

## HISTORY LONGTERM PLANNING OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	My Locality Stanley Grove Primary Academy My history	My Locality Stanley Grove Primary Academy My School's History	Lives of Significant Individuals Florence Nightingale	Lives of Significant Individuals Florence Nightingale	Lives of Significant Individuals Exploration, conquest, and pirates. Christopher Columbus	Lives of Significant Individuals Exploration, conquest, and pirates. Christopher Columbus
<b>Year 2</b>	Lives of Significant Individual Mary Seacole	Lives of Significant Individual Mary Seacole	Significant Events What is a Plague? Where did it start?	Significant Events What is Plague? Eyam-Working together to stop the plague (parallels to covid	Significant Event 'HMT Windrush' Migration and rebuilding Britain	Significant Event 'HMT Windrush' Migration and rebuilding Britain
<b>Year 3</b>	HISTORY- CHANGES IN BRITAIN Stone Age	HISTORY- CHANGES IN BRITAIN Stone Age	HISTORY- CHANGES IN BRITAIN Bronze Age/Iron age	HISTORY- CHANGES IN BRITAIN Iron Age	Ancient Egyptians beliefs and daily life	Ancient Egyptians beliefs and daily life
<b>Year 4</b>	HISTORY- CHANGES IN BRITAIN The Romans in Britain Roman Empire the invasion of Britain	HISTORY- CHANGES IN BRITAIN The Romans in Britain Roman Empire the invasion of Britain	HISTORY- CHANGES IN BRITAIN Romans in Manchester	HISTORY- CHANGES IN BRITAIN Roman Manchester	HISTORY- CHANGES IN BRITAIN Anglo Saxons Romans depart – Saxons, Vikings and Anglo Saxon Britain	HISTORY- CHANGES IN BRITAIN Anglo Saxons Saxons, Vikings and Anglo Saxon Britain
<b>Year 5</b>	BRITISH HISTORY The Industrial Revolution Life before/ Life after Changes in society	BRITISH HISTORY The Industrial Revolution Life before/ Life after Changes in society	BRITISH HISTORY The Industrial Revolution in Manchester	BRITISH HISTORY The Industrial Revolution in Manchester	BRITISH HISTORY Human Rights and Democracy in Manchester.	BRITISH HISTORY Human Rights and Democracy in Manchester.
<b>Year 6</b>	HISTORY- THEME IN WORLD HISTORY: CIVALIZATIONS Ancient Egypt (Africa)	HISTORY- THEME IN WORLD HISTORY: CIVALIZATIONS Ancient Egypt (Africa)	HISTORY- THEME IN WORLD HISTORY: CIVALIZATIONS Ancient Greece (Europe)	HISTORY- THEME IN WORLD HISTORY: CIVALIZATIONS Ancient Greece (Europe)	HISTORY- THEME IN WORLD HISTORY: CIVALIZATIONS Early Islamic and Islamic Golden Age. (Asia- Middle East)	HISTORY- THEME IN WORLD HISTORY: CIVALIZATIONS Early Islamic and Islamic Golden Age. (Asia- Middle East)

**DRAFT**

Stanley Grove Primary Academy  
Curriculum

**Medium Term Plan**

**HISTORY**

# History



Investigate and  
interpret the past



Build an overview  
of world history



Understand  
chronology



Communicate  
historically

# Progression Across Milestones

	<b>MILESTONE 1</b> <b>History of a place, person, and object.</b>	<b>MILESTONE 2</b> <b>Changes In Britain</b> <b>Stoneage-1066</b>	<b>MILESTONE 3</b> <b>In depth Study</b> <b>THEME IN BRITISH HISTORY- Industrial Revolution</b> <b>THEM IN WORLD HISTORY- Civilizations</b>
<b>Investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence including artefacts, pictures, stories, experts and online sources for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand there are different accounts of a historical event, the reasons accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information explore hypotheses about the past.</li> <li>• Seek out a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>
<b>Build an overview of world History</b>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the region throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Explore the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the region.</li> <li>• Understand how changes in one region can have an impact in other areas of the world.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>Understand chronology</b>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the main changes in a period of history, including social, religious, political, technological and cultural.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<b>Communicate historically</b>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology.</li> <li>• Use literacy and numeracy skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Show an understanding of concepts such as civilization, monarchy, parliament, democracy, and war and peace.</li> <li>• Use original ways to present information and ideas.</li> </ul>

## Explore Experiences at SGPA- Whole School Overview

Key
Visitor with no cost
Visitor with cost
In-house activity (low cost from Curriculum Budget)
In-house activity lead by Creative Team (low cost from Creative Budget)
Trip no entrance fee Mini-Buses
Trip with entrance fee <u>Mini Buses</u>
Year 6 Residential and end of year celebration Coaches required.

