

History Curriculum Coverage

Expected Vocabulary. NC Objectives. Intended activities. Prior learning in the curriculum / Opportunities for Maths, English, 10 Parkview key skills and enrichment

EYFS links

Prime areas

Physical Development: *Moving and Handling *Health and Self-Care

Personal, Social and Emotional Development: *Making Relationships * Self Confidence and Self-Awareness * Managing Feelings and Emotions

Communication and Language: * Listening and Attention * Understanding * Speaking

Specific Areas

Literacy: *Reading *Writing

Mathematics *Numbers *Shape, Space and Measure

Understanding the World: *People and Communities * The World * Technology

Expressive Arts and Design: *Exploring and Using Media and Materials *Being Imaginative

Year One Topic/theme	Curriculum Objective	Knowledge/Activity	Vocab
Autumn 1 How am I making History?		<p>Prior learning – ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Topic overview – Reflecting on their own experiences, children use terms such as ‘before’ and ‘after’, discuss memories and start to order events on a timeline. This develops their initial</p>	<p>celebrate celebration change childhood different event family future grandparent</p>

	<p>Lesson 6</p> <p>LO: To identify that some things change and some things stay the same.</p>	<ul style="list-style-type: none"> • I can think of one similarity between childhood now and childhood in the past. • I can think of one difference between childhood now and childhood in the past. <p>Children use what they have learnt about childhood in the past, and look for similarities and differences with their own lives.</p> <p>PSHE links - families are important for children growing up because they can give love, security and stability.'</p> <p>Parkview skills – curious, self-aware</p> <p>Lesson 6 – How am I making history?</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use relevant vocabulary to describe what I have found out. • I can think of three ideas about myself to add to the time capsule. • I can discuss possible changes in the future. <p>Reflecting on what they have learnt in the unit, children consider their own history and discuss whether the future is likely to change or to remain the same as it is now.</p> <p>PSHE links - that families are important for children growing up because they can give love, security and stability.'</p> <p>Parkview skills – communication, challenge, curious</p>	
Autumn 2 no history			

	<p>Lesson 3 LO: To investigate what toys were like up to 100 years ago.</p>	<p>Lesson 3 – What were toys like in the past? Success criteria</p> <ul style="list-style-type: none"> • I can sort and sequence artefacts from different time periods. • I can use words relating to the passing of time. • I can ask and answer questions about artefacts. <p>Discovering what toys were like up to 100 years ago; using and evaluating artefacts to find out information.</p> <p>English links - Ask relevant questions to extend their understanding and knowledge</p> <p>Maths links - Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Parkview skills – challenge, literate, independent, numerate</p>	
	<p>Lesson 4 LO: To compare toys from the past with modern toys.</p>	<p>Lesson 4 – What is similar and different about toys now and in the past? Success criteria</p> <ul style="list-style-type: none"> • I can identify similar toys from different periods. • I can identify differences between toys. <p>Learning to compare artefacts from two time periods, identifying similarities and differences.</p> <p>English links - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Parkview skills – independent, curious, challenge</p>	

		Core Parkview skills – Curious about the world around us Communicating ideas to each other about the past and thoughts	
No history summer 2			
Year Two	Curriculum Objective	Knowledge/Activity	Vocab
Autumn 1 How did we learn to fly?	<p>Lesson 1 LO: To explore the story of the Wright brothers</p> <p>Lesson 2 LO: To develop an understanding of historical significance</p>	<p>Prior learning – pirates Y1, ship transport. Historical skills comparing the past and present. How was school different in the past? Timeline learning in year 1.</p> <p>Lesson 1 – Who were the Wright brothers? Success criteria</p> <ul style="list-style-type: none"> • I can recount events using sources. • I can identify important events. • I can sequence events using a comic strip. <p>English links – retelling a story Maths links – sequencing and ordering</p> <p>Lesson 2 – When was the first flight? Success criteria</p> <ul style="list-style-type: none"> • I know that a significant person or event can be someone or something that changed the lives of others. • I can explain why some events are more significant than others. • I can give some reasons why events or people are significant. <p>English – speaking and listening</p>	beyond living memory inventor lifetime

	<p>Lesson 3 LO: To investigate why Bessie Coleman is historically significant using photographs.</p>	<p>Lesson 3 – Why is Bessie Colman significant? Success criteria</p> <ul style="list-style-type: none"> • I can describe the impact of the first flight. • I can use sources to find out about Bessie Coleman. • I can ask questions about the events of her life. 	
	<p>Lesson 4 LO: To develop an understanding of primary sources.</p>	<p>Lesson 4 – Why is Amelia Earhart significant? Success Criteria</p> <ul style="list-style-type: none"> • I know that a primary source is an object from the time of the event. • I can use a primary source to find out more about the past. 	
	<p>Lesson 5 LO: To investigate why the Moon landing was a significant event in history.</p>	<p>Lesson 5 - Why was the Moon landing special? Success criteria</p> <ul style="list-style-type: none"> • I can ask three questions about events in the past. • I can explain why an event in the past is significant. • I can describe the impact of the moon landing on future space explorations. <p>English – asking and answering questions</p>	
	<p>Lesson 6 LO: To place significant flight events on a timeline.</p>	<p>Lesson 6 – How did we learn to fly? Success criteria</p> <ul style="list-style-type: none"> • I can sequence five events correctly on a timeline. • I can identify what changed and stayed the same. • I can explain that changes happen because of new technology. 	

		<p>Maths – ordering number in chronological order</p> <p>English – speaking and listening to reason different subjects</p> <p>Maths- time from timeline learning and place value</p> <p>Curious – Explore the transport timeline – Where could these inventions take us in the future?</p>	
<p>Fire and Plague (NOT a KAPOW unit) Autumn 2</p>	<p>Lesson 1 LO: I can find out some of the ways in which London has changed.</p> <p>Lesson 2 LO: I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.</p> <p>Lesson 3 LO: I can find out about how the Great Fire started and spread across London.</p> <p>Lesson 4: LO: I can understand how we know about the Great Fire of London</p>	<p>Prior learning – thinking and comparing the past and present in year 1 and 2.</p> <p>Lesson 1: London Past and Present To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.</p> <p>Lesson 2: Life in the 17th Century To identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666.</p> <p>Lesson 3: The Events of the Great Fire To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.</p> <p>Lesson 4: How Do We Know About the Great Fire? To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire</p>	<p>Year, century, Britain, London, capital city, past, present, old, modern, change, River Thames. Timeline</p> <p>Range of 17th century jobs: chimney sweep, blacksmith, apothecary, rat catcher, gong farmer, spinster, chandler, scullery maid, carpenter, fire fighter.</p> <p>Order, event, timeline.</p>

