

## History Curriculum Coverage: Key Stage One

### Expected Vocabulary. NC Objectives. Intended activities. **Additional knowledge for prior learning for KS2**

<p><b>EYFS links</b></p> <p><b>Prime areas</b></p> <p>Physical Development: *Moving and Handling *Health and Self-Care</p> <p>Personal, Social and Emotional Development: *Making Relationships * Self Confidence and Self-Awareness * Managing Feelings and Emotions</p> <p>Communication and Language: * Listening and Attention * Understanding * Speaking</p>
<p><b>Specific Areas</b></p> <p>Literacy: *Reading *Writing</p> <p>Mathematics *Numbers *Shape, Space and Measure</p> <p>Understanding the World: *People and Communities * The World * Technology</p> <p>Expressive Arts and Design: *Exploring and Using Media and Materials *Being Imaginative</p>

Year One Topic/theme	Curriculum Objective	Knowledge/Activity	Vocab
Ocean and Seas (Pirates) Autumn 1  Shared half term with Geography	To look at how life was like for others in a different period of time. (no electricity etc)	Week 4 Where do pirates live? On a ship. At what time on timeline were there pirates? What were their boats like? Look at ship on new 'peter pan' video. (utube?)  Get children to look at a cross section of a pirate ship. Discuss with each other what would happen in each part. Name each part of the ship Children to have a blank ship, get children to label their ship, draw pirates on their ship, put the sea around their ship.  Make ship biscuits.	Pirates, ship, timeline, cross section, hull, crow's nest, Jolly Roger, rigging, gun ports, bow, sails, ships wheel, mast, deck

	<p>To find out about real people from long ago and how they lived their lives.</p>	<p><i>Play shipwreck game – scholastic ‘shipwreck’</i></p> <p><i>Week 5</i>  Real Pirates of long ago – find out some facts.  Blackbeard,  What features do pirates have? Do they know of any pirates?  Captain Hook?  Pirate language – me shipmates!  Read story of Long John Silver.  Look at original wanted posters – for pirates.  Make a wanted poster for a pirate</p> <p>English – Non-Chorological Report – Fact file about a pirate  Maths - Geometry- properties of shape 2-D &amp; 3-D  Literate- Building up literacy skills to becoming confident communicators</p>	<p>Pirate language  Famous pirates</p>
<p>Houses and Homes  Autumn 2</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> <li>To recognise and name different homes</li> </ul>	<p><i>Week one</i>  Look at a range of pictures of houses.(use the printout or Powerpoint slide– get children to discuss differences and similarities and try to put in chronological order. Which ones are like their homes?  Learn the different types of houses eg. Terraced, bungalow etc.  LCP flip book P5 and file AS 1.1 &amp; AS 1.2</p> <p><i>Week two</i>  Look at houses around the school. Talk about how homes are built and the features found within eg. Chimney, door, etc. Draw and label one type of house. Use LCP flip book. What materials would you use to make these objects – e.g. bricks for a roof? Why not?  Discuss</p> <p><i>Week 3</i>  Re read a story set in a home a long time ago (Rachels washday/magic grandad covered also in Lit) Look at the pictures of the rooms. Identify objects that are the same/different to</p>	<p>caravan, tent, semi-detached, detached, terraced, bungalow, cottage, flats, farmhouse, Georgian house, wooden chalet,</p> <p>Descriptions of houses – features, chimneys, roof, gutters,  What materials - wood, brick</p> <p>Wash day objects – dolly tub, scrubbing board, suds etc</p>

		<p>today. What objects do they not know about? Have a go at roleplay with costumes (mop hat and pinny)          Look at some Victorian washday artefacts. Smell, touch, feel, weigh them. Devise a set of questions to ask e.g. is it heavy or light? What is it made from. How old do you think it is? Write these up to go on a display.</p> <p>Week 4 Look in detail at washday. Act out washing clothes then and now. Complete sheet – sequence how washing was done then. Draw 4 pictures in boxes</p> <p>Watch magic granddad video – kitchen life</p> <p>Week 5          Look at magic granddad video of bath time.          Make a word bank of words associated with this topic.          Write words as bubbles and add glitter for effect eg tin bath, guzunder, candle, snuffer          Talk about how the objects would have been used. Paint or draw pictures of them. LCP sheet</p> <p>Week 6          How can they find out about toys in the past? Complete sheet AS1.1 from LCP. Compare with a toy from their time. How are they the same and different? Compare materials, suitability, sturdiness etc.          Make a collection of toys e.g. old and new, wooden and plastic, etc.</p> <p>Week 7          Watch video of toys in the past + look at big book Sort a collection of toys into old and new. LCP AS4.1 – sorting pictures. Why do they think that certain toys are old? How can they tell if something is old or new? Match cards to toys. Make a generalised statement about how we know if a toy is old. Sequence toys from old-young</p>	<p>Bath time – tin bath, all words related so far.</p> <p>Victorian artefacts, scrubbing board, clothes picker, candle stick, snuffer etc</p> <p>Victorian artefact – tin bath, candle, snuffer etc</p> <p>Compare          Suitability          Sturdiness</p> <p>Sequencing          Sorting          Antique          Old/new</p>
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<p><b>Bright Lights</b> Spring 1 Split History and Geography</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>Week 3 <u>Florence Nightingale</u> Use Marilyn Daniels stuff. Power point of her life. Watch video and read magic granddad big book, LCP file AS 2.1 – life of Florence. Story sequencing sheet – make into a zig zag book. Focus on why the changes are still so important to hospitals today</p> <p>Louis Braille -</p> <p>Week 4 <u>Neil Armstrong</u> Watch video (see box in ICT suite), Look at moon landing. Talk about what first went up into space – monkey. How would they feel going up into space? Talk about the other astronauts on the mission? Why was their mission so important to the world an science? What would they see, feel like? Act out being on the moon.</p> <p>English – A narrative- story about landing on the moon or being in a hospital</p> <p>Maths- Measurement- capacity and volume – full/empty, more than, less than, half, half full, quarter.</p> <p>Communicator- Talk about the moon landing in detail</p>	<p>Lantern/lamp Nurse/ hospital Scutari</p> <p>Moon, orbit,</p>
<p>Spring 2 Outstanding Oakwood</p>	<p>Significant historical events, people and places in their own locality (Y6)</p>	<p>Lesson on local historical events: - Kings corner(Charles First) – Derby Museum Arboretum- first public park Elvaston Castle – (build on in castles) Hermits Cave – Spondon – Abbey</p> <p>Historical Mapping</p>	

		<p>English – Persuasion – A leaflet to come to Derby</p> <p>Maths- Geometry – Position and direction</p> <p>Independence and self-awareness – Know who you are and where you have grown up</p> <p>Value – Value the area around you</p> <p>Communicator – Talk to people about the local area</p>	
Mexico Summer 1	History not taught		
Castles Summer 2	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>To find out about how people in the past lived.</p> <p>To recognise the houses that people used to live in.</p> <p>Significant historical events, people and places in their own locality</p>	<p>Week 1</p> <p><b>Introduction to topic</b></p> <p><b>ICT look at pictures and parts of castles – print and computer – ‘castle pictures’</b></p> <ul style="list-style-type: none"> <li>• splash diagram on what the children know/what they would like to know about castles.</li> <li>• What was the job of a castle?/ why were they there?/who would live there?</li> <li>• <a href="#">Look at a variety of pictures of castles from around the world.</a></li> <li>• Look at timelines of some castles (how they have changed over the years)</li> <li>• Short activity – look at ict resources – 2. motte and bailey</li> </ul> <p>Remind about busy books</p> <p>Week 2</p> <p><b>Location and parts of a castle (why were they built)</b></p> <p><b>Focus - Castles in the local area – e.g. Tutbury, Elvaston castle,</b></p> <ul style="list-style-type: none"> <li>• Where would a castle be located? Why?</li> <li>• What parts would a castle need?</li> <li>• Show plan of castle. Are there any rooms they hadn’t expected. What would they be used for?</li> </ul> <p>(Look at ‘castles of wales’ under 1. knights and castles)</p> <ul style="list-style-type: none"> <li>• Label and colour/ make castles/ design castles</li> </ul> <p>Week 3</p>	<p>Castle</p> <p>Motte and bailey</p> <p>Trebuchet, battlements, turret, siege tower, arrow slits, drawbridge</p> <p>Castle</p> <p>Motte and bailey</p> <p>Trebuchet, battlements, turret, siege tower, arrow slits, drawbridge</p> <p>Portcullis</p> <p>Moat</p>

