient' in front usually to say that it is BCE e.g. ancient Greece, ancient Egypt, ancient Britons.

Link 2:  **know what a civilization is**

– do pupils know any other ancient civilisations? Is the Roman empire an Ancient civilisation?

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics and where the bronze age sits in the timeline.

Count backwards in centuries from 2019.

Learn that far back in the past there were some very important civilizations and the most sophisticated countries in the world.

<https://sites.google.com/site/1ancientcivilizationsforkids/>

Briefly learn about the Iraq/Mesopotamia civilisation.

Use the British Museum site

https://britishmuseum.org/research/collection_online/search.aspx?searchText=mesopotamia to look at some artefacts from ancient history.

Pretend to be historians and guess/what some of the artefacts are and may have been used for.

Write a sentence to caption the artefact and label with key phrases/words linked to the civilization

Link 3:  [know how historical facts were communicated – hieroglyphics, cave drawings, jewellery, Roman ruins/ mosaics -etc](#)

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, can the children draw the timeline?

Count backwards in centuries from 2019.

Revise about some of the wonders of Mesopotamia.

Understand that one of the first of the great civilizations was in Africa. <http://www.historyforkids.net/ancient-egypt.html> Link to black history – significant leaders

Create a timeline which identifies today, the birth of Christ and the span of the Ancient Egyptian civilization.

Learn how we use an artefact to piece together an understanding of ancient or other cultures live/ed

See examples and photos – use the British museum site.

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_reading_a_papyrus.aspx

Write a fact file/explanation of an object showing an image or words that depict everyday life.

Link 4:  [know what people in ancient Britain wore in Stone age times / Roman times etc](#)

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq.

Look at images of clothing and art work which depicted the lives of people.

From the evidence they have, write what they know about how ancient Britons lived.

Compare with others and understand from the same set of evidence historians' views may differ.

Write a fact file/explanation.

Link 5:  [know where the Romans came from](#)

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, Bronze age, Iron age, tribe, Celt.

Learn about Britain at the time of 40AD. Understand that there was no such thing as Britain but instead a country of different tribes and regions. Compare this with modern Britain.



Learn about the origins of the Romans in what is now Italy.

Compare the idea of Rome and other cities in Italy being similar to city states in Greece.

Learn about what life was like in Rome itself and where the Romans came from

<https://www.bbc.co.uk/education/topics/zwmpfg8>

Link 6:  know about buildings and temples in ancient Rome – how do these compare to Egyptian and British temples?

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;, archaeology, Bronze age, Iron age, tribe, Celt.

Revise where the Romans came from.

Learn about the buildings in ancient Rome and compare to Iron Age buildings.

Look at modern photos of ancient Rome e.g. the Coliseum and the Forum.

Britain before the Romans, how was it similar/different?

Write a fact file comparing ancient Britain with ancient Rome.

Link 7  know that the ancient Romans had many gods, similar to Celts – did the Ancient Britons believe in a god (Druids beliefs)

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization;, archaeology, Bronze age, Iron age, tribe, Celt.

Learn about the temples and some of the gods e.g. Janus from whom we named January.

<http://www.bbc.co.uk/schools/primaryhistory/romans/religion/>

Link the names of the planets to the names of Roman gods.

Know that each temple had a god and that people had sections of their houses for gods and goddesses.

Look at artefacts from Rome and wall paintings and mosaics that refer to the gods.

<http://www.talesbeyondbelief.com/roman-gods/facts-about-roman-gods.htm>

Match the Celtic god with the Roman god.

Write a brief fact file about Roman gods.

Link 8:  **know that ancient Rome was ruled by emperors**

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization,, archaeology, Bronze age, Iron age, tribe, Celt.

Learn the concept of emperor – it is different to a, king/queen?

Learn about Roman government in that it was once a republic, then a democracy and then with a ruling family and emperor. Compare to how Britain's leaders were established.

Learn about Julius Caesar, and Augustus. Understand this is where we get the months 'july' and 'august'.

Look at artefacts e.g. coins, busts, to show their depictions.

Start putting the development of Rome onto a simple timeline.

Play spot the emperor and use the British museum website:

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_emperors_of_rome.aspx

Learn about some of the 'stand out' emperors, the first Black emperor; Elagabalus the transgender emperor;

Link the Rome timeline to what they have learnt about pre-history so far.

Write a fact file.

Link 9:  **know what it was like to live in imperial Rome compared to living in Britain at the time**

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, Bronze age, Iron age, tribe, Celt.

Learn about Imperial Rome. Use the British museum website:

https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_imperial_rome.aspx

Learn about how people ate and drank and what they ate and drank.

Learn about houses and homes in imperial Rome and where people went to do their shopping.

Learn about the coliseum and other forms of entertainment such as chariot racing.

Write a fact file.

Link 10:  **know what happened when the Romans visited Kent**

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization,, archaeology, Bronze age, Iron age, tribe, Celt.

Learn about Caesar's quick visit to England.

Learn about the Roman interest in and then invasion of England. <http://www.bbc.co.uk/guides/z9j4kqt> Understand the concept of conquest and invasion.

Learn how the Romans persuaded tribes to become part of the empire.

Imagine what it would have been like for a Briton speaking a different language being met by a Roman wanting to subsume your tribe.

Learn that some tribes agreed but others fought.

Write a brief list of advantages and disadvantages of joining the empire.

Put events onto a timeline.

Write a section for a history text book/fact file.

Link 11:  [know how Romans built roads, villas, forts and walls in Britain as they conquered](#)

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, Bronze age, Iron age, tribe, Celt.

Learn about what life was like in Roman Britain e.g. roads, forts, houses. <http://www.bbc.co.uk/guides/ztqg4wx>

Learn what would be in a Roman town.

Write a comparison between a Roman town in Britain and in Rome.

Put events onto a time line.

Learn about Emperor Hadrian who was LGBT. Learn about the Romans and the Scots. Learn about the creation of Hadrian's wall. Look at artefacts from Hadrian's wall.

http://www.bbc.co.uk/history/ancient/romans/hadrian_gallery_05.shtml

Write about life in a Roman town.

Learn about Roman Britain by using the British museum resources:

https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_life_in_roman.aspx

Write a section for a history text book/fact file.

Link 12: [know what structures were built and their usages – Stonehenge, stone circles, burial tombs, round houses, standing stones etc. Were these Roman or not?](#)

Plenty of videos to watch on this subject

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq + facts that you know the children are having difficulty remembering.

Look at images of temples, pyramids, sphinx and compare to British archaeological sites. Are there rituals that are similar such as burial rituals, gods etc?.

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_painting_nebamun.aspx

Pose questions they would like to find out.

Using these questions conduct research to find the answers to their own questions.

Write the questions and answers.

Write a fact file/explanation

Link 13:  know the importance of Roman baths

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization,, archaeology, Bronze age, Iron age, tribe, Celt.

Learn about the baths. Look at clips from Roman Bath.

Understand why these were so important.

Learn about aqueducts, central heating, the different plunge pools etc.

Write a section for a history text book/fact file.

Link 14:  know how to interpret Roman artefacts

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, Bronze age, Iron age, tribe, Celt.

Look at artefacts from Roman times that have been found in the UK e.g. Chester, Colchester, Whirlow Hall Farm <http://www.archaeologicalresearchservices.com/projects/whirlowexcavation.html> British museum.

Create their ideas about what they are and what they were used for.

Compare with others and with historians' views.

Write a section for a history text book/fact file.

Link 16:  know how and why the Roman empire fell

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, Bronze age, Iron age, tribe, Celt.

Learn about the fall of the Roman empire and why it fell. <http://rome.mrdonn.org/fall.html>

Write about the legacy of the Romans in Britain.

Write a section for a history text book/fact file.

Linked curriculum learning objective:  What did the Romans do for us? What is their legacy?

Share read Rotten Romans by Terry Deary

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization,, archaeology, Bronze age, Iron age, tribe, Celt.

From evidence that they have studies and collated, piece together what the legacy of the Romans is <https://www.bbc.com/bitesize/articles/z2dr4wx>

Bridging project

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; archaeology, bronze age, tribe, Celt.

What was life like before the Romans? Use the British museum site to look at how people lived in the Iron age before the Roman invasion

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources/iron_age_people.aspx

Look at artefacts from the Iron Age

http://www.bbc.co.uk/history/ancient/british_prehistory/ironage_whatsurvived_01.shtml

piece together what they know to suggest what it might be like to life in an Iron age village

Year 4

Year 4: autumn 1 and autumn 2

Bridging Project

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, role of the pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Athens, Sparta, archaeology, Bronze age, Iron age, tribe, Celt.