	<p>Lesson 5: LO: I can find out how London was rebuilt after the Great Fire.</p> <p>Lesson 6: LO: I can show what I have learned about the Great Fire of London</p>	<p>Lesson 5: What Happened After the Great Fire? To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p> <p>Lesson 6: What Have We Learned About the Great Fire? To understand key features of events, choosing and using parts of stories and asking and answering questions through creating a newspaper report, describing the main events of the Great Fire.</p> <p>Maths – Measurement – Tell and write the time to 5 minutes, including quarter past/to the hour and draw hands on clock faces.</p> <p>Value – Value the world around us and where it has come from Communicator – presenting ideas to the class Curious – exploring how a major event happened</p> <p>Enrichment – fire department coming in to show a safe fire demonstration</p>	<p>Source, evidence, diary, eyewitness, Samuel Pepys.</p> <p>King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Pauls Cathedral, Monument.</p> <p>Newspaper report, The London Gazette.</p>
<p>Spring 2 What is a monarch?</p>	<p>Lesson 1</p>	<p>Prior learning – learning about the past skills in year 1. Learning what a significant individual is from year 1. Learning about what the England looked like during the great fire of London.</p> <p>Lesson 1 – What is a monarch? Success criteria</p>	<ul style="list-style-type: none"> • Bayeux Tapestry • coronation • monarch • monarchy • power

	<p>LO: To explore monarchy by finding out about King Charles III.</p>	<ul style="list-style-type: none"> • I can explain what a monarch is. • I can recall who rules the UK. • I can identify some of the monarch's duties. 	
	<p>Lesson 2</p> <p>LO: To explore coronations by acting out the ceremony.</p>	<p>Art and design</p>	
	<p>Lesson 3</p> <p>LO: To discover how William the Conqueror became king by exploring the Bayeux Tapestry.</p>	<p>Lesson 2 – Who is our monarch today?</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain how and when someone becomes a monarch. • I can identify steps in the coronation ceremony. • I can explain the use of special objects in a coronation. <p>British values – tolerance of different faiths</p>	
	<p>Lesson 4</p> <p>LO: To explore how William the Conqueror ruled by investigating Norman castles.</p>	<p>Lesson 3 – How did William the Conqueror become King of England?</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain how and when someone becomes a monarch. • I can identify steps in the coronation ceremony. • I can explain the use of special objects in a coronation <p>Art and design</p> <p>Lesson 4 – How did William the Conqueror rule?</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • I can explain why the Normans built castles. • I can name the two types of castles built by the Normans. • I can recognise similarities and differences between Norman castles. 	

	<p>Lesson 5</p> <p>LO: To analyse how effective castles were by exploring their features.</p>	<p>Lesson 5 - How did castles change?</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can explain why the Normans built castles. • I can name the two types of castles built by the Normans. • I can recognise similarities and differences between Norman castles. <p>DT and art and design</p>	
	<p>Lesson 6</p> <p>LO: To evaluate how the monarchy has changed.</p>	<p>Lesson 6 – What was a monarch in the past?</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe what kind of monarch William the Conqueror was. • I can compare the monarchy in the past to the monarchy today. • I can recognise that the monarchy has changed. <p>Learn about William the conqueror and his coronation, and compare this to Charles III.</p> <p>Art links - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>English – speak and listen to others act as a monarch during a coronation</p> <p>Maths – brief link to roman numerals when discussing the different kings and queens</p> <p>Challenge – Challenge your thinking, compare different monarchs to eachother.</p> <p>Communicator – Express you opinions towards the Monarchs</p> <p>Creative - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Enrichment opportunity – reanact a coronation, write a letter to the King, possibility of history day ‘Kings and Queens’</p>	

		Art and design in different lessons (building castles)	
Summer 1	History Not Taught		
Summer 2	History Not Taught		

History Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Autumn 1 Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	<p>Lesson 1 LO: To recognise the chronology and significance of prehistory.</p> <p>Lesson 2 LO: To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</p>	<p>Prior learning – chronological order in year 2, comparison to the past and present</p> <p>Lesson 1 – How long ago did prehistoric man live? Success criteria</p> <ul style="list-style-type: none"> • I know that the prehistoric period began millions of years ago. • I can recognise that the Stone Age lasted for most of human history. • I can locate BC and AD on a timeline and explain how history is divided into periods. <p>English – spoken language</p> <p>Lesson 2 – What does Skara Brae tell us about life in the Stone Age? Success criteria</p> <ul style="list-style-type: none"> • I can use evidence to make observations about Stone Age houses. • I can explain my observations. • I can explain the limitations of archaeological evidence. <p>English – spoken language</p>	<p>AD (Anno Domini) age barter BC (Before Christ) date evidence export historian import prehistory primary source reconstruction secondary source settlement</p>

	<p>Lesson 3 LO: To use archaeological evidence to investigate the Bronze Age.</p> <p>Lesson 4 LO: To use deductions to explain how bronze transformed prehistoric life.</p> <p>Lesson 5 LO: To understand the importance of trade during the Iron Age.</p>	<p>Lesson 3 – Who was this Bronze Age man? Success criteria</p> <ul style="list-style-type: none"> • I can use evidence to make deductions about the life of a Bronze Age man. • I can ask my own questions about archaeological evidence. • I can evaluate the limitations of archaeological evidence. <p>English – spoken language</p> <p>Lesson 4 – What was the impact of bronze in prehistoric Britain? Success Criteria</p> <ul style="list-style-type: none"> • I can describe how bronze arrived in Britain. • I can explain how some aspects of life were changed by bronze. • I can identify similarities and differences between the Stone Age and the Bronze Age <p>Science - Observe that some materials change state when they are heated or cooled.</p> <p>Lesson 5 - How did trade change lives in Iron Age Britain? Success criteria</p> <ul style="list-style-type: none"> • I can explain how trade increased during the Iron Age. • I can identify which items were exchanged during the Iron Age. • I can explain why coins were introduced. <p>Geography - Human geography, including trade links.</p>	
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	<p>Lesson 6</p> <p>LO: To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</p>	<p>Lesson 6 – What changed between the Stone Age and the Iron Age?</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can use secondary sources to compare settlements. • I can identify changes and continuities between Neolithic and Stone Age settlements. • I can explain which prehistoric period I would prefer to have lived in. <p>Geography - Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>English – Persuasion – Leaflet – Which era within the Stone Age should I visit?</p> <p>Maths – Place value – compare and order numbers- links to chronological order</p> <p>Value – Value the world around us and where it has come from</p> <p>Literate – Develop skills through producing a leaflet about an era</p> <p>Team Player – Build Stonehenge out of biscuits – work together</p> <p>Guided Reading – Stone Age Boy (Book) and Back to the Stone Age (poetry)</p> <p>Enrichment – stone age day</p>	
Autumn 2 – no history			
<p>Spring 1</p> <p>British history 2: Why did the Romans invade and settle in Britain?</p>	<p>Lesson 1</p>	<p>Prior learning – Bronze, Stone and Iron age links, primary sources from year 2, chronological order from KS1 learning, asking and answering questions</p> <p>Lesson 1 - What was it like to live in Ancient Rome?</p> <p>Success Criteria</p>	<p>archaeology</p> <p>border</p> <p>chronology</p> <p>civilisation</p> <p>conquer</p> <p>emperor</p> <p>empire</p>