	<p>Hist</p> <p>5.Sort objects into old and new. 6.Give reasons for sorting objects 3.Can distinguish between past and present in own life and that of the others. 12.Draw events and act out through role play</p> <p>Hist</p> <p>1.Recognise difference between past and present. 2.Recognise that their own lives are different from the lives of people in the past.</p>	<p><b>Life of a castle (what it was like to live in them)</b> ICT resources – 5. a castle as a home. Also – ‘resources’ then click ‘resources’ again then ‘what jobs did people do’ <a href="#">Look in NT ‘make your own castle’ book</a></p> <ul style="list-style-type: none"> <li>• what makes a castle?</li> <li>• Important people (kings, jesters), recognising who they were (coats of arms),</li> <li>• ordinary people and their jobs. (cook, soldiers etc)</li> <li>• Activity – each table to be a people group(e.g. cook) – draw and write things they would do.</li> </ul> <p>Week 4 Armoury</p> <ul style="list-style-type: none"> <li>• What is a castle built for?</li> <li>• What does it have to ward off attack?</li> <li>• History – what did they have then?</li> <li>• Activity – drama, D&amp;T making an object that can get into a castle.</li> </ul> <p>battlements, arrow slits, battle machines – catapult/trebuchet /battering rams etc. defence/attack <a href="#">Colour in pictures of battle from NTrust book</a> ICT link – resources -</p> <p>Week 5 Castles through time – Resources 3.castles – part 2</p> <ul style="list-style-type: none"> <li>• Look at a variety of castles (from around the world too), which do they prefer? which one makes them think of a castle?</li> <li>• Design and create their own castle – link to art for the week.</li> <li>• Resources link – castles pictures</li> </ul> <p>castles through time – different shapes etc</p>	<p>Castle Motte and bailey Trebuchet, battlements, turret, siege tower, arrow slits, drawbridge Portcullis Moat, jesters</p>
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Year Two	Curriculum Objective	Knowledge/Activity	Vocab
Autumn 1 Travel & Transport	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example,	<p>Week 1 <b>How has transport changed?</b> To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p>	Travel, transport, car, bus, aeroplane, bicycle, penny farthing, omnibus, sedan

	<p>Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>George Stephenson, The Wright Brothers'</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<ul style="list-style-type: none"> <li>• I can find out the different ways in which travel and transport has changed from past to present.</li> </ul> <p>Week 2</p> <p><b>George Stephenson and Trains</b></p> <p>To develop an awareness of the past, through finding out about changes within living memory <b>and</b> to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century.</p> <ul style="list-style-type: none"> <li>• I can find out about George Stephenson's life and inventions.</li> <li>• I can understand how trains changed people's lives in the 19th century.</li> </ul> <p>Week 3</p> <p><b>A History of Flight</b></p> <p>To develop an awareness of the past, through finding out about changes within living memory <b>and</b> to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane.</p> <ul style="list-style-type: none"> <li>• I can find out about the different ways that humans have tried to fly throughout history.</li> <li>• I can find out about the Wright brothers and the invention of the aeroplane.</li> </ul> <p>Week 4</p> <p><b>A History of Cars</b></p> <p>To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p> <ul style="list-style-type: none"> <li>• I can find out about how cars have changed since they were invented.</li> </ul>	<p>chair, horses and cart, engine, steam train.</p> <p>George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, track, railway, Industrial Revolution.</p> <p>Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle.</p> <p>Car, steam, electric, petrol, engine, 18th century, 19th century, 20th century, 21st century, various decades</p>
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<p>Fire and Plague  Autumn 2</p>	<p>Events beyond living memory that are significant nationally or globally [for example, the <b>Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>S1: <b>London Past and Present</b>  To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.</p> <ul style="list-style-type: none"> <li>• I can find out some of the ways in which London has changed.</li> </ul> <p>S2: <b>Life in the 17th Century</b>  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> <ul style="list-style-type: none"> <li>• I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.</li> </ul> <p>S3: <b>The Events of the Great Fire</b></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>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> <ul style="list-style-type: none"> <li>• I can find out about how the Great Fire started and spread across London.</li> </ul> <p><b>S4: How Do We Know About the Great Fire?</b> 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> <ul style="list-style-type: none"> <li>• I can understand how we know about the Great Fire of London.</li> </ul> <p><b>S5: What Happened After the Great Fire?</b> 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> <ul style="list-style-type: none"> <li>• I can find out how London was rebuilt after the Great Fire.</li> </ul> <p><b>S6: What Have We Learned About the Great Fire?</b> 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> <ul style="list-style-type: none"> <li>• I can show what I have learned about the Great Fire of London</li> </ul> <p>English – Recount – Diary entry from when the GFL happened Maths – Measurement – Tell and write the time to 5 minutes, including quarter past/to the hour and draw hands on clock faces. Value – Value the world around us and where it has come from Literate – Develop skills through writing a newspaper report</p>	<p>Order, event, timeline.</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>
Food Glorious Food Spring 1			
Spring 2 Kings and Queens	The lives of significant individuals in the past who have contributed to national	Week 1 <b>Roll of a Monarch</b>	monarch, king, queen, sword, crown, tiara,

	<p>and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Who Would Use These Objects? Have a range of props (crown, sword, scroll &amp; pen, coins, a book)</p> <p>What is a Monarch? Show pictures of various monarchs from different countries and historical periods.</p> <p>What Does A Monarch Do? Ask a boy and a girl to pretend that they are a king and queen, and give them each object in turn. With the class, discuss what each object is used for or represents: the crown &amp; tiara represents the monarch's position in society; the sword represents the monarch's role in defending their country from enemies who might want to invade or take over; the scroll &amp; pen is for the king and queen to create rules and laws; the coins are for the king and queen to pay to help the people in their country; the book is for the monarch to read to help them make the right decisions (you might want to explain this is usually a sacred or religious text, for example in Britain the monarch would use the Bible).</p> <p>Who Becomes the Next Monarch? Arrange some of the children into a line in order of age; explain that if they were the king or queen's children, the eldest boy would be the heir to the throne, next in line to become king. My Rules and Laws: What rules would you create if you were king or queen? Ask the children to decide which rules on the Lesson Presentation they would choose, and give their reasons why and reasons why they would not choose others. In talk partners, discuss some other rules they would create. Use the Good or Bad Monarch Rules? Activity Sheet to choose from and then try to add one or more of their own that they can think of. Go onto writing about what would happen if they became king or queen for one day.</p> <p>Week 2 <b>Significate British Monarchs</b> Compare the Years: Talk about how to say each year by looking at the first two digits and saying that number, then looking at the next two digits. Which year is earlier? Which year is later?</p>	<p>jewels, heir, rule, eldest, abdicate, prime minister, parliament, government.</p> <p>Chronological order, timeline, William the Conqueror, John I, Edward I, Richard III,</p>
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	<p>Who Ruled First? Give out three of the Significant British Monarchs flashcards (Elizabeth II, John I and Elizabeth I) to individual children. Can the children order themselves into a timeline? Which monarch ruled longest ago?  A Timeline of British Monarchy:  Kings &amp; Queens Timeline: Children to sort the monarchs from the Significant Monarchs Timeline Activity Sheet onto their own timeline (use A3 paper). Use fewer monarchs to sort onto the timeline. Go on to research a monarch of their choice, using non-fiction books or the internet. Complete a fact file about the king or queen they choose or specific information about Queen Victoria.</p> <p>Week 3  <b>Family Trees</b>  A Monarch's Family: Use the pictures of royal family paintings to discuss how the next generation of royalty are represented. Talk about the significance of where the oldest son is positioned and represented in the pictures. Why is the family and having children so important to a king or queen? Elicit that without an obvious heir, it becomes potentially very difficult to select a new monarch.  Queen Victoria's Family:  My Family History: Children discuss who they have in their family.  My Family Tree: Children to use My Family Tree to create their own family tree.</p> <p>Week 4  <b>The Secrets of Richard III</b>  Who Was Richard III? Introduce some interesting facts about Richard III's life including the disappearance of the princes in the tower and his downfall at the Battle of Bosworth.  How Do We Know About Richard III? Show and discuss the pictures of the Rous Roll, Shakespeare's Richard III, and the recent archaeological dig that discovered Richard III's skeleton.</p> <p>Was Richard III a Murderer?</p>	<p>Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II.</p> <p>Family tree, generation, aunt, uncle, cousin, son, daughter, grandparent, greatgrandparent.</p> <p>Princes in the tower', the Battle of Bosworth, War of the Roses, House of York, House of Lancaster, William Shakespeare, debate</p>
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		<p>A Debate: Children to move into two groups depending on whether they believe Richard III did or did not kill the princes in the tower. Go onto record what they have learnt about Richard III.</p> <p>Week 5  <b>A Medieval Banquet</b>          What Are Your Favourite Foods? Would Richard III have eaten these foods? Why? Why not? Ask the children to think about what they think Richard III would have eaten at his coronation banquet, when he was crowned as King in 1483. Explain what the term 'medieval' means and that you are going to be looking at the difference between the food eaten by a medieval monarch and our current monarch, Elizabeth II.</p> <p>Medieval Banquets: discuss the types of food that were eaten at royal banquets in the fifteenth century. Show example of a 15th century banquet menu and examples of food eaten by Richard III according to recent scientific discoveries.</p> <p>What Has Changed? Look at Queen Elizabeth II's coronation banquet menu from 1953. Our Own Medieval Banquet: What would have been on the menu for a medieval king? Children to create their own medieval menus for a King's banquet, such as Richard III's coronation. Model writing parts of the menu referring back to some of the dishes mentioned in the fifteenth century cookery book.</p> <p>Week 6  <b>Comparing Elizabeth I and Queen Victoria</b>          When Did They Rule? Compare the different historical periods of Elizabeth and Victoria's reigns, focusing on the similar duration of their reign and long lives.</p> <p>Fact Finders: Give out the cards containing key facts about either I or Queen Victoria. between pairs of children. Explain that they will need to listen to the information on the cards to decide which piece of information relates to Elizabeth I or Queen Victoria. Read</p>	<p>Medieval, banquet, coronation.</p> <p>Similar, different, Tudor, Hanover, Elizabethan, Victorian, Golden Age, Industrial Revolution, Spanish Armada.</p>
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		<p>through the information and ask the children to find the corresponding fact and position it into the spaces around either Elizabeth I or Queen Victoria on the activity sheet.</p> <p>Your Fact Files: Model how to use the information on their comparison sheets to write onto the table to create their own fact file, in order to create a direct comparison between Elizabeth I &amp; Queen Victoria.</p> <p>English – Balanced Argument – Speech comparing Elizabeth I and Queen Victoria</p> <p>Maths – Measurement – Money – recognise £ and p, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change – Price a Banquet meal?</p> <p>Challenge – Challenge your thinking, would you rule differently?</p> <p>Communicator – Express your opinions towards the Monarchs</p>	
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
Stone Age to the Iron Age Autumn 1 & ½ of Autumn 2	Changes in Britain from the Stone Age to the Iron Age	<p><b>1. What does prehistory mean?</b> This lesson introduces the period of British history from the Stone Age to the Iron Age. Pupils will make a timeline to set this period into the wider context of British History and they will discover how we break up this period into distinct ages.</p> <p><b>2. How did hunter-gatherers survive in the Stone Age?</b> In this lesson pupils find out who the ‘hunter-gatherers’ were and how they survived in Stone Age Britain.</p>	<p>Chronological Significant Stone Age BC AD</p> <p>‘Hunter-gatherers’ Habitat Paleolithic,</p>


