

KS1 & KS2 ANNUAL OVERVIEW

2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fire and Ice The Great Fire of London		Hospital Heroes – Real Life Heroes Florence Nightingale & Mary Seacole			
Year 2	Journeys. Enquiry question: How has travel and transport developed and changed people’s lives?		Where Are We? Enquiry question: How has our local area changed over time?		Seaside Enquiry question: How have seascides changed over time?	
Year 3	Stone, Bronze, Iron Age. Enquiry question: What happened in Britain in the Stone, Bronze & Iron Ages?		Inside Ancient Egypt. Enquiry question: What is special about Ancient Egypt?			
Year 4	The Romans & Roman Sandy					
Year 5	Ancient Maya and the Mayan people: what contrast does central American early civilisations have with British history?		Anglo Saxons and Vikings- How Britain has been influenced by the wider world.			
Year 6	What impact and influence has the Greek empire and its legacy had on life today?		How and why was WW2 a significant turning point in British history?		Unit Title: British History Research Project: What do we know about British History? What more do we want to know?	

Year 1	Term: Autumn	Unit Title: Fire and Ice
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ When did the Great Fire of London happen? ▪ Where is London? ▪ Where did the fire start? ▪ How and why did the fire spread so quickly? ▪ How did they try to put the fire out? ▪ How did the fire impact the future of fire safety? <div style="border-left: 1px solid black; padding-left: 10px;"> <ul style="list-style-type: none"> ▪ How did the Great Fire impact London itself? ▪ What sources can we use to help us learn about the Great Fire of London? ▪ How do we know about the events of the Great Fire of London? ▪ Why is Samuel Pepys' diary so famous? </div>
<p>Linked Texts:</p> <ul style="list-style-type: none"> ▪ The Fire Cat ▪ 		<p>Knowledge:</p> <p>Historical understanding:</p> <ul style="list-style-type: none"> ▪ Know what History is (a study of the past) ▪ Place known events and objects in chronological order. ▪ Know and explain what chronological order means. ▪ Know that chronological order can mean a sequence of events over any period of time e.g. years, months, weeks, days and a day. ▪ Recognise the Great Fire of London on a timeline and recognise how long ago it happened. ▪ Place events of the Great Fire of London into chronological order. ▪ Identify some similarities and differences between ways of life in different periods. ▪ Ask and answer relevant questions about the past. ▪ Know the terms; new, old, newer, older, modern, period. ▪ Make comparisons using the vocabulary <i>similar and different</i>. <p>Events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> ▪ Recognise some of the ways that we find out about the past and identify different ways that it is represented e.g. artefacts, paintings, diary, sketches, non-fiction books, fiction books etc. ▪ Know that the Great Fire of London happened in 1666. ▪ Know and understand the Great Fire of London happened 100s of years ago. ▪ Know why the fire spread so quickly. ▪ Name methods used to try and put the fire out. ▪ Know who Samuel Pepys was and why he and his diary were famous. ▪ Know and understand the impact the fire had on individuals and on London. ▪ Know how the fire impacted fire safety and fire procedures. <p>Topic specific additional resources, including people and places:</p> <ul style="list-style-type: none"> ▪ History off the page – Great Fire of London day. ▪ http://www.fireoflondon.org.uk/story/the-fire/ ▪ https://resource-bank.scholastic.co.uk/resources/92796

NC Objectives	Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally. ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p><i>Florence Nightingale</i></p>	<p>Questions:</p> <ul style="list-style-type: none"> ▪ What does 'significant' mean? ▪ Who was Florence Nightingale? ▪ What are some of the key events in the lives of Florence Nightingale? ▪ What is a hero? ▪ Why were they heroes? ▪ What did they do to change the lives of individuals? ▪ What did they do to change the lives of their community and the wider community? ▪ How did they change the lives of individuals and communities? ▪ Why do we remember her? ▪ Why should she be remembered? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> • Know the name of the Crimean War. • Know that Florence Nightingale was involved in the Crimean War. • Know when FN (1820), was born. • Know that the Crimean War started in 1853 and ended in 1856. • Recognise sources of information and understand they can be used to find out information e.g. paintings, diaries, sketches etc. • Explain how FN developed medical procedures. ▪ 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. <ul style="list-style-type: none"> • Know who FN, was. • Know what the term 'significant' means. • Name a minimum of two significant events in each of their lives. • Know that they are famous nurses. • Explain and give two reasons why each of them were famous. • Recognise and name ways that FN, changed lives of individuals and communities. • Know what the word 'prejudice' means. • Recognise that FN challenged hospital cleanliness and changed medical methods for the better. • Explain how FN changed and made medical methods better. ▪ place known events and objects in chronological order. <ul style="list-style-type: none"> • Know and explain what chronological order means. • Understand and know that chronological order can mean a sequence of events over any period of time e.g. years, months, weeks, days and a day. • Recognise the Crimean War and World War 1 on a timeline and recognise how long ago they happened.