	<p>LO: To investigate life in Ancient Rome by looking at its buildings.</p> <p>Lesson 2 LO: To explore the causes of the Roman invasion of Britain.</p> <p>Lesson 3 LO: To investigate the different responses to the Roman invasion using a range of sources.</p> <p>Lesson 4 LO: To explore how the Roman army was so successful using a range of sources.</p>	<ul style="list-style-type: none"> • I can identify where Ancient Rome was located. • I can find out about Ancient Rome by exploring its buildings. • I can explain what was important to people in Ancient Rome. <p>English – spoken language</p> <p>Lesson 2 - Why did the Romans invade and settle in Britain? Success Criteria</p> <ul style="list-style-type: none"> • I can explain the meaning of the words 'empire', 'invasion' and 'settlement'. • I can discuss the chronology of the Roman invasion. • I can analyse the different reasons for the Roman invasion of Britain <p>English – spoken language</p> <p>Lesson 3 - How did Britons respond to the Roman invasion? Success Criteria</p> <ul style="list-style-type: none"> • I can explain how the Celts responded to the Roman invasion. • I can use this knowledge in a debate. • I can decide whether evidence is a primary or secondary source. <p>English - Listen and respond appropriately to adults and their peers. Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Lesson 4 - Why was the Roman army so successful? Success Criteria</p>	<p>expand government hygiene impact invasion legacy leisure</p>
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	<p>Lesson 5 LO: To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.</p> <p>Lesson 6 LO: To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Articulate and justify answers, arguments and opinions. • Participate in discussions, presentations, performances, role play, improvisations and debates. <p>Lesson 5 - What do artefacts suggest about the lives of Roman soldiers in Britain?</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • I can explain why Hadrian's Wall was built. • I can describe the significance of Vindolanda in the history of the Roman Empire. • I can use artefacts to make deductions about the lives of Roman soldiers in Britain. <p>Lesson 6 - What was the legacy of the Roman Empire in Britain?</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • I can explain when and why the Roman occupation of Britain ended. • I can explain the meaning of the term 'legacy'. • I can evaluate the significance of different Roman legacies. <p>English – spoken language</p> <p>English – Diary - A day in the life of a legion soldier</p> <p>Maths – Roman Numerals</p> <p>Curious – Ask why the Roman built incredible inventions?</p> <p>Explore</p>	
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		Guided Reading – Empire’s End A Roman Story (book)	
Spring 2	History Not Taught		
Summer 1	History Not Taught		
Summer 2 Ancient Maya	<p>Lesson 1 LO: To explore the challenges faced by the ancient Maya when settling in the rainforest.</p> <p>Lesson 2 LO: To infer how the ancient Maya valued and used cacao by exploring historical artefacts.</p> <p>Lesson 3 LO: To describe the role of Maya gods and goddesses by studying images and scenarios.</p>	<p>Prior learning – using sources to analyse, how Mayans compare to the stone age and Romans. Links to learning in year 1 about human and physical features from geography</p> <p>Lesson 1 - How did the ancient Maya settle in a rainforest? Success criteria</p> <ul style="list-style-type: none"> • I can describe when and where the ancient Maya lived. • I can discuss the advantages and challenges of settling in the rainforest. • I can consider which developments helped overcome these challenges. <p>Geography – links to human and physical</p> <p>Lesson 2 - How important was chocolate to the ancient Maya? Success criteria</p> <ul style="list-style-type: none"> • I can identify some of the food that the ancient Maya ate. • I can explore some historical sources to find out how cacao was used. • I can discuss how the use of cacao by ancient civilisations has impacted the world we live in today. <p>Geography – human and physical</p> <p>Lesson 3 - What did the ancient Maya believe? Success criteria</p> <ul style="list-style-type: none"> • I can name some Maya gods and goddesses. • I can identify the characteristics of some Maya gods and goddesses. 	<p>achievement afterlife ancient civilisation creation currency decline gods/goddesses historian ritual settlement trade</p>

	<p>Lesson 4 LO: To develop recording skills through exploration of ancient Maya inventions</p> <p>Lesson 5 LO: To make deductions about an ancient Maya city by exploring remains.</p> <p>Lesson 6 LO: To evaluate historians' claims on the decline of the ancient Maya cities.</p>	<ul style="list-style-type: none"> • I can discuss the impact some beliefs had on ancient Maya life. <p>Religion and world views English – spoken language</p> <p>Lesson 4 - How did the Maya reflect world beliefs in their inventions? Success criteria</p> <ul style="list-style-type: none"> • I can describe some inventions of the ancient Maya. • I can discuss how some inventions were connected to their beliefs. • I can ask questions to categorise an invention. <p>Science – working scientifically English – spoken language</p> <p>Lesson 5 - What do remains tell us about ancient Maya cities? Success criteria</p> <ul style="list-style-type: none"> • I can use remains to identify the features of an ancient Maya city. • I can infer how some features were used. • I can plan a city from the ancient Maya period. <p>English – reading comprehension Geography – skills and field work – measure and record human and physical features</p> <p>Lesson 6 - What caused the decline of the ancient Maya cities? Success criteria</p> <ul style="list-style-type: none"> • I can describe claims made about the decline of the ancient Maya cities. • I can begin to evaluate a claim. • I can discuss what I think was the main cause for the decline of the ancient Maya cities. 	
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		<p>English – reading comprehension Geography– human and physical features</p> <p>English – lots of reading comprehension and spoken language opportunities Maths – map reading and directions Literate, apply skills to history. Communicator, to explain key points</p>	
Year Four	Curriculum Objective	Knowledge/Activity	Vocabulary
Autumn One Was it hard to invade and settle in Britain?	Lesson 1 LO: To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	<p>Prior knowledge – stone age and romans (chronological order) links to Christianity that the Romans brought in. How society in Britain has changed since the stone age/ romans. Links to invasion themes from the Romans.</p> <p>Lesson 1: Who were the Anglo-Saxons and the Scots? Success criteria</p> <ul style="list-style-type: none"> • I can explain why the Anglo-Saxons and Scots invaded Britain. • I can explore the consequences of the Anglo-Saxon invasion. 	cause change (Y1) consequence continuity convert deduction evidence invasion kingdom missionary monastery primary source secondary source