		<p>Pupils will learn the difference between threats and assets provided by the natural habitat and go on their own survival treasure hunt around the school grounds.</p> <p><b>3. What was Stone Age cave art?</b> This lesson gives pupils the opportunity to examine images of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. After learning about how Stone Age artists created their cave paintings, pupils will have the chance to get creative with their own versions of prehistoric cave art.</p> <p><b>4. What kind of sources tell us about the Stone Age?</b> This lesson addresses the question of how we can know about a period of British history with a lack of written primary sources of evidence. Pupils will be introduced to the concept of making deductions from evidence and they will use an information table to record what different artefacts tell us about the Stone Age.</p> <p><b>5. What was Skara Brae?</b> In this lesson, pupils will find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae. This lesson allows pupils to conduct their own research online about the discovery of Skara Brae and helps them to systematically organise their notes so that they can make a presentation.</p> <p><b>6. Why are there so many mysteries about Stonehenge?</b> In this lesson pupils take a virtual tour of Stonehenge and will explore different theories about why Stonehenge was built and then they will construct their own models of Stonehenge using biscuits, clay or boxes.</p> <p><b>7. How did bronze replace stone in the Bronze Age?</b> This lesson looks at the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made. Pupils will find out why bronze was so</p>	<p>Mesolithic Neolithic</p> <p>Painting Carvings</p> <p>Stone Age Evidence Artefacts Information</p> <p>Skara Brae Neolithic Farming</p> <p>Archaeologists Stonehenge Construct</p> <p>Bronze Age Smelting</p>
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		<p>important and they will create their own flowcharts to record the process of how it was made.</p> <p><b>8. What do grave goods tell us about the Bronze Age?</b>  In this lesson pupils will find out about how people in the Bronze Age were buried alongside some objects that were important to them. Pupils will reflect upon how artefacts found in Bronze Age burial sites can give us information about what life was like in this period. This lesson also introduces the idea that not all artefacts survive over time and invites pupils to sum up their learning by exploring the grave of the Amesbury Archer.</p> <p><b>9. What was life like in an Iron Age hill fort?</b>  Pupils will discover what life was like in an Iron Age hill fort in Britain. This lesson encourages pupils to engage imaginatively with this historical setting and reflect on how life in this period might have been different to life today, making a storyboard to record their ideas. As an extension activity pupils are challenged to find out about archaeological sites like Maiden Castle.</p> <p><b>10. What was Iron Age art like?</b>  Pupils will consider what kind of artefacts tell us about life in the Iron Age. They will investigate the distinctive designs found in Celtic art and use these ideas to make their own Celtic design.  <b>Fill in our cloud- what do we now know about the Stone Age to the Iron Age?</b></p> <p><b>English – Persuasion – Leaflet – Which era within the Stone Age should I visit?</b></p> <p><b>Maths – Place value – compare and order numbers</b></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>Metalworkers</p> <p>Bronze Age  Amesbury Archer  Burial  Artefact</p> <p>Iron Age  Storyboard  Celts  Hill forts</p> <p>Iron Age  Artefact  Celtic</p>
<p>Romans  Autumn 2 ½ &amp; Spring 1</p>	<p>Roman Empire and its impact on Britain.  (Brief Y6)</p>	<p><b>Lesson 1: The Spread of the Roman Empire:</b> Children create a poster or timeline showing the spread of the Roman Empire from 800BC to 305AD</p>	<p>invasion, conquest,  empire, Julius Caesar,</p>



