



## History Progression Overview

	Term 1 Identity and Social Justice	Term 2 Power, Leadership and Invasion	Term 3 Sustainability and the Impact on our World
<b>Nursery</b>			
<b>Unit Title/Enquiry</b>	<b>Topic Title: I wonder... What makes me wonderful?</b>	<b>Topic Title: I wonder... What adventure awaits?</b>	<b>Topic Title: I wonder... What might I find down on the farm?</b>
<b>Unit Overview</b>	In this unit children will learn more about themselves and who they are as a unique individual. They will celebrate themselves, their family and what is special about their life. Children will look at celebrations that are important to them and learn how and why they celebrate such events.	In this unit children will be developing their turn taking, sharing and communication skills. Most children will have been in Nursery a term by this point and will be beginning to understand the world beyond themselves. They will be growing their understanding of sharing the resources and provision in Nursery; how to negotiate and use manners with their peers and adults and managing their feelings when things don't always go how they want them to.  To help support this topic, children will be exploring various classical tales that promote a range of social/moral stories. Children will look at the characters within the stories to help make sense of their own world and learn how to negotiate different situations.	<i>See Geography and Science overview</i>
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of self and family.</li> <li>• Birth-3- Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish their sense of self.</li> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Develop friendships with other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> </ul>
<b>Future Links to this Unit</b>	<i>Who Am I? (Reception Term 1)</i> <i>Where do I Live? (Year 1 Term 1)</i>	<i>Why do I need rules? (Reception Term 2)</i> <i>Who sets the rules? Why do we have a King or Queen? (Year 1 Term 2)</i>	<i>Food to Fork/Food Miles and Farming- (Year 2 Term 3)</i>
<b>New Knowledge</b>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> </ul>	<b>PSED</b> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</li> </ul>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>• Show interest in different occupations- farmer, food production</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>

	<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> </ul>	
<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>some sounds: r, j, th, ch, and sh</li> <li>multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> </li> <li>Children may use ungrammatical forms like 'I swimmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".</li> </ul>	<ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</li> </ul>

	<ul style="list-style-type: none"> <li>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</li> <li>Use longer sentences of four to six words.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> </ul>		
<b>Significant People or Places</b>	Family Members Home- names of rooms Occupations	School Teachers King/Queen	Farm Food production Garden Centre
<b>Additional Experiences</b>	Baby Visit- Bathing baby	Forest School Challenges	Visit to a Farm/Farm Animals to come to CLA
<b>Career Links</b>	Opportunities to explore what jobs family members do and what jobs the children would like to do in the future. e.g. plumber, a farmer, a vet, a member of the emergency services or an author.	Teacher Dentist Dietician Fitness Coach	Farmer Food Production
<b>Reception</b>			
<b>Unit Title/Enquiry</b>	<b>Topic Title: I wonder... All about the wider world</b>	<b>Topic Title: I wonder... Who helps us?</b>	<b>Topic Title: I Wonder... What might we find at the bottom of the garden?</b>
<b>Unit Overview</b>	This unit builds upon early understanding of self, family and	In this unit children will learn about the Golden Rules of Carr Lodge Academy:	<i>See the Geography overview</i>

	<p>children’s own home from Nursery. Within this unit children will unpick and explore knowledge about the past looking at which family members were born before them and which (if any) after them. Children will look back on prior knowledge from Nursery where they learnt about celebrations that are important to them. They will build upon this by looking at other celebrations around the world and learn why different cultures celebrate different events.</p>	<ul style="list-style-type: none"> <li>• Keep Everyone Included</li> <li>• Keep Everyone Safe</li> <li>• Keep Everyone Learning</li> <li>• Keep Everyone’s Property Safe</li> <li>• Keep being Honest</li> </ul> <p>They will learn why we have rules and why they are important for everyone to have a happy experience. They will learn ‘rules’ we have to keep us healthy in body and mind. They will delve deeper into different occupations and look at the people within our community that keep us safe such as: police officers, doctors, fire fighters and teachers.</p>	
<p><b>Prior knowledge</b></p>	<p><i>Who am I-self and family members (Nursery, Term 1)</i> <i>Children know that they are part of CLA (Nursery, Term 1)</i></p>	<p><i>Making the right choices and sharing (Nursery Term 2)</i></p>	<p><i>Food and Farming (Nursery Term 3)</i></p>
<p><b>Future Links to this Unit</b></p>	<p><i>Where do I Live? (Year 1 Term 1)</i></p>	<p><i>Who sets the rules? Why do we have a King or Queen? (Year 1 Term 2)</i></p>	<p><i>Pollution (Year 1 Term 3)</i></p>
<p><b>New Knowledge</b></p>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Who was born before and after them?</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally</li> <li>• Think about the perspectives of others.</li> </ul> <p>Manage their own needs.</p> <ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of ‘screen time’</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> <p><b>Physical Development</b></p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul>	<p><b>Understanding the World</b></p>

<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Develop social phrases.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Engage in story times.</li> <li>• Engage in non-fiction books.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>		
<b>Significant People and Places</b>	Family Members Home- types of homes Locality Cook Site Manager	School Teacher Headteacher King/Queen (briefly)	Recycling Centre Balby
<b>Additional Experiences</b>	Locality Walk – shop, park etc Visit	Golden Rules- video for other children in school? Healthy Self Video- eating, hygiene, teeth	Recycling Centre
<b>Career Links</b>	Jobs of family members in the past and now-are they the same?	Teacher Dentist Nurse	Recycling Centre Operative Meteorologist
<b>Year 1</b>			
<b>Unit Title/Enquiry</b>	<b>Where do I live? What is it like where we live and how has it changed?</b>	<b>Who sets our rules? Why do we have a King or Queen?</b>	<b>What is the impact of pollution on our oceans and seas and how can we make a difference?</b>
<b>National Curriculum Link</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  (Knowledge Organiser available)  History of items in the home/lifestyles (Tameworth Primary)	The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements. Grace Darling  (Knowledge Organiser available)

<b>Unit Overview</b>	<b>History of Housing</b> In this unit children will build upon their learning of their own homes in Reception. They will compare homes from the past and now. Children will look at recent developments in the local area such as Woodfield Plantation and further developments along the Dominion. They will compare this with older period properties on Tickhill Road and Balby. As well as looking at the difference between ‘rich and poor’ homes from the past visiting Cusworth Hall–stately home in Doncaster to compare the difference between rooms, artefacts and objects particularly the kitchen and bathrooms.	<b>History of Key Rulers</b> In this unit Year 1 will be introduced to some significant historical figures and their leadership, which changed rules and laws. Children will explore what they did and if this has had a lasting impact on Britain today. They will also explore the current monarchy and how parliament was formed and runs today. Key points will include: <ul style="list-style-type: none"> <li>• <b>The origins of the Norman conquest</b></li> <li>• <b>William I transformation of England and Wales</b></li> <li>• <b>King John and the Magna Carta- Rules- why were they important? What rules would you have if you were king/queen?</b></li> <li>• <b>Henry VIII- heirs</b></li> <li>• <b>Elizabeth I</b></li> </ul> <b>Comparison of Elizabeth I, Queen Victoria, Elizabeth II and their coronations.</b> Understand the United Kingdom is a constitutional monarchy which means the monarch shares power with the government. <a href="http://www.coreknowledge.org.uk/resources/Resource%20Pack-Year1-KingsQueensLeaders.pdf">http://www.coreknowledge.org.uk/resources/Resource%20Pack-Year1-KingsQueensLeaders.pdf</a> <a href="https://www.manorprimary.com/usr/docs/2017/5/History%20Summer%20Y1-Y6.pdf">https://www.manorprimary.com/usr/docs/2017/5/History%20Summer%20Y1-Y6.pdf</a>	<b>Geography focused unit</b> This is a Geography based unit but will have a cross-curricular link with history when children will briefly study key significant individual <b>Grace Darling</b> ; <b>Grace Horsley Darling</b> was an English lighthouse keeper's daughter in the Victorian Era. Her participation in the rescue of survivors from the shipwrecked Forfarshire in 1838 brought her national fame.
<b>Prior Knowledge</b>	<i>Know where they live. (Reception, Term 1)</i> <i>Know about their family members and who was born before them. (Reception, Term 1)</i> <i>Know the word past. (Reception, Term 1)</i>	<i>Spoken about past and present events in their own lives and in the lives of their families.</i> <i>Some understanding of why people’s lives and objects were different in the past.</i> <i>Met the term ‘famous’</i> <i>Children should place at least 3 major events on a timeline</i> <i>Know about golden rules and turn taking.</i>	<i>Know Queen Victoria was ruling England when Grace Darling was alive from Year 1 Term 2 Kings and Queens</i>  <i>Knowledge Organiser</i> <a href="https://school-learningzone.co.uk/key_stage_one/ks1_history/grace_darling/grace_darling.html">https://school-learningzone.co.uk/key_stage_one/ks1_history/grace_darling/grace_darling.html</a>
<b>Future Links to this Unit</b>	<i>Local Study of Doncaster (Y4 Term 1)</i> <i>Society- Hierarchy- Ancient Egypt (Year 3 Term 2)</i> <i>Society Hierarchy- Romans (Year 4 Term 2)</i> <i>Slave Trade (Year 5 Term 1)</i> <i>Equality (Year 6 Term 1)</i>	<i>Normans-Kings and Queens (Year 2, Term 2)</i> <i>Industrial revolution (Year 4, Term 1)</i> <i>Elizabeth I and Queen Victoria – Slave trade (Year 5, Term 1)</i> <i>Tudors (Year 5, Term 2)</i> <i>Ancient Greece-Democracy and Human and Civil Rights (Year 6, Term 1)</i>	<i>Climate Change (Year 6, term 3)</i>
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• To know that people live in different sorts of homes</li> <li>• To recognise and name different types of homes- think about local houses being built.</li> </ul>	<ul style="list-style-type: none"> <li>• Name a famous person from the past and explain why they are famous.</li> <li>• Know about a famous person from outside the UK and explain why they are famous</li> <li>• Know about an event or events that happened long ago, even before their grandparents were born</li> </ul>	<ul style="list-style-type: none"> <li>• Name a famous person from the past and explain why they are famous</li> <li>• Know that boats and light houses have changed over time</li> <li>• Know that men and women were treated differently in the past</li> </ul>