	<p>Lesson 2 LO: To identify change and continuity in Iron Age and Anglo-Saxon settlements.</p> <p>Lesson 3 LO: To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.</p> <p>Lesson 4 LO: To identify how Christianity spread in Britain in the Anglo-Saxon period.</p>	<ul style="list-style-type: none"> I can identify why there were seven Anglo-Saxon kingdoms. <p>Lesson 2: What did Anglo-Saxon settlements look like? Success Criteria</p> <ul style="list-style-type: none"> I can name the key features of Anglo-Saxon settlements. I can identify changes and continuities between Iron Age and Anglo-Saxon settlements. I can evaluate the effectiveness of the wattle and daub-making process. <p>Design and technology When designing and making, pupils should be taught to: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Geography - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: types of settlement and land use.</p> <p>Lesson 3: What does Sutton Hoo tell us about Anglo-Saxon life? Success Criteria</p> <ul style="list-style-type: none"> I can make deductions by investigating artefacts. I can use deductions to suggest who was buried at Sutton Hoo. I can explain the importance of Sutton Hoo to historians. <p>English – spoken language</p> <p>Lesson 4: How did Christianity arrive in Britain? Success criteria</p> <ul style="list-style-type: none"> I can analyse how Anglo-Saxon religious beliefs changed. I can identify how missionaries spread Christianity in Britain. 	<p>settlement</p>
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	<p>Lesson 5 LO: To explore bias by evaluating sources about Alfred the Great.</p>	<ul style="list-style-type: none"> I can explain how people's actions can be the cause of change. <p>English – spoken language</p> <p>Lesson 5: Was King Alfred really 'Great'? Success criteria</p> <ul style="list-style-type: none"> I can recognise the threat the Vikings posed to the Anglo-Saxons. I can evaluate sources for bias. I can decide whether Alfred was a 'great' king. <p>English - spoken language</p>	
	<p>Lesson 6 LO: To evaluate how and why Anglo-Saxon rule ended.</p>	<p>Lesson 6: How did Anglo-Saxon rule end? Success criteria</p> <ul style="list-style-type: none"> I can suggest the qualities a British ruler would have needed in Anglo-Saxon times. I can identify the contenders' claims to the English throne. I can select and justify who was the best contender for the throne. <p>English – spoken language</p> <p>English – Newspaper report about the Anglo-Saxons and Scots</p> <p>Value – Value the world around us and where it has come from</p>	

		<p>Literate – Develop skills through producing a guide about an historical building</p> <p>Homework – anglo saxon shield and design</p>	
Autumn Two			
Spring One	<p>Lesson 1 LO: I can explain when and where the Vikings came from and why they raided Britain</p> <p>Lesson 2</p>	<p>Prior learning – how the Vikings took over from the anglo Saxons. Lots of links between the two groups during the transition period between them. Comparison of beliefs (paganism and Christianity)</p> <p>Lesson 1 - Viking Raiders and Invaders The Vikings: In groups children discuss their existing knowledge of the Vikings and feedback to the whole class. Address any misconceptions such as Viking helmets with horns Viking Timeline: Give each pair of children one of the cards from the Viking Timeline Posters. Children then organise themselves into a timeline. Read through the information on the Lesson Presentation and children check if they have placed themselves in order. Viking Timeline Activity: Children use the Viking Timeline Activity Sheets to create their own Viking timeline. You may choose to display the Viking Timeline Posters to help the children with this activity. Vikings and Kings: Give children the opportunity to act in role as a Viking or Anglo-Saxon king. Other children ask them questions from the Lesson Presentation or of their own choosing to find out who they are and what they did. (<i>You may wish to model this for them first.</i>) Discuss how the Vikings and Anglo- Saxon kings would have had different interpretations of the same events. Look for children who are able to ask and questions that are historically valid.</p> <p>Week 2 Anglo-Saxon Kings Anglo-Saxon Kings: Ask the children to discuss in pairs any facts they know about Anglo-Saxon kings. If the children have studied</p>	<p>Viking, raid, invade, Denmark, Norway, Sweden, Norse.</p> <p>King, kingdom, Alfred the Great, King Athelstan.</p>

	<p>LO: I have knowledge of Anglo-Saxon kings and their beliefs</p>	<p>the Anglo-Saxons and Scots unit they should be able to recall some information. Feedback and record the children’s responses on the board. Address any misconceptions. Give children the opportunity to ask any questions and record these for future research.</p> <p>Kingdoms: Read the information on this and the following slides on the Lesson Presentation about Anglo- Saxon kings, kingdoms and King Alfred the Great</p> <p>King Athelstan: Read the information about King Athelstan on the Lesson Presentation. Ask children to consider if they think he is as ‘great’ as Alfred. Why/why not? Share ideas as a whole class using the questions from the Lesson Presentation to prompt discussion.</p> <p>Think about the actions and achievements of King Alfred and King Athelstan. What important or influential things did the two kings do? Why are they such important historical figures? Look for children who are able to compare the actions of the two kings and recognise similarities and differences.</p> <p>King Activities: Children can use the Anglo-Saxon Kings Information Sheet to help them with their activity. Access to information books and/or the internet would also be beneficial. At the end of the independent activities the MA group can present their role play scenarios to the rest of the class. Recap on the actions of these two kings and discuss what impact they made to the people of the time. Look for children who able to remember and recall relevant facts about the kings to help them complete the activity.</p>	
	<p>Lesson 3 LO: I can understand challenges faced by Vikings</p>	<p>Week 3 Danegeld</p> <p>The Second Viking Age: Read the information about the ‘second Viking age’.</p> <p>King Ethelred II The Unready: Children read the information and discuss with their talking partner whether they think Ethelred deserves the title of ‘The Unready’. Feedback and discuss with the whole class.</p>	<p>Danegeld, King Ethelred II The Unready.</p>