		<p>using differentiated Spread of the Roman Empire Activity Sheets, Roman Empire Maps Activity Sheet and maps or atlases to help them. Look for children who have a sound chronological understanding of how the Roman Empire spread</p> <p><b>Lesson 2: Mapping Roman Roads:</b> Using differentiated Mapping Roman Roads Activity Sheets and the Blank Map Activity Sheet children find and label the Roman roads and the places they start and finish. Look for children who show understanding of why the Romans chose to link major cities. Can they explain the reasons for this?</p> <p><b>Lesson 3: Writing in Role:</b> Children write in role to reflect on the events of the rebellion using the Writing in Role Activity Sheet. Look for children who recognise that their character would have different thoughts and feelings at different stages of the story and are able to express this in their writing.</p> <p><b>Lesson 4: Wall Facts:</b> Children produce either a report or a letter writing in role as a Roman soldier to describe Hadrian's Wall.</p> <p><b>Lesson 5: Gods Games:</b> Children make or play a game to help them remember and record key facts about Roman gods and goddesses. Look for children who are able to recall facts about the gods and goddesses with confidence. Can they explain why the Romans worshipped these gods?</p> <p><b>Lesson 6: Roman Bath House Guide:</b> Using their notes, the information on the Lesson Presentation and additional research in books or on the internet (if available) children provide a user guide for the latest Roman Baths in their town.</p> <p><b>Lesson 7: Roman Britain – including early Christianity</b></p>	<p>Emperor Claudius, conquer, occupy.</p> <p>Roman road, camber, highway</p> <p>Boudicca, rebellion</p> <p>Hadrian, turret, mile-castle, fort, Picts.</p> <p>gods, goddesses, ritual, sacrifice, worship, festival, omen, superstition, prayer.</p> <p>Roman baths, tepidarium, frigidarium, caldarium, springs, strigal, aqueduct, Hypocaust, great bath.</p> <p>Religion, Christianity, Druidism</p>
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	<p><b>Druidism</b> was a religion which may have originated in Britain. In Welsh the word for Druid is Derwydd, which is closely related to the Welsh for oak tree - derwen. And Welsh is a language directly descended from the Brythonic language spoken by the Britons at the time of the Roman conquest.</p> <p>Julius Caesar noted that the Druids worshipped in oak groves, and according to the historian Tacitus, one of the first things the Roman invaders of Anglesey did was to cut down the many oak groves they found dotted all over the island.</p> <p>Although Druidic political power was destroyed, worship of the native gods continued. The Roman attitude to religion appears to have been pragmatic - if it didn't threaten the Roman presence it was tolerated. Also they appear to have believed that it wasn't worth risking incurring the wrath of the native gods, for they would only experience bad fortune during their stay in this foreign land. So they got around it by trying to have the best of both worlds by pairing off their Roman gods with their British equivalents, and erecting joint shrines.</p> <p><b>Lesson 8: Food</b>  <b>What was it like in Roman Britain?</b>  <a href="https://www.youtube.com/watch?v=y7PHPU4GMU">https://www.youtube.com/watch?v=y7PHPU4GMU</a>  Show Website and recall fact previously taught and include artefacts-  <b>What foods did the Romans bring to Britain? Apples, carrots, rabbits, herbs etc</b>  <b>Taste some Roman Bread???</b>  <a href="https://www.youtube.com/watch?v=dop7A0WCKgg">https://www.youtube.com/watch?v=dop7A0WCKgg</a> Milkshake Monkey  (6min) – How to make a mosaic  <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx</a> - For more information</p> <p><b>Lesson 9: Roman Women contrasting with powerful queens of iron age Britain- Cartimandua (Diversity)</b>  (Roman women had a limited public roll; they couldn't vote or hold public office. When married they were their husband's property. Some</p>	<p>Mosaic  Apples  Carrots  Rabbits  Herbs  Bread  Pasta</p> <p>Cartimandua,  Boudicca  Octavia,  Helena</p>
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		<p>were influential but this was much less common)  <a href="https://www.ducksters.com/history/ancient_rome/roman_women.php">https://www.ducksters.com/history/ancient_rome/roman_women.php</a>          Who was Cartimandua?  <a href="http://thelastdaysofthunderchild.blogspot.com/2012/07/queen-boudicca-vs-queen-cartimandua.html">http://thelastdaysofthunderchild.blogspot.com/2012/07/queen-boudicca-vs-queen-cartimandua.html</a> - Show website and compare to Boudicca Who do you think was the better Queen?</p> <p>Lesson 10: You wouldn't want to be a Roman Gladiator – <a href="#">Listen to podcast about Gladiators</a>- Types of Gladiators  <a href="#">Training</a> – Obstacle course          Dress up          Make a shield/Mosaic          Make a pasta building inspired by Roman          3D Roman model (<a href="#">Twinkl</a>)</p>  <p>-Complete Knowledge cloud – leaflet – convince me to Travel back in time to Roman Britain.  <b>English – Diary - A day in the life of a legion soldier</b>  <b>Maths – Roman Numerals</b>  <b>Curious – Ask why the Roman built incredible inventions? Explore</b></p>	
Spring 2	History Not Taught		
Summer 1	History Not Taught		
Summer 2	History Not Taught		
Year Four	Curriculum Objective	Knowledge/Activity	Vocabulary
Autumn One	Britain's settlement by Anglo-Saxons and Scots	<p><b>Week one</b>          An Influx of Invaders: Children use the map to discuss and work out answers to the following questions: Where did the invading troops come from? What were they called? Whereabouts in Britain did they settle? Where did they not manage to take control?          Children label a map to show the seven Anglo-Saxon.</p> <p><b>Week 2 Place Names</b>          Anglo-Saxon Kingdoms/The Kingdom Name Meanings:          Re-cap the 7 main Anglo-Saxon Kingdoms with the children and then explain their meaning.</p>	<p>invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts</p> <p>root meaning, village, town county, kingdom.</p>

		<p>Root Meanings: Ask children to work in pairs using maps or atlases to find place names containing the suffixes –ham, -ford and –worth. Go on to explain what the suffixes mean and ask children to discuss what each of the place names they have found could mean. (They could research this on the internet if time allows.)</p> <p>using their knowledge to answer the questions and match up place names with their meanings. They label a map of Britain to show the location of the different places.</p> <p><b>Week 3 Village Life</b></p> <p>Children discuss in pairs three reasons why they think the Anglo-Saxons chose to establish their own villages and not use the Roman towns and facilities. Feedback ideas and discuss.</p> <p>Village Jobs: Read the information about Anglo-Saxon jobs. Anglo-Saxon Jobs: Children use the internet and/or information books to research and find out more about one of the Anglo-Saxon jobs.</p> <p>In the Village/In the House: Children examine the pictures of an Anglo-Saxon village. They discuss in groups 5 things they can deduce about village life in Anglo-Saxon Britain. Feedback to the whole class. Create a class list of information about Anglo-Saxon village life. The list could be used for display purposes if required.</p> <p>My Anglo-Saxon Village: Children use the class list about Anglo-Saxon village life to design and label their own Anglo-Saxon village.</p> <p><b>Week 4 Artefacts and Culture</b></p> <p>Digging up the Past: In groups children discuss the following questions: What do we mean by the term ‘digging up the past’? Is it important to know what happened in times before we were even born? What can ‘digging up the past’ teach us? What is archaeology? Who is a historian? Allow time for groups to feedback their responses to the rest of the class. Discuss points raised and address any misconceptions.</p> <p>Look for children who are able to analyse the artefacts carefully and can provide a sensible, reasoned explanation of why they came to their conclusions. Ask children why some of their interpretations differ. Who is right? Who is wrong? Tell the children that historians can also have</p>	<p>settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof.</p> <p>artefact, excavation, archaeology, historian, sources, evidence, interpretatio</p>
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		<p>different interpretations of the same evidence and sometimes form different conclusions about what objects were used for or what they tell us about life in the past. In history we are constantly learning, examining new sources of evidence as they become available and changing our conclusions accordingly. Examining.</p> <p>Examining Artefacts: Allow time for children to present their work, explaining what they know about the objects and what they teach us about Anglo-Saxon culture. Look for children who are able to explain both what the object is and what it teaches us about Anglo-Saxon culture.</p> <p><b>Week 5 Anglo-Saxon Gods</b></p> <p>Children discuss the prepared statements from the Presentation slide and decide whether they are true or false. Feedback with the whole class explaining that all the statements are true. Ask if this surprises the children. How does it compare with their own religious beliefs and practices? Feedback and discuss responses.</p> <p>Paganism: Show the information on this and the following slides giving the children more information on the Anglo-Saxon pagan religion. Allow time for a brief class or talk partner discussion about the question on each slide.</p> <p>Religion Quiz: Children work in pairs to write their own quiz about Anglo-Saxon religion and god</p> <p><b>Week 6 Conversion to Christianity</b></p> <p>Anglo-Saxon Religion: Tell children they are going to learn about how the Anglo-Saxons converted from Paganism to Christianity. In pairs children discuss what they know about the two religions and their similarities and differences. Feedback and discuss. Address any misconceptions.</p> <p>Historical Guide: Children choose from Canterbury Cathedral, Iona Abbey or Lindisfarne Priory and create a guide about the building and its history using information learnt in the lesson and their own research in information books or on the internet.</p> <p>English – Newspaper report about the Anglo-Saxons and Scots</p>	<p>pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frigg, Tiw, Thunor, Eostre</p> <p>Paganism, Christianity, missionary, bishop, saint,</p>
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		<p>Maths – Place value – order numbers beyond 1000</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>	cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great
Autumn Two			
Spring One	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Brief Y6)	<p><b>Week 1 Viking Raiders and Invaders</b></p> <p><b>The Vikings:</b> 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</p> <p><b>Viking Timeline:</b> Give each pair of children one of the cards from the <b>Viking Timeline Posters</b>. Children then organise themselves into a timeline. Read through the information on the <b>Lesson Presentation</b> and children check if they have placed themselves in order.</p> <p><b>Viking Timeline Activity:</b> 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.</p> <p><b>Vikings and Kings:</b> Give children the opportunity to act in role as a Viking or Anglo-Saxon king. Other children ask them questions from the <b>Lesson Presentation</b> 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.</p> <p>Look for children who are able to ask and questions that are historically valid.</p> <p><b>Week 2 Anglo-Saxon Kings</b></p> <p><b>Anglo-Saxon Kings:</b> Ask the children to discuss in pairs any facts they know about Anglo-Saxon kings. If the children have studied 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><b>Kingdoms:</b> Read the information on this and the following slides on the <b>Lesson Presentation</b> about Anglo-Saxon kings, kingdoms and King Alfred the Great</p>	<p>Viking, raid, invade, Denmark, Norway, Sweden, Norse.</p> <p>King, kingdom, Alfred the Great, King Athelstan.</p>