Revise the Iron age.

Use the Scottish National museum site to look at artefacts

<https://www.nms.ac.uk/search?term=iron+age&submit=Search>

Imagine they are archaeologists and they find these iron age artefacts.

Piece together what they might be, what it might say for how people lived and what the artefacts were for

Link 1: 

Linked curriculum learning objective:  Learn about the legacy of the ancient Romans compared to that of the Ancient Egyptians

Share read about ancient Rome / Egypt – over a term compare Ancient Roman rulers, beliefs, education and life to Ancient Egyptian rulers, beliefs, education and life covering the points below.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, Egyptian multiplication, role of the pyramids, pharaohs, mummification, pyramids, doric, Corinthian, ionic, temple

Learn about the system of Roman democracy and look at some clues from the past.

Learn about LGBT in Roman life.

Compare and contrast Roman democracy and that which operates in the UK.

Learn about other legacies from ancient Rome.

Write their points of view/critique.

Link 2:  **know about the inside of tombs and about Howard Carter**

Share read about ancient Egypt e.g. DKfindout! Ancient Egypt - DKfindout!

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq

Look at video clips, images and photos of find from the pyramids including wall paintings.

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_nebamun.aspx

Use the different forms of evidence they look at to draw conclusions.

Share with others and understand historians can have differing views about the same evidence.

Write a fact file/explanation.

Link 3:  **know about mummification**

Share read about ancient Egypt e.g. DKfindout! Ancient Egypt - DKfindout!

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq

Understand the idea of the after-life.

Share clips about mummies from TV and film e.g. scooby-doo, carry on screaming, Night at the Museum.

Introduce the idea and system, rites and rituals around mummification and preparation for the next life.

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_how_were_mummies_mad.aspx

How are mummies in film different from those in real life?

Learn about rites, rituals and beliefs about death. Ba and the Ka. Book of the Dead. Canopic Jars.

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_egyptian_mummies.aspx

Write an advertisement for a museum visit.

Link 4:  **know what a pharaoh is and some famous pharaohs**

Share read about ancient Egypt e.g. DKfindout! Ancient Egypt - DKfindout!

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq

Learn about the system of government including pharaohs.

Learn about the life of Ptolemy.

Cleopatra, Nefertiti, Tutankhamun.

Write an advertisement for a museum visit.

Link 5:  **know the Egyptian system of multiplication**

Share read about ancient Egypt e.g. DKfindout! Ancient Egypt - DKfindout!

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, Egyptian multiplication, role of the pyramids, pharaohs, mummification, what people wore, pyramids

Learn about Egyptian games and schools. Learn the Egyptian method of multiplication.

<http://www.historyforkids.net/ancient-egypt.html>

Write a museum advertisement.

Link 6:  **know how ancient Egyptians lived**

Share read about ancient Egypt e.g. DKfindout! Ancient Egypt - DKfindout!

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, Egyptian multiplication, role of the pyramids, pharaohs, mummification, what people wore, pyramids

Look at artefacts from Egypt e.g. amulets.


Visit Weston park museum in Sheffield/University of Manchester museum and look at artefacts.

Write about what they think each object is. Compare notes. Understand that historians look at evidence but may interpret it in different ways. Compare with real historian's views.

https://britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_life_ancient_egypt.asp
x

Learn about everyday life in ancient Egypt.

Write an advertisement for the museum.

Linked curriculum learning objective:  **Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources**

Share read about ancient Egypt e.g. DKfindout! Ancient Egypt - DKfindout!

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, Egyptian multiplication, role of the pyramids, pharaohs, mummification, what people wore, pyramids

Revise what they have learnt so far.

Put together evidence that they have collected about Egyptians to answer a key question e.g. were the ancient Egyptians civilized? Were the Egyptians sophisticated?

Use a variety of sources e.g. images etc

Which was the better civilisation Greeks or Egyptians?

Year 4: spring 1

Link 1:  **know the development of local area from its beginning**

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read about local history e.g.: early history of Sheffield/Manchester from early settlements.

Create a timeline for the development of Sheffield/Manchester up to the building of Sheffield castle/Manchester Roman fort at Castlefield.

Identify some objects found from Sheffield/Manchester archaeology.

Understand different historians have different thoughts about history and these can change.

Identify different views about the same object/source e.g. cave art at Cresswell crags; Write about a source/artefact.

Know how place names e.g. ley comes from old English meaning clearing in the forest and identify areas such as Longley which would have been an ancient hamlet.

Understand and use terms such as hamlet.

Write a modern leaflet/pamphlet for a museum looking back at the past.

Link 2:  **know what the Domesday book is**

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Learn about the Domesday book – use the British library website

<https://www.bl.uk/collection-items/great-domesday-book>

Share read about local history e.g. Sheffield ??and Manchester in the Domesday Book.

'In Hallam, one manor with its sixteen hamlets, there are twenty-nine carucates to be taxed. There, Earl Waltheof had an "Aula" [hall or court]. There may have been about twenty ploughs. This land Roger de Busli holds of the Countess Judith. He has himself there two carucates and thirty-three villeins hold twelve carucates and a half. There are eight acres [32,000 m2] of meadow, and a pasturable wood, four leuvae in length and four in breadth. The whole manor is ten leuvae in length. In Attercliffe and Sheffield, two manors, Sweyn had five carucates of land to be taxed. There may have been about three ploughs. This land is said to have been inland, demesne [domain] land of the manor of Hallam.'

'King Edward held Salford. There are three hides and twelve carucates of wasteland. There is a forest three leagues long and the same broad. There are many hays and a Hawks Aery there. King Edward held Radclive for the manor. There is one hide and another hide there belongs to Salford. The church of St Mary and the church of St Michael held in Mamacestre, one carucate of land free from all customs but the gelt. To this manor or hundred belong twenty one berewicks which so many thanks held for so many manors. In which there were eleven and shall hides and ten and a half carucates of land. The woods there are nine leagues and half long and five leagues and a furlong broad. The whole manor of Salford with the hundred rendered thirty seven pounds and four shillings. Of this manor there are now in the demense two caracutes, eight serfs and two villeins with one caracute.'

Look at the original inscriptions about Sheffield/Manchester in the book.

Understand how eras can be identified by the rulers at the time e.g. Norman, Roman, Viking, Celt. Learn key vocabulary such as civilization, age, era, epoch, Add to the chronology of Sheffield.

Write about what they have learnt from reading the Domesday book.

Look at events at Dore which made Egbert the first king of England.

Create a chronology of the early kinds of England.

Write a modern leaflet/pamphlet for a museum looking back at the past.

Link 3:  [know the origins of place names in the city](#)

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read about local history. Visit the site of the Sheffield castle/Roman fort.

Learn the origins of street names such as Castle gate/castle field; Deansgate

Understand the idea of cause and effect in relation to the history of the castle.

Look at the surrender agreement for the fall of Sheffield in the civil war. Try to decipher what they mean and understand different historians can interpret the words in different ways.

Write a modern leaflet/pamphlet for a museum looking back at the past.

Link 4:  [Interpret primary sources about local history](#)

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read about local history. Know that Sheffield was the main producer of cutlery outside London. Know that Manchester was the main source of cotton for the world.

Learn what we know about Sheffield/Manchester from different sources e.g. 'Daniel Defoe in his book A tour thro' the whole island of Great Britain, wrote: This town of Sheffield is very populous and large, the streets narrow, and the houses dark and black, occasioned by the continued smoke of the forges, which are always at work: Here they make all sorts of cutlery-ware, but especially that of edged-tools, knives, razors, axes, &. and nails; and here the only mill of the sort, which was in use in England for some time was set up, (viz.) for turning their grindstones, though now 'tis grown more common. Here is a very spacious church, with a very handsome and high spire; and the town is said to have at least as many, if not more people in it than the city of York."

"From hence we came on to Manchester, one of the greatest, if not really the greatest meer village in England. It is neither a wall'd town, city, or corporation; they send no members to Parliament; and the highest magistrate they have is a constable or headborough; and yet it has a collegiate church, several parishes, takes up a large space of ground, and, including the suburb, or that part of the town called--over the bridge; it is said to contain above fifty thousand people; and though some people may think this strange, and that I speak by guess, and without judgment, I shall justify my opinion so well, that I believe, it will convince you my calculation is at least very probable, and much under what fame tells us is true.