- Use common words and phrases relating to the passing of time.
 - Know the words: here, now, then, yesterday, last week, last year, x years ago, a long time ago, before, after, next, then, day, month, year, and AD.
- Find answers to some simple questions about the past from simple sources of information/Ask and answer relevant basic questions about the past.
 - Recognise and name different sources of information. For eg
 - Photos
 - Pictures and paintings
 - Diaries and other forms of recounts
 - Internet
 - Non-fiction books
 - Be able to determine a fact(s) from the sources.
- Describe some simple similarities and differences between artefacts/sort artefacts from 'then' and 'now'
 - Understand that objects change and develop over time.
 - Know the terms; new, old, newer, older, modern, period, AD.
 - Compare two objects using the vocabulary *similarities and differences*.
 - Give reasons for similarities and differences between objects.
- Relate his/her own account of an event and understand that others may give a different version.
 - Know and say three facts about the lives of FN,
 - Use common words and phrases relating to the passing of time (see above.)
- Identify some similarities and differences between ways of life in different periods.
 - Know that the Crimean War started in 1853 and ended in 1856.
 - Know and understand that medicine has changed significantly since the time of FN, EC and MS.
 - Understand that opinions, views and ways of life change over time.
 - Know the terms; new, old, newer, older, modern, period,
 - Compare two items or events using the vocabulary *similarities and differences*.
 - Give explanations for similarities and differences.

Linked Texts:

Topic specific additional resources, including people and places:

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NC Objectives	Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ Events beyond living memory that are significant nationally or globally ▪ The lives of significant individuals in the past who have contributed to national and international achievements ▪ Changes within living memory 	<p>Questions:</p> <ul style="list-style-type: none"> ▪ What is a timeline? ▪ What does chronological order mean? ▪ What is an explorer? ▪ Why is George Stephenson famous? ▪ What is The Rocket? ▪ Who is the ‘Father of the Railways’? 	<ul style="list-style-type: none"> ▪ Who is Christopher Columbus? ▪ Why is he a famous explorer? ▪ Who are the Wright Brothers? ▪ What did the Wright Brothers invent and achieve? ▪ Can you compare the lives of George Stephenson, Christopher Columbus, the Wright Brothers ?
	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Events beyond living memory that are significant nationally or globally/ the lives of significant individuals in the past who have contributed to national and international achievements/Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. <ul style="list-style-type: none"> ▪ George Stephenson was an inventor born in 1781, was a pioneer in railways, invented The Rocket in 1829 ▪ George Stephenson was known as the ‘Father of the Railways’ and know why. ▪ Christopher Columbus was an explorer born in 1451 who explored the world on ships and that he had three famous ships, The Pinta, The Niña and the Santa Maria which he set sail in in 1492. ▪ Christopher Columbus was paid to discover new lands and food/spices etc. and discovered the America’s but he thought he had discovered the Indies and that he wanted to prove the earth was round and wanted to go all the way around the world until he got to India. ▪ The Wright Brothers were inventors, builders and pilots; born in 1867 (Wilbur) and 1871 (Orville). ▪ In 1903 they built the first plane and flew it for 12 seconds and in 1904 they built a new plane which flew for more than 5 minutes. ▪ Know where these people and events fit within a chronological framework (timeline). ▪ Changes within living memory. <ul style="list-style-type: none"> ▪ Technology is constantly evolving and developing. ▪ Modes of transport are constantly changing e.g. the fast trains and bullet trains. ▪ Some forms of transport are redundant or are used for show purposes e.g. the blimp, steam trains etc. ▪ Ask and answer questions choosing and using parts of stories and other sources to show that he/she understands key features of events/ Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <ul style="list-style-type: none"> ▪ Ask simple questions about modes of transport. Ask simple questions about significant individuals who revolutionised ways of travelling. Show awareness of changes in transport technology by sequencing images of trains / planes / boats from different eras. NEW IN 	
<p>Linked Texts:</p> <ul style="list-style-type: none"> ▪ Kelly, M (2010) <u>How It Works: Cars, Trucks and Bikes</u> (M Kelly publishing) ▪ Graham, I (2011) <u>My First Book of Transport</u> (Collins) ▪ Hanchen, A <u>How the Wright Brothers Conquered the Skies</u> ▪ Beerling, F, <u>Little Wings</u> (Amy Johnson) 	<p>Topic specific additional resources, including people and places:</p> <ul style="list-style-type: none"> ▪ Animated Rocket ~ www.bbc.co.uk/history/british/victorians/launch_ani_rocket.shtml ▪ The Wright brothers ~ https://www.youtube.com/watch?v=fZyZxDWjkZ0 ▪ The Christopher Columbus short clip ~ https://www.youtube.com/watch?v=so3WlpDWeqk ▪ Song ~ https://www.youtube.com/watch?v=ae2B9TOBvpM ▪ Story ~ https://www.youtube.com/watch?v=IXY_MXkE8NM 	