	<p>Lesson 4 LO: I can explain what Viking life was like</p>	<p>Look for children who are able to recognise King Ethelred's shortcomings but also acknowledge the problems he faced. Dane-Geld: Read the information and then Rudyard Kipling's poem, Dane-Geld. Summarise the main point: paying the Danegeld was a pointless exercise. Viking Poem: Children use the Viking Poem Activity Sheets to act out, order or write a poem about the Viking raids and Danegeld. They also draw pictures to illustrate some of the verses. Look for children who are able to show understanding of the problems Ethelred faced and explain why this led to the introduction of Danegeld.</p> <p>Week 4 Viking Life Vikings in Britain: Children discuss questions about Viking life in Britain. What do you already know about the way the Vikings lived? What customs and ways of life did they bring with them? What would they like to find out? Feedback to the whole class. Aspects of History: <i>(This section of the lesson may be left out, depending on the age/ability of the children being taught).</i> Explain to the children that the different aspects of Viking history can be sorted into social, religious and cultural contexts. Read the definitions for these on the Lesson Presentation. Ask the children to think which category the following fit into: clothes and jewellery; religion and gods; houses and food; rhyme and writing; art and craft. Share and discuss ideas acknowledging that there may be some overlap between contexts. Address any misconceptions. Viking Life: Give each group of children a different aspect of Viking life for them to collect information about: Clothes and jewellery; religion and gods; houses and food; rhyme and writing; art and craft. Explain that they are to produce a poster about their aspect of Viking history and will Viking Life Facts: Read through the information giving children time to sort the information and decide if any of the facts fit their category. The children can take turns to record the relevant facts. <i>(Alternatively</i></p>	<p>Saga, runes, Odin, Frigg, longhouse</p>
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	<p>Lesson 5 LO: I can understand Viking laws</p>	<p><i>cut out the Viking Life Fact Cards and distribute these amongst the different tables in the class. Children can then go on a fact hunt to find all the facts which are relevant to their category.)</i> After all the slides have been shown (or fact cards collected) the children work together to create their posters on large sheets of paper using the facts. They can use the Viking Life Pictures Activity Sheet to illustrate their work too. Children could also research more facts using information books and the internet and add them to their posters. Groups present their posters to the rest of the class when they are finished.</p> <p>Look for children who are able to identify and collect the correct facts for their category. Which children are able to use the facts to explain about an aspect of Viking life?</p> <p>Quizzes and Games: Children work in pairs to play or create a game to demonstrate their understanding about Viking life. Look for children who can recall facts about Viking life in order to answer questions. Can HA children also use their knowledge to ask historically valid questions about Viking life?</p> <p>Week 5 Laws and Justice</p> <p>Fair or Foul: Reveal the punishment options for given crimes one at time. Children discuss them with their partner and decide if they are fair or foul. <i>(Provide clarification of the terms if necessary.)</i> Feedback to whole class. Are children shocked or surprised by the punishments? Are there any they think are justified?</p> <p>Anglo-Saxon Justice System: Read the information on this on the following slides about the Anglo-Saxon Justice System, wergild and Anglo-Saxon punishments. Allow time to discuss the information and for children to ask any questions</p> <p>Body Parts: Show children the chart containing information about the wergild value for the different body parts. Give pairs of children a Missing Body Parts Card and children can work out how much they would have got for the different body parts if they had lost them in a fight. (This could be filmed as a spoof modern day compensation advert, e.g. Have you lost two fingers</p>	<p>Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild.</p>
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	<p>Lesson 6 LO: I can explain how Anglo-Saxon kings came to an end</p>	<p>and a limb? Well, wergild compensation experts are here to help you!)</p> <p>Crimes and Punishments: Children work in groups to discuss the scenarios on the Crimes Activity Sheet. They decide on a suitable Anglo-Saxon punishment based on what they have learnt in the lesson so far and then a likely modern day punishment. Feedback and discuss as a whole class. Compile a class comparison chart of the Anglo-Saxon and modern punishments</p> <p>Ordeals: Reveal the types of ordeals on the Lesson Presentation. Ask for volunteers to choose an ordeal. Act out each ordeal in turn, asking the children to predict how they think the accused would be found innocent or guilty. Reveal the description after each ordeal is performed.</p> <p>Viking Justice System: Read the information on the following slides about the Vikings Justice System, Thing and punishments. Allow time to discuss the information and for the children to ask any questions.</p> <p>Anglo-Saxons and Vikings Vs Modern Britain Justice Systems: Children complete the Anglo-Saxons and Vikings Vs Modern Britain Justice Systems Activity Sheet to show the similarities and differences between the Anglo-Saxon and modern British justice systems.</p> <p>Week 6 The Last Anglo-Saxon Kings</p> <p>Recap: Ask the children to discuss in groups what they can remember about the history of the Vikings and the role of the kings they learnt about in lesson 2. They can jot down facts they think are significant on paper or whiteboards. Share ideas and then feedback as a class.</p> <p>Explain to the children that this lesson will focus on the last Anglo-Saxon kings of Britain</p> <p>Edward the Confessor: Read the information from the Lesson Presentation on this and the following slide about Edward the Confessor and Godwin of Wessex. Ask children to consider the key questions: How do you think Edward might have felt about returning to England as king? Can you think of 3 positive and 3</p>	<p>Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.</p>
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		<p>negative reasons? Children discuss with their partner and then feedback to the whole class</p> <p>Harold II: Read the information from the Lesson Presentation on this and the following slide about Harold II and The Battle of Hastings. Again children consider the key questions from the slide:</p> <p>Children discuss with their partner and then feedback to the whole class.</p> <p>Kingly Facts: True or False? Children read the information about the last Anglo-Saxon kings and underline the facts which are incorrect on the Anglo-Saxon Kingly Facts Activity Sheet. They write the correct facts at the side of the page. After this they choose five favourite facts to write out in neat in their own words. Look for children who can immediately recognise the incorrect facts and also know what the correct ones should be.</p> <p>The Last Anglo-Saxon Kings Timeline: In pairs children arrange the king pictures from the Last Anglo- Saxon Kings Timeline Activity Sheet onto a timeline showing when they ruled. The children discuss and think of any facts about the kings to write underneath the pictures. They can use the Last Anglo-Saxon Kings Information Sheet to help. Look for children who have a good understanding of the chronology of the kings' rule. Who can confidently place the kings into their relevant time slot on the timeline? Which children are able to recall relevant facts about the different kings?</p> <p>English – Non-chorological report – Fact file of a Viking Maths – comparing money (danegeld) Communicators – Talk about the Kings and what they achieved. Curious – what happened to the Vikings? Who were they?</p>	
Spring Two	History not taught		
Summer One	What was important to ancient Egyptians?	Prior learning – comparing the past and present, speaking about different beliefs from different cultures. Life in different periods of time to compare to, such as the kings and queens topic in year 2, chronological order, how artefacts help us to understand the past	achievement afterlife beliefs chronological civilisation