The Manchester trade we all know; and all that are concerned in it know that it is, as all our other manufactures are, very much increased within these thirty or forty years especially beyond what it was before; and as the manufacture is increased, the people must be increased of course. It is true, that the increase of the manufacture may be by its extending itself farther in the country, and so more hands may be employed in the county without any increase in the town. But I answer that though this is possible, yet as the town and parish of Manchester is the center of the manufacture, the increase of that manufacture would certainly increase there first, and then the people there not being sufficient, it might spread itself further.

But the increase of buildings at Manchester within these few years, is a confirmation of the increase of people; for that within very few years past, here, as at Liverpoole, and as at Froom in Somersetshire, the town is extended in a surprising manner; abundance, not of new houses only, but of new streets of houses, are added, a new church also, and they talk of another, and a fine new square is at this time building; so that the town is almost double to what it was a few years ago, and more than double to what it was at the time I am to mention."

Look at old maps of Sheffield/Manchester and write about what the town was like, refer to population data and other sources.

Learn to synthesise information together.

Write a modern leaflet/pamphlet for a museum looking back at the past.

Linked curriculum learning objective:  know how the city grew and developed over time

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read about local history. Read about the rise of Sheffield as a steel town/ Manchester as a cotton town. Understand why some buildings in Sheffield are derelict and the impact of the demise of steel.

Think about cause and effect e.g. the rise of steel and what it did to the population, the invention of canals and railways to Manchester etc.

Look at a local history census to look at the jobs in streets near where they lived.

Write a modern leaflet/pamphlet for a museum looking back at the past.

Year 4: spring 2 and summer 1

Link 1:  Know that the Vikings came from the countries in Scandinavia.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read 'Horrible Vikings'.

Put the Vikings onto a timeline with the other civilizations already studied ie Picts, Celts, Romans, Iron Age, Egypt and ancient Greece.

Know and understand where the Vikings came from and lived. <https://www.jorvikvikingcentre.co.uk/the-vikings/where-did-they-come-from/#WksSQOrJUMoyszF4.97>

<http://www.bbc.co.uk/guides/zcpf34j>

Revise that there was no such thing as England, Scotland etc at that time.

Understand the idea of raids and the term 'conquest' and 'invasion'. When is an invasion a visit and when does it turn into a conquest?

Write an imaginary recount of a raid to the coast. Write a diary entry.

<http://primaryhomeworkhelp.co.uk/viking/timeline.html>

 **Link 2: [Know what the Vikings wore](#)**

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read 'Horrible Vikings' Watch Shaking hands with the past episode 1

<https://www.jorvikvikingcentre.co.uk/education/education-projects/shaking-hands-with-the-past/>

Look at artefacts, and photos to consider what different people wore i.e. women, men, children etc.

http://www.bbc.co.uk/schools/primaryhistory/vikings/vikings_at_home/

Disprove common myths about Vikings such as they wore two horned helmets.

Write a diary entry. From evidence write about what Vikings wore.

<http://primaryhomeworkhelp.co.uk/viking/clothes.html>

 **Link 3: [Know about Viking trade and money](#)**

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read 'Horrible Vikings'.

Find out what pupils already know or think they know about Viking money and trade.

Watch Shaking hands with the past episode 2

<https://www.jorvikvikingcentre.co.uk/education/education-projects/shaking-hands-with-the-past/>

Look at artefacts, and photos to consider Viking money. <http://www.bbc.co.uk/guides/zw3qmp3>

Imagine you are in York and had not seen money before, would you still trade and accept the Viking money?

Write a diary entry.

 **Link 4: [Know what Viking houses and villages were like](#)**

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Bronze age, Iron age, tribe, Celt, Romans, emperor, pictis, Anglo Saxons.

Share read 'Horrible Vikings'

Find out about how Vikings lived e.g. long houses, long ships, shoes, games, food.

<https://www.jorvikvikingcentre.co.uk/the-vikings/how-did-they-live/#MDC6YtUupf77FEX2.97>

<http://primaryhomeworkhelp.co.uk/viking/houses.html>

<https://www.jorvikvikingcentre.co.uk/the-vikings/the-middleton-cross/#Ri8Zql3uz5GYcXYg.97>

Learn about the settlement of Jorvik

Visit the Jorvik centre in York

<https://www.jorvikvikingcentre.co.uk/the-vikings/the-people-of-jorvik/#LhWxRdRU64vlkes3.97>

Write a day in the life in a Viking village. Write a diary entry.

Link 5:  [know that the Vikings first invaded in CE793](#)

Share read a newspaper/internet report about finding Viking artefact

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the picts

Revise what we know about the Vikings.

Read what an Anglo-Saxon historian said in 793AD "'Terrible portents appeared over Northumbria and miserably frightened the inhabitants: these were exceptional flashes of lightning, and fiery dragons were seen flying in the air. A great famine followed these signs; and a little after that, in the same year on 8 June, the harrying of the heathen miserably destroyed God's church in Lindisfarne by slaughter.' This 'harrying of the heathen' refers to the first Viking attack on English soil.

We only have one side of the account. Why must historians be careful when they only have one piece of evidence?

Write a modern newspaper report about a Viking discovery e.g. about finding a Viking account, or finding some Viking weapons.

Link 6:  [know about two Anglo Saxon Kings: Egbert and Aethelred](#)

Share read a newspaper/internet report about finding a Viking artefact

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the picts, Viking invasion in CE796

Know that England was not a whole country and different to modern England.

Learn about the lives of King Aethelred and Egbert. Watch a section/extract of Michael Wood's documentary about these Kings.

Know that Anglo-Saxon English sounded very different to modern English.

Put the early Saxon kings into chronological order.

Link the timeline to the Romans, Vikings to see where these kings fit into our history.

Understand that historians sometimes fill in the pieces around the evidence they collect.

Understand the difference between fact, fiction, legend, opinion.

Label a story of Aethelred the unready with fact, fiction, opinion, legend etc.

Write a modern newspaper report about a Saxon discovery.

Link 7:  [know about the life of King Alfred](#)

Share read a newspaper/internet report about finding Viking artefact

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796

Know that England was not a whole country and different to modern England.

Revise the lives of King Aethelred and Egbert. Watch a section/extract of Michael Wood's documentary about Anglo Saxon England.

Learn about King Alfred.

Understand that historians sometimes fill in the pieces around the evidence they collect. Understand the difference between fact, fiction, legend, opinion. <https://www.britroyals.com/kings.asp?id=alfred>

What are the similarities and differences between the different kingdoms at this time?

Write a modern newspaper report about a Saxon discovery.

Link 8:  [know about the life of King Canute](#)

Share read a newspaper/internet report about finding Viking artefact

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egbert, Aethelred

Know that England was not a whole country and different to modern England.

Revise the lives of King Aethelred and Egbert. Watch a section/extract of Michael Wood's documentary about Anglo Saxon England.

Learn the story of King Canute.

Identify what is fact, fiction/myth. Understand that historians sometimes fill in the pieces around the evidence they collect.

Look at evidence we have about Cnut.

Look at artefacts that have been found from that time and some first-hand accounts

Label a story of Cnut the unready with fact, fiction, opinion, legend etc.

Write a modern newspaper report about a Viking discovery.

Linked curriculum learning objective:  [What was the legacy of the Vikings?](#)

Share read a newspaper/internet report about finding Viking artefact

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egbert, Aethelred, Canute

Know what legacy means.

Learn about some of the legacies of Viking rule <http://thevikingsforkids.weebly.com/legacy-of-the-vikings.html> today
e.g. language (days of the week, awkward) <https://vikinggroup2.weebly.com/legacy.html>

Answer the question, what did the Vikings do for us?

Write a modern newspaper report about what the Vikings did for us.

Bridging project

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Canute

Know what legacy means.

Share read 'Jason Bodger and the priory ghost'

Learn about the Middle ages.

Learn about the important of monasteries, abbeys and priories and what they were <https://www.english-heritage.org.uk/learn/histories/monasteries-and-abbeys/>

Learn about the importance of the Church in the middle ages.

Year 4: summer 2

Link 1:  **know where the Anglo Saxons & Normans came from**

Share read Robert Fowke 'What they don't tell you about the Anglo Saxons'.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, role of the pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Athens, Sparta, archaeology, Bronze age, Iron age, tribe, Celt, Romans, emperor,

Learn about the origins of the Anglo Saxons ie Germanic tribes; Saxony. Normans – came from France

Identify where the migrants came from – key learning is the fact there is no England but different kingdoms e.g. Kingdom of Kent, Northumbria.