		<p><b>King Athelstan:</b> Read the information about King Athelstan on the <b>Lesson Presentation</b>. 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 <b>Lesson Presentation</b> 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?</p> <p>Look for children who are able to compare the actions of the two kings and recognise similarities and differences.</p> <p><b>King Activities:</b> 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 are able to remember and recall relevant facts about the kings to help them complete the activity.</p> <p><b>Week 3 Danegeld</b></p> <p><b>The Second Viking Age:</b> Read the information about the ‘second Viking age’.</p> <p><b>King Ethelred II The Unready:</b> 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>Look for children who are able to recognise King Ethelred’s shortcomings but also acknowledge the problems he faced.</p> <p><b>Dane-Geld:</b> Read the information and then Rudyard Kipling’s poem, Dane-Geld. Summarise the main point: paying the Danegeld was a pointless exercise.</p> <p><b>Viking Poem:</b> Children use the <b>Viking Poem Activity Sheets</b> to act out, order or write a poem about the Viking raids and Danegeld. They also draw pictures to illustrate some of the verses.</p> <p>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>Danegeld, King Ethelred II The Unready.</p>
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		<p><b>Week 4 Viking Life</b></p> <p><b>Vikings in Britain:</b> 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.</p> <p><b>Aspects of History:</b> <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 <b>Lesson Presentation</b>. 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.</p> <p><b>Viking Life:</b> 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</p> <p><b>Viking Life Facts:</b> 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 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 <b>Viking Life Pictures Activity Sheet</b> 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><b>Quizzes and Games:</b> Children work in pairs to play or create a game to demonstrate their understanding about Viking life.</p>	<p>Saga, runes, Odin, Frigg, longhouse</p>
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		<p>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><b>Week 5 Laws and Justice</b></p> <p><b>Fair or Foul:</b> 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><b>Anglo-Saxon Justice System:</b> 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><b>Body Parts:</b> Show children the chart containing information about the wergild value for the different body parts. Give pairs of children a <b>Missing Body Parts Card</b> 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 and a limb? Well, wergild compensation experts are here to help you!)</p> <p><b>Crimes and Punishments:</b> Children work in groups to discuss the scenarios on the <b>Crimes Activity Sheet</b>. 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><b>Ordeals:</b> Reveal the types of ordeals on the <b>Lesson Presentation</b>. 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><b>Viking Justice System:</b> 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><b>Anglo-Saxons and Vikings Vs Modern Britain Justice Systems:</b> Children complete the <b>Anglo-Saxons and Vikings Vs Modern Britain Justice</b></p>	<p>Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild.</p>
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**Systems Activity Sheet** to show the similarities and differences between the Anglo-Saxon and modern British justice systems.

**Week 6 The Last Anglo-Saxon Kings**

**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.

Explain to the children that this lesson will focus on the last Anglo-Saxon kings of Britain

**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 negative reasons? Children discuss with their partner and then feedback to the whole class

**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:

Children discuss with their partner and then feedback to the whole class.

**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.

**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?

Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.

		English – Non-chorological report – Fact file of a Viking Maths – Geometry – Position and Direction – coordinates, plotting points, describe movement between positions, left/right up/down Communicators – Talk about the Kings and what they achieved.	
Spring Two	History not taught		
Summer One	History not taught.		
Summer Two	The achievements of the earliest civilizations – an <b>overview</b> of where and when the first civilizations appeared <b>and a depth</b> study of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China.	<p>Week 1 An overview of the first civilizations</p> <p>Introduction to Egyptians  <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382/</a>          Introductions to Indus Valley  <a href="https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/z9mpsbk">https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/z9mpsbk</a>          Introduction to Ancient Sumer</p> <p>Introductions to The Shang Dynasty of Ancient China  <a href="https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/z2ckrwx">https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/z2ckrwx</a></p> <p>Week 2</p> <p><b>The Ancient Egyptians:</b> As a class, place the nouns on the bullseye, discussing the term ‘ancient’ as you do so. The aim is to collect nouns that the children class as ‘ancient’ near the bullseye, whilst less ancient nouns are positioning further away from the bullseye. Reveal the answers once the class has finished.</p> <p><b>Ancient Egypt: Where and when?</b> Look at the map and locate where this civilisation lived. Show the information on the <b>Lesson Presentation</b> with the timeline. Allow time to discuss the historical periods that the children might recognise. Who Were the Ancient Egyptians? Discuss what children already know about Ancient Egypt and record their ideas. [If possible watch one of the Optional Videos to support discussion – see Resources].</p> <p><b>Ancient Egyptian Life:</b> Read through the information and ask the children to jot down their ideas on whiteboards. What questions did the children come up with? Look at the example where the questions about the artefact are answered. See if the children can generate more questions, now that some have been modelled for them.</p>	Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Ancient, Egypt, Egyptian, BC/AD, artefacts, kingdoms, wealth, exhibit

	<p><b>Ancient Egyptian Artefacts Activity:</b> Read through the task together. The children complete their differentiated <b>Ancient Egyptian Artefacts Activity Sheet</b>.</p> <p>Can they generate their own questions about ancient Egypt?  Can they speculate what the artefact might be?  Can they explain how artefacts are important for telling us more about ancient Egyptian life?</p> <p><b>The Ancient Egyptian Museum:</b> Explain to the children that by the end of this unit they will have made their classroom into a museum. Use this time to decide on key sections of the museum e.g. ‘Mummies’ and think about how you are going to realise this as a class. If you are working alongside another class in the same year group following this topic, why not arrange for a classroom swap when the exhibits are complete?</p> <p>Week 3</p> <p><b>What was life like in Ancient Egypt?</b></p> <p><b>Beat the Teacher:</b> Place a small pile of sticky notes or paper on each table. Give the children a copy of the <b>River Nile Fact Sheet</b> to read and use for generating their own questions. The children then try and ‘Beat the Teacher’.</p> <p><b>The River Nile:</b> Show the information on this, relating it to the River Nile Fact Sheet information. (<i>Emphasise the importance of the River Nile to the survival of the ancient Egyptians</i>).</p> <p><b>Picture Evidence:</b> Show the information on this and the following slides in the <b>Lesson Presentation</b>. The children work in groups of four or five. Each group is given a set of pictures. They take one each. Individually they look at their picture and consider the questions: What is happening? Why do you think that? They take turns to introduce their picture to the rest of the group and explain what they think is happening and why. The other children ask them questions about Egyptian life, relevant to the picture.</p> <p>The children use the differentiated <b>Talking Frames Activity Sheets</b>.</p> <p>Can they raise questions about their own pictures or other people’s?  Can they discuss what they think is going on in the everyday scene?  <i>(Take photographs whilst the meeting takes place to create one of the class exhibits for the Ancient Egyptian Museum).</i></p>	<p>Ancient, Egypt, Egyptian, cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert.</p> <p>Ancient, Egypt, Egyptian, burial, amulets, organs, mummified, preserved, soul,</p>
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		<p><b>Thinking Points:</b> As a class, discuss the categories for comparison between modern life and ancient Egypt: homes, jobs, how to survive, death and travel.</p> <p><b>Timeline Ordering:</b> Ask the children to work in pairs to organise the ancient Egyptian dates. Share the answers together.</p> <p>Week 4</p> <p><b>Mummies</b></p> <p><b>Speed Mummies:</b> Give each group a toilet roll or some first aid bandages. Tell them that they have 2 minutes to wrap a mummy (<i>they can wrap a person in their group!</i>). At the end of the 2 minutes, compare the craftsmanship of each of the groups in their mummification skills.</p> <p><b>How to Make a Mummy:</b> Watch the Mummification In Ancient Egypt film (5 minutes 46 seconds). Give the children <b>How To Make A Mummy Activity Sheet</b>. Allow time for the children to attempt to order the mummification steps and feedback their responses to the class. Look at the following slide to check the answers.</p> <p><b>Message In A Canopic Jar:</b> Read through the task. The children complete the differentiated <b>Message In a Jar Activity Sheets</b>.</p> <p>Can they recall important facts about the mummification process? (<i>The canopic jar writing will make a good addition to the Ancient Egyptian Museum displays</i>).</p> <p><b>Where did the mummies go?</b> Ask the children to match the labels with the parts of the tomb.</p> <p>Week 5</p> <p><b>Tutankhamun</b></p> <p><b>Who Was Tutankhamun?</b> In groups of four or five, the children are given a sealed envelope containing their 'Mystery Source'. (<i>There are 4 sources in total, so some groups may have the same source</i>). The children look at the source as a group. On whiteboards, they need to answer the questions on the slide, generating two of their own about the author of the source. Show the information on this and the following slide in the <b>Lesson Presentation</b>.</p>	<p>afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead.</p> <p>Ancient, Egypt, Egyptian, source, Tutankhamun, pharaoh, tomb, treasures, sarcophagus, crown and sceptre, archaeologist.</p>
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		<p><b>Tutankhamun:</b> Show the sentence starters on this in the <b>Lesson Presentation</b>. Allow time for the children to attempt to finish the sentences independently on whiteboards and feedback their responses to the class. Look at the following slides to see how the children’s responses compare to the examples.</p> <p><b>“Yes, wonderful things.”</b> Read through the task together. As a class, read through the diary extract together, followed by the next slide. Then hot seat the characters described on the <b>Lesson Presentation</b>.</p> <p><b>Egyptian Diary Activity Sheets:</b> The children complete the differentiated <b>Egyptian Diary Activity Sheet</b>.</p> <p>Can they recall important facts about the Tutankhamun discovery? Can they put themselves in the place of archaeologist, Howard Carter, in the 1920s? <i>(The diaries will make a good addition to the Ancient Egyptian Museum displays).</i></p> <p><b>Opening the Tomb:</b> Ask the children to imagine they knew what each character at this scene was thinking. Look for children who are able to apply their knowledge of this event to understanding each character.</p> <p>Week 6 <b>Write like and Egyptian</b></p> <p><b>Coding:</b> Ask the children to write a message to their partner without using letters. What ideas can they come up with?</p> <p><b>Hieroglyphs:</b> Read through the information together. Complete the decoding task and read the information on the next slides about hieroglyphs, cartouches and the Rosetta Stone. Give the children chance to discuss and raise questions about the information they have read.</p> <p><b>Writing Like an Egyptian:</b> The children complete the differentiated sheets. Can the children turn an English word into a hieroglyphic one? Look for children who can invent their own hieroglyphic messages. The children complete a <b>Cartouche Activity Sheet</b> for display in the Ancient Egyptian Museum. Can they write their own name in hieroglyphs?</p>	<p>Ancient, Egypt, Egyptian, hieroglyphs, pharaoh, hieroglyphics, decode, translate.</p> <p>Ancient, Egypt, Egyptian, Ra, Ma’at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.</p>
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**Hangman:** Play hangman in hieroglyphic letters rather than using the English alphabet.