Year 2	Term: 2	Unit Title: Where Are We?	Enquiry question: How has our local area changed over time?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> Changes within living memory – where appropriate these should be used to reveal aspects of change in national life. significant historical events, people and places in their own locality. 		<p>Questions:</p> <ul style="list-style-type: none"> What was Sandy like in the past? How do we know? How has Sandy changed, and why? What was the locality of the school like in the past? How do we know? <p>Knowledge:</p> <ul style="list-style-type: none"> Sandy gets its name from the sand hills – in the Domesday book it is called Sandeia derived from the Old English for sand island. Settlement in Sandy predates Roman times. Roman Sandy was a small town built on a Roman Road between St Albans (Verulamium) and Godmanchester. Evidence of Roman occupation in Sandy was found in the 19th Century when the railway line and station were built. Later excavations in 2018 revealed further evidence of Roman occupation Agriculture and market gardening have been important for employment. The town remained very rural until the 1950s. Remains a small town surrounded by a semi-rural landscape. Sandy formed the junction between the London-Edinburgh and Oxford to Cambridge railway lines, and at one time had 3 stations. Plans to reinstate the Oxford to Cambridge line will affect Sandy in the future. Sewage system installed 1922, electric street lighting 1927, A1 bypass built 1950s. The local area has homes built at many different times. The homes can be categorised as houses, (detached, semi-detached, terraced), flats, bungalows.) Our school was built in 1907 and has undergone many changes since then. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> Roman Sandy books (Town Council issue / library / history resources) Ordnance Survey maps Local area street maps Town plans 		<ul style="list-style-type: none"> Sandy Town Council offices = small museum with Roman Sandy display Photographs of Laburnum Primary School in the past Sandy town maps 1799, 1901, present Images of Sandy past and present Timeline of key points in Sandy’s development http://www.sandy-bedfordshire.co.uk/sandy_-_early_times.html http://virtual-library.culturalservices.net/webingres/bedfordshire/vlib/0.digitised_resources/sandy_digitisation_timeline.htm http://www.sandytowncouncil.gov.uk/about-sandy http://www.roman-sandy.com/ - interactive Time Detectives – 6 stage activity to learn about the 1990 excavations of Roman Sandy. Quizzes to assess learning. http://www.aocarchaeology.com/news/article/sandy-bedfordshire/ https://www.bbc.co.uk/news/uk-england-beds-bucks-herts-44487020 https://www.thecomet.net/news/roman-town-wall-and-skeleton-uncovered-at-sandy-excavation-site-1-5570237 http://bedsarchives.bedford.gov.uk/CommunityArchives/Girtford/GirtfordSchool-NowLaburnumLowerSchool.aspx?fbclid=IwAR0TmWa-kwJnWRxOzVKczhqwhk3QSYnviqtgJwNoGbS0ttunx5erxTkGI5Y http://bedsarchives.bedford.gov.uk/CommunityArchives/Girtford/GirtfordSchool-NowLaburnumLowerSchool.aspx 	

Year 2	Term: 3	Unit Title: Seaside (History)	Enquiry question: How have seascides changed over time?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Changes within living memory 		<p>Questions:</p> <ul style="list-style-type: none"> When did seaside holidays become popular? Why? What were seaside resorts like 100 years ago? How do we know? What can we work out about how children enjoyed the seaside 100 years ago? How have seaside holidays changed over the last 100 years? Would you prefer a seaside holiday now or 100 years ago? What might seaside resorts be like in the future? What did Grace Darling do that made her famous? How do we know about what she did? Why do we remember what Grace Darling did? What changed because of her actions? <p>Knowledge:</p> <ul style="list-style-type: none"> Seaside holidays became popular in Victorian times when steam trains became available as a means of transport. Primary sources (photographs) and secondary sources (paintings / drawings) can be used as evidence of what holidays were like in the past and compare them with modern seaside holidays. Holiday meaning holy-day which is when first holidays usually took place. Key features of period seaside holidays relating to children’s and adults’ entertainment and clothing include: pier, promenade, parasol, light-house, Punch and Judy show, carousels, donkey rides, bathing suits, bathing machines. We can show chronological understanding of seaside holidays from different times by ordering images. (Grace Darling to be taught through English) Secondary sources (paintings, newspaper articles) and primary sources (medals, china from the Forfarshire, Grace’s dress, locks of her hair), give us information about what Grace Darling did. Grace Darling, b 1815, d 1842, lived in Longston Lighthouse on Farne Islands, Northumberland. In 1838 steamship Forfarshire sank; Grace and her father carried out an heroic rescue of some of the survivors. Grace became famous and awarded several medals. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> Spilsbury, L and R (2002) <u>At the Seaside</u> (Heinemann) Bell, C (2003) <u>Grace Darling: The Heroine of the Farne Islands</u> (Darling Books) Darling, T (2012) <u>Grace Darling, Her True Story: From Unpublished Papers in Procession (sic) of Her Family (Classic Reprint)</u> (Forgotten Books) Weightman, S and Montgomery, B (2003) <u>Grace Darling</u> (Cloughton Photography Publications) RNLI Museum, Bamburgh – Factsheet - <u>The Life of Grace Darling – 1815-1842</u> 		<ul style="list-style-type: none"> PlanBee scheme of work –<u>Seaside in the Past</u> - 6 lessons, teaching resources and differentiated activities. Seaside Holidays in the Past – KS1 Photo Activity Pack. SeaLife Centres pupil and teacher resources (science links) KeyStage History – Grace Darling – lesson plans and resources. RNLI – Grace Darling – topic pack. BBC Class Clips (Video) – Grace Darling. Grace Darling Museum – education pack. https://rnli.org/youth-education/education-resources/lower-primary/topic-pack https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8 Video telling Grace Darling story first hand. https://www.history.org.uk/primary/resource/3685/grace-darling Lesson and resources about GD using painting stimulus. https://rnli.org/find-my-nearest/museums/grace-darling-museum Including virtual tour of museum. 	