YEAR 1	AUTUMN TERM	Stanley Grove Primary Academy My history	HISTORY
Threshold Concepts	1. Investigate and interpret the past 2. Build an overview of world history 3. Understand chronology 4. Communicate historically		
Milestones	<ul style="list-style-type: none"><li>• Observe or handle evidence to ask questions about the past.</li><li>• Ask questions such as: What was it like for people? What happened? How long ago?</li><li>• Use artefacts, pictures, stories to find out about the past.</li><li>• Describe historical events.</li><li>• Describe significant people from the past.</li><li>• Recognise that there are reasons why people in the past acted as they did.</li><li>• Place events and artefacts in order on a timeline.</li><li>• Label timelines with words or phrases such as: past, present, older and newer.</li><li>• Recount changes that have occurred in their own lives.</li><li>• Use dates where appropriate.</li><li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li><li>• Show an understanding of the concept of nation and a nation’s history.</li></ul>		
Unit Content	<p>Lesson 1- Can I use vocabulary to show passing of time? Vocabulary Introduction to History – Talk about what is History. Have a bank of vocabulary, Ch to sort words into past, present and future. key words including:A long time ago, recently, past, now, here, many years ago, yesterday, today, tomorrow, etc. Stick a picture of children sorting the words in small groups in their books. Children to write sentences in their books. For eg, My grandma was born many years ago. Etc</p> <p>Lesson 2- Can I explain my History? My timeline We will be looking at history through places, people and events that have happened a long time ago. Explain we will be looking at a place and it is a place that belongs to all of us- Stanley Grove Primary Academy. Before we do this, we will spend a lesson looking at our own History. Explain what a timeline is and how Historians use them to communicate changes and important events. Teacher to model his/her own History on a timeline. D.o.B, school, Graduation, first job, marriage, first child etc. Use something visual like a toilet roll to show each tissue piece is 10 years. (Introduce word decade) tape this on the wall so we can add to it later. (Use at least 13 tissue squares for adding opening of school in the next lesson). Main- Ask children to bring in pictures of themselves. If they don't bring any then give children generic pictures with years on in groups. For example, year a child of their age was born, Year they got their first tooth, year they started nursery, Started reception and year 1. Children to place in order on their tables. Take a picture of group activity with a written explanation of what children have done and stick in books.</p> <p>Lesson 3- What is significant about my school building? My school Ask the children how old they are then how old they think our school is? How can we find out about the past of a place like our school? Explain it was built a long time ago and in fact it will be 121 years old in the summer (2023). Built in 1902. Add this on the timeline from lesson 2 on the wall.</p> <p>Explain there has been a lot of changes happening in Longsight as well as our nation (for example we have King Charles III, The Queen Elizabeth II died in 2022), but when the school was built there was a King (Edward VII). In those days 100 years ago, England was coming to the end of the Victorian period. Explore the school buildings and grounds looking for evidence of what our school was like in the past and how it has changed.) What evidence of the past is there in and on the building? (Girls' and boys' entrance show boys and girls were kept apart, gravestone demonstrates other use of the site, founders stone tells us when the school opened and who opened it. Why was someone important asked to open the school? Look at blueprints and maps of the school buildings and grounds from rebuild- (Link to Geography looking a maps) notice different building materials for old and new parts of the building. <a href="https://manchesterhistory.net/LONGSIGHT/SCHOOLS/Stanley.html">https://manchesterhistory.net/LONGSIGHT/SCHOOLS/Stanley.html</a></p> <p>Take photos, make drawings, and record evidence as a class.</p>		