Week 7

### **Egyptian Gods**

**Who were the Egyptian gods?** Read the descriptions from the **Egyptian Gods Adult Guidance**. The children study the pictures that they can see and match one to each description read. Use whiteboards to record individual responses. Read the following slide to find out more information about the gods.

**Choose another Egyptian god...** Choose 2 or three sections to read about from the **Ancient Egyptian Gods Information Print Out**. Ask the children to note key information about these chosen gods on their whiteboards. Feedback the information that the children have gathered.

**The Talent Show:** Read through the task together. The children need to research more about one of the gods listed on the **Lesson Presentation**. They need to think about what is special about their god compared to other gods. The children complete the differentiate **Ancient Egypt's Got Talent Activity Sheets**.

Can they recall important facts about their god?

Look for children who can establish why their god is more significant to ancient Egyptian life than other gods.

**Ancient Egypt's Got Talent:** Split the children into groups: seat children with the same god together. The children nominate someone who will impersonate the god they have been researching. Stage the talent show using **Ancient Egypt's Got Talent Adult Guidance**. There will also need to be a judging panel.

**The Ancient Egyptian Museum:** Ask the children to assemble the museum's exhibits for display. Move chairs and tables where necessary. Choose some children to act as tour guides around the museum as visitors arrive.

English – Narrative – Story based in Egyptian times.

Maths – Geometry – Properties of shape, lines of symmetry, obtuse and acute triangles Measurement – Perimeter of shapes

		<p>Team Player – Create mummies using tissue paper, which team has the best strategy?</p> <p>Resilience – Keeping going when things become tough</p> <p>Challenge – Think about the best strategy to create a mummy – challenge yourself – Is speed always the best answer?</p>	
Year Five	Curriculum Objective	Knowledge/Activity	Vocabulary
Autumn One	History Not Taught		
Autumn 2 & ½ of Spring 1 Mayans	<p>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; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>S1: Children to complete picture table what they already know/think about the Mayans – give each children in the group a diff coloured pen so it is clear who has contributed specific ideas.</p> <p>Children to focus on writing clear definitions for what the object could be used for and by whom. Remind children to think logically rather than just pulling ideas out of the air. Children to extend their ideas using a mind map around the picture table.</p> <p>Children to add 3 questions as a group about the Mayans which they would like to find out the answers to through lessons.</p> <p>S2: Children to focus on Mayan farmers – as a group children to mind map ideas about the sights and sounds of a Mayan farmer’s life – what time would they get up? What sounds would they hear during this time? If they went to the market to sell crops, what sights/sounds/smells would they experience?</p> <p>Children to then work with teacher to draw out their favourite ideas and put these as the basis of their diary extract.</p> <p>Children to progress to writing a diary extract in pairs or independent.</p> <p>S3: In mixed attainment groups, children to create TV report based on one famous thing about the Mayans.</p> <p>Children to work in their groups to research a Mayan ‘creation’ and become experts using ICT/books.</p>	<p>Artefacts, hunters, Pacific Coast, Mesoamerica, Maya region, solar calendars, state of Tikal, Pakal the Great, Planque, lowlands, sacrifice, Temple IV, Guatemala, Mexico, El Salvador, Belize, Honduras,</p>



Children to create TV report where a few members are Mayans explaining why they used it and a few children are the reporters interviewing and explaining WHY it was so important and what impact it has on our lives today.

Children to present their TV report to each other.

S4: Children to create their own Mayan god using their own ideas. Pics on table as support if required.

Children to annotate their god with its religious purpose – why would people pray/worship this god? Why are they important?

S5: Children to work in pairs to create full tourist leaflet. Provide children with planning frames, fact pack and prompts if required.

S6: Have a Mayan food tasting session – recap with children the traditional food of the Mayans (tortillas, guacamole, various vegetables, and chocolate).

Give children the opportunity to try these foods – who would eat them? Would every Mayan have access to these foods?

S7: Maya Number System - Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.

S8: Mayan Writing - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system

English – Write a play script for your news report

Maths – Place Value – Ordering numbers to at least 1,000,000, value of each digit, solve number problems and practical problems

Team Player – Create a news report about why the Maya did what they did, work together, think about peoples skills that might help develop your report

		Communicator – Be able to get your opinion/point across clearly	
<p>WWII ½ of Spring 1 &amp; Spring 2</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>S1: To find out what World War II was and where and when it took place.  S2: To find out what the Blitz was and which areas were most likely to be affected.  S3: To learn about the effects of air raids and the causes of evacuation.  S4: To find out about the experiences and feelings of evacuees.  S5: To find out what rationing was, why it was necessary and how it impacted on people's lives.  S6: To learn about the experiences of Jewish children during the war and that the war created many refugees.  S7: To consider how the war affected people's everyday lives.  S8: The Role of Women - Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II.  S9: WW2 Art and Propaganda - Propaganda is the art of spreading a message, often for political gain and the PowerPoint examines what made up the various efforts of UK and US artists during World War Two. Look at what propaganda is, then discuss the different examples included in the PowerPoint and their possible meanings. Complete with our own fantastic original illustrations and some images of authentic World War Two materials, it is packed full of inspiration for your KS2 class. With this PowerPoint, you can look at not just the war effort but also homefront initiatives such as rationing posters. You can discuss slogans with your pupils before using them to build a strong, memorable image to support the text. You can then use your creations to make a display for your classroom or for your class to take home.  S10: An experience session/day (can be flexible)</p> <p>English – Recount – Diary written during WW2  Maths – Statistics – Complete read and interpret information in tables, including timetables.  Value – Value the world around us and where it has come from  Literate – Develop skills through producing a guide about the historical event</p>	<p>Evacuees, Anderson shelters, Blitz, air raids, evacuation, rationing, refugee,</p>