Construct a timeline of key events and link this to other civilizations e.g. Romans, Greeks, ancient Egypt, Celts.

Share write a section for a history book about the origins of Anglo Saxons. Write a report/description of events.

Link 2:  **know where the Anglo Saxons / Normans were in local history**

Share read Robert Fowke 'What they don't tell you about the Anglo Saxons'.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, role of the pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Athens, Sparta, archaeology, Bronze age, Iron age, tribe, Celt, Romans, emperor,


Learn about the origins of the Anglo Saxons ie Germanic tribes; Saxony.

Identify where the Anglo-Saxons were in Sheffield e.g. An Ancient British Celtic fortress was located nearby at Wincobank, now a north Sheffield suburb and other Celtic forts existed at Carl Wark on Hathersage Moor near Dore, to the south west of Sheffield and at Scholes Wood near Rotherham.

http://www.bbc.co.uk/manchester/content/articles/2008/08/01/010808_nico_ditch_feature.shtml

Create a time line for the development of Sheffield.

Write an answer to the question – were the English in fact Europeans? Write a section of a history book.

Link 3:  [know how to identify an Anglo Saxon church](#)

Share read Robert Fowke 'What they don't tell you about the Anglo Saxons'.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, role of the pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Athens, Sparta, archaeology, Bronze age, Iron age, tribe, Celt, Romans, emperor,

Learn about how the kingdoms formed England and who the first king of England was.

Learn to identify key features of an Anglo-Saxon church, e.g. The Church of St. Nicholas, Bradfield – farms and houses.

Understand the power of the monasteries and religion and the change from paganism to Christianity.

Learn about the Venerable Bede.

Write an evaluation/comparison between Anglo-Saxon and modern churches.

Write a report/description of events for a history book.

Link 4:  [know about what Sutton Hoo tells us about the Anglo Saxons](#)

Share read Robert Fowke 'What they don't tell you about the Anglo Saxons'.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, role of the pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Athens, Sparta, archaeology, Bronze age, Iron age, tribe, Celt, Romans, emperor,

Understand the idea of identifying history from artefacts.

Look at some found artefacts e.g. Sutton Hoo findings and identify some historic conclusions

https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_sutton_hoo_slideshow.aspx

Write about artefacts and what they may be.

Write a section of a history book.

Link 5:  [know that Anglo Saxons made intricate jewellery](#)

Share read Robert Fowke 'What they don't tell you about the Anglo Saxons'.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, role of the pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Athens, Sparta, archaeology, Bronze age, Iron age, tribe, Celt, Romans, emperor,

Understand the idea of identifying history from artefacts.

Compare and contrast clothes and jewellery from Anglo Saxon and modern times.

<https://www.bbc.com/bitesize/articles/zwjq2hv> Learn about life in Anglo Saxon times.

Write a section of a history book.

Linked curriculum learning objective:  [How was England invaded by the Scots, Anglo Saxons and Normans?](#)

Share read Robert Fowke 'What they don't tell you about the Anglo Saxons'.

Long-term memory quizzes, games and revision: the names of centuries; BCE, CE (AD), ancient, civilization; hieroglyphics, Mesopotamia/Iraq, role of the pyramids, pharaohs, mummification, Doric, Corinthian, Ionic, temple, Athens, Sparta, archaeology, Bronze age, Iron age, tribe, Celt, Romans, emperor,

Learn about where the people of Scotland migrated from and the migration of the Scots into England.

Learn about the Picts from the Museum of Scotland: <https://www.nms.ac.uk/explore-our-collections/games/discover-the-picts/discover-the-picts/land-of-the-picts/>

Write an answer to a discussion question e.g. The English are not from England: discuss.

Write a section of a history book.

Year 5

Year 5: autumn 1 and autumn 2

Link 1:  [know that the end of the Wars of the Roses led to a group of kings and queens called the Tudors](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Names of the Kings & Queens in the Tudor dynasty.

Share read about the Tudors. Learn about Henry V11 and about the battle of Bosworth. <http://www.facts-about.org.uk/famous-people-facts-starting-with-k/king-henry-vii.htm>
https://kids.kiddle.co/Battle_of_Bosworth_Field

From images and artefacts <http://collections.vam.ac.uk/item/O8858/king-henry-vii-portrait-bust-torrigiano-pietro/>

Draw conclusions about what Henry vii may have been like e.g. what he looked like, what the king wore. Similarly, look at some depiction of Richard iii and compare the similarities and differences between the two kings.

Learn about what happened, and the finding of Richard's body in a Leicester car park. Write about what might have happened if he had lost the battle. Understand how historians have disagreed about Richard and Henry.

Write some imaginary memoirs/personal account.

 **Link 2: know that the end of the Wars of the Roses led to a group of kings and queens called the Tudors**

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Put events from 1453 into chronological order and a timeline.

Consider what might have happened if... e.g. if Arthur had not died.

Learn about how Henry viii came to the throne. Look at artefacts from the time and draw conclusions e.g. Henry's bed, his slippers, his crown, money from the time, pictures.

Combine evidence together to write a profile of the king.

Write some imaginary memoirs/personal account.

 **Link 3: know what Henry was like when he was young**

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Learn about the Young Henry Viii. Learn about the palace of Hampton Court and what life was like there e.g. food, kitchens, balls, extravagance. <https://www.hrp.org.uk/hampton-court-palace/history-and-stories/henry-viii/#gs.NfqKaec>

Write a day in the life at the palace.

Write some imaginary memoirs/personal account.

 **Link 4: know what Henry viii looked like**

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

From paintings of Henry Viii decipher what they can about him.

From a description of Henry at the time, 'After dinner, we were taken to the King [Henry VIII], who embraced us, without ceremony, and conversed for a very long while very familiarly, on various occasions, in good Latin and in French, which he speaks very well indeed, and he then dismissed us, and we were brought back here to London.... His Majesty is the handsomest potentate I ever set eyes on; above the usual height, with an extremely fine calf to his leg, his complexion very fair and bright, with auburn hair combed straight and short, in the French fashion, his throat being rather long and thick. He was born on the 28th of June, 1491, so he will enter his twenty-fifth year the month after next. He speaks French, English, and Latin, and a little Italian, plays well on the lute and harpsichord, sings from book at sight, draws the bow with greater strength than any man in England, and jousts marvellously.

Believe me, he is in every respect a most accomplished Prince; and I, who have now seen all the sovereigns in Christendom, and last of all these two of France and England in such great state, might well rest content.'

'We at length reached the King, who was under a canopy of cloth of gold, embroidered in Florence, the most costly thing I have ever witnessed. He was leaning against his gilt throne, on which there was a large gold brocade cushion, where the long gold sword of state lay. He wore a cap of crimson velvet, in the French fashion, and the brim was looped up all around with lacets, which had gold enamelled tags. His doublet was in the Swiss fashion, striped alternately with white and crimson satin, and his hose were scarlet and slashed from the knee upwards. Very close round his neck he had a gold collar, from which there hung a round cut diamond, the size of the largest walnut I ever saw, and to this was suspended a most beautiful and very large round pearl. His mantle was of purple velvet, lined with white satin, the sleeves being open, and with a train verily more than four Venetian yards in length.'

From paintings and other artefacts such as coins, what do we know about how he looked?

<https://www.npg.org.uk/collections/search/person/mpo2145/king-henry-viii>

Can the accounts be trusted?

Write some imaginary memoirs/personal account.

 **Link 5: [know what Catherine of Aragon looked like](#)**

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egbert, Aethelred, Middle ages.

Share read about the Tudors. Understand that historians can differ when looking at evidence differently.

Learn about the divorce of Catherine of Aragon and why this was so important.

Translate the description of Catharine and learn about where she came from, age when she married and the idea of arranged marriages 'The Queen's hair seems to have been the aspect of her appearance that was most admired. Hall's Chronicle: 'of a very great length...beautiful and goodly to behold.' 'Her highness is very healthy and the most beautiful creature in the world, with the greatest gaiety and contentment that ever was.' In 1515. She was by then 30 years old and is described, rather unchivalrously, and not, presumably, by anyone expecting to have his correspondence read, other than by the recipient, as 'ugly and deformed.' 1519, by another Venetian, Sebastian Giustinian, records that Catharine was: '35 years old, and not handsome, though she ha[s] a very beautiful complexion. She [is] religious, and as virtuous as words could express.' 'The Queen's petticoat was of silver lama [lamé?], and the gown of cloth of gold lined with violet velvet, with raised pile, on which the roses of England were wrought in gold. She wore a necklace of very large pearls, from which hung a very valuable diamond cross. Her head gear was of black velvet striped with gold lama, and powdered with jewels and pearls.'