	<ul style="list-style-type: none"> <li>• To know key external features common to homes, eg windows, doors, chimneys, driveway garage</li> <li>• To know the name of a famous person, or a famous place, close to where they live</li> <li>• To know how the local area is different to the way it used to be a long time ago</li> <li>• Know that the household objects their grandparents played with were different to their own</li> <li>• Organise a number of artefacts by age</li> <li>• Know what a number of older objects were used for</li> <li>• Know the main differences between their day at home and that of their grandparents</li> <li>• Know that the time before now is called the past</li> <li>• Know that history is the study of the past, in particular the changes over time that have occurred within human society</li> <li>• Know about an event or events that happened long ago, even before their grandparents were born</li> <li>• Know what we use today instead of a number of older given artefacts</li> <li>• Know that children’s lives today are different to those of children a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>• Know what we use today instead of a number of older given artefacts</li> <li>• Know that children’s lives today are different to those of children a long time ago</li> <li>• Know that England has been ruled by Kings and Queens for many years.</li> <li>• Know that Her Royal Highness Queen Elizabeth II is our Queen.</li> <li>• Know that the Kings and Queens of England go to a special ceremony (event) called the coronation.</li> <li>• Know that the powers the King or Queen has have changed over the last 1000 years.</li> <li>• Know Kings and Queens from the past and the rules they enforced e.g. the Magna Carta (1215)</li> <li>• Know how to put three Kings and Queens on a timeline and include dates.</li> </ul>	
<b>Historical Enquiry Skills (Disciplinary knowledge)</b>	<p>To talk about homes using appropriate vocabulary. To describe and draw details of different features of a home in the past and in the present</p> <p><b>Chronological knowledge</b></p>	<p><b>Chronological knowledge</b> Identify similarities and differences between periods Remember parts of stories and memories about the past</p> <p><b>Historical enquiry</b> Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past</p> <p><b>Interpretations of history</b></p>	<p><b>Historical enquiry</b> Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past</p> <p><b>Interpretations of history</b> Begin to identify and recount historic details from the past from sources, e.g. pictures/stories</p>

	<p>Identify similarities and differences between periods – To differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. Sequence pictures from different periods</p> <p>Remember parts of stories and memories about the past</p> <p><b>Historical enquiry</b></p> <p>Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past</p> <p><b>Interpretations of history</b></p> <p>Begin to identify and recount historic details from the past from sources, e.g. pictures/stories</p>	<p>Begin to identify and recount historic details from the past from sources, e.g. pictures/stories</p>	
<b>Example Vocabulary</b>	<p>old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</p>	<p>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after</p> <p>Monarch, succession, commonwealth, portrait, crown, crowned, throne, sceptre, orb, ring, Majesty, royalty, reign, bow, curtesy, parliament, choice, decision, budget, Prime Minister, power, country, Money, discuss</p>	<p>Geography focused language-see geography overview</p>
<b>Significant People and Places</b>	<p>Cusworth Hall</p> <p>William Wrightson</p>	<p>King John- Magna Carta</p> <p>Charles I- Divine Rights of Kings- Cavaliers and Roundheads</p> <p>Henry VIII</p> <p>Queen Elizabeth I,</p> <p>Prime Minister,</p> <p>King George I,</p> <p>Robert Walpole- First British Prime Minister</p> <p>Germany, 10 Downing Street, Magna Carta, Houses of Parliament,</p>	<p>Grace Darling</p> <p>Queen Victoria</p>
<b>Additional Experiences</b>	<p>Visit to Cusworth Hall</p> <p>Dominion House Building Site</p>	<p>Virtual Tour of the Houses of Parliament</p>	<p>See Geography Overview</p>
<b>Career Links</b>	<p>Historian</p> <p>Museum Curator</p> <p>Estates Manager</p>	<p>Members of Parliament (Youth Parliament)</p>	
<b>Year 2</b>			
<b>Unit Title/Enquiry</b>	<p><b>How has transport changed?</b></p>	<p><b>Who were the Normans, why were they successful in invading Britain and how did they keep power?</b></p>	<p><b>How Far does our Food Travel?</b></p>



National Curriculum Link	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	The lives of significant individuals in the past who have contributed to national and international achievements.	Geography Focus
Unit Overview	<p><b>Within this unit children will build upon their historical knowledge of the local area –through homes and expand this learning into the history of transport. Children will discover how use of transportation has changed in Britain and Doncaster including:</b></p> <p>History of Travel within Doncaster- children to visit a range of transport locations within Doncaster to support their learning on the history of transport these could include: Doncaster Rail College, Doncaster Airport, Doncaster Trolleybus Museum, Doncaster Racecourse- travel by horse and taming of Horse- St Leger.</p> <p>How has travel changed people’s lives? Does this change how and where people work? Was transport available to everyone? How has Doncaster changed due to the changes in transportation throughout History? Where do the different developments in transport place on a timeline?</p>	<p><b>Within this unit children will explore the Norman Invasion of Britain understanding why 1066 is a famous year in British history.</b> They will find out why this was when Britain was successfully invaded for the last time. Key people studied will be Edward the Confessor, Harold Godwinson- the King of Norway, Harald Hardrada and William- Duke of Normandy.</p> <p>Children will learn about the key battles that eventually led to Norman rule over Britain including- the Battle of Stamford Bridge and the Battle of Hastings. <i>Linked with learning in the Transport unit in Term 1</i> children will discover that Norman knights rode on horseback and had perfected a technique which involved holding a spear under their arms and riding full force towards their enemies. Before this point, English soldiers would have ridden horses, but would not have taken them into battle. Children will learn that boys began training to be a knight from an early age, passing through stages from page, to squire before becoming a Knight. Children will find out about the building of Motte and Bailey castles by William’s supporters- examples of this in Doncaster being Conisbrough Castle- built by William de Warenne given the land by his father in law William the Conqueror. (Conisbrough was previously owned by Harold Godwinson before the Battle of Hastings).</p> <p>Children will be introduced to the production of the Domesday Book, the census, provides an interesting picture of life in England at the time it was undertaken from 1085-1086.</p> <p><a href="http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%202-%20The%20Normans.pdf">http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%202-%20The%20Normans.pdf</a></p>	See Geography Overview
Prior Knowledge	<p><i>Know how to put three events on a timeline including dates</i></p> <p><i>Locational knowledge of places within Doncaster (from Year 1 Term 1 unit on homes.)</i></p>	<p><i>Know about Kings and Queens ruling countries- succession within different Kings and Queen. (Year 1 Term 2)</i></p> <p><i>Horses as a use of transport (Year 1 Term 1)</i></p> <p><i>Building/homes (EYFS and Year1)</i></p>	<p><i>Transport (Term 1)- horses, farming machinery, manual labour</i></p> <p><i>Rich Vs Poor (Year 1 Term 1)-</i></p>
Future Links to this Unit	<p><i>Normans – horses in the Battle of Hastings - (Year 2, term 2)</i></p> <p><i>Food to fork-transportation of goods (Year 2, term 3)</i></p> <p><i>Transport developments in the industrial revolution – (Year 4, Term 1)</i></p> <p><i>Trade routes (Year 4, Term 1 and Year 5, Term 1)</i></p>	<p><i>Industrial revolution (Year 4, Term 1)</i></p> <p><i>Elizabeth I and Queen Victoria – Slave trade (Year 5, Term 1)</i></p> <p><i>Tudors (Year 5, Term 2)</i></p>	<p><i>Transport (Year 2, Term 1)</i></p> <p><i>Ancient Egyptians (Year 3, Term 2)</i></p> <p><i>Deforestations (Year 5, Term 3)</i></p> <p><i>Fitness Fortnight (Whole school)</i></p> <p><i>Jigsaw – Healthy Me (Term 2)</i></p>