		Communicator – Be able to clearly express your thoughts on WWII	
Summer One	History Not Taught		
Summer Two	History Not Taught		
Year 6	Curriculum Objective	Knowledge/Activities	Vocabulary
Ancient Greek Autumn One	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p><b>Lesson 1:</b> Colour in the Greek Empire: Find the miss-labelled towns on the Alexander the Great Map Activity Sheet and correct them, label key territories and find their modern names. Annotate the map to explain how the empire grew. Colour in the territories on the Alexander the Great Map Activity Sheet.</p> <p>Look at the major events of the Greek period. Explain how AD and BC work on a timeline. Can you order the timeline? Children to use Timeline Ordering Activity and order events in groups. Look for children who can understand how a timeline works, including BC and AD.</p> <p><b>Lesson 2:</b> Democracy Differences: Children to complete a table showing the similarities and differences between Ancient Greek democracy and modern democracy. I can compare ancient and modern democracy. I understand the legacy of the Athenian democratic system.</p> <p>LA: complete similarities and differences table by cutting and sticking statements which apply to either AG democracy or modern democracy.</p> <p>HA: complete the table with 3 columns: the system prior to Athenian democracy (e.g. archons and areopagus), Athenian democracy and modern democracy. They will need to research the first system using books or the internet.</p> <p><b>Lesson 3:</b> The Legacy: What events are still played at the Olympics today? What legacy has been left behind?</p>	Spartan, Spartans, Solider, Crete, Pheidippides, Athens, The Battle of Marathon, Olympia, Persian Empire, Iran, Afghanistan, Mount Olympus, Persians, Corinth, Alexander the Great, Greek God, Priam's Treasure,

		<p>Children to list Ancient Greek Olympic events and Modern Olympic events.</p> <p>LA: Comparing the Ancient and Modern Olympic Games Activity Sheet children stick cut up events into Ancient/Modern/both Olympics on a venn diagram.</p> <p>MA: Comparing the Ancient and Modern Olympic Games Activity Sheet; children complete a venn diagram of ancient/modern/both events.</p> <p>HA: Comparing the Ancient and Modern Olympic Games Activity Sheet children complete a venn diagram of ancient/modern/both events and include a description of each of the events in their diagram.</p> <p><b>Lesson 4:</b> The Battle of Marathon: Explain that the city states often fought but the only time they came together was when they faced an external threat; Persia. Discuss how Persia tried to attack Athens in 490BC. The Athenians tried to ask for help from Sparta but they didn't arrive in time!</p> <p>Help! Roleplay the conversation between the Athenians and the Spartans where the Spartans refuse to help. What do the Athenians say? Why don't the Spartans help? How do the Athenians feel about the Spartans reason for not helping?</p> <p>Let Battle Commence! The Athenians ended up fighting the Persians alone and outnumbered. Can you explain how they managed to win so dramatically?</p> <p><b>Lesson 5:</b> Orpheus and Eurydice: Read the story of Orpheus and Eurydice. Ask children to consider the events in the story and draw their attention to the following elements: the main character (hero), a quest, a challenge set by a god, a mythical beast.</p>	
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		<p>Greek Myths: What stories have we learnt about the gods? Make a class list of some of the main myths the children know. Discuss what common features these myths share. Can we invent a new myth involving some of their Greek gods? Plan one together using Greek myth story dice.</p> <p>Greek Myth Storyboard: Children to plan own Greek myth storyboard using the Greek Myth Storyboard Templates. What gods will you include? What will the problem be?</p> <p>LA: story board with 4 boxes. Children to use Greek story dice (for setting, god etc.) Shared writing with teacher or TA if needed.</p> <p>MA: story board with 6 boxes.</p> <p>HA: story board with 8 boxes.</p> <p><b>Lesson 6:</b> Let's Act it! Allocate each group a different scene to freeze frame, e.g. the Greeks arriving for battle, men hiding inside a wooden horse while the Greeks pretend to sail away, the Trojans bringing the horse into the gates, the Greeks climbing out at night and letting the army in and the final battle. Take photos and upload.</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>	
Ancient Greek Autumn Two	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>Week 2</p> <p>Session 1:</p> <p>1) In tables, children look at the pictures in the middle of each table (different picture on each table).</p> <p>Whole class feedback, saying what they can see in the pictures, what they might be, what they think is happening, etc.</p> <p>2) Together, go through PPT and watch BBC Bitesize video about Ancient Greek theatre.</p>	<p>Theatre.</p> <p>Comedy.</p> <p>Satire.</p> <p>Actors.</p> <p>Stage.</p> <p>Chorus.</p> <p>Orchestra.</p> <p>Masks.</p>

		<p>Ask children to turn to their partner and tell them three things they have found out about Ancient Greek theatre, and then swap over.</p> <p>3) Using video, ppt and Ancient Greek topic books, children research various aspects of the theatre in Ancient Greece – theatre building, actors, plays, costumes and audience.</p> <p>Individually, children create a large Spider Diagram in their books to present their findings.</p> <p>Differentiation by outcome.</p> <p>L.A – to use a simple paragraph to find out about the theatre and create simple Spider Diagram with Mrs B.</p> <p>4) Can we see any similarities between theatre then, and now? Are there any obvious differences?</p> <p>Session 2:</p> <p>1) What do we already know about the masks worn by Ancient Greek actors?</p> <p>2) Why were the masks so important? Used to show emotions.</p> <p>3) Look at pictures of various masks on the IWB. Which plays would they have been used in? How do we know? What emotions are they showing?</p> <p>4) On pre-prepared sheet, children have a go at sketching 4 masks, all showing a different emotion. Can the class guess the emotions?</p> <p>5) Children spend time creating their own mask out of cardboard, taking into account which play it would be used for.</p> <p>6) Children have picture taken in their masks.</p> <p>Week 4</p> <p>Session 1:</p> <p>1) Ask the children to work in pairs, and to look at the selection of photos they have. Jot down on whiteboards what the photos are of, and what they think all of the photos have in common. Whole class feedback.</p>	<p>Expressions. Feelings. Religion.</p>
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2) Using photos, ppt and books, explore the main features of Ancient Greek architecture, along with the reasons for them.

Look especially at the three main types of columns, capital, frieze and pediment.

3) In their books, children draw examples of the main features, and then label them on a photo.

4) Now look at pictures of Kedleston Hall and St Pancras New Church – which Ancient Greek architectural features can we identify on these modern buildings?

Session 2:

1) Show children examples of artwork on Ancient Greek architecture, using paper straws and quilling, on a coloured background.

2) Demonstrate to class the different ways the straws can be used, and how to 'quill' white paper.

3) Give children a little time to think about their design – what type of columns? Include a panel?

4) Using coloured paper, paper straws and white paper, children spend time creating their Ancient Greek architecture.

5) Create display using these finished pictures.

## **Week 6**

### **Session 1:**

1) Play Hangman to find out the names of a few Ancient Greek myths – Theseus and the Minotaur, Perseus and Medusa...

What are these the titles of? Ancient Greek myths.

2) What is a myth? Think, Pair and Share.

3) What are the main components of a myth?

- the main character (hero), a quest, a challenge set by a god, a mythical beast.

4) Think back to last year, when we looked at Theseus and the Minotaur. Can the children find the above elements in that myth?

5) Read the myth of Orpheus and Eurydice to the class.

Can the children find the main elements of a myth in this one?

6) What do the children think of this myth?

		<p>Good story-telling? Far-fetched? What do they think the Ancient Greeks would have made of it?</p> <p>Reminder that Theseus myth was seen as believable due to the earth tremors that took place in that area.</p> <p><b>Session 2:</b></p> <p>1) Having heard the myth of Orpheus and Eurydice, children are to create a comic strip to retell the myth.</p> <p>Must include all the main elements of a myth.</p> <p>2) Remind children of how to make the recount exciting and engaging to the reader.</p> <p>3) Children spend time creating their comic strip.</p> <p>Differentiation by outcome.</p> <p>L.A – shared writing with Mrs B.</p> <p>4) Once comic strip is finished, children can work in pairs and, using the myth die, come up with a brand new myth, making sure they incorporate the main components.</p> <p>5) Choose a few pairs to share their new myth.</p> <p>English – Narrative – create a Greek Myth</p> <p>Maths – Number – addition, subtraction, multiplication and division – solve addition and subtraction multi-step problems in context, deciding which operations and method to use and why</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>	
Spring One	History not taught		
Spring Two	History not taught		
Summer One	History not taught		
Summer Two Local History	<p>A local history study (Year 1)</p> <p>Post 1066 - Industrial revolution</p>	<p><b>Who first 'settled' Derby, and where?</b></p> <p><b>Week 1</b></p> <p>1) Introduce the topic by asking them if they know of any historical facts connected to Derby/Derbyshire?</p> <p>2) What do they already know about the Romans, thinking backing to Yr 3? Create a mind map together to show this.</p> <p>Think, Pair and Share.</p>	<p>Derby</p> <p>Romans</p> <p>Derventio</p> <p>Primary/secondary source.</p>