<https://www.npg.org.uk/collections/search/person-list.php?sText=aragon&search=sas&OOnly=true&firstRun=true&submitSearchTerm=Search>

look at other images of Catharine. Learn why she was an important princess.

Learn about Mary as the only surviving child.

Learn about the divorce/annulment and why Henry was determined to have a divorce

Write some imaginary memoirs/personal account.

Link 6:  **know the legacy of the divorce for the church**

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors. Learn about how the Church of England started.

Learn about the dissolution of the monasteries.

Write an answer to the question: was the dissolution a mistake?

Write some imaginary memoirs/personal account.

Link 7:  **know that Elizabeth was the daughter of Ann Boleyn**

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Learn about Ann Boleyn and what happened to her. Learn about her life and influence.

Learn about conflicting accounts <https://englishhistory.net/tudor/anne-boleyn-physical-description/> and why they might differ. <http://www.tudorsdynasty.com/portrait-anne-boleyn/>

From portraits and descriptions, write their own description.

Put the events of Henry's reign into chronological order.

Understand the importance of Elizabeth being the surviving baby.

Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Link 8:  **know that Edward was the oldest surviving son and in line for the throne**

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Learn about the other four wives and what happened to each of them.

Learn about Jane's son Edward and why he was important as the eldest son.

Learn about Edward and what he was like as a young boy.

Put key events into chronological order onto a timeline.

Look at surviving evidence from portraits and written descriptions.

Understand how historians have different views of the same evidence.

Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Link 9:  [know that Edward became king](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Learn about King Edward. Look at primary sources to find out what he was like and what he looked like.

Understand why Jane Grey was chosen to be Queen instead of Mary and what happened to her.

Put some key events onto a timeline.

Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Link 10:  [know that Mary became Queen when Edward died](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Learn about the life of Queen Mary. Learn that we also had a Spanish king when she married Philip.

Put key events onto a timeline.

Look at primary sources written and in images to see what she was like.

Write a pamphlet about her.

Link 11:  [know why Elizabeth became Queen and know what an Elizabethan town was like](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.


Learn about how Elizabeth came to the throne.

Learn about what Elizabethan towns were like in the 16th century e.g. tiered houses to throw water and waste into the street, curfew at night fall, no electricity, the smells.

Learn about Elizabethan towns and houses. http://www.bbc.co.uk/history/british/tudors/poverty_01.shtml
<https://www.bl.uk/shakespeare/articles/cities-in-elizabethan-england>

Use maps, photos, primary source descriptions to write about what towns and houses were like.

Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Link 12:  [know that England had a fabulous navy and the English used to be pirates stealing from the Spanish](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Learn about Sir Francis Drake.

Learn about Tudor explorations and fighting with Spanish boats.

Answer the question: was Drake nothing more than a pirate?

Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Link 13:  [know that England went to war with Spain when they sent an Armada to conquer England](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors. Learn about the Spanish armada.

<http://www.primaryhomeworkhelp.co.uk/tudors/armada.htm> watch clips from the BBC film about the Armada.

Answer the question: was it luck that defeated the armada?

Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Linked curriculum learning objective:  [What was the legacy of the Tudors?](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages.

Share read about the Tudors.

Piece together the information they have gained over the term.

Look and think about the legacy of the Tudors. Think about answering some hypothetical questions such as, what would have happened had the Armada landed? What would have happened if Arthur survived?

Year 5: spring 1

Link 1:  [know that at the same time as the Tudors, Aztecs ruled Mexico.](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about Aztecs. Construct a timeline of key events and link this with key events in Tudor Britain.

Learn where Mexico is and where the Aztec empire was. Understand that Mexico was much larger than today as some parts of the old Mexico are now USA.

Learn about Montezuma. How is he the same/different to a King, pharaoh or emperor?

Write a biography of Montezuma and add to it throughout the half term.

Link 2:  [know about the life of Cortez.](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about Aztecs. Construct a timeline of key events and link this with key events in Tudor Britain.

Learn about Cortes.

Compare and contrast both Cortes and Montezuma.

Place events onto a timeline.

Learn how the empire grew.

Link 3:  [know how Aztecs used to live.](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about Aztecs.

Learn about where people used to live, ball games.

<https://www.mexicolore.co.uk/aztecs/artefacts> Look at some artefacts, what do we conclude?

Look at primary source information regarding houses/homes and ball games. If they were a historian what would they conclude?

Look at different interpretations of the same sources.

Write an answer to a question such as: did the Aztecs invent ball games? Write a biography entry.

Link 4:  [know what Aztecs used to eat](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about Aztecs.

Learn about Aztec food and Mexican food, read about the history of chocolate.

Learn about how food and farming and trade linked to the empire's success.

Look at some artefacts <https://www.mexicolore.co.uk/aztecs/artefacts>

Revise key vocabulary e.g. chilli, salsa, guacamole, chocolate.

Compare and contrast Aztec and modern Mexican food.

Write a biography entry.

Link 5:  know about Aztec clothes and headdresses

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about Aztecs.

Learn about Aztec clothes and jewellery, headdresses.

Compare and contrast Aztec and modern Mexican clothes, designs and jewellery.

Look at artefacts and draw conclusions from the evidence <https://www.mexicolore.co.uk/aztecs/artefacts>

Link the idea of jewellery to religion and to economic success.

Understand how these factors helped the empire to grow.

Link to the Roman empire growth in Y3 and the Vikings in Y4. Discuss why they think the empire was attractive to the Spanish conquerors.

Write a section of a magazine about Mexican clothes, designs and patterns.

Write a biography entry.

Link 6:  know about Aztec gods, rituals, beliefs and pyramids

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about Aztecs.

Learn about pyramids, gods, rituals, beliefs.

Understand the idea of cause and effect.

Postulate what would happen if someone with Christian beliefs met someone with Aztec beliefs – what would they do?

Write a biography entry.

Linked curriculum learning objective:  What caused the downfall of the Aztecs?

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about Aztecs.

Compare and contrast Catholic Spain and the Aztec world.

Gather the information together to decide upon why the Aztec world died.

Year 5: spring 2

Link 1:  know where the Inca civilization was

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about the Inca.

Compare on a timeline, the Aztec empire, the Incas, the Tudors in the UK.

Understand how different civilizations can be affected by others.

Look at the Inca pre-Europeans. Learn about and understand the idea of tribes, empire, conquest.

Learn about where they lived.

Write a diary/journal entry. <http://www.incas.mrdonn.org/>

Link 2:  know where Inca lived and about their homes

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about the Inca.

Learn about Inca food, homes, lives.

Consider historical perspective ie looking at evidence from two different viewpoints.

Look at some artefacts from the Incas and consider different interpretations of the same object e.g. chimu vessel, condor pot.

Write about an object from two different perspectives.

Write a diary/journal entry.

Link 3:  know about Inca sports and games

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about the Inca.

Learn about Inca games, sports – Tlechi; education/schools.

Compare these and other aspects between Incas, Aztecs and Europeans at the same time.

Write a comparison between civilizations.

Write a diary/journal entry.

Link 4:  know about the cause and effect of the Spanish invasion

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about the Inca.

Learn about the European conquest.

Understand the idea of cause and effect.

Learn about what happened when the Spanish arrived. Write cause and effect statements about the European invasion. Was it an invasion or was it a salvation? Discuss the reasons for the Spanish expedition.

Write a two-sided report from the views of Inca and the views of the Spanish.

Write a diary/journal entry.

Link 5:  know about Inca art and craft

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about the Inca.

Learn about Inca art, architecture. Write about them using correct historical language.

Look at the connections between cultural, political and economic statement behind the architectures and art.

Is this the same as the Greeks but in a different context, the Aztecs?

Write a diary/journal entry.

Linked curriculum learning objective:  What was the cause and effect of the demise of the Incan empire?

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs.

Share read about the Inca.

Learn about why the Spanish invaded.

Learn about how the Inca empire collapsed.

Year 5: summer 1

Link 1:  know about how and why King James of Scotland became also King of England

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egbert, Aethelred, Middle ages, Tudor monarchs, Inca empire, Aztec empire.