Year 3	Term: Autumn	Unit Title: Prehistoric People: Stone, Bronze, Iron Age. Enquiry question: What happened in Britain in the Stone, Bronze & Iron Ages?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<p>Questions:</p> <ul style="list-style-type: none"> What does prehistory mean? How did early humans live in the Stone Age (Palaeolithic, Mesolithic and Neolithic periods)? Were prehistoric people the same as us? In what ways have prehistoric people influenced our lives today? How did people live in the Bronze Age and Iron Age? 		
<p>(Non Statutory)</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example Skara Brae. Bronze Age religion, technology and travel, for example Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. 	<p>Knowledge:</p> <ul style="list-style-type: none"> The period being studied is from c. 700,000 BC to c. 43 AD. <ul style="list-style-type: none"> BC means 'Before Christ' and know that anno Domini (AD) means 'in the year of our lord' in Latin and c. stands for 'circa' which means 'about' in Latin. AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era). Place key events on a timeline. Know what prehistory means. <ul style="list-style-type: none"> Pre- means before so prehistory means before history. Only the last 2000 years has written history. Role of archaeologists in finding out about prehistory. The Stone Age is divided into 3 parts. <ul style="list-style-type: none"> Palaeolithic - palaeo from Greek palaios meaning ancient; lithic from Greek lithos meaning stone; 700,000 BC – 10,000 BC. Mesolithic - meso from Greek mesos meaning middle; lithic from Greek lithos meaning stone; 10,000 BC – 4500 BC. Neolithic - neo from Greek neos meaning new; lithic from Greek lithos meaning stone; 4500BC – 2300BC. The Bronze Age - 2300 BC – 700 BC: Discovered how to make bronze, and used it for tools and weapons. The Iron Age - 700 BC – 43 AD: Worked out how to make iron, and used it to make tools and weapons. How prehistoric people lived. <ul style="list-style-type: none"> Differences between Mesolithic and Neolithic dwellings. 		
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> Maps and atlases Stone Age Boy – Satoshi Kitamura How to Wash A Woolly Mammoth - Michelle Robinson and Kate Hindley 		<ul style="list-style-type: none"> https://vivacity.org/vivacity-venues/flag-fen/ https://www.english-heritage.org.uk/visit/places/stonehenge/schools/ https://www.visitscotland.com/info/see-do/skara-brae-prehistoric-village-p247671 	

Year 3	Term: Spring	Unit Title: Inside Ancient Egypt.	Enquiry question: What is special about Ancient Egypt?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Egypt <p>(Non Statutory)</p> <ul style="list-style-type: none"> ▪ (not applicable) 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ What do the words “ancient civilisation” mean? ▪ When did the period known as Ancient Egypt occur? ▪ How does the Ancient Egyptian period fit in with other periods of history? ▪ Why was the River Nile so important to Ancient Egyptians? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ “Ancient civilisation” refers to the first settled and stable communities that later become the basis for states, nations and empires. ▪ Place the Ancient Egyptian civilisation on a timeline. <ul style="list-style-type: none"> ▪ Place familiar periods of history in chronological order: The Great Fire of London, The Victorians, Birth of Jesus Christ, Stone Age, Bronze Age, Iron Age, Ancient Egypt. ▪ When Ancient Egyptian civilisation occurred. <ul style="list-style-type: none"> ▪ 3100BC – 332BC. Connect to what was happening elsewhere in the world – Europe Stone Age/Bronze Age/Iron Age – refer to prior learning. ▪ Why the River Nile was important to Ancient Egyptians. <ul style="list-style-type: none"> ▪ People could live there as it provided water, transportation, food, and soil for growing crops. ▪ How poor and rich people’s lives differed in Ancient Egyptian times. <ul style="list-style-type: none"> ▪ Rich: nobles; large multi-roomed houses, wooden furniture; bathed in tubs with scented soap; servants; banquets; jewellery; wigs. ▪ Poor: field hands / farmers / craftsmen / scribes; smaller homes built of mud/straw bricks; bathed in Nile; bread/meat/beer; ▪ Appreciate the importance of archaeological finds and artefacts in our understanding of Ancient Egyptian times. <ul style="list-style-type: none"> ▪ Pyramids, tombs. Rosetta stone (hieroglyphs); bust of Nefertiti; tomb paintings; grave goods. Mummified people and animals. ▪ The significance of Howard Carter. <ul style="list-style-type: none"> ▪ British archaeologist / Egyptologist; discovered intact tomb of 18th Dynasty Pharaoh Tutankhamun; November 1922 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ Maps and atlases ▪ Stories from Ancient Egypt – Joyce Tyldesley ▪ Stories from Ancient Civilisations: Egypt – S Husain and B Willey ▪ Egyptian Myths – Gary Jeffrey ▪ The Egyptian Cinderella – Shirley Climo 		<ul style="list-style-type: none"> ▪ Horrible Histories - The Awesome Egyptians Activity Book ▪ Spend the Day in Ancient Egypt: Projects and Activities that Bring the Past to Life – Linda Honan ▪ DVD – The Prince of Egypt (RE links) 	
<p>More ideas at https://www.booksfortopics.com/ancient-egypt</p>			