		<p>3) Using a washing line timeline, establish when the Romans invaded Britain, and what came before.</p> <p>4) Spend time finding out about the three Roman settlements and Roman roads (how different to our roads now? Why?) discovered in Derby – Strutts Park, Chester Green and Derby Racecourse.</p> <p style="padding-left: 40px;">Using grid coordinates, children locate first settlement on their map and label it. Using ppt and pictures, find out about the settlement and then write an explanation next to their key, under their map.</p> <p style="padding-left: 40px;">Repeat for the other two settlements.</p> <p style="padding-left: 40px;">L.A – support to find locations on map. Write one fact about each site.</p> <p>5) Think about what the evidence found (primary or secondary?) tells them – few pieces of gilded, bronze military equipment, pottery kilns, etc.</p> <p>6) Why do they think the <b>Romans</b> chose these places to settle? Rivers, defence tactics.....</p> <p>7) Using lolly sticks, what have we learned about the Romans in Derby?</p>	<p>Fort Vicus Mausolea Excavation Ryknield Street</p>
		<p><b>Week 2</b></p> <p>1) Recap on what a mausoleum is, which was excavated on Derby Racecourse, from the Roman times.</p> <p style="padding-left: 40px;">Are these still used today?</p> <p>2) So last lesson we discovered evidence of Roman burials and cremations taking place in Derby, which means that Roman funerals must have taken place, too!</p> <p style="padding-left: 40px;">Would they be similar or different to what we know today?</p> <p style="padding-left: 40px;">Think, Pair and Share.</p> <p>3) Children spend some time looking at a selection of pictures depicting Roman funeral scenes.</p> <p style="padding-left: 40px;">What do they think is happening?</p> <p style="padding-left: 80px;">Whole class feedback with lolly sticks.</p> <p>4) Through ppt, Horrible Histories clip and information sheet, explore Roman funeral customs.</p> <p>5) In mixed ability pairs, record any similarities and differences in their books, between funeral customs today and in Roman times.</p> <p style="padding-left: 40px;">Extension – find out about funeral customs for Emperors.</p>	<p>Afterlife Charon River Styx Brier Mausoleum Burial Cremation Purification Procession Similarities Differences</p>

	<p>6) Whole class feedback onto large sim/diff chart, with lolly sticks.</p> <p><b><u>How do we know that the Vikings came to Derbyshire? (Y4)</u></b></p> <p><b>Week 3</b></p> <p>1) Recap on the washing line timeline, to remind children when the Romans were around. Who came next?</p> <p>2) Place Saxons on the timeline. Who were they? Where did they come from? What can the children remember from Year 4? Create a large mind map.</p> <p>3) Explain to the class how the Saxons took over from the Romans in 'Derby' (seven kingdoms in Britain, inc Mercia) and ruled until the Vikings appeared!</p> <p>4) What can the children remember about the Vikings? Write what they know on post-it notes and stick them on a large poster. Recap on their dates (washing line timeline) and where they came from.</p> <p>5) Explain to the class how the Vikings gained Derby, and how they influenced the name. If time, look on maps to see how well Derby was protected.</p> <p>6) Introduce some photos of Viking artefacts, found in Repton. As the children to stick them in their books and write around them what they would like to find out about them/what questions they throw up. Whole class feedback.</p> <p>7) Together, find out about the Battle of Repton, the Great Heathen Army and what has been found (and what these artefacts tell us) at St Wystan's church, Repton.</p> <p>8) Underneath the artefact pictures, children work independently to write an explanation as to what the artefacts tell us about Vikings in Derbyshire. Differentiation by outcome.</p> <p>9) Re-enactment in Locko Park / Longboat under the Assembly rooms!</p> <p><b><u>Who was the Lady of Mercia and how is she connected to Derbyshire? Y4</u></b></p> <p><b>Week 4</b></p>	<p>Saxons Mercia Little Chester/Chester Green Vikings Djura-by Deoraby = village of the deer. The Great Heathen Army Repton St Wystan's Thor's hammer pendant Northworthy</p> <p>Saxons</p>
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		<p>1) Briefly recap on the washing line timeline, to reinforce that the Saxons and Vikings coexisted in Britain, both wanting to have control of Britain.</p> <p>2) In July 917 AD, at the Battle of Derby, the Saxons recaptured Derby, from the Vikings, led by 'The Lady of Mercia'.</p> <p>3) Who was 'The Lady of Mercia'?</p> <p style="padding-left: 40px;">Through ppt and pictures, find out about Her family, what she did and why she is remembered.</p> <p style="padding-left: 40px;">Look at the selection of pictures. Some show her as a warrior, some as a motherly figure. Which do the children think is the better portrayal? Why?</p> <p style="padding-left: 40px;">Think , Pair and Share.</p> <p>4) Children choose one picture stick in their books. Around it, annotate with lots of facts that they have found out about Aethelflaed.</p> <p style="padding-left: 40px;">L.A – simple information sheet, five facts (more if they can).</p> <p style="padding-left: 40px;">H.A – why should she be given more recognition than at present?</p> <p style="padding-left: 40px;">Extension – can they draw a simple family tree for Aethelflaed?</p> <p>5) Are there any memorials to her in Derby? Should there be? Why/Why not?</p> <p><b><u>What role did Derbyshire play in the Industrial Revolution?</u></b></p> <p><b>Week 5</b></p> <p>1) Useless Inventions game - in mixed ability pairs, ask children to try and match the pictures with the definitions</p> <p style="padding-left: 40px;">Which is the best one and why?</p> <p>2) As a class, create a Spider Diagram to see what the children already know/think they know, about the Industrial Revolution.</p> <p>3) Revisiting the washing line timeline, remind ourselves of the previous periods in history, and see where the Industrial Revolution fits in.</p> <p>4) Watch the BBC clip on the Industrial Revolution.</p> <p style="padding-left: 40px;">Discuss the positive and negative impacts of the Industrial Revolution on society.</p> <p style="padding-left: 40px;">Think, Pair and Share with lolly sticks.</p>	<p>Vikings Mercia King Alfred the Great Aethelflaed Lady of Mercia Recognition Eathelred Edward the Elder Battle of Derby</p> <p>Industrial Revolution Cause and effect Impact Significance Derby Silk Mill Lombe's Mill John Lombe Factory Water power Water wheel</p>
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		<p>4) Class quiz to find out what they have found out.        In pairs, can they sum up, in a couple of sentences, why Cromford was so significant locally, nationally and globally in the Industrial Revolution?</p> <p><b><u>I can design a leaflet to persuade historians to visit Derbyshire.</u></b>  <b>Week 7 and 8</b></p> <p>1) To recap about what they know about the history of Derbyshire, children take part in a team quiz.</p> <p>2) Ask children to look at the statement cards that they have on their tables – did you know that.....?        Can they work out which are true historical facts about Derbyshire, and which are false?        Whole class feedback with lolly sticks.</p> <p>3) Explain to the class that they are going to spend time designing a leaflet to persuade historians (and others) to visit Derbyshire.</p> <p>4) Remind ourselves about the features of a persuasive text - alliteration, adjectives, exaggeration, colourful, snappy/short sentences, eye catching layout and title, pictures, rhetorical questions, emotive language, etc.</p> <p>5) What should be included in the content?        Romans, Saxons, Vikings, Industrial Revolution and 'did you know' fascinating facts.</p> <p>6) Look at a few examples of persuasive leaflets and model the start of mine.</p> <p>7) Children work individually on their persuasive leaflets.        L.A – information sheets, word mats, support from teacher.</p> <p>8) Thinking back over what we have learned about the history of Derbyshire and to conclude the topic, which event/area do they think is most significant to Derbyshire today, and why?        Think, Pair and Share.</p> <p>English – Persuasion – Leaflet/Advert Why come to Derby,        Maths – Geometry- Position and Direction – describe positions on the full coordinate grid (all four quadrants)        Independence and self-awareness – Know who you are and where you have grown up</p>	<p>Persuasive        Alliteration        Emotive language        Rhetorical        Exaggeration        Romans        Saxons        Vikings        Industrial Revolution        Silk Mill        Cromford Mill        Arkwright        Archaeology        Lady of Mercia        Repton</p>
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