Share read about the Stuarts. <http://www.bbc.co.uk/ahistoryoftheworld/topics/tudors-stuarts/>

Create a timeline of Monarchs identifying for example, Tudors, Plantagenets, today.

From different paintings, draw out what they can surmise about the new king.

Learn about James' journey south from Scotland to London.

Consider how the English might react on his route and why.

Understand the cause and effect of Elizabeth having no children.

Write a factual account of events.

Link 2:  [know about the causes and events of the gunpowder plot](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egbert, Aethelred, Middle ages, Tudor monarchs, Inca empire, Aztec empire.

Share read about the Stuarts. Learn the story behind the gunpowder plot.

Understand the notion of historic cause and effect e.g. the effect of James becoming king uniting the kingdoms, the effect of not restricting the movements of Catholics and not adopting puritan Scottish values etc.

Learn the motives of the plot and the effect of it being uncovered.

Consider scenarios, using their knowledge, of what would have happened had James not come to the throne, had the plot been successful, etc.

Write up a different scenario from the plot.

Write a factual account of events.

Link 3:  [know about why The Mayflower is an important event in history](#)

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egbert, Aethelred, Middle ages, Tudor monarchs, Inca empire, Aztec empire.

Share read about the Stuarts.

Read some extracts from the Mayflower journey in 1620.

Learn about the creation of the union flag in 1606 and the notion of Great Britain.

Understand why the puritans left the shore of Britain in the Mayflower including where they landed and the first settlement of Jamestown in America from 1607. <https://www.history.com/topics/mayflower>

Learn about the story of the Mayflower. <https://www.scholastic.com/teachers/articles/teaching-content/excerpts-william-bradfords-plymouth-plantation-text-dependent-questions/>

Look at some of the diary extracts from the time of landing at Cape Cod.

Consider cause and effect ie what would have happened had they never landed?

The effect of King James not upsetting the Puritans for them to leave?

Write a factual account of events.

Link 4:  know about how the Civil war started

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs, Inca empire, Aztec empire.

Share read about the Stuarts.

Read an extract from the King James bible to look at the difference in modern and Stuart English.

Learn about Charles 1st and how he fell out with parliament.

Think about cause and effect ie the rise of Cromwell was because of Charles 1st being a supremacist.

The effect of Charles marrying a catholic Queen and how this would upset the protestants including parliament.

Learn about how the civil war started. <http://www.historic-uk.com/HistoryUK/HistoryofEngland/Oliver-Cromwell/>

Write a different scenario e.g. if Charles had married a protestant Queen.

Write a factual account of events.

Link 5:  know about some of the events of the Civil war

Long-term memory quizzes, games and revision: settlement, Danelaw, Viking, Scandinavia, fact, evidence, Wessex, Mercia, Kingdom of the pict, Viking invasion in CE796, King Alfred, King Egburt, Aethelred, Middle ages, Tudor monarchs, Inca empire, Aztec empire.

Share read about the Civil war.

Understand that the country was split into cavaliers and roundheads.

Understand the concept of civil war.

Learn about some key events and put them into a chronology.

<http://www.britpolitics.co.uk/the-english-civil-war>

Look at some artefacts from the wars and suggest how they are used and their impact, paintings, etc.

Write an alternative e.g. what would have happened had Charles not set his standard in Nottingham and accepted parliament's demands.

Write a factual account of events.

Link 6:  know that King Charles I thought himself as supreme ruler and what that meant

Share read a reference book/fact file about King Charles

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Devise a timeline to show the life of Charles I up to 1642

Know that the King thought himself to be appointed by God, above everyone else, and supreme ruler.

Know what supreme ruler might mean what a King can do and cannot do.

Write a section of a reference book

Link 7:  [know that the houses of parliament met and votes to raise taxes](#)

Share read a reference book/fact file about King Charles

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Devise a timeline to show the life of Charles I up to 1642

Know the role of the houses of parliament up to 1642.

Know the events leading up to 1642: The King not recalling parliament, the King dissolving parliament, the King not getting the taxes he wanted, Parliament not giving in etc.

Consider what people thought at this time e.g. what the King thought, what Oliver Cromwell thought, what a King's soldier might have thought etc

Write a section of a fact file

Link 8:  [know the causes of the English Civil War](#)

Share read a reference book/fact file about King Charles

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Write a section of a fact file

Understand how the war first started and how it divided families and cities into the two sides.

Write a section of a reference book/fact file.

Link 9:  [know about some of the battles of the Civil War](#)

Share read a reference book/fact file about King Charles

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Plot a timeline of key events and track the battles on a map of Britain.

Learn the story of Charles in the Great Oak.

Look at artefacts from the battles e.g. helmets, cannon etc.

Read first hand accounts. Draw historic conclusions from the evidence.

Write a section of a reference book/fact file.

Link 10:  **know about the execution of Charles I**

Share read a reference book/fact file about King Charles

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Know why executing the king was such an important event in English history

Learn about what happened to lead him to be executed.

Consider what specific crimes Charles I was tried for.

Study the Execution of Charles I (1649), from the Scottish National Portrait Gallery. Also, study the famous image 'The World Turned Upside Down,' which comments on how mad the world now seems without a king.

Write a section of a reference book/fact file.

Linked curriculum learning objective:  **Was England right to execute the King?**

Share read a reference book/fact file about King Charles

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Piece together information to contrast two different views and gather evidence to voice ideas for and against executing the king

Bridging Project

Share read about The Stuarts and the glorious revolution <https://www.history.com/topics/british-history/glorious-revolution>

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Learn about the other Stuart monarchs such as Charles ii, James ii; .

Look at evidence from descriptions, pictures in the portrait gallery <https://www.npg.org.uk/collections/search/person/mp00841/king-charles-ii> and make historic deductions about him. Was he similar to his executed father?

Know about Charles' life http://www.bbc.co.uk/history/historic_figures/charles_ii_king.shtml and about how people lived at the time.

Learn some horrible facts about towns and cities in the late 17th century.

Learn about the Great fire of London. Learn how it started, why it wasn't put out and why this event had such an impact on London. Learn about the King helping out trying to put out the flames. Learn about how they dealt with fires at this time and how and why it spread <https://www.historic-uk.com/HistoryUK/HistoryofEngland/The-Great-Fire-of-London/>

Year 5: summer 2

Link 1: know what Britain was like in the countryside and villages in the 18th century

Share read Gorgeous Georgians by Terry Deary

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

Learn about life in the countryside and how people made money and lived.

Learn about the Luddite rebellions and think what caused them and are there any links to modern life e.g. AI technology.

Learn about land owners and how the land was divided and how people paid taxes to the local lord. Learn why they were allowed to charge taxes.

Write a list of Luddite demands to the land owners.

Write a non-fiction report about events.

Link 2: know how to piece information together from contemporary accounts about George I and ii

Share read Gorgeous Georgians by Terry Deary

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

Learn about art and furniture in the 18th century. Use the Royal collection:

<https://www.rct.uk/collection/themes/exhibitions/the-first-georgians/the-queens-gallery-buckingham-palace>

<https://www.royalcollection.org.uk/collection/themes/exhibitions/the-first-georgians/the-queens-gallery-buckingham-palace>

Look at contemporary accounts and newspaper reports. <https://www.bl.uk/georgian-britain>

Write about what the evidence tells us whether the German kings of Britain made modern Britain.

Learn about money, trade and the economy of the early Georgians.

Write a non-fiction report about events in George I and George ii's reign

Link 3: Know that America was once a British Colony

Share read Gorgeous Georgians by Terry Deary

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

<http://www.bbc.co.uk/programmes/p01wq5xr>

Put the Georgians onto a timeline and sort and organise events into chronological order.

Learn that America was once a British Colony. <https://www.dkfindout.com/us/history/american-revolution/>

Learn about the indigenous Indian population and how they reacted to the invasion into its land by European settlers.

Learn about trade and bartering for goods.

Learn about George iii and his war with France which included Canada and America.

Put George iii timeline together with early American history from the establishment of Jamestown.

Link 4:  **Know that the Boston Tea party was the trigger to declare independence**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

Share read Gorgeous Georgians by Terry Deary

<http://www.bbc.co.uk/programmes/p01wq5xr>

Learn about the Boston Tea party and the American independence.

Know about taxes and how King George wanted more money.

Learn how rulers get their money and why the people of America thought this was bad.

Write a non-fiction report about events.

Link 5:  **Know what happened in the war of independence**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

Share read Gorgeous Georgians by Terry Deary

<http://www.bbc.co.uk/programmes/p01wq5xr>

http://www.bbc.co.uk/history/british/empire_seapower/rebels_redcoats_01.shtml Learn about the American war of independence and how America became a country.