	<i>Tudors – horses – (Year 5, Term 2)</i>		
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval)</li> <li>• Know that in the modern world in which we live, it is easier to get from place to place than it was in the past; know that this is because there are lots of modes of transport that we can use</li> <li>• Know that we can travel on foot, on bikes, in cars, on buses, on trains, on boats and on aeroplanes; recognise these different modes of transport</li> <li>• Know that we choose different modes of transport depending on how far we have to travel; know that walking, scooters and bikes are best for short journeys and that cars, buses, trains, boats and aeroplanes are best for long journeys</li> <li>• Know that cars and buses travel on the road, that trains travel on tracks, that boats travel on water and that aeroplanes fly through the air</li> <li>• Know that people travel for different reasons: to get to work, for leisure and to migrate (i.e. to move so to live in a different place)</li> <li>• Know that - except for walking - the modes of transport that we use have been invented by people as ways to get from place to place quickly</li> <li>• Know that these different modes of transport were not all invented at the same time; use</li> </ul>	<ul style="list-style-type: none"> <li>• Know that three people wanted to be king after the death of Edward the Confessor.</li> <li>• After a King called Edward the Confessor died, no one knew who would rule next. Harold was given the throne. -The King of Norway wanted to be King of England too. -William of Normandy also wanted to be King.</li> <li>• Know why the Battle of Hastings was fought.</li> <li>• Both Harold Godwinson and William of Normandy wanted to be King of England. -William, Duke of Normandy won the Battle of Hastings and Harold Godwinson died. -The story of the Battle of Hastings is told in a tapestry.</li> <li>• Know why the Normans built Motte and Bailey castles.</li> <li>• -The Normans build Motte and Bailey castles from wood and earth. -Motte and Bailey castles were cheap and quick to build. -Motte and Bailey castles were easy to attack and burn down.</li> <li>• Know about a Norman Knight.</li> <li>• -Norman Knights rode on horseback. -Norman Knights wore special clothing called chain mail. -Norman Knights would begin as a page, and then become a squire before becoming a Knight.</li> <li>• To understand why William the Conqueror created the Domesday Book.</li> <li>• The Domesday book was a list of land and things people owned in 1086. -In 1086 people paid some of the money they earned to the King, this was called a tax. -William the Conqueror wanted the Domesday Book created so he knew how much tax people owed him.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that farming machinery is different now to in the past.</li> <li>• Know that horses were used to pull machinery where now we would use tractors and other mechanical vehicles-plough, combine harvester</li> <li>• Know that wealthy people owned land but often poorer people worked the land as farm workers.</li> <li>• Compare with farming today across the world.</li> </ul>

	<p>the timeline to recognise the order in which certain modes of transport were invented (see timeline below)</p> <ul style="list-style-type: none"> <li>• Know that it costs money to use many modes of transport</li> <li>• Know that modes of transport are usually very expensive when they are first invented; know that the price paid to travel places has changed over time</li> <li>• Know about the history of the St Ledger in Doncaster</li> <li>• Know about the Doncaster trams and the Bentley Trolley Buses</li> <li>• Know that Doncaster railway station opened in 1849</li> </ul>		
<b>Disciplinary Knowledge</b>	<p><b>Chronological Knowledge</b> Sequence people and events on a timeline Order dates from earliest to latest on simple timelines Sequence pictures from different periods Describe memories and changes that have happened in their own lives</p> <p><b>Historical enquiry</b> Look carefully at pictures and objects to find information Find answers and responds to simple questions about the past Choose and select evidence and say how it can be used to find out about the past</p> <p><b>Local History</b> Know the name of a famous person, or a famous place, close to where they live Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</p> <p><b>Lives of significant people</b> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous</p>	<p><b>Chronological Knowledge</b> Sequence people and events on a timeline Order dates from earliest to latest on simple timelines Sequence pictures from different periods</p> <p><b>Historical enquiry</b> Look carefully at pictures and objects to find information Find answers and responds to simple questions about the past Choose and select evidence and say how it can be used to find out about the past</p> <p><b>Local History</b> Know the name a famous place, close to where they live Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</p> <p><b>Lives of significant people</b> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous</p> <p><b>Beyond living memory</b> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts</p> <p><b>Interpretation of history</b> Recount historic details from eye-witness accounts, photos and artefacts</p>	<p><b>Historical enquiry</b> Look carefully at pictures and objects to find information Find answers and responds to simple questions about the past Choose and select evidence and say how it can be used to find out about the past</p> <p><b>Interpretation of history</b> Recount historic details from eye-witness accounts, photos and artefacts</p>

	<p><b>Beyond living memory</b> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts</p> <p><b>Within living memory</b> Know that the transport their grandparents used was different to their own Organise a number of artefacts by age Know what a number of older objects were used for</p>		
<b>Example Vocabulary</b>	old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time environment, leisure, migrate, modern, pollution,	Kings, Queens, Britain, Norway, victory, defeat, Crown, invasion, mound, enclosure, castle, Wealth, tax, ownership, livestock, record information, Motte, Bailey, commissioners, census, Domesday Book, knight, squire, page	Plough, Combine harvester,
<b>Significant Places and People</b>	Europort Doncaster trams Bentley trams and trolley buses – J. G. Steadman George Stephenson Amy Johnson (Hull, fly from London to Australia) Wright brothers Neil Armstrong	Edward the Confessor Harold Godwinson Harold Hardrada William The Conqueror (Duke of Normandy) William De Warenne Battle of Hastings Conisbrough Conisbrough Castle	See Geography Overview
<b>Additional Experience</b>	Options: DGLAM-Railway Heritage Centre, Europort, Doncaster Air Museum, Doncaster Rail College, Doncaster Airport, Doncaster Racecourse	Conisbrough Castle <a href="https://historysquad.co.uk/ks2.html">https://historysquad.co.uk/ks2.html</a> - 1066 Workshops; Medieval Castles Workshop	Food Production Site Tickhill – Pick your own
<b>Careers</b>	Rail, Bus, Air Travel, Pilot, Train Driver, Rail Engineer, jockey, horse trainer	Soldier, Army, Architect, Builder, Census-office of National Statistics	
<b>Year 3</b>			
<b>Unit Title/Enquiry</b>	<b>Who made the most significant changes in human pre-history and how do we know?</b>	<b>Who were the Ancient Egyptians and what marks did they leave behind?</b>	<b>History-Local History Study</b> <b>Geography Are Rivers a Friend or Foe?</b>
<b>National Curriculum Link</b>	Children should be taught about <ul style="list-style-type: none"> <li>• A Local history study</li> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul>	Children should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	History within living memory- flooding in the local area- Fishlake, Doncaster, Selby, York.

<p><b>Unit Overview</b></p>	<p><b>Stone Age-Bronze Age-Iron Age-</b>          In this unit, the children will take a journey through time as they look at the Stone Age to the Iron Age in order to evaluate who had the similarities and differences between each time period.          Children will build on their learning of homes in Year 1 to understand what early settlements and homes were like during the Stone Age, Iron Age and Bronze Age.          Children will base their enquiry around each period within the Stone Age in chronological order so as they understand where each period places on a timeline. They will then compare the Stone Age periods with developments in the Bronze Age and Iron Age. During each period children will look at history from the perspective of settlements/climate/food/tools/early boats/burials/monuments/ trade etc. Children to consider early forms of homes – caves and developing into homes we have today. What information do we have to support our understanding of what life was like? How have archaeologists and historians helped us understand the Stone Age through excavation of artefacts.           A school visit is essential on this trip to bring the learning to life in context- Cresswell Crag provides fantastic opportunity for children to carry out an archaeological dig.</p>	<p>In this unit, the children travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. Having learnt about the achievements of the Stone Age in Term 1, this provides the children with great opportunities for comparative work and to form judgments on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time.          Children will learn that Historians use two ways to split up the history of Ancient Egypt:          1. Dynasties: The first is by using the different dynasties that ruled Egypt. These are the families that had power and passed the leadership down from one family member to another.          2. Kingdoms and Periods: There are also three kingdoms that historians use to split up the periods of Ancient Egypt. The three kingdoms were the Old, Middle, and New Kingdoms.           Children will learn about the importance of the River Nile for the Egyptians and why it was a great source of wealth.          Children will discover that the Ancient Egyptians were united under one ruler and the empire lasted until 30BC, when the Romans conquered Egypt (leading into Y4 T2 unit). They will explore historical significance when examining what the Egyptians achieved and its impact on the world today such as culture, government, religion, leadership, writing.</p>	<p><b>Geography Focus</b></p>
<p><b>Prior Knowledge</b></p>	<p><i>Children will know about using timelines to sequence (Year 1 and Year 2)</i></p>	<p><i>Knowing about rulers (EYFS, Term 2)          Farming (Year 2, Term 3)</i></p>	<p><i>Transport Waterways- (Year 2, Term 1)          River Nile-Ancient Egypt- (Year 3 Term 2)          Industrial Revolution-canal (Year 4, Term 1)</i></p>

	<p>Children will know about homes (Year 1, Term 1)</p> <p>Sense of community (Year 1, Term 1)</p>		
Future Links to this Unit	<p>Transport – Industrial revolution in Doncaster (Year 4, Term 1)</p>	<p>Rivers (Year 3, Term 3)</p> <p>Trade links (Year 4, Term 1)</p> <p>Slavery (Year 5, Term 1)</p> <p>Amazon River (Year 5, Term 3)</p> <p>Ancient Greece Civilisations (Year 6 Term 1)</p>	<p>Industrial Revolution-canal as transport links (Year 4, Term 1)</p> <p>World Rivers (Year 4, Term 2)</p> <p>Amazon River (Year 5, Term 3)</p> <p>Climate change (Year 6, term 3)</p>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the Stone Age and the Iron Age</li> <li>Know the main differences between the Stone, Bronze and Iron ages</li> <li>Know what is meant by ‘hunter-gatherers’</li> <li>Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval)</li> <li>Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord) (retrieval)</li> <li>Know that when we talk about history we are usually referring to the period during which we have written records of what happened; the period before this is called prehistory</li> <li>Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of the River Nile to the Ancient Egyptians.</li> <li>To understand how trade secured the empire and civilisation.</li> <li>To understand that hieroglyphics can tell us about life in Ancient Egypt.</li> <li>To know that Pharaohs were Ancient Egyptian rulers.</li> <li>To understand the ancient Egyptians beliefs and the afterlife.</li> <li>To understand that archaeology helps us to find out about the past.</li> <li>To understand the way of life for different parts of society and how this affected their education, life style and health.</li> <li>To understand the 3 periods of Egyptian rulers: King Tutankhamun, Rameses II and Cleopatra.</li> </ul>	<p>To know about recent local flooding.</p>
Disciplinary Knowledge	<p><b>Chronology knowledge</b> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p><b>Historical enquiry</b></p>	<p><b>Chronology knowledge</b> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p><b>Historical enquiry</b> Use a variety of sources to collect information about the past Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past</p>	<p>See Geography Overview</p>