<p>Lesson 4 - How did key events effect my school? My school's significant events. To recap prior learning, do quick quiz, ch to answer and stick in books. For eg: write 2 words that show it has happened (Before, last year, a long time ago etc), Explain what a timeline shows, What year was our school built in? (1902).</p> <p>Guests (these may be filmed ) talk to pupils about how the school has changed over time giving oral account of living memory of the school e.g. what it was like when the school was being rebuilt, long time staff members recollections (possibly Mags or Julie), an ex-pupil from as far back as possible and a current year 6 pupils who can explain changes, they have seen in their seven years at the school. Discuss and ask questions – record ideas and learning. Give children a part completed timeline of when school was built (1902), when it became an academy (2013), when the extension happened (2017), when it went into lockdown (2020) etc. To add key events of our school on a timeline, stick in books. Children to write a sentence to explain which event they think is most significant and why? Add these dates to the timeline on the wall in lesson 2 sum1.</p> <p>Lesson 5- Do I prefer to learn in my school now or in 1902? Can I explain why? Comparing my school to an Edwardian school. Edwardian teacher re-enactment and experience. Pupils write on slates, girls and boys separated- girls darn socks while boys do physical maths. Demonstration of an example of discipline with a teacher being made to wear a dunce hat when they get a question wrong and being threatened with a cane when they say that it is unfair to punish someone for not knowing something (as it is not the Stanley Grove way!) Children are asked to decide if they would prefer to be at SGPA in 1902 or 2023 and to explain their reasoning. Ch to complete a table of what schooling was like in 1902 and what it's like now. For e.g. boy/girl separate, cane, no free school meals until 1902, no medical inspections etc.</p> <p>Lesson 6- What have you learned being a historian? Revisit learning about SGPA. Ask the children to mind map as a class what they recall about the school and the changes that have taken place – they can use their books to help remind themselves- Historians write things down! Ask pupils to answer some key questions in their books, for example: How old is our school? How did we find out the age of the school? Were boys and girls mixed together? How do we know the answer to this? Were there lots of the pupils from countries from around the world in the early days of the school? How do we know the answer to this? Why did this change? What was school like when it first opened?</p> <p>Main <a href="https://manchesterhistory.net/LONGSIGHT/SCHOOLS/stanclass1.html">https://manchesterhistory.net/LONGSIGHT/SCHOOLS/stanclass1.html</a> Choose a picture to stick in books and children to write their ideas and answers around the picture. Look at the names of the children in the classes on the link above. What do you notice? Stick in picture from above link, and one from present class and make comparisons.</p>			
<b>Links</b>			
<b>RRS ARTICLES</b>			
<b>Key Questions</b>	<p>Fundamental What does past mean? What does present mean? What year were you born? What year was SGPA built? Advancing What evidence can you find around school which shows boys and girls were segregated? Deep Do you prefer to be at SGPA now or 100 years ago? Explain why?</p>		
<b>YEAR 1</b>	<b>SPRING TERM</b>	<b>Lives of significant people- Florence Nightingale</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<p><b>1. Investigate and interpret the past</b>  <b>2. Build an overview of world history</b>  <b>3. Understand chronology</b>  <b>4. Communicate historically</b></p>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories to find out about the past.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a timeline.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>