Look at contemporary accounts and pictures.

Learn why July 4th is such an important day.

Know where the name USA came from.

Know that originally there were only a few states in the USA

Write a non-fiction report about events.

Link 6:  **Know how rich and poor people lived in Georgian times**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

Share read Gorgeous Georgians by Terry Deary

<http://www.bbc.co.uk/programmes/p01wq5xr>


Learn about life in Georgian times. <http://www.english-heritage.org.uk/learn/story-of-england/georgians/daily-life/>

Look at photos, paintings and read contemporary accounts.

Learn about money and trade and the economy.

Write an answer to the question, 'we have never had it so good'.

Write a non-fiction report about events.

Linked curriculum learning objective:  **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**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

Use what they know about the Georgians so far to answer questions about continuity and change e.g. how did the Georgians change Britain? What stayed the same and what changed for people in Georgian Britain? How did America change under the Georgians?

Ask questions themselves about the Georgians and then write a non-fiction account/analysis of Georgian Britain.

Bridging project

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, order of the monarch, monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Share read: Eyam Book

Learn events of the plague of how and where it started and its impact

Learn in detail about Eyam the plague village <https://www.eyamplaguevillage.co.uk/>

Learn about the glorious revolution – was this an invasion of another country by the Netherlands?

<https://www.bl.uk/georgian-britain> Learn how the Hanoverians were invited to become Kings of Britain after Queen Anne died in 1701. Learn the concept of a coup d'état. Understand that the Hanoverians were from Germany, spoke German and spent most of their time abroad. Learn about Bonny prince Charlie. Write a non-fiction report about events.

Year 6

Year 6: autumn 1 & 2

Link 1:  **Know how Queen Victoria came to the throne and about what she looked like**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Construct a timeline of key events in Victoria's life.

Link the order to other topics they have learnt in KS2.

Look at some contrasting views about Victoria from contemporary accounts. Understand that different historians can have a skewed view of a person from looking at only one perspective.

Write a short biography for a non-fiction book about Queen Victoria.

 **Link 2: Know who prince Albert was and how Albert has shaped Britain**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Learn the legacy of Albert ie many places named Albert Hall, Albert Square, Albert statues. Construct a timeline of events linking to last week's timeline. Start a family tree for Victoria and Albert.

Read about contrasting views about Albert, his influence and his life.

Write and answer to the question: was Albert a bad influence on Queen Victoria? Draw on evidence they have so far. Write a piece for a non-fiction reference book.

 **Link 3: Know how the cities grew under Victoria and what it was like if you were poor in the cities**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Learn about Victorian towns and cities and compare with modern cities.

Look at photos, pictures and paintings and first hand accounts.

Build up a picture from different evidence what the Victorian towns are like.

Write an answer to the question: things were better in the Victorian era. Write a piece for a non-fiction reference book.

 **Link 4: Know what houses and homes were like in the Victorian era**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Look at photographs and film clips, TV re-enactments and handle Victorian artefacts e.g candle sticks, games, clocks, walking sticks.

Pull together information to find out what Victorian homes were like taking care to make a contrast between the rich and poor homes.

Understand that many people had an outside toilet and no hot water. Write a piece for a non-fiction reference book.

 **Link 5: Know how Britain became rich in the Victoria period**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Look at coins and bank notes from Victorian times.

Understand that poor people received little pay but middle class people grew richer.

Learn about slavery and that many British cities were rich because of slaves.

Know that many cities became rich because they traded across the world and the world wanted what we made.

Write a piece for a non-fiction book.

Link 6:  **Know the sort of jobs people had in Victorian times**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Review Victorian artefacts and try to decide what they were and used for.

Look at census records from Victorian times e.g. 1871 census. Look at the jobs and professions and numbers of people in an address.

Identify where some Victorian houses were in Sheffield/Manchester.

Write a section of a local history book based on what they have found from the census.

Write a piece for a non-fiction reference book.

Link 7:  **Know about the industrial revolution**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Learn about the industrial revolution and the impact of steam.

Learn about how factories, canals, mills etc were built. Look at pictures and video clips of Victorian workers.

Learn how Britain gathered its own empire.

Write an answer to the question: Did Victoria rule most of the population of Earth? Write a piece for a non-fiction reference book.

Link 8:  **Know about a Victorian Christmas**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Vile Victorians by Terry Deary

Learn about how the Victorian traditions that were introduced, many are still with us today e.g. indoor decorated trees, Christmas cake and pudding, carols, cards etc. Write a piece for a non-fiction reference book.

Linked curriculum learning objective:  **Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods. They note connections, contrasts and trends over time and develop the appropriate use of historical terms**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians

Share read Vile Victorians by Terry Deary

Look at how the Victorians developed Britain in the Queen's reign.

Research an aspect that changed in Victorian times e.g. rail travel; canals, a city, a town. Collect and collate the evidence and describe how it changed over time.

Look at how Britain became richer over time and why.

Contrast rich and poor Victorians

Year 6: spring 1

Link 1:  **Know what life was like in 1901 for people**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Lost Voices of the Edwardians by Max Arthur

Learn about what life was like in 1901 for people in towns and cities.

Learn what schools were like.

Learn that children worked from a very early age.

Use contemporary accounts, newsreel, photos etc.

Write a speech for an important person trying to stop something/supporting something.

Link 2:  **Know about women's suffrage movement**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Lost Voices of the Edwardians by Max Arthur

Learn about votes for women. Understand there was a campaign for and against votes. Learn the story of the suffragettes.

Learn about Millicent Fawcett and Emily Pankhurst – how was their approach similar or different.

Look at pictures and newspaper reports.

'Violence by suffragettes was justified' speeches using evidence for and against

Link 3:  **Know that many inventions were made in the Edwardian era**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Lost Voices of the Edwardians by Max Arthur

Learn about some key inventors and inventions e.g. escalator, radio, vacuum, teddy bear, tea bags, aeroplane, windscreen wipers. Look at the early inventions and contemporaneous comments from people and newspapers.

Write a speech for and against an invention

Linked curriculum learning objective:  **Know how people's lives have shaped this nation..**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Lost Voices of the Edwardians by Max Arthur

Learn about some Edwardians who have helped to shape Britain e.g. Alexander Bell, Beatrix Potter; Arthur Conan Doyle; WH Hoover; Henry Ford and inventions such as colour photography; Radar, Electric washing machine; windscreen wipers.

Write a speech at a celebration for someone who has changed Britain.

Year 6: spring 2

Link 1:  **Know the cause and effect of having links across the royal families of Europe**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence

Share read Lost Voices of the Edwardians by Max Arthur

Identify a link between the emperor of Germany, Russia, King Edward and their links to Victoria's children. Watch film clips of them. Suggest what the relationship might be like between them all.

Look at newspaper reports from 1901 about death of Victoria and the new king. What does it tell us? Can we believe what they say? Look at the choice of words.

Write an alternative newspaper report taking the opposite view.

Link 2:  **Know the cause and effect of having pacts and treaties**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert

Share read Lost Voices of the Edwardians by Max Arthur

Share read newspaper reports from 1910. Understand the idea of a treaty and a pact. Identify countries that had links and treaties between them.

Learn about Austro-Hungarian empire and byzantine empire. Speculate about what might happen if these major empires are threatened.

Learn history terminology and use them in their writing e.g. alliance, pact, empire.

Watch newsreels and use them to write an answer to the question: were European countries vying to show who is the most powerful.

Write a biography

Link 3:  **Know the cause and effect of the Russian revolution**

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert

Share read Lost Voices of the Edwardians by Max Arthur

Learn about the Russian revolution.

Develop a chronology of events from 1910. Understand the idea of cause and effect ie Lenin returning to Moscow... the Tsar refusing to Look at some of the events about the Russian revolution and understand the impact.

Watch newsreels. Listen to Lenin's speech.

Write a biography

Link 4:  Know the cause and effect of the shooting of Archduke Ferdinand

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert


Share read Lost Voices of the Edwardians by Max Arthur

Look at newspaper reports from 1914 and the shooting of Archduke Ferdinand.

Understand how so easily the attack might not have happened. Speculate about how key players would react to the murder of the equivalent of Prince Charles.

Show film clips and images. Watch newsreels.