	<p>Use a variety of sources to collect information about the past Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past</p> <p><b>Interpretation of history</b> Start to compare two versions of a past event Observe and use pictures, photographs and artefacts to find out about the past Start to use stories or accounts to distinguish between fact and fiction Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p><b>Interpretation of history</b> Start to compare two versions of a past event Observe and use pictures, photographs and artefacts to find out about the past Start to use stories or accounts to distinguish between fact and fiction Explain that there are different types of evidence and sources that can be used to help represent the past</p>	
<b>Example Vocabulary</b>	<p>hoard, discovery farming artefacts, celt, Iron, roundhouse, shield, helmet, torc BC AD Timeline Time Scale Past Present Day Stone Age Artefact Evidence Archaeologist Research Source, archaeology, local, regional, national, international Woolly mammoth, Glacier, Prehistoric, Ice Age, Stone Age, Bronze Age, Iron Age, hunter-gatherer, Nomadic, Stonehenge, Palaeolithic, Mesolithic, Neolithic, Nomadic Agriculture Bronze Age Skara Brae Ice Age</p>	<p>Flood, silt, fertile, farming, ruler, past, archaeology, statues, tomb, pyramids, mummy, language, translate, power pharaoh, papyrus, hieroglyphs, hieroglyphics, Rosetta, divine, vizers, high priests, nobles, archaeologist, akhet, peret, shemu,</p>	See Geography Overview
<b>Significant People and Places</b>	<p>Palaeontologist – Mary Anning. Creswell Craggs</p>	<p>King Tutankhamun, Rameses II and Cleopatra, Hatshepsut, River Nile, Howard Carter</p>	See Geography Overview
<b>Additional Experiences</b>	<p>Creswell Craggs Doncaster Museum Portals to the past</p>	<p>Portals to the past <a href="https://thepastpresents.co.uk/workshops/">https://thepastpresents.co.uk/workshops/</a></p>	See Geography Overview
<b>Career Links</b>	<p>Archaeologist</p>	<p>Historian Archaeologist Farmer</p>	See Geography Overview
<b>Year 4</b>			
<b>Year Group and Title</b>	<p><b>Year 4 - Why do we export from Doncaster?</b>  (Industrial Revolution- Local History Study)</p>	<p><b>Year 4 – Which invasion (Roman, Anglo-Saxon, Scots, Vikings) had the most impact on Britain and why?</b></p> <ul style="list-style-type: none"> <li>• What was the impact of the Roman invasion on Britain and what have they left behind? 4 Weeks</li> </ul>	<p><b>Year 4 - What makes the Earth angry?</b> Natural disasters/Impact of global warming</p>

		<ul style="list-style-type: none"> <li>• <b>What the impact of the Anglo Saxons and Scots on Britain? 4 weeks</b></li> <li>• <b>What was the impact of the Vikings on Britain? 4 weeks</b></li> </ul>	
<b>National Curriculum Link</b>	Children should be taught about a local history study	<p>The Roman Empire and its impact on Britain.</p> <p>Though Doncaster town did not exist before the Romans arrived, the word its name is based on probably did. When the Roman authorities built a fort on the banks of the River Don they called it Danum, meaning the place or river called Danu. This was the name that the local Iron Age inhabitants gave to the river.</p> <p>The Romans built well-engineered surfaced roads to speed up movement of soldiers, civilian administrators, goods and messages. Roads led from Danum to Lincoln and to Castleford and York. The stone used to make the roads would have come from nearby quarries. This may have been the earliest use of aggregates in Doncaster.</p>	
<b>Unit Overview</b>	<p><b>History of Doncaster – Industrial Revolution –</b></p> <p>Within this unit children will look at the evolution of exportation from Doncaster due to the strong travel links that have developed through history building on learning in Year 2. How have waterways and communication links developed through history? This takes children back historically to Roman settlements near the waterways in Doncaster (children will develop knowledge of Romans prior to studying in depth in Y4 Term 2).</p> <p><b>Industrial Revolution</b></p> <p>Change in economic and social activities, beginning in the 18th century, brought by the replacement of hand tools with machinery and mass production</p> <p>Coalmining - Between the 19th and 20th century Doncaster emerged as</p>	<p>Romans -</p> <p>In this unit of learning children will pick up from their Ancient Egyptian learning in Y3 T2 which concluded with the Roman conquer of Egypt. Children will understand that the Roman period of history spans over 1000 years and included, at different points, many countries across Europe and Northern Africa.</p> <p>Children will study in detail the different attempts to invade and conquer Britain- 55 BC, when Julius Caesar invaded. This invasion against the Iron Age tribes in Britain was unsuccessful.</p> <p>A year later a bigger Roman army returned and this time they captured a hill fort and took some prisoners. They did not stay but returned to Rome. It was not until almost 100 years later, in AD 43 that the Romans again arrived in Britain. Then Emperor Claudius wanted to make Britain part of the Roman Empire so he sent an army to fight and conquer the Celtic tribes. There was a Roman presence here until AD 450.</p> <p>Children will build further on their learning of tribes and settlements and where these still existed across Britain during this time and their attempts to overturn the Roman rule e.g. Boudicca and the Iceni Tribe and the Battle of Mons Graupius.</p> <p>Children to then explore what the impact of the Roman invasion has had on Britain today and what evidence we have of this in Doncaster e.g. A1, Roman</p>	<b>Geography focus</b>



	<p>an industrial centre. Its communication links, particularly its waterways, meant that Doncaster became extremely busy and saw vast migration to its centre.</p> <p><b>Trains</b> - Transport has played an important role in Doncaster's heritage. The stagecoach trade of the 17th and 18th centuries generated the wealth that built the town centre.</p> <p>The Industrial Revolution brought the railway to Doncaster, and the Great Northern Railway Locomotive and Carriage Building Works was established there. The reasons for this were due to Doncaster's communication links, the necessity to transport coal quickly and efficiently and Doncaster's expertise in specialist metal products.</p> <p>Work with sources such as CENSUS information -Changes to the occupations held by people over time/linked to the maps of Doncaster (1400, 1700, 1900 and 2021)</p>	<p>Fort- in Danum, Doncaster, Roman towns through the UK, Aqueducts, Structure, plumbing, Roman baths.</p> <p><b>ANGLO SAXONS, SCOTS AND VIKINGS - 6 weeks</b></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. In this unit the children will learn about Anglo- Saxon and Scot invasions in the 5<sup>th</sup> century. They will find out where invading troops came from and where they managed to settle in Britain.</p> <p>Children will continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal - describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.</p> <p>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 Children will learn that the Vikings, also known as the Norse, originated in the present-day region of Scandinavia. Often remembered historically for raiding and plundering the European continent, as well as parts of Russia, the Vikings were also a people skilled in sailing, building, and exploring. Over time, the Vikings made their way from Denmark, Norway, and Sweden to other parts of the world. Eric the Red and his son, Leif Eriksson, had a profound impact on Viking exploration with the discovery of Iceland.</p> <p><a href="https://arkatwoodprimary.org/sites/default/files/Y5%20Ancient%20Rome.pdf">https://arkatwoodprimary.org/sites/default/files/Y5%20Ancient%20Rome.pdf</a></p> <p><a href="https://www.claypool.bolton.sch.uk/wp-content/uploads/2018/05/Year-3-Romans-Knowledge-Organiser.pdf">https://www.claypool.bolton.sch.uk/wp-content/uploads/2018/05/Year-3-Romans-Knowledge-Organiser.pdf</a></p> <p><a href="https://www.king-ed.suffolk.sch.uk/wp-content/uploads/2018/09/Romans-Knowledge-Organiser.pdf">https://www.king-ed.suffolk.sch.uk/wp-content/uploads/2018/09/Romans-Knowledge-Organiser.pdf</a></p> <p><a href="https://primarysite-prod-sorted.s3.amazonaws.com/whissendine-cofe-primary-school/UploadedDocument/11d8d1932eea40c880fde9081699a4ed/romans-and-their-impact-on-britain-year-4-knowledge-organiser.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/whissendine-cofe-primary-school/UploadedDocument/11d8d1932eea40c880fde9081699a4ed/romans-and-their-impact-on-britain-year-4-knowledge-organiser.pdf</a></p> <p><a href="https://www.cgpbooks.co.uk/getmedia/1e53be9b-53ff-4860-9160-2cf9ed6fc07a/CGP-KS2-History-Worksheets">https://www.cgpbooks.co.uk/getmedia/1e53be9b-53ff-4860-9160-2cf9ed6fc07a/CGP-KS2-History-Worksheets</a></p>	
<p><b>Prior Knowledge</b></p>	<p><i>Knowledge of transport (Year 2, Term 1)</i> <i>Waterways (Year 3, Term 3)</i></p>	<p><i>Normans (Year 2, Term 2)- Norman Conquest of Britain</i> <i>Ancient Egypt- Y3 Term 2- era ended with Romans Conquering Egypt</i> <i>Know about Doncaster as a Roman fort (Year 4, Term 1)</i> <i>Importance of canals in the industrial revolution (Year 4, Term 1).</i></p>	<p><i>Rules and rulers (Year 1, Term 2)</i> <i>Year 3- Prehistory-Stone Age-Bronze Age and Iron Age - Settlements</i> <i>Year 4 Term 2- Romans</i> <i>Year 3 and 4- Timelines- BCE and CE</i> <i>4 countries of the UK (Year 1, Term 2)</i></p>