<b>Unit Content</b>	<p>Lesson 1- Can I predict the role of our significant person? Artefacts</p> <p>Verbally recap History work from last term. Last term we began working as historians by looking at a place and finding out about its past. We found out about the history of our school. Can anyone remember anything we found out about our school? (Note: Give pupils a few minutes to discuss what they recall, reinforce that the school was built in 1902, that the building changed over time, that girls and boys were treated differently, and the demographic of the school changed as our community altered.) Any misconceptions are covered and corrected.</p> <p>This half term we will be carrying on working as historians to understand the past and how it links to the way we live today. This time we will look at history through a person. We will look at a person who did something important. We will look at someone important because it is usually much harder to find out about an ordinary person. People who do extra special or important things usually leave carefully kept evidence behind, like photos, or paintings of them, newspaper articles or books written about them and the things they owned or made. Historians call these things artifacts: Key vocabulary: An artefact is an object that was made belonging to an earlier time. The person we are going to learn about the past from is Florence Nightingale.</p> <p>Main</p> <p>Put the artefacts around the room (explain these aren't actual artefacts found, but are replicas of things used then, Sandra has box), (lamp, statue of Florence, apron, 10 pound note- her print is on the back) etc. children to make predictions what they think it is? What will they be learning? Are the items from a long time ago? Give children details of what it actually is. Children to complete a table to show pic of item on the left, predictions in the middle and note on what it actually is. For example. Lamp, used to see at night, she was called lady with lamp.</p> <p>Now reveal we will be learning about Florence Nightingale. She was a nurse born in 1820 in Italy. This is 203 years ago. Explain what a century is. This is 2 centuries ago.</p> <p>Lesson 2- How did Florence Nightingale effect nursing?</p> <p>Profile of Florence Nightingale.</p> <p>Explain she was a nurse and went to help wounded soldiers in the Crimean War. On the timeline on wall add the date she was born 1820 (will need to add 12 more tissues). Explain it was 203 years ago. She died in 1910 and that's when our school was 8 years old. Our school is 101 years old. Place her date of birth and death on the main timeline on the wall. Have a brief discussion about war- 2 or more countries go to war and soldiers as well as civilians get injured or die. The soldiers needed someone to help them get better.</p> <p>Ask ch if they know what a nurse does? What are his/her jobs. Talk about how we can have male or female nurses now, During the times she was a nurse, only women would have looked after the injured. Nursing was very different back then.</p> <p>Show <a href="https://www.youtube.com/watch?v=jONlz7vaMnU">https://www.youtube.com/watch?v=jONlz7vaMnU</a></p> <p>Main: Ch to create a profile for Florence Nightingale. With details of birth: 1820, trained as nurse 1851, Britain joined the Crimean war 1854, she went to help in Crimea 1854, Published notes on nursing 1860, 1910 died. What made her become a nurse? What did she like doing? Was she from a rich or poor family? How did she effect the standards of the hospital and the nursing profession? Where was she born? Florence Nightingale was born into a wealthy family in Italy. Her parents discouraged her from becoming a nurse because they thought it was beneath her. She trained in Germany and then moved to England before travelling to Crimea. When she returned, she published a book called "Notes on Nursing" which is still influential today.</p> <p>Lesson 3- Can you explain significant details of the Crimean war?</p> <p>Crimean War</p> <p>Have a brief discussion about war- 2 or more countries go to war and soldiers as well as civilians get injured or die. The soldiers needed someone to help them get better. Explain war broke between a country called Russia and the Ottomon empires (Part of Ottomen empire is now called turkey) and Florence went to an area called Crimea.</p> <p>Have a discussion about why Florence went? Explain Great Britain and France were friends with the Ottomon empire, so they wanted to help them. Explain for most of Florence's life there was another queen called Queen Victoria and for this reason we call Florence Nightingale and other people who lived during that time in the past 'Victorians'. Key vocabulary: A Victorian, is someone who lived mostly when the monarch was Queen Victoria.</p> <p>Main-Give ch a map to stick in books (Map should have ottoman empire, Crimea, Russian Empire initials on it, children to fill in the whole name of countries.)</p>