	<p>Lesson 1 LO: To develop questioning skills using sources about ancient civilisations.</p>	<p>Lesson 1 – Where and when did the first civilisations appear? Success criteria</p> <ul style="list-style-type: none"> • I can explain what ‘ancient’ means. • I can describe where and when the early civilisations appeared. • I can use archaeological sources to ask questions about the early civilisations. 	<p>continuity creation goods source trade</p>
	<p>Lesson 2 LO: To explain the significance of the River Nile to ancient Egyptian civilisation.</p>	<p>Lesson 2 – Why was the River Nile so important to ancient Egyptians? Success criteria</p> <ul style="list-style-type: none"> • I can describe when ancient Egyptians lived. • I can identify Egypt’s location and its key geographical features. • I can explain why the River Nile was important to ancient Egyptians. <p>Geography - Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
	<p>Lesson 3 LO: To evaluate the importance of ancient Egyptian hieroglyphics.</p>	<p>Lesson 3 – How do we know so much about ancient Egyptians? Success criteria</p> <ul style="list-style-type: none"> • I can describe what the Rosetta Stone is and why it is important. 	

	<p>Lesson 4 LO: To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.</p> <p>Lesson 5 LO: To investigate beliefs about the afterlife in Ancient Egypt.</p> <p>Lesson 6 LO: To evaluate continuity and change by identifying what happened to the pharaohs when they died.</p>	<ul style="list-style-type: none"> • I can identify how hieroglyphics changed over time. • I can create a timeline about hieroglyphics. <p>Lesson 4 - What do sources suggest about religious beliefs in ancient Egypt? Success criteria</p> <ul style="list-style-type: none"> • I can explain why gods and goddesses were important to ancient Egyptians. • I can ask questions about sources. • I can identify what sources suggest about ancient Egyptian religious beliefs. <p>Religion and world views</p> <p>Lesson 5 – What did people in Ancient Egypt believe happened after death? Success criteria</p> <ul style="list-style-type: none"> • I can explain what the ancient Egyptians believed about the afterlife. • I can identify why some ancient Egyptians were mummified. • I can explore the process of mummification. <p>Religion and world views</p> <p>Lesson 6 - Who ruled ancient Egypt and what happened to them when they died? Success criteria</p> <ul style="list-style-type: none"> • I can identify how ancient Egypt was ruled. • I can describe what ancient Egyptians believed happened to their rulers after death. • I can explore continuity and change in Ancient Egypt. <p>Religion and world views</p>	
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		<p>English – the ancient Egyptian sleepover. Writing about this with links to history learning.</p> <p>Curious – what happened after death for the Egyptians Communicator – discussing different historical questions create - drawing hieroglyphs</p> <p>potential of Egyptian day, could join with Y5 or Y3</p>	<p>Ancient, Egypt, Egyptian, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.</p>
Summer Two	History not taught		
Year Five	Curriculum Objective	Knowledge/Activity	Vocabulary
<p>Autumn One</p> <p>How have children's lives changed?</p>	<p>Lesson 1 LO: To identify the continuities and changes to children's lives using a range of sources.</p> <p>Lesson 2 LO: To investigate why Tudor children worked and what working conditions were like.</p>	<p>Prior learning – year 1, our lives and how the past and present has changed, Victorian links to monarch learning in year 2</p> <p>Lesson 1 - What do sources tell us about how children's lives have changed? Success criteria</p> <ul style="list-style-type: none"> • I can make observations from sources. • I can make deductions from sources. • I can identify what has continued and changed in children's lives. <p>English spoken language</p> <p>Lesson 2 - Why did Tudor children work and what was it like? Success criteria</p> <ul style="list-style-type: none"> • I can identify the jobs Tudor children had. • I can discuss the reasons Tudor children needed to work. 	<p>apprentice</p> <p>childhood</p> <p>class</p> <p>continuity</p> <p>deduction</p> <p>law</p> <p>master</p> <p>modern</p> <p>poorer</p> <p>poverty</p>

	<p>Lesson 3 LO: To research and record the working conditions of Victorian children using reports and images.</p> <p>Lesson 4 LO: To evaluate Lord Shaftesbury's significance to children's lives.</p> <p>Lesson 5 LO: To explore the changes in children's leisure time using a range of sources.</p>	<ul style="list-style-type: none"> I can create questions about the working conditions of Tudor children <p>Spoken language</p> <p>Lesson 3 -What were children's jobs like in Victorian England?</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can describe the working conditions some Victorian children experienced. I can record information from sources about Victorian children. I can compare the working conditions Tudor and Victorian children experienced. <p>Science working scientifically</p> <p>English spoken language</p> <p>Lesson 4 -How did Lord Shaftesbury help to change the lives of children?</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can explain what 'historically significant' means. I can identify the changes Lord Shaftesbury made to improve the lives of children. I can evaluate the impact of his work on the lives of children. <p>Reading comprehension</p> <p>Lesson 5 - How and why has children's leisure time changed?</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can use primary and secondary sources to identify children's leisure activities. I can compare leisure activities from different periods. 	<p>servant</p> <p>significance</p> <p>wealthier</p> <p>working conditions</p>
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	<p>Lesson 6 LO: To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.</p>	<ul style="list-style-type: none"> I can explain the reasons for changing leisure activities. <p>Spoken language</p> <p>Lesson 6 - What were the diseases children caught and how were they treated?</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can identify some historical diseases and their symptoms. I can analyse how effective treatments for diseases were. I can explain why some treatments worked and others did not. <p>English spoken language</p> <p>English – lots of spoken language</p> <p>Working scientifically</p>	
<p>WWII Spring one</p>	<p>What was the impact of world war II on the people of Britain</p> <p>Lesson 1 LO: To identify the causes of World War 2 using a timeline.</p>	<p>Prior knowledge – thinking about significant people (year 1 and 2) comparisons to the past and present (year 1 and 2) conflicts between the anglo-saxons and the Vikings, the romans.</p> <p>Lesson 1 - Why did Britain go to war in 1939?</p> <p>Success criteria</p>	<p>advancement alliance cause conflict cultural exchange emigration evacuation immigration migration</p>