Write a biography

Linked curriculum learning objective:  Answer and devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert

Share read Lost Voices of the Edwardians by Max Arthur

Understand cause and effect – how did the UK, India, Australia, Canada, Pakistan etc get involved? Look at film clips. Look at photos. Write about how the war began. Watch newsreels.

Ask their own questions about the start of the war.

Gather information together to answer questions such as 'could the war have been avoided?' 'was Germany to blame for the start of the war?'

Year 6: summer 1

Link 1:  Know how to interpret and analyse primary sources

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert, Edwardian Britain

Share read Robert Fowke 'what they don't tell you about world war 1'

Look at posters to recruit to the army and newspaper headlines.

From the evidence write an answer to the question: British people did not want to go to war with Germany in 1914.
Write a recount/personal narrative.

Link 2:  Know that historians look at sources from all sides

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert, Edwardian Britain

Share read Robert Fowke 'what they don't tell you about world war 1'

Look at German posters to recruit to the army and newspaper headlines. Compare and list the similarities and differences between the British and the German propaganda.

Understand that German historians may have a different view from British historians.

Write a recount/personal narrative.

Link 3:  Understand the concept of patriotism

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert, Edwardian Britain

Share read Robert Fowke 'what they don't tell you about world war 1'

Look at film clips, Pathe clips, photos about the start of the war, songs at the start of the war.

Understand the idea of patriotism.

Write an answer to the question: Were British people patriotic?

Write a recount/personal narrative.

Link 4:  Know how to draw conclusions from primary sources

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert, Edwardian Britain

Share read Robert Fowke 'what they don't tell you about world war 1'

Look at some artefacts from the war e.g. medals, binoculars, uniform. Pose questions about the objects and about the war.

Write a recount/personal narrative.


Link 5:  Know that posters and propaganda was important in keeping morale high

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert, Edwardian Britain

Share read Robert Fowke 'what they don't tell you about world war 1'

Consider posters, cartoons and pictures near the end of the war. How are they similar or different to those at the start 4 years earlier?

Consider in writing: the Great war was a folly of mankind.

Linked curriculum learning objective:  Understand how our knowledge of the past is constructed from a range of sources. Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims. Discern how and why contrasting arguments and interpretations of the past have been constructed.

Long-term memory quizzes, games and revision: dates of the Stuarts, dates of the Tudor Monarchs, monarchy, parliament, puritan, civil unrest, civil war, roundhead, Hanoverians, war of independence, Victoria and Albert

Share read Lost Voices of the Edwardians by Max Arthur

Know that historians differ about the impact of the Great War. Some say it was futile and pointless waste of life; others say it was an important struggle for the leadership of Europe and the world.

Look at how and why different historians make claims based on their evidence.

Look at some other sources such as letters from soldiers. Combine these with what they know from posters, newspaper reports, newsreel etc and draw their own conclusions to answer a key question e.g. Was the Great War worth it?

Year 6: summer 2

World War 2

Link 1:  Understand the concept of armistice/truce and peace.

Share read a biography about the Great War e.g. biography of Wilfred Owen/Edith Cavell

Long-term memory quizzes, games and revision: revise Summer 1 key learning points for example: dates of the war; propaganda, trench warfare, patriotism, H Asquith; David Lloyd George; Czar Nicholas II; Kaiser Willem II; King George V; Woodrow Wilson

Learn about armistice day in November 1918. Look at newsreels and photos and read some primary sources about the day for example: <https://www.youtube.com/watch?v=cPmS5UB6H2M>

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

<https://www.historic-uk.com/HistoryUK/HistoryofBritain/World-War-1-Timeline-1918/>

Learn the difference between an armistice and peace.

Imagine they are historians. Using the sources they have, use the key vocabulary, gather their thoughts to explain the mood of the nation in 1918 e.g. as an oral commentary to a newsreel or as a biography of someone at the time.

Link 2:  **Know how the Treaty of Versailles shaped modern Europe.**

Share read a biography about the Great War e.g. biography of Wilfred Owen/Edith Cavell

Long-term memory quizzes, games and revision: revise key learning points for example: dates of the war; H Asquith; David Lloyd George; Czar Nicholas II; Kaiser Willem II; King George V; Woodrow Wilson, armistice, truce, peace, treaty

Learn some of the key agreements in the Treaty. Consider what the impact may be for someone living in Germany, Hungary, France, etc. How would they feel about the treaty?

<https://www.bing.com/videos/search?q=newspaper+treaty+of+versailles&qvvt=newspaper+treaty+of+versailles&FORM=VDRE>

Watch/look at some primary sources from the time e.g. newspaper headlines.

Economic: look at how the end of the war affected the economy of Germany, Britain, France. Look at the idea of inflation and not being able to buy things.

Draw conclusions from looking at how the political geography of Europe changed between 1914 and 1919. Consider the consequence if you were living in a city which then became part of a new country. Learn about Hitler, the Austrian soldier who was angry at the treaty. Imagine they were angry how would they try to change things.

Gather thoughts together to answer the question: 'Was the treaty of Versailles bad for some countries and good for others?'

Link 3:  **Know about how life in Britain in the 1920s changed because of the war**

Share read a biography about the Great War e.g. biography of Wilfred Owen/Edith Cavell

Long-term memory quizzes, games and revision: revise key learning points for example: dates of the war; H Asquith; David Lloyd George; Czar Nicholas II; Kaiser Willem II; King George V; Woodrow Wilson; armistice, truce, peace, treaty

From photographs of the time, newsreels and videos

<https://www.bing.com/images/search?q=1920s+britain&qvvt=1920s+britain&FORM=IGRE>

<https://www.bing.com/videos/search?q=Roaring+Twenties+Dance&FORM=VRIBIP>

draw conclusions about what the 1920s were like and compare with others to learn that historians often have different interpretations of the same evidence.

Look at evidence about money in the 1920s e.g. barrels of Deutsch Marks which could buy nothing.

Look at the difference between those that had money and those that did not.

Ask questions about the 1920s and then research to find the answers.

Gather their information together to describe life in Britain in the 1920s changed after the war. Consider if things would have changed because of the war directly?

Consider some impact of the Great War e.g. <https://www.bbc.com/bitesize/guides/zx9887h/revision/4>

Write about some positive and negative impacts of the war.

Linked curriculum learning objective:  **Know about the impact of the Great War**

Share read a biography about the Great War e.g. biography of Wilfred Owen

Long-term memory quizzes, games and revision: revise key learning points for example: dates of the war; H Asquith; David Lloyd George; Czar Nicholas II; Kaiser Willem II; King George V; Woodrow Wilson; armistice, truce, peace, treaty

What was the impact on how much money people had?

Use their knowledge organiser, and the evidence they have collected so far, to write an answer to the question 'why do we commemorate the Great War each year and what were some of the impacts of the Great War?'

Topic and trips overview 2022-2023

NGPS Topic & Trips Overview

History

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery (overall theme)	Nursery Rhymes/All About Me	Celebrations	Traditional Tales	Insects & Minibeasts	Under the sea	Journeys/Moving On
		Anchors Away				Blue Planet
Reception (overall theme)	Where we live	Castles, Knights and Dragons	People Who Help Us	Seasons	Farms	Holidays
			Imagine That!		Smithills Farm	
Year 1	The Great Fire of London /	The Gunpowder Plot /	Incredible Explorers /	Life in the 1990s /	Life in the 1970s /	Seaside towns now and in the past /
		Visit from Vicar	Staircase House			Formby Beach
Year 2	The Royal Family /	The 1960s /	Transport over past 100 years /	1950s /	1950s inventions /	1940s Post War/
	Mosque			MOSI		
Year 3	Stone Age to Bronze Age /	Stone Age to Iron Age /	Stone Age to Iron Age /	Romans /	Romans /	Romans – local history/
			Synagogue	Chester	Wy.hospital/ airport	

Year 4	Ancient Rome & Ancient Egypt /	Ancient Rome & Ancient Egypt /	Manchester through the ages /	Viking & Anglo Saxons /	Viking & Anglo Saxons /	Normans /
			Chester Zoo	Hindu temple	Tatton Park	
Year 5	Wars of the Roses and the rise of the Tudors /	Tudors & Spanish Armada /	The rise & fall of the Aztec empire /	The rise & fall of the Inca empire /	The Stuarts and the rise of puritanism /	The Georgians /
	Bramhall Hall	River Field Trip		Beeston Castle		
Year 6	Victorians /	Victorians /	Suffragettes & Edwardians /	WW1 /	WW1 /	Enterprise/ Residential
		Styal Mill			Imperial War Museum	Residential