Year 4	Term: Autumn	Unit Title: The Romans	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ The Roman empire and its impact on Britain ▪ Julius Caesar’s attempted invasion in 55-54BC ▪ The Roman Empire by AD42 and the power of its army ▪ Successful invasion by Claudius and conquest, including Hadrian’s wall ▪ British resistance: Boudicca ▪ ‘Romanisation’ of Britain and the impact of technology, culture and beliefs, including early Christianity 	<p>Questions:</p> <ul style="list-style-type: none"> ▪ Who were the Romans? ▪ Why did the Romans invade Britain? ▪ Where is Rome? ▪ What areas were part of the Roman Empire? ▪ How do we know about the Romans? 	<ul style="list-style-type: none"> ▪ How was the Roman army organised? ▪ Who was Boudicca? ▪ In what ways have the Romans influenced our lives today? (roads, language, Roman Sandy, religion) 	
		<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ The period being studied is from c. 43AD – 410AD ▪ The attempted invasion of Julius Caesar in 55-54BC (Including the reasons for the invasion). ▪ That the Romans invaded Britain under Emperor Claudius to secure his throne. Reasons for invasion: natural resources, more land, bigger empire, gold/silver, taxes. ▪ The Roman army (Legionaries and auxiliaries including their roles/pay/conditions/rights; comparison to Celtic Warrior) ▪ Boudicca and the rebellion <ul style="list-style-type: none"> ▪ That she was the ruler of the Iceni tribe of Celts who fought against the Romans and made many famous speeches ▪ She was a fierce warrior who set alight places including Colchester and St Albans ▪ What the Romans brought to Britain and how they influenced our lives today (roads, language, Roman Sandy, religion). ▪ Roman Sandy ▪ Sources of evidence which teach us about the Romans <ul style="list-style-type: none"> ▪ Primary sources: coins, pottery, metal work etc. from visit ▪ Secondary sources: photographs 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ The Roman record: Paul Dowswell ▪ Boudicca ▪ Various non-fiction ▪ Romans on the rampage: Jeremy Strong 		<ul style="list-style-type: none"> ▪ Verulamium visit (St. Albans) ▪ Sandy council office visit (Museum) ▪ Artefacts ▪ Clay (for roads) 	

Year 5	Term: Autumn	Unit Title: Ancient Maya and the Mayan people: what contrast does central American early civilisations have with British history?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> Mayan civilisation: a non- European society that provides contrast with British history. 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. 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. 		<p>Questions:</p> <ul style="list-style-type: none"> What do we already know about the Mayan Civilisation? Who were the Mayans? What do you know about Mayan gods? What is a common feature of religion in many ancient civilisations? What other things did the Maya believe and why might they have had this view? Why do we not believe the same today? Why and how did the Mayans use sacrifice and how did this link to their belief system? How did the Maya count? How did their number system work? How does it compare to ours? What did Mayan people eat? How do you think their diet was different to what we eat today? Why? Where in the world did the Maya live? The area today covers more than one country. What are they called? The first explorers found Mayan ruins in the 1800's. How would they have documented what they saw? How do we know about the Mayans? What do you already know about Chichen Itza? What can we learn about the ancient Maya from the buildings they left behind? 	
		<p>Knowledge:</p> <ul style="list-style-type: none"> BC means 'Before Christ' and know that anno Domini (AD) means 'in the year of our lord' in Latin. c. stands for 'circa' which means 'about' in Latin. AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era). Period of time studied is from AD 900. Appreciate and understand the length of time during which the Mayan's developed their way of living. Compare this to the British points in History that took place at the same time. Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system. 	