			Romans (Year 4, Term 2)
<b>Future Links to this Unit</b>	Romans (Year 4, Term 2) Slave trade (Year 5, Term 2) Factory Act 1833/1844 (Year 6, Term 1)	Tudors (Year 5, Term 1) Human Rights (Year 6, Term 1) WWII (Year 6, Term 1)	Tudors (Year 5, Term 2) WWII (Year 6, Term 2)
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Know about the industrial revolution.</li> <li>Know the significance of the steam engine during the Industrial Revolution.</li> <li>Know why coal and iron were so important for the Industrial Revolution.</li> <li>Know about the coal mining industry in Doncaster.</li> <li>Know about the first train lines to be built in Britain.</li> <li>Know the impact that canals had on trade and transport in Britain.</li> <li>Know Doncaster's involvement in the industrial revolution.</li> <li>Know that the industrial revolution opened up commerce in Doncaster.</li> <li>Know the trade links that Doncaster now has with the world.</li> <li>Know how Doncaster started as a Roman fort and progressed to export hub.</li> <li>To know trade happens on a large global scale and at a faster pace than before.</li> <li>Know about the changes to factory workers rights.</li> <li>Know about the children's act.</li> <li>Know about the education act.</li> <li>Martin Luther King quote – 'Before you eat your breakfast you have relied on half the world.'</li> </ul>	<ul style="list-style-type: none"> <li>Know where the Roman Era sits on a timeline and what other time periods were concurrent.</li> <li>Know that the Romans built an Empire across Europe and Northern Africa.</li> <li>Know that the Romans had many large armies with lots of soldiers</li> <li>Know there were many Emperors at different points throughout Roman history</li> <li>Know that the Romans invaded Britain</li> <li>Know that Romans built towns across Britain</li> <li>Know that the Romans made changes to Britain</li> <li>Know about the role of Boudicca</li> <li>Know about the decline of the empire</li> <li>Anglo- Saxons, Scots and Vikings</li> <li>Know how Britain changed between the end of the Roman occupation and 1066</li> <li>Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>Know that during the Anglo-Saxon period, Britain was divided into many kingdoms</li> <li>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>Use a timeline to show when the Anglo-Saxons were in England</li> <li>Know where the Vikings originated</li> <li>Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>	<p><b>Scots– raided Britain</b> <b>Angles, Saxons, Jutes, Germany, Denmark, Netherlands –The settlers- Anglo-Saxons</b></p> <p><b>Due to the amount of violence we have less evidence- of this time compared with the Romans- known as Dark Ages</b></p> <ul style="list-style-type: none"> <li>Know that the Vikings originated in the Scandinavian regions of Norway, Denmark, and Sweden.</li> <li>Know who they were and where they came from</li> <li>Know that the Vikings moved out from their home base of Scandinavia in different directions: those from Norway sailed west and south; those from Denmark moved south; and those from Sweden went east and south and those from the Netherlands and Germany.</li> <li>Know that skilful shipbuilders and sailors, the Vikings developed fast-moving, highly manoeuvrable longships that could sail rivers as well as oceans.</li> <li>Know that the Vikings were interested in trade as well as in raiding Europe.</li> <li>Know that Eric the Red, one of the Vikings who ventured west beyond the known lands, was the first European to find Greenland.</li> <li>Know that Archaeologists have found what they consider proof that Leif Eriksson, the son of Eric the Red, explored as far west as the North American continent.</li> </ul>

<p><b>Disciplinary Knowledge</b></p>	<p><b>Chronological knowledge</b> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart Knows how to use the timeline in relation to the unit being studied Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use words and phrases: century, decade <b>Historical enquiry</b> Know the difference between primary and secondary sources of evidence Use a range of sources to collect information about the past Construct informed responses about one aspect of life <b>Interpretation of history</b> Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p>	<p><b>Chronological knowledge</b> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart Knows how to use the timeline in relation to the unit being studied Knows that a timeline can be divided into BCE (Before Christ) and AD (Anno Domini – Year of the Lord)- CE- Common Era Use words and phrases: century, decade <b>Historical enquiry</b> Know the difference between primary and secondary sources of evidence Use a range of sources to collect information about the past Construct informed responses about one aspect of life <b>Interpretation of history</b> Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p>	<p><b>Chronological knowledge</b> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart Knows how to use the timeline in relation to the unit being studied Knows that a timeline can be divided into BCE (Before Common Era) -Before Christ and AD (Anno Domini- Year of the Lord)- CE- Common Era Use words and phrases: century, decade <b>Historical enquiry</b> Know the difference between primary and secondary sources of evidence Use a range of sources to collect information about the past Construct informed responses about one aspect of life <b>Interpretation of history</b> Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p>
<p><b>Example Vocabulary</b></p>	<p>Economy industrial revolution factory engine machine mechanise mass produce steam engine packhorse canal barge locomotive, steam train, trade links, export and import, piston rotary motion blast furnace smelting coalfield coalmine aqueduct</p>	<p>citizen, soldier, service, helmet, shield, armour, bow and arrow, slingshot, catapult, century, ancient, empire, civilisation, technology, army, invasion, emperor, tribes, defeat, rebellion, roads, cities, towns, forum, basilica, stone, brick, tiles, public baths, society, conquer, connect, canals, aqueducts, sewage, villa, reading, writing, records, history, changes, influence republic consul, senator, senate, veto, patrician, plebeian, slave, legion, centurion, cavalry, sanitation, irrigation, monotheism, polytheism,  AD, ancestor, artefact, attack, authority, BC, BCE, cathedral, CE, century, epic, event, fought, hero, historian, journey, language, legend, migrate, monastery, monument, nobility, oral tradition, organisation, past, period, population, possession, precious, primogeniture, ruler, sacking, seafarer, successor, tax, tomb, tragedy, treaty, tribe, weapon, worship</p>	<p>raid, conquered, archaeologist, vicious, banish, ransom Fjord, rune, blacksmith, jarl, plunder, oarsmen, Longhouse, berserkers, longship, cargo, moored, prow, mast,</p>
<p><b>Significant People and Places</b></p>	<p>Boulton and Watt George Stephenson</p>	<p>Claudius, Caesar, Boudicca, Roman, Roman Empire, Rome, Italy, Iceni, York (Eboracum), London (Londinium),</p>	<p>Greenland, Scandinavia, Lindisfarne, Danelaw, Danegeld, The Great Heathen Army, Odin Leif Errikson</p>

<b>Additional Experiences</b>	Europort Detailed chronology of Doncaster's history – local history by Tim Lambert	Doncaster Museum	Murton Park – Visit for Vikings
<b>Career Links</b>	Primary Engineers-Doncaster Rail College	Plumber, Construction, Civil Engineer	See Geography Overview
<b>Year 5</b>			
<b>Unit Title/Enquiry</b>	<b>Year 5 – The Kingdom of Benin – 6 weeks</b>  <b>Should Britain be proud of the British Empire? The British Empire and the Slave trade - 16-19<sup>th</sup> Century (3 weeks)</b>	<b>Year 5 - Should Britain be proud of the British Empire? The British Empire and the Slave trade - 16-19<sup>th</sup> Century (3 weeks)</b>  <b>Who were the Tudors and what impact did the period in time have on modern Britain? 6 weeks</b>	<b>Year 5 –Geography Focus</b>
<b>National Curriculum Link</b>	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; <b>Benin (West Africa) c. AD 900-1300.</b>  To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
<b>Unit Overview</b>	<b>The Kingdom of Benin</b> The Kingdom of Benin was a kingdom that existed in West Africa, in the area which is now known as Nigeria. It began in the 900s when the Edo people settled in the rainforests of West Africa, and ended in 1897 when the kingdom was annexed by the British Empire. African history has always been available for Europeans to study and record but apart from Egyptian history is often little and intermittent. This is often due to the sources used to study African History which are often based on oral tradition and artefacts rather than written sources. We believe this gives children an opportunity to compare the different	Within this unit children will study in depth about the 'Tudor' period and impact on modern Britain. Children will build upon some of their previous learning on Tudor monarchs from Year 1.  Children will understand that The Tudors were a dynasty of kings and queens who ruled England between 1485 and 1603. The Tudors produced two of England's most successful and famous monarchs, Henry VIII and Elizabeth I.  Members of the House of Tudor were a family of Welsh descent that ruled England from 1485 until 1603. The first Tudor was Henry VII, who ruled from 1485 to 1509. He was the father of Henry VIII and the grandfather of Queen Elizabeth. Henry VII took control of the monarchy after defeating Richard III in the War of the Roses (so-named because a red rose and a white rose were the symbols of the houses of Lancaster and York, respectively). The reign of the Tudors ended when Elizabeth, who did not have any children, died in 1603.	<b>Geography Based Unit.</b>

sources used in different cultures and compare how they would have studied historical information about the same time period in Britain- Anglo Saxons- Vikings.

**The British Empire and the Slave Trade (3 weeks term 1 and 3 weeks term 2)**

Within this unit of History children will develop their understanding of the history and subsequent abolition of the Slave trade in Britain and beyond.