	<p>Lesson 2 LO: To explore the impact of the Battle of Britain on the Royal Air Force using oral histories.</p> <p>Lesson 3 LO: To make inferences about the Blitz using photographs.</p> <p>Lesson 4 LO: To investigate evacuation experiences using oral and printed records.</p>	<ul style="list-style-type: none"> • I can sequence events leading to World War 2 on a timeline. • I can match the cause of an event to its consequence. • I can explain what appeasement is. <p>British values – democracy and mutual respect English – spoken language</p> <p>Lesson 2 -How did the Battle of Britain affect the Royal Air Force? Success criteria</p> <ul style="list-style-type: none"> • I can explain what happened in the Battle of Britain. • I can describe the possible feelings of the aircrew. • I can record information from oral histories. <p>British values – mutual respect English – spoken language</p> <p>Lesson 3 - What do sources tell us about the Blitz? Success criteria</p> <ul style="list-style-type: none"> • I can recall where and when the Blitz happened. • I can use the details in a photograph to make deductions about the Blitz. • I can describe the impact of bombing campaigns on people’s lives in 1940. <p>English – reading comprehension</p> <p>Lesson 4 – What was evacuation like? Success criteria</p> <ul style="list-style-type: none"> • I can make deductions about evacuation from different sources. • I can compare the different experiences children had. • I can evaluate the reliability of sources when answering a specific question. 	<p>propaganda</p>
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		<p>Communicator – Be able to clearly express your thoughts on WWII</p> <p>Potential of a WW2 day with year 6, to recap learning for them too</p>	
<p>Summer one What was life like in Tudor England?</p>	<p>Lesson 1 LO: To interpret the character of Henry VIII using portraits and written sources.</p> <p>Lesson 2 LO: To explore why Henry VIII had many wives using secondary sources.</p> <p>Lesson 3 LO: To make deductions about power and punishment using a range of sources.</p>	<p>Prior knowledge - To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians. To understand that historical periods have characteristics that distinguish them. Links to monarchy learning in year 2.</p> <p>Lesson 1 - Henry VIII - fair ruler or tyrant? Success criteria</p> <ul style="list-style-type: none"> I can extract information from different sources. I can identify bias in some sources. I can explain my interpretation of Henry VIII using evidence. <p>Art and design English – spoken language</p> <p>Lesson 2 - Why did Henry VIII have so many wives? Success criteria</p> <ul style="list-style-type: none"> I can make deductions about Henry VIII’s wives. I can use evidence to support my deductions. I can evaluate Henry VIII’s marriage requirements in the context of the Tudor times. <p>English – spoken language</p> <p>Lesson 3 - Why was Anne Boleyn executed? Success criteria</p> <ul style="list-style-type: none"> I can extract information about Henry VIII and Anne Boleyn from sources. I can discuss Henry VIII’s absolute power. 	<p>bias democracy enslaved enslaver heir merchant occupation parliament perspective propaganda reliable society sovereign state tyrant</p>

	<p>Lesson 4 LO: To explore the use of propaganda by a Tudor monarch.</p> <p>Lesson 5 LO: To make deductions about people in Tudor England using inventories.</p> <p>Lesson 6 LO: To create an inventory for a person from the Tudor times</p>	<ul style="list-style-type: none"> I can make connections between power, crime and punishment in Tudor England. <p>PSHE links to family</p> <p>English – spoken language</p> <p>Lesson 4 - How did Queen Elizabeth I use a royal progress? Success criteria</p> <ul style="list-style-type: none"> I can describe why royal progresses are considered propaganda. I can investigate the reliability of primary sources. I can write an eyewitness account of Elizabeth I's royal progress using primary sources. <p>English – writing an eye witness account and spoken language</p> <p>Lesson 5 -What can inventories tell us about life in Tudor times? Success criteria</p> <ul style="list-style-type: none"> I can describe what an inventory is. I can interpret the wealth of a Tudor person using an inventory. I can use evidence to support my interpretations. <p>English – spoken language</p> <p>Lesson 6 - What did John Blanke have in his inventory? Success criteria</p> <ul style="list-style-type: none"> I can explain how inventories are useful to historians. I can suggest the items John Blanke would have possessed using historical sources. I can use my knowledge of inventories to create an inventory for John Blanke. <p>English – spoken language</p> <p>English – Writing a first hand account</p>	
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		<p>Maths – Place Value – Ordering numbers to at least 1,000,000, value of each digit, solve number problems and practical problems</p> <p>Art and design opportunity</p> <p>Communicator – Be able to get your opinion/point across clearly</p> <p>Curious – what happened to Anne Boleyn?</p>	
Summer 2	History not taught		
Year 6	Curriculum Objective	Knowledge/Activities	Vocabulary
<p>What is the legacy of the Greek civilisation?</p> <p>Autumn One</p>	<p>Lesson 1 LO: To explain where and when the ancient Greeks lived.</p> <p>Lesson 2 LO: To identify ancient Greek beliefs by exploring their gods and goddesses.</p> <p>Lesson 3</p>	<p>Prior knowledge – Ancient civilisations in Egypt and Maya, year 4 and 5. Democracy in year 2 from Kings and Queens.</p> <p>Lesson 1 -Who were the ancient Greeks and when did they live? Success criteria</p> <ul style="list-style-type: none"> • I can describe the physical features of Greece. • I can sequence the key periods of Ancient Greece. • I can compare Ancient Greece to other periods on a timeline. <p>Maths – ratio and proportion</p> <p>Geography – human and physical geography, skills and fieldwork</p> <p>Lesson 2 -Who lived on Mount Olympus? Success criteria</p> <ul style="list-style-type: none"> • I can explore a primary source to make deductions. • I can use secondary sources to research a Greek god or goddess • I can explain the importance of gods and goddesses to the ancient Greeks. <p>English – spoken language</p> <p>Lesson 3 - How was Ancient Greece governed? Success criteria</p>	<p>Spartan Spartan Solider Crete Pheidippides Athens The Battle of Marathon Olympia Persian Empire citizen democracy legacy</p>