- Note **connections, contrasts** and **trends** over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural **significance**.
- Look at images of Mayan temples as a **primary source** of evidence.
- A **source** is ‘something that tell us about the past’ and that a **primary source** is ‘a source created during the time **period** being studied.’
- Gods and Religions (The creation story)
- Location of Ancient Maya on the map

Linked Texts:

- The Great Kapok Tree by Lynne Cherry
- The Chocolate Tree: A Mayan Folktale by Linda Lowery
- The Hero Twins: Against the Lords of Death (A Mayan Myth) by Dan Jolley and David Witt
- The Rain Player by David Wisniewski
- The History Detective Investigates: Mayan Civilization by Clare Hibbert

Topic specific additional resources, including people and places:

- Non-Fiction texts
- Images Mayan ruins (including file from Mrs Day on k-drive)

Year 5	Term: Spring	Unit Title: Anglo Saxons and Vikings- How Britain has been influenced by the wider world.	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ Britain’s settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. ▪ Scots invasions from Ireland to north Britain (now Scotland). ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life. ▪ Anglo-Saxon art and culture. ▪ Christian conversion – Canterbury, Iona and Lindisfarne. ▪ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> ▪ Viking raids and invasion. ▪ Resistance by Alfred the Great and Athelstan, first king of England. 		Questions: <ul style="list-style-type: none"> ▪ Who were the Anglo Saxons and why did they invade Britain? ▪ Where did the Anglo Saxons come from and where did they settle? ▪ What would our lives be like if there had been no Anglo Saxons and Vikings civilisation? ▪ How do we know about the Anglo Saxons? ▪ What stories are there about the Anglo Saxons? ▪ Who did the Anglo Saxons worship and how? ▪ What did buildings look like in Anglo Saxon times? ▪ In what ways have the Anglo Saxons influenced our lives today? (democracy, language, philosophy, science, maths etc.) 	
		<ul style="list-style-type: none"> ▪ Who were the Vikings and why did they invade Britain? ▪ Where did the Vikings come from and where did they settle? ▪ How do we know about the Vikings? ▪ What stories are there about the Vikings? ▪ Who did the Vikings worship and how? ▪ What did buildings look like in Viking times? ▪ In what ways have the Vikings influenced our lives today? (democracy, language, philosophy, science, maths etc.) ▪ How and when did the invaders become Christians? ▪ Were there any major differences between the Anglo-Saxon and Viking invaders? ▪ What can archaeology tell us about the invaders? ▪ How are we to interpret the surviving primary sources? 	
		Knowledge: <ul style="list-style-type: none"> ▪ To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. <ul style="list-style-type: none"> ▪ BC means ‘Before Christ’ and know that anno Domini (AD) means ‘in the year of our lord’ in Latin. ▪ c. stands for ‘circa’ which means ‘about’ in Latin. ▪ AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era). 	

- Further Viking invasions and Danegeld.
- Anglo-Saxon laws and justice.
- Edward the Confessor and his death in 1066.
- To 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.
- 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.
- Period of time studied is from **AD410** when the **Romans withdrew** from Britain.
- The Romans, Anglo-Saxons and Vikings lasted **1000 years – millennium**.
- The period studied began with an **invasion**: the first **Roman invasion in 55BC** and ended with the death of Edward the Confessor/**the Norman invasion of William the Conqueror in 1066AD**.
- The religious beliefs and practices of the Anglo Saxons people and the gods they believed in.
- The British switched from people **worshipping pagan Gods** (at the start of the period) to a **nation of Christians** (at the end.)
- **Alfred the Great** became king in **AD871**, fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.
- **Athelstan** was Alfred the Great’s grandson. He reigned between **AD925** and **AD939** and was the very first ‘**King of all England**’. Athelstan was a successful soldier. In **AD920** he took York from the Vikings and pushed the boundaries of England.
- Athelstan worked hard to make his kingdom strong by writing laws and encouraging **trade**.
- Further invasions by the Vikings - Ethelred tried to stop the Vikings from invading by giving them gold and land. This money was called **Danegeld**. The Vikings took the gold and attacked anyway.
- 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.
 - Generate questions relating to **connections, contrasts** and **trends** using appropriate and accurate historical terms.
 - Identify and discuss **connections, contrasts** and **trends** relating to the food Anglo Saxons and Vikings ate, and its **religious** and **cultural significance**.
 - Appreciate and understand the length of time during which the Anglo Saxons developed their way of living. **Compare** this to the British points in History that took place at the same time - the Vikings.
 - Know how the Anglo Saxon language is part of our modern English language (e.g. place names).
 - Use historical terms accurately and appropriately: **Celtic; Brittones; Britannia; Caledonians; Irish; Picts; Scotland; Angles; Saxons; Jutes; Frisians; 5th/6th centuries; AD; BC; Angle-land; millennium; 1000 AD; settle; settlement; invasion; invaded; pagan and Christianity.**
- Understand how our knowledge of the past is constructed from a range of sources
 - Different versions of past events may exist, giving some reasons for this by identifying and using **sources of evidence**.
 - Some of the people who explored and documented **sources of information**.
 - A **source** is ‘something that tells us about the past’. Know that a **primary source** is ‘a source created during the time **period** being studied’. Deduce information from a variety of **sources** and discuss their validity. Know that sources can contain **bias**.