Children will discover how the British Empire grew and the reasons why Britain wanted an Empire. They will learn that the slave trade took off due to European nations (particularly Portugal, Britain and Spain) wanting slave labour to work their plantations and mines in North and South America. Slave labour meant that New World products such as sugar, tobacco and cotton could be sold to the rest of the world for a very cheap price. Slavery had always existed, but it was the scale of Atlantic Slave trade that has made it so infamous. An estimated 11 million Africans were transported across the Atlantic between 1500 and 1867, and their descendants make up much of the population of Brazil, the United States, and the Caribbean today. Once they arrived in the Americas, slaves were sold to the highest bidder at slave auctions. Much of what owners did to slaves was intended to rob them of their individuality. Slaves were separated from their families; separated from fellow tribespeople who spoke the same language; given western names; and banned from practicing African religions or speaking African languages. The best job to gain was as a 'house slave', but the great majority of slaves did backbreaking manual labour in farms and mines. The average life of a slave was just eight years, and only a small

The two centuries from 1500 to 1700 were a particularly eventful time in the history of England. The nation struggled over religion, vacillated between Catholicism and Protestantism, defeated an invasion by Spain, became a sea power, embarked on worldwide colonization, fought a civil war, executed a king, transformed itself into a republic, restored the monarchy, drove a king from the throne on account of his Catholicism, and finally emerged as a parliamentary government with strong checks on the power of the monarch.

England saw significant change under Tudor rule. During the sixteenth century, England emerged from Medieval times securing greater wealth. The Protestant Reformation occurred, the plays of William Shakespeare were written, and England led explorations that discovered America.

There were six Tudor monarchs altogether, although only five of them were actually crowned; Lady Jane Grey was queen for just nine days.

- **Henry VII** (1485 - 1509)
- **Henry VIII**, son of Henry VII and Elizabeth of York (1509 - 1547)
- **Edward VI**, son of Henry VIII and Jane Seymour (1547 - 1553)
- **Lady Jane Grey**, a descendent of Henry VIII's sister (1553)
- **Mary I**, daughter of Henry VIII and Catherine of Aragon (1553 - 1558)
- **Elizabeth I**, daughter of Henry VIII and Anne Boleyn (1558 - 1603)

Look at the Battle of Bosworth

	<p>minority escaped or bought their freedom.</p> <p>Children will understand the key events during the slave trade era and explore the lives and influence of significant people such as Ignatious Sancho, Harriet Tubman, Mary Prince and Olaudah Equiano.</p>		
<b>Prior Knowledge</b>	<p>Know about another African Civilisation-Ancient Egypt (yr 3 T2)</p> <p>Know about Queen Elizabeth I and Victoria (Year 1, Term 2)- their involvement in the Slade Trade. Industrial revolution and what trade is and know the difference between import and export (Year 4, Term 1) Transport (Year 2, Term 1)</p>	<p>Know about Queen Elizabeth I and Victoria (Year 1, Term 2) <i>Normans (Year 2, Term 2)- Compare Battles for Power- Hastings, Stamford Bridge, Linking to Bosworth-War of the Roses /Spanish Armada</i></p> <p>Romans- Year 4 Term 2- Conquering countries and battles of power. To know during Tudor times how the beginning of the British Empire was formed. (Year 5, Term 1)</p> <p>Understand what trade is and know the difference between import and export. (Year 4, Term 1)</p> <p>Romans- Year 4 Term 2- religion (linked to Henry VIII break with Rome)</p>	<p>Rich and poor/hierarchy in society (Year 1, Term 1 and Year 4, Term 1)</p> <p>Ancient Egypt- Y3 T2- Farming, hierarchical structures</p> <p>Trade links (Year 4, Term 1 and Year 5, term 1)</p> <p>Link back to tribes (Year 3, term 1)</p> <p>Roman tribes (Year 4, Term 2)-battles for power</p> <p>Comparison with Saxon rule from( Year 4-Term 3)</p>
<b>Future Links to this Unit</b>	<p>Human Rights – what are my rights?- Allowing children to link with knowledge of those who didn't have rights. (Year 6, Term 1)</p> <p>Year 5 Term 2- Francis Drake- Slave Trader.</p>	<p>WWII (Year 6, Term 2)</p>	<p>Mayan links</p>
<b>Substantive Knowledge</b>	<p><b>The Kingdom of Benin</b></p> <p><b>What can the historical Kingdom of Benin tell us about the different ways of seeing history?</b></p> <p><b>How and when was the Kingdom of Benin formed, and what role does oral tradition play in our understanding of Benin?</b></p> <ul style="list-style-type: none"> <li>Know that oral history suggests that the ancestors of the rulers of Benin moved to what became the Kingdom of Benin from Egypt</li> <li>Know that in a forested area of Western Africa circa 900 CE the Edo people cleared parts of the forest and built villages in which to live; by around the 11th century, these consolidated into a kingdom; the rulers of this</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the Wars of the Roses were fought between two families.</li> <li>To understand who the Tudors were and when they ruled England.</li> <li>To understand the difference between Catholicism and Protestantism, and that Martin Luther started the Reformation.</li> <li>To consider why Henry VIII made England a Protestant country. Marriage, religion, power or money.</li> <li>To consider how Henry benefited from the Dissolution of the Monasteries.</li> <li>To understand why Henry VIII tried so hard to have a son.</li> <li>To understand why the Tudor period (1485-1603) in British history is often known as the time of exploration and discovery.</li> <li>To understand the key events in Elizabeth I's 45 year reign- Religion- Elizabethan Settlement, Conflict with Spain, The Arts, Economy Growth that led to the period being named 'The Golden Age' in British History.</li> <li>To understand the causes and significance of defeating the Spanish Armada.</li> <li>To know who Francis Drake was and his role in the Spanish Armada and circumnavigation of the world.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the Ancient Mayans.</li> <li>To know about life in Ancient Maya.</li> <li>To know about the Mayan civilisation within a worldwide context and be able to contrast it with contemporary developments.</li> <li>To know how the shifting powers compare between the Maya region and Anglo-Saxon England</li> <li>To know when the Mayan civilisation was recognised.</li> <li>To know when Mayan society came to an end.</li> <li>To know about trade links from the Mayan civilisation.</li> <li>To know about rituals and ceremonies in the Mayan period.</li> <li>To know about Mayan tribes in the past and today.</li> </ul>

kingdom became known as Obas, and they held a similar role to monarchs in European countries

- Know that the Kingdom of Benin was located within the country that is now called Nigeria; there is a modern country called Benin, but this is not directly related to the Kingdom of Benin
- Know that before the Obas ruled, the area was called Igodomigodo and the rulers were called Ogisos

**Who were the Obas, and how was society organised in Benin?**

- Know what a dynasty is
- Know that women were not considered as potential Obas, but the Oba's mother was a key advisor to the Oba and ranked with the highest chiefs;
- Know that a line of Obas ruled the Kingdom of Benin until circa 1440 when Oba Ewuare became the Oba and began the kingdom's expansion into an empire
- Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire
- Know that the people of the Kingdom of Benin worshipped many gods
- Know that belief in many gods is called polytheism

**Who was Oba Ewuare, and how has his reign been interpreted by different people?**

- Know that some historians believe that before he became the Oba, Ewuare fled from Benin after his eldest brother became the Oba; when his elder brothers died, Ewuare did not at first become the Oba as his position was taken by his younger brother; after hiding

- To know about the discoveries of the new world.

and organising support, Ewuare defeated and killed his younger brother, burning the city in Benin to the ground

- Know that the Bini people gave Ewuare a title that means 'Ewuare the Great' because of his conquest of other lands and his reorganisation of government;
- Know that before Ewuare, a group of chiefs of powerful families called 'uzama' had the job of deciding the next Oba,
- Know that Ewuare was the Oba when the first European explorers arrived in Benin, led by Ruy de Sequeira, in 1472;
- Know that the Kingdom of Benin was a key trading centre in west Africa, and the Portuguese explorers were keen to trade with the Kingdom of Benin
- Know that trade is a key aspect of the development of large settlements as it means that goods that are not available can be acquired in exchange for goods that a settlement produces in excess
- Know that slavery existed across the ancient world and throughout human history, including its reintroduction into England during the reign of Edward VI
- Know that Ewuare encouraged the arts, in particular the carving of wood and ivory
- Know that Ewuare is likely to have begun the tradition of bronze heads being part of shrines to deceased Obas

**What was Benin City like at its height and how did this compare to wealthy European cities at the time?**

- Know that the wealth of the Kingdom of Benin was concentrated in Benin City, originally known as Edo, but many people lived beyond the city in villages, many of which were divided into villages by walls Know that Benin City was enclosed by massive walls and ditches to protect it from outsiders



- Know that craftsmen were a hugely important part of Benin's growth
- Know that explorers from Europe were shocked to find a city as impressive and advanced as Benin City; they had wrongly assumed that no such things existed in the continent of Africa;

**How did the Kingdom of Benin come to an end?**

- Know that an uncertain line of succession led to a period of civil war in around 1700 CE; in the 17th and 18th century, the power of the Kingdom of Benin began to decline due to repeated internal conflicts around who should be the next Oba; these conflicts diverted resources away from key aspects of the Benin economy and the maintenance of an organised military
- Know that in the late 19th century, some European countries, including Britain, were undertaking large-scale colonisation of territories around the world
- Know that towards the end of the 19th century, the Kingdom of Benin had - despite its decline - maintained its independence from European states,
- Know that in 1892, under pressure to do so, the Oba reluctantly signed a treaty with the British Empire allowing them greater control in the area;
- Know that in late 1896 a small British force asked leaders in Benin for permission to invade Benin City; without waiting for a reply, a small force of British troops, accompanied by around 250 soldiers of African origin,
- Know that the British Empire sent an army of around 1,200 men to invade Benin City;
- Know that the Kingdom of Benin became part of the British Empire and remained that way until 1960 when the territory became part of Nigeria

- Know that many of the Benin bronzes that have been studied throughout this topic are still held in museums across Europe, including the British museum,

**Should the Benin bronzes be returned or kept in the British Museum?**

- Know what are the Benin bronzes and how did many of them end up in the British Museum?
- Know why do some people argue that the Benin bronzes should remain in the British Museum
- Know why some people argue that the Benin bronzes should returned to Nigeria, the country within which the Kingdom of Benin existed
- Know and explain what should be done with the Benin bronzes and why

**The British Empire and Slave Trade  
(6 weeks across term 1 and 2)**

- To know why Britain wanted an Empire.
- To know about the growth of the British Empire.
- To know how Britain benefitted from the different countries in the Empire.
- To know about the beginning of the slave trade.
- To know about the abolition of the slave trade.
- To understand why African slaves were transported to the Americas.
- To understand the conditions experienced by slaves on the Atlantic passage.
- To understand the conditions experienced by slaves in the Americas.