	<p>LO: To use a range of secondary sources to identify similarities and differences between Athens and Sparta.</p> <p>Lesson 4 LO: To recognise how Athenian democracy worked by participating in a debate.</p> <p>Lesson 5 LO: To use research to explore the significance of the ancient Greek philosophers.</p> <p>Lesson 6 LO: To evaluate the legacy of the ancient Greek civilisation.</p>	<ul style="list-style-type: none"> • I can explain how the city-states developed. • I can identify similarities and differences between Athens and Sparta. <p>English – spoken language</p> <p>Lesson 4 -Did the ancient Greeks give us democracy? Success criteria</p> <ul style="list-style-type: none"> • I can identify the different types of democracy. • I can compare democracy in ancient Athens and modern Britain. • I can explain how Athenian democracy worked. <p>Democracy and rule of law English – spoken language</p> <p>Lesson 5 - How do the ancient Greek philosophers influence us today? Success criteria</p> <ul style="list-style-type: none"> • I can explain what ‘philosophy’ is. • I can participate in philosophical discussions. • I can explain the significance of the ancient Greek philosophers. <p>English – spoken language</p> <p>Lesson 6 - What is the legacy of the ancient Greeks? Success criteria</p> <ul style="list-style-type: none"> • I can identify the Greek letters that appear in the modern alphabet. • I can identify Greek legacies and explain their impact. 	
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		<ul style="list-style-type: none"> I can select the most significant legacies and explain my reasoning. <p>English – spoken language</p> <p>Maths – ratio and proportion</p> <p>Write a Diary Entry</p> <p>LA: Shared writing: use the Diary Template to write a diary entry as either a Greek or a Trojan.</p> <p>MA: Use the Diary Template to write a diary entry as either a Greek or a Trojan.</p> <p>HA: Children use the Diary Template to write two parallel diary entries from the night of the attack; one as a Trojan, one as a Greek.</p> <p>English – Narrative – create a Greek Myth</p> <p>Maths – ratio and proportion</p> <p>Communicator – be able to voice your opinion clearly and with detail.</p> <p>Curious – Explore the Greeks and their way of thinking</p> <p>Drama opportunity</p> <p>Field work in geography</p>	
Autumn Two			
Spring One What can the census tell us about local areas?	Lesson 1 LO: To explore the purpose and creation of a census.	<p>Prior learning - A local history study, the past with local links in year 1, looking at sources from the past and analysing them</p> <p>Lesson 1 - What is the census?</p> <p>Success criteria</p> <ul style="list-style-type: none"> I can describe what a census is and what it is used for. I can extract information from a census. I can collect information for a class census. <p>English – spoken language</p>	Decade historical enquiry occupation politics reliable suffrage

	<p>Lesson 2 LO: To create questions about Victorian children using a range of sources.</p> <p>Lesson 3 LO: To explore the jobs available in the past using the census.</p> <p>Lesson 4 LO: To make inferences about women's lives in the 1900s using the census.</p> <p>Lesson 5</p>	<p>Lesson 2 - What can we learn about Victorian children from the census? Success criteria</p> <ul style="list-style-type: none"> • I can use a range of sources to build on my knowledge of Victorian child labour. • I can use sources to develop my questioning skills. • I can consider the limitations of Victorian censuses. <p>English – reading comprehension</p> <p>Lesson 3 - What does the census suggest about the jobs available in the 1800s? Success criteria</p> <ul style="list-style-type: none"> • I can extract information about jobs from the census. • I can compare the jobs available in the past and now. • I can infer the type of job a Victorian person may have done. <p>English – spoken language and comprehension</p> <p>Lesson 4 - Why did some women refuse to fill out the census in 1911? Success criteria</p> <ul style="list-style-type: none"> • I can describe what suffrage means. • I can extract information about women from different censuses of the same year. • I can use primary sources to make a visual timeline about women's suffrage in Britain. <p>English – spoken language and comprehension</p> <p>Lesson 5 - What changed in the 1921 Census? Success criteria</p> <ul style="list-style-type: none"> • I can use the census to verify facts in a secondary source. 	
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	<p>LO: To investigate how the census changed by following the life of Evelyn Dove.</p> <p>Lesson 6 LO: To conduct an enquiry about my local area using the census.</p>	<ul style="list-style-type: none"> I can recognise that the census captures only a snapshot of a person's life. I can identify the changes between the 1911 and 1921 census. <p>English – spoken language and comprehension</p> <p>Lesson 6 - Who lived in our local area in the past? Success criteria</p> <ul style="list-style-type: none"> I can choose an enquiry question. I can plan my enquiry. I can use the census to find answers to my enquiry question. <p>Science – working scientifically English – spoken language</p> <p>English – reading comprehension and spoken language</p> <p>Potential for a local visit to a local street</p> <p>Maths – using tables or a ven diagram</p> <p>Communicator – present ideas to the class Team work – work as a team to do research</p>	
Spring Two	History not taught		
		Using historical sources, describing change, using spoken language to reason, links to the monarchy (learning in year 2 and year 5)	
Summer 1 no history taught			

<p>Summer 2 Who should go on the £10 note?</p>	<p>Lesson 1 LO: To explain the significance of people on banknotes.</p> <p>Lesson 2 LO: To explore what makes a monarch historically significant.</p> <p>Lesson 3 LO: To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources.</p>	<p>Lesson 1 - Who features on banknotes and why? Success criteria</p> <ul style="list-style-type: none"> • I can name the features of a banknote. • I can make inferences about people featured on banknotes. • I can describe the contribution of historically significant individuals. <p>English – spoken language</p> <p>Lesson 2 - Was Alfred the Great or Elizabeth I the more significant monarch? Success criteria</p> <ul style="list-style-type: none"> • I can make deductions from sources. • I can apply criteria to decide historical significance. • I can explain why a person is historically significant. <p>Spoken language</p> <p>Lesson 3 - How were Ellen Wilkinson and Betty Boothroyd historically significant? Success criteria</p> <ul style="list-style-type: none"> • I can make inferences about a historical figure from sources. • I can ask historically valid questions. • I can create criteria for selecting someone to feature on a banknote. <p>English – reading comprehension</p>	<p>alliance</p> <p>legacy</p> <p>politics</p> <p>society</p>
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	<p>Lesson 4 LO: To investigate why Mary Seacole is historically significant.</p>	<p>Lesson 4 - Why is Mary Seacole historically significant? Success criteria</p> <ul style="list-style-type: none"> • I can make inferences about Mary Seacole from sources. • I can identify Mary Seacole's achievements. • I can explain why Mary Seacole's contributions resulted in change. <p>English – reading comprehension</p>	
	<p>Lesson 5 LO: To research historically significant sporting figures.</p>	<p>Lesson 5- Why are Lily Parr and Betty Snowball historically significant? Success criteria</p> <ul style="list-style-type: none"> • I can research important aspects of a person's life. • I can create a fact file to describe their legacies. • I can apply criteria to explore who should go on a banknote. <p>English – spoken language</p>	
	<p>Lesson 6 LO: To evaluate the significance of different historical figures by applying criteria.</p>	<p>Lesson 6 - Who will be the face of the new £10 note? Success criteria</p> <ul style="list-style-type: none"> • I can identify the achievements and legacies of historical figures. • I can evaluate the changes a person's contributions made. • I explain which historical figure should be on a banknote. <p>English – spoken language</p>	

English – lots of spoken language opportunities to debate and compare

Maths – links to money

Enrichment – learning about historical figures from all walks of life

Curious – who should be on the note? Who are these people?

Communicator – communicate ideas clearly

Literate – read information and understand it