Linked Texts:

- Beowulf By Rob Lloyd Jones and Victor Tavares
- Beowulf by Michael Morpurgo
- The Buried Crown by Ally Sherrick
- Anglo Saxon Boy by Tony Bradman

- Viking Boy by Tony Bradman
- The Dragon’s Hoard by Lri Don and Cate James
- Odd and the frost giants by Neil Gainman

Topic specific additional resources, including people and places:

- Images
- BBC links
- Visit to West Stowe

Year 6	Term: Autumn	Unit Title: What impact and influence has the Greek empire and its legacy had on life today?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Ancient Greece—a study of Greek life and achievements and their influence on the western world. ▪ The legacy of Greek culture (art and literature) on later periods in British history, including the present day. ▪ 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. ▪ 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. 	<p>Questions:</p> <ul style="list-style-type: none"> ▪ Who were the Ancient Greeks? ▪ Where was/is Greece and the Greek empire (on a map)? ▪ How was the ancient Greek civilisation organised? ▪ How do we know about the Ancient Greeks and what stories are there about Ancient Greece? (primary and secondary sources, mythology) ▪ How do the modern day Olympic games differ from the Ancient Greek games? ▪ Who did the Ancient Greeks worship and how? (links to Roman history knowledge due to cross over and misconceptions) ▪ What did buildings look like in Ancient Greece? ▪ In what ways have the Ancient Greeks influenced our lives today? (democracy, language, philosophy, science, sport, mathematics) <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Know that the period being studied is from c. 2900 BCE to c. 300 BCE and where this sits in historical chronology. ▪ Know that Ancient Greece was divided up into small 'city-states', including Athens, Sparta, Corinth and Olympia, and locate these on a map of Greece. ▪ Understand the term civilisation as 'the society, culture, and way of life of a particular area.' ▪ Use images of Greek pottery as a primary source (something that tells us about the past created during the time period being studied) of evidence. (Art cross-curricular link) ▪ Know that The Ancient Greeks founded the Olympic games which were a religious festival, taking place every four years in Olympia. Compare with modern day Olympics (e.g., events: running, discus, javelin, long jump, wrestling, boxing, chariot racing, pentathlon). ▪ Know that the Ancient Greeks worshipped multiple gods and goddesses (Zeus, Hades, Aphrodite, Hera, Athena, Poseidon). ▪ Be familiar with examples of Greek mythology which include Greek Heroes, mythical beasts/ creatures, explanations of concepts: Pandora's box, Theseus and the Minotaur, Trojan Horse, Trails of Heracles. (English cross-curricular link) ▪ Understand what is meant by Democracy (rule by the people) and what this consists of (a system of voting representatives). Make links with government today (including the terms council and assembly). ▪ Make links with other events in history which differ in terms of equality (only free men could vote- slaves, women and foreigners could not). ▪ Recognise how the Greeks influenced language (prologue, etymology, Greek alphabet - Alpha, Beta, Gamma, Delta, Epsilon). (Cross curricular links to English/Grammar lessons) ▪ Appreciate the concept of Greek ideas being the root of words/phrases/idioms used in spoken English language and understand what is meant by them: Achilles' Heel, Midas Touch, Nemesis, Phobia, Atlas, Cereal, Chronology, Hypnosis. ▪ Know that there were many Greek scholars who made significant contributions to maths, science and philosophy. ▪ Understand the terms philosophy and philosopher and be aware of examples of philosophers and their contribution to theory and logic. (Aristotle, Plato, Aristotle) 	

Linked Texts:

- Who let the Gods out? (Series) by Maz Evans
- Beasts of Olympus by Lucy Coats
- The Ancient Greek Mysteries by Saviour Pirotta & Freya Hartas
- The Orchard book of Greek Myths by Geraldine McCaughrean
- Percy Jackson by Rick Riordan
- The Girl of Ink and Stars by Kiran Millwood Hargrave
- Various Greek Myths by Marcia Williams

Topic specific additional resources, including people and places:

- Non-Fiction texts
- Images of Greek Art/Pots
- Replica Greek Artefacts

Year 6	Term: Spring	Unit Title: How and why was WW2 a significant turning point in British history?
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ▪ 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. ▪ construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ What were the reasons for the start of WW2? (Geographical subject knowledge of Europe) ▪ Who were key figures and what were their contributions? (e.g. Winston Churchill and Adolf Hitler) ▪ What was life like in Britain during WW2? (Including evacuees, rationing, the home front, land army, government propaganda) ▪ What was the Holocaust and who did it impact? Anne Frank and survivor stories (PSHCE subject link: prejudice, antisemitism, racism, fascism) ▪ What was life like for a British soldier? ▪ What were the chronological key events that took place during WW2? (The Nazi Invasion of European countries and Russia, The bombing of Pearl Harbour, The Battle of Britain Dunkirk, The Blitz, D Day, VE Day, The Dambusters Raid and The Normandy Landing?) ▪ What made WW2 a “world” war? (Allies and Axis Powers, Geographical knowledge of European countries/ worldwide countries and their boarders). <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Develop investigation and evaluation skills using sources. ▪ To organise and describe information chronologically. ▪ Understand how past events have helped to shape the world we know today. ▪ Evaluate and assess the reason, impact and significance of key wartime events. ▪ Which countries were involved in the war, why they were involved in the war and where they are located on a map. ▪ Who important people involved in the war were and what their roles were: Neville Chamberlain, Winston Churchill, Adolf Hitler, King George VI. ▪ Describe what evacuation and rationing were and the impact that adapting to the war had on day to day life (including The Home Front, Propaganda, the role of women)

- understand how our knowledge of the past is constructed from a range of sources
- **a significant turning point in British history, for example the Battle of Britain**
- Describe what the **Holocaust** was and who suffered as a result, making **links** with **relevant** and **ongoing** issues today.
- Devise historically valid questions about **change, cause, similarity** and **difference** and **significance** based on knowledge of **rationing** during World War 2.
- Know about events that were **key turning points** in the war, such as the **Battle of Britain** and the **Nazi German invasion of Russia**.

Linked Texts:

- Variety of books from library
- Non-fiction books linked to unit:
 - The story of the second world war by Peter Crisp
 - See inside the second world war by Rob Lloyd Jones
 - Remember World War 2: Kids who survived to tell their stories by Darinda Makanaonalani Nicholson
 - The Second World War (Usborne History of Britain by Henry Brook)
 - Horrible Histories Woeful Second World War
 - Journeys: Children of the holocaust tell their stories introduced by Stephen S. Smith
- Fictional/ fact-fictional reading books linked to unit:
 - The diary of Anne Frank,
 - When Hitler stole Pink Rabbit by Judith Kerr
 - The disappearance of Goldie Rapaport by Gina Schwarzmann and Evelyn Julia Kent
 - The boy in the striped pyjamas by John Boyne
 - Carrie's War by Nina Bawden
 - My secret war diary by Flossie Albright
 - Goodnight Mr Tom by Michelle Magorian
 - Friend or Foe, War Horse, Shadow, The Amazing story of Adolphus Tips, Private Peaceful, Little Manfred, Toro Toro, An elephant in the garden by Michael Morpurgo
 - The Lion, the Witch and the Wardrobe by Lewis Carol
- Picture books linked to unit:
 - The Arrival by Sean Tann
 - Rose Blanche
 - The Lion and the Unicorn by Shirley Hughes

Topic specific additional resources, including people and places:

- BBC learning zone video clips
- Twinkl unit of work
- <https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/> Subscription needed.
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-children-of-ww2/zm7wpg8>
- <http://www.primaryresources.co.uk/history/history1.htm>
- <https://www.theschoolrun.com/homework-help/world-war-2>
- <http://primaryhomeworkhelp.co.uk/Britain.html>
- <https://www.dkfindout.com/uk/history/world-war-ii/>

Year 6	Term: Summer	Unit Title: British History Research Project: What do we know about British History? What more do we want to know?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> ▪ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>Dependant on topic chosen, may also include:</p> <ul style="list-style-type: none"> ▪ A local history study 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ What do we know about British history? ▪ What periods of British history can we remember? ▪ What periods of British history can we order chronologically and accurately? ▪ What key events happened during these periods of British history? ▪ What periods of British history do we know a lot about? ▪ What facts and information have been remembered accurately? ▪ What facts and information have not been remembered accurately? ▪ What periods of British history do we know little about? ▪ What periods of British history do we want to know more about? ▪ What primary evidence and resources can we refer to in order to find out more? ▪ What secondary evidence and resources can we refer to in order to find out more? ▪ How can you present your research and findings? <p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Revise and retrieve historical knowledge from previous primary learning- with a focus on historical accuracy. ▪ Organise key periods in British history chronologically on a timeline. ▪ Describe key events from these periods of British History accurately. ▪ Deepen and widen knowledge and understanding of key periods in British history. ▪ Demonstrate cross-curricular knowledge by presenting research using computing and writing skills. 	
Linked Texts:		Topic specific additional resources, including people and places:	
<ul style="list-style-type: none"> ▪ Various books from the library. 		<ul style="list-style-type: none"> ▪ Non-Fiction texts ▪ School resources ▪ Online research platforms ▪ http://www.bbc.co.uk/history/british/launch_tl_british.shtml ▪ http://www.bl.uk/learning/histcitizen/timeline/accessvers/ ▪ http://projectbritain.com/history.html 	