	<ul style="list-style-type: none"> <li>• To know about significant people in the campaign for the abolition of slavery.</li> <li>• To know about key figures involved in the slave trade.</li> <li>• To know what the impact of the slave trade on the British Empire.</li> <li>• To be able to decide if Britain should be proud of the British Empire.</li> </ul>		
<b>Disciplinary Knowledge</b>	<p><b>Chronological knowledge</b> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations, Britain vs the Americas.</p> <p><b>Historical enquiry</b> <b>Benin</b> Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval) Know that oral tradition is the passing down of what has been said from generation to generation; in particular it relates to aspects of culture that were not written down originally (retrieval) Know that some historians are sceptical about the reliability of oral traditions for understanding history; others recognise that other sources are also imperfect and that systematic collection of oral histories can shed light on parts of history that might otherwise be entirely unknown Know that archaeology is the study of the past by looking at non-written artefacts from that time; often these are excavated from beneath the ground (retrieval)</p>	<p><b>Chronological knowledge</b> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations – reformation</p> <p><b>Historical enquiry</b> Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses Investigate own lines of enquiry by posing historically valid questions to answer Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past</p> <p><b>Interpretations of history</b> Find and analyses a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions</p>	<p><b>Chronological knowledge</b> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations – reformation</p> <p><b>Historical enquiry</b> Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses Investigate own lines of enquiry by posing historically valid questions to answer Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past</p> <p><b>Interpretations of history</b> Find and analyses a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions</p>

Know that the sources that are used to understand Benin City - as with those used to understand any aspect of history - come from a range of perspectives  
Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval)  
Know how our knowledge of the past is constructed from a range of sources (retrieval)  
Know how our knowledge of the past is constructed from a range of sources (retrieval)  
Know how to recognise connections, contrasts and trends over time (retrieval)  
Know that a historical source can provide evidence relating to the events of the past (retrieval)  
Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval)  
Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion (retrieval)  
Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people (retrieval)  
Know how our knowledge of the past is constructed from a range of sources (retrieval)  
Know how to recognise connections, contrasts and trends over time (retrieval)  
Know how to construct informed responses that involve thoughtful selection and organisation of relevant historical information  
**British Empire**  
Recognise when they are using primary and secondary sources of information to investigate the past

Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites

Select relevant sections of information to address historically valid questions and construct detailed, informed responses  
Investigate own lines of enquiry by posing historically valid questions to answer

Recognise when they are using primary and secondary sources of information to investigate the past

#### **Interpretations of history**

##### **Benin**

Know that the version of events described above is disputed and that there is no written evidence from the time, only oral tradition, on which to rely  
Use a wide range of different evidence to collect evidence about the past

##### **British Empire**

Find and analyses a wide range of evidence about the past  
Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past  
Consider different ways of checking the accuracy of interpretations of the past  
Realise that there is often not a single answer to historical questions

<p><b>Example Vocabulary</b></p>	<p>Slavery, Atlantic passage trade, slave, ship, auction, branding, petition Abolitionists, Empire, Colony, Trade, Freedom, auction, Human rights, Middle passage, Profit, Empire, Triangle trade Barracoon, boycott, colony, branding, resistance, plantation, Tran Atlantic New World, Canada, Quebec, New France, East India Company Mughal Empire Bengal, Madras, Nawab, Patriotism, Seven Years War Rule Brittainia</p> <p><b>Benin</b> : ancestor, artefact, attack, century, colony, custom, descendant, destroyed, dispute, dynasty, exile, goods, massacre, migrate, modern, monument, nobility, organisation, past, period, population precious, production, property, represent, ruler, sacking, seafarer, sophistication, stability, successor, symbolism, territory, tragedy, transport, treaty, unity, worship</p> <p>atrocitiy, consolidate, consumption, distribution, guild, hostility, notoriety</p>	<p>Monarchy, dynasty, successor, Catholic, Protestant, monastery, monks, armada, Tudor, Golden Age, succession, heir, reign Dispensation, dissolution, reformation, divine right, annulment, execution, Act of Supremacy, sea naval, circumnavigate,</p>	<p>Abandoned, astronomer, ceremony, irrigation, terracing, traditions, time sacrifice, uninhabitable, region, crops, drought, annexe, hostile, invade, trade, port, kingdom Maya, Deity, Chichen Itza, Legend, Maize Corn, Sacrifice, ajaw, jadeite, obsidian, limestone, ravine,</p>
<p><b>Significant People and places</b></p>	<p>West Africa, America, British Empire, Queen Elizabeth I, Queen Victoria, Ignatious Sancho, Olaudah Equiano, Harriet Tubman, Mary Prince (West Indian slave) Africa Europe, William Wilberforce</p> <p><b>British Empire:</b> The United Kingdom, together with its dominions, colonies, dependencies, trust territories, and protectorates became the Commonwealth of Nations following the independence of many of its constituent countries.</p> <p><b>New World:</b> The continents of North America and South America combined.</p>	<p>Henry VII Martin Luther Henry VIII Catherine of Aragon Anne Boleyn Jane Seymour Lady Jane Grey Catherine of v Sir Francis Drake</p> <ul style="list-style-type: none"> <li>• Martin Luther was a German who started the Reformation when he publically criticised the Catholic Church.</li> <li>• John Calvin built on Luther’s ideas and took them even further. Catherine of Aragon was a Spanish princess and Henry VIII’s first wife and the mother of Mary I.</li> <li>• Anne Boleyn was Henry VIII’s second wife and the mother of Elizabeth. She came from a strongly Protestant family.</li> <li>• Jane Seymour was Henry VIII’s third wife and the mother of Edward VI. Henry VIII was the king of England from 1509 to 1547. He made the Break with Rome even though he did not have Protestant beliefs. Edward VI was the king of England from 1547-1553; he was raised as a Protestant.</li> </ul>	<p>Mesoamerica Calakmul, Tikal, Palenque Copan Chichen Itza Coba</p> <p>Modern-day <sup>1</sup>countries- Mexico, Guatemala, Belize, M El Salvador and Honduras.</p> <p>Comparison with Britain: From the 5th century up until AD 927, England was not a united country like today and instead it was separated into many kingdoms. Historians refer to the seven largest kingdoms as the 'heptarchy'. Each kingdom had its own king and they would often fight between each other.</p> <p>King Offa of Mercia Ajaw Tan Te’ K’inich of Aguateca</p>

		<ul style="list-style-type: none"> <li>• Mary I was the queen of England from 1553 to 1558; she was a strong Catholic.</li> <li>• Also known as Mary Tudor.</li> <li>• Elizabeth I was the queen of England from 1558 to 1603; she was a Protestant.</li> </ul>	
Additional experiences	William Wilberforce Museum (Hull) Brodsworth Hall	Shakespeare Theatre Company Sheffield Manor Lodge	See Geography Overview
Career Links	Activist Political Speaker Ethical Sourcing Manager	Historians	See Geography Overview
<b>Year 6</b>			
Unit Title/Enquiry	<b>Year 6 - Which people have fought for my rights?</b>	<b>Year 6 - What are we fighting for?</b>	<b>Year 6 - Why are we fighting for our future?</b>
National Curriculum Link	<p><b>Ancient Greece 6 weeks</b> – a study of Greek life and achievements and their influence on the western world – The Government and democracy of Ancient Greece</p> <p>In this unit, the children will use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they will find out about the city states of Athens and Sparta, democracy, government, beliefs, culture, and through Greek mythology in English, some of the key events and individuals from this period. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p> <p><b>6 Weeks CIVIL RIGHTS</b> - To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Women's rights, children's rights, workers' rights.</p>	To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – <b>The end of World War I through to the events leading to World War II and the Battle Of Britain.</b>	Changes in history of awareness about pollution and renewable energy e.g. coal power being a huge source of fuel in the past.
Unit Overview	<p><b>What are my Rights?</b></p> <p>In this unit, children will learn about the very start of the democratic structure in the time of the Ancient Greeks. Building</p>	<p><b>What are we fighting for?</b></p> <p>In this unit children will study the events that followed WW1 (Treaty of Versailles) in Germany that led to the beginning of World War 2. How Hitler</p>	<b>Geography Based Unit.</b>

on from Year 4's understanding of changes in the factories and Year 5's knowledge about the abolition of the slave trade, they will then focus on understanding campaigns to extend the vote beyond the aristocracy and to women and to the removal of segregation between black and white people. Children will understand how things have changed over time and about some of the significant figures behind the movements.

#### Workers' Rights

- The Industrial Revolution spread rapidly throughout Britain during the 1800s, leading to large numbers of people, including children, being employed in mines and factories.
- Working hours were long, conditions unsafe and there was little protection for workers.
- Charles Dickens campaigned against child labour, often including stories of the maltreatment of children in his novels.
- Riots and strikes were common as people campaigned for better conditions.
- The Factory Act of 1833 aimed to improve conditions. At the same time, people were campaigning for their political rights.
- The Chartist movement (1838-1857) campaigned for political reform. It was led by William Lovett, Feargal O'Connor and William Cuffay.
- Although it was not successful, it laid the foundations of the present-day Labour party.

#### Womens' Rights

- In the early 20th Century many women, and some men, began to demand equal rights for women.

rose to power during this period and gained followers through his public speaking sharing his views about who to blame for the humiliating treaty, which had become an obsession; his paranoid delusions and bigotry that led him to pin blame upon the Jewish citizens. He wrongfully accused the Jewish people of profiting from the war and when he joined a small nationalist political party, his manipulative public speaking launched him into its leadership and drew larger crowds of followers – anti-Semitic views were commonplace in Germany at this time. Children will learn how Hitler over the next few years eventually came to be President of Germany and Supreme Dictator through his various tactics. Children will then learn about the key timeline of events:

- 1933 Adolf Hitler became leader of Germany.
- 1939 Germany begin to invade countries such as Poland. On the 3rd September, Britain declared war on Germany.
- 1940 Germany attacked countries in Western Europe. More countries joined the war. Battle of Britain occurred.
- 1941 Germany invaded Russia. USA joined the war.
- 1942 Germany declared war on USA.
- 1943 Warsaw Ghetto Uprising. Italy surrendered, swapped sides and declared war on Germany.
- 1944 - D-Day Germany declared war on USA.
- 1945 Adolf Hitler committed suicide and the German soldiers surrendered. World War 2 ended in Europe on 8th May which we now celebrate as VE Day. The United States dropped the first atomic bomb on Hiroshima on 6th August. The World War ended officially on 3rd September.

Children will learn about the horrific treatment of the Jewish people during WW2 by the Nazis. Children will learn about Winston Churchill and life in Britain on the homefront during the Blitz, evacuation of children from cities to the countryside and the evolution of the role of women in society during this time period.

Useful Knowledge Resources:

<file:///Users/sarahcope/Downloads/World-War-2-Week-3-PPT-2.pdf>

<file:///Users/sarahcope/Downloads/World-War-2-Week-3-PPT-2.pdf>

<file:///Users/sarahcope/Downloads/World-War-2-Week-1-v.21.pdf>

<file:///Users/sarahcope/Downloads/Battle-of-Britain-Timeline-1-1.pdf>

<file:///Users/sarahcope/Downloads/World-War-2-knowledge-organiser-1.pdf>

1. How did Nazi Germany begin and what was it like there?
2. How did the Second World War begin and how was the United Kingdom involved?
3. How did British forces claim victory at the Battle of Britain?



	<ul style="list-style-type: none"> <li>• Millicent Fawcett founded the National Union of Women's Suffrage, the Suffragists, which used only peaceful forms of protest.</li> <li>• Emmeline Pankhurst formed the Womens' Social and Political Union, the Suffragettes, in 1903. They used more active and sometimes violent means of protest. The Suffragettes began protesting around the country and were imprisoned, force fed, spat upon and worse. The crucial role played by women during the First World War persuaded the Prime Minister David Lloyd George to grant female householders over thirty the vote in 1918.</li> <li>• It was not until 1928 that women were allowed to vote on the same terms as men.</li> </ul>		
Prior Knowledge	Industrial revolution (Year 4, Term 1) Abolition of the slave trade (Year 5, Term 1) Rights of people in 1700s/1800s (Year 5, Term 1)	Kings and queens (Year 1, Term 2) British Empire (Year 5, Term 1) Trade (Year 4, Term 1)	Know about the Inuit tribes from Greenland – (Y3)
Substantive Knowledge	<ul style="list-style-type: none"> <li>• To know who the Ancient Greeks were.</li> <li>• To know when the Ancient Greeks ruled.</li> <li>• Know that history is the study of the past, in particular the changes over time that have occurred within human society</li> <li>• Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord)</li> <li>• Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• To know who the important people were in WWII.</li> <li>• To know the causes and effect of actions ahead of WWII.</li> <li>• To know how trade was limited during WWII resulting in rationing.</li> <li>• To know that being self-sufficient was important during WWII.</li> <li>• To know the difference between life in the countryside and life in the towns.</li> <li>• To know the main events from a specific period in history, explaining the order in which key events happened.</li> <li>• To know how Britain has had a major influence on world history.</li> <li>• To know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li> <li>• To be able to recognise and describe differences and similarities/ changes and continuity between different periods of history.</li> <li>• To know the relationships between causes in history.</li> <li>• To know that Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</li> <li>• To know why there may be different interpretations of events.</li> <li>• To know why certain events, people and changes might be seen as more significant than others.</li> <li>• To be able to pose and answer their own historical questions.</li> </ul>	<b>Geography Based Unit.</b>

- Know that the Stone Age lasted for a very long time, most of which was spent as hunter-gatherers without settled homes; towards the very end of this period, humans began living in settlements, undertaking agriculture and raising animals; this created a surplus of food and allowed people to specialise in particular jobs, leading to new technology, architecture and art
- Know that the Bronze Age and Iron Age followed the Stone Age, during which time people started using using more complicated tools made from these metals
- Know that the earliest civilisations were ancient Egypt, ancient Sumer, the Indus Valley civilisation and Shang Dynasty China (which began somewhat later); these civilisations were based around fertile river floodplains and involved large groups of people living together with a shared culture and social hierarchy
- Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations
- Know that historians don't always agree on what makes a civilisation; saying that a society was uncivilised is often considered as an insult and a way for people in certain places to feel superior to others
- Know that the maintenance of laws and stability in these

ancient civilisations was provided by governments, usually led by powerful rulers, like monarchs (kings , queens, emperors or empresses)

- Know that the government is a system or group of people with some power over an organised community or country (retrieval from geography)
  - To know there are three main types of government in Ancient Greece.
  - To know about Athenian democracy.
  - To know who qualifies as a citizen.
  - To know who can vote.
- 
- To know that civil rights are guarantees of equal protections and social opportunities under the law of a given society or nation regardless of a person's race, religion, gender or any other characteristics; civil rights are an essential components of a democracy
  - To know that the word civilisation comes from the Latin word "civitas" meaning city
  - To know that following World War 2, an international organisation called the United Nations (UN) was established with the aim of maintaining international peace and security.
  - To know the different forms of protest and how these have changed over history, including how we protest and campaign now.

	<ul style="list-style-type: none"> <li>• To know about the changes to women’s rights.</li> <li>• To know who Martin Luther King was and the impact he had on the world.</li> <li>• To know who Rosa Parks was and the impact she had on the world.</li> <li>• To know the impact of Nelson Mandela on the lives of people in South Africa.</li> </ul>		
<b>Disciplinary Knowledge</b>	<p><b>Chronological knowledge</b> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations, Britain vs the Americas.</p> <p><b>Historical enquiry</b> Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses Investigate own lines of enquiry by posing historically valid questions to answer</p> <p><b>Interpretations of history</b></p>	<p><b>Chronological knowledge</b> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations, Britain vs the Americas.</p> <p><b>Historical enquiry</b> Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses Investigate own lines of enquiry by posing historically valid questions to answer Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past</p> <p><b>Interpretations of history</b> Find and analyses a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions</p>	<p><b>Geography Based Unit.</b></p>

	Find and analyses a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions		
<b>Example Vocabulary</b>	Civilization, polis, democracy, Monarchy, government, Society, Period Civilizations Athenians Spartans Empire Democracy Suffrage, Suffragettes AD, age, artefact, BC, BCE, CE, century, chariot, epic, event, historian, influence, language, leisure, modern, past, period, rebellion, ruler, territory , contribution, discipline, employment, empress, experience, flourishing, hero, implement, isolation, journey, limited, luxury, navy, original, reality, seafarer, successor, thinker, tragedy Prosperity, exile, apartheid, reform, campaign Chronological order, Civil rights, Human rights, Peace, Equality, boycott	evacuee, evacuate, conflict, rationing, invasion, peace, persecute, Prime Minister, surrender, Invasion, Enemy, VE Day, Homefront, Rationing, Home Guard, Anderson Shelter, Morrison Shelter, Bombing, Gas Mask, Air raid siren, Propaganda, Hitler, Nazi, Surrender, Troops, Invasion, Luftwaffe, Battle, Spitfire, Aerial view, overthrow, occupation, citizen, state, dictator Kinder transport, antisemitism, Nazi, Blitz, Allies, Axis, air raid, treaty of Versailles, League of Nations,	See Geography Overview
<b>Significant People and Places</b>	Athens, Sparta Martin Luther King Jr, Nelson Mandela, Emmeline Pankhurst, Charles Dickens,	Adolf Hitler, Nazi Party, Aryan race Neville Chamberlain Winston Churchill	See Geography overview
<b>Additional Experiences</b>	Social Justice Project- Olivia Jones	Eden Camp	
<b>Career Links</b>	Lawyer, Police, Solicitor, Judge, MPs Political activist	MPs Army Soldier Political Activist	Environmental activists