	<p>Lesson 4- Can I explain significant events in Florence Nightingale's life? Timeline of Events. Recap prior learning by doing a quick quiz. Ch stick in books with their answers. Ask Questions like What year was Florence born? 1820 Where did she go to help the soldiers? 1854 Who was Britain and France helping at the time? (Turkey- part of the Ottoman empire)</p> <p>Main- Explain we created a timeline of our own history in autumn 1, now lets create one for Florence Nightingale. Give children a set of pictures for key events of her life with dates. Children to order the pictures in groups. Stick pictures of completed sequence in books. Born: 1820 1851 trained in nursing 1854 joined the Crimean war 1860 published notes on nursing 1910 died. Children write a sentence to explain which event they think is most important and why?</p> <p>Lesson 5- What are the main similarities and differences inside a hospital during the Crimean war and now? Making comparisons between a hospital now and during the Crimean war.</p> <p>Explain when Florence arrived at the hospitals in Crimea, she was shocked to find the poor insanitary conditions were the reasons for many soldiers dying. Watch <a href="https://www.youtube.com/watch?v=TLsVpH2tlfY">https://www.youtube.com/watch?v=TLsVpH2tlfY</a></p> <p>Main -Give children a picture of a nurse in a hospital now, and a picture of Florence in the ward. Ch to write what they notice? What's similar? What's different. Record as vocabulary and sentences around the two pictures.</p> <p>Lesson 6- Did Florence Nightingale really make a difference? Explain how you know. Do a verbal recap of all the facts learned about Florence. Show children a letter written by Florence's mum or dad. Asking her how she is, What the hospital is like, What equipment etc she uses, Ch to write a letter back giving dates, details of her work and how she feels helping the soldiers. Use as assessment for the end of unit.</p>		
<b>Links</b>			
<b>RRS ARTICLES</b>			
<b>Key Questions</b>	<p>Fundamental When was Florence Nightingale born? Where was Florence Nightingale born? Who was the monarch (king/queen) for most of Florence Nightingale's life? Can you name a fact about Florence Nightingale's childhood? Where did she go to help the soldiers? Advancing Explain the challenges Florence Nightingale faced during her life. Deep Explain how the Crimean War effected the medicine and treating injuries.</p>		
<b>YEAR 1</b>	<b>SUMMER TERM</b>	<b>Christopher Columbus</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<p><b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b></p>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories to find out about the past.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a timeline.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>
<b>Unit Content</b>	<p>Lesson 1- Who was Christopher Columbus?  Organise information about Christopher Columbus  Recap learning from previous learning about Florence Nightingale. Who was she? Where was she born? Where did she go? What year did she die?  Explain we learned about a significant individual called Florence Nightingale. Talk about how she had a very positive role and made a positive impact on hygiene in hospitals and nursing.</p> <p>Explain we are now going to look at a different significant person from the past. But it will be up to you to decide if he had a positive or a negative effect on our history.</p> <p>Show a picture of Christopher Columbus. Explain he was born in 1451. Which is 572 years ago from now. (2023) Some people call him an explorer; some call him a pirate? Why do you think there is a difference of opinion?  Using the link: <a href="#">Google Earth</a>, display the continent Europe on the interactive whiteboard.</p> <p>Ask the children if they know how this photo was taken. Explain that satellites take photographs of the Earth. In the past, maps were created by explorers, who sailed around the world discovering new land. Inform the children that Christopher Columbus was one of these people. Remind the children that Christopher Columbus went on a voyage to the Indies (Asia) in 1492. Point out that 'beyond living memory' is more than 100 years ago. Explain that historians use sources (such as drawings, paintings or diaries) to find out more about this time period, as other types of recording equipment (e.g.cameras) were not invented yet.</p> <p>Main- Watch <a href="https://www.youtube.com/watch?v=Qt7liKuYMBY">https://www.youtube.com/watch?v=Qt7liKuYMBY</a> give children a picture of Christopher Columbus, children to write key information around the picture in books, Who was he? (A voyager and a pirate) what did he do? where did he go? (Americas) Where did he want to go? (China and India) to look for spice and silks. (Power point saved as All about Christopher resources)</p> <p>Give children a timeline with key event below. Stick in books.  When he was born 1451, When he first set off looking for a route to Asia 1492, made his last voyage 1502, returned to Spain 1504, When did he die? 1506.</p> <p>Lesson 2- What happened on Christopher Columbus's voyage?  Show children a map of the voyage made by Christopher Columbus. Explain he was sent on a voyage In 1492 by King Ferdinand and Queen Isabella (Queen of Spain) who agreed to pay for his trip. They gave him a crew and three ships: the Nina, Pinta and Santa Maria. Columbus sailed aboard the Santa Maria. He wanted to find India and China for their silks and spices. Instead, he sailed the other way and found Americas. (Explain the Vikings had arrived there 500 years before, so he wasn't the first person to discover it, but he made changes there and took gold, plants and animals. (Map in power point in resources)</p> <p>Main- Ch to stick in a map of his journey. Explaining where he wanted to go and why? and where he ended up? Ch to write a note about how sailors decided to stay at the seaports to make their fortunes. They build small villages and forts close to the rivers and seaports.</p> <p>Lesson 3- What were the conditions of life on Santa Maria?</p> <p>Talk about what ships are like now. Why do we have ships? Show pictures of modern ships and pictures of Santa Maria. Talk about the jobs the staff do on the ships now. What do we think the sailors had to do on the ships? What did they eat? Where did they sleep?</p> <p>Main- Read Sailor's account on the ship (saved in resources) to learn about what life was like on the Santa Maria. What were the jobs the sailors had to do? What did they eat? Ch to write a job description for a sailor.</p>

	<p>Lesson 4- How did Christopher's voyage affect food and farming? Do a quick quiz to recap learning in sum 1, stick quiz in books. When was Christopher born? 1451, Where was he born? Italy, When did Christopher Columbus go for his first voyage? 1492.</p> <p>Explain Christopher Columbus went on a voyage to look for China and India, he wanted to bring spice and silks, but instead he ended up in Americas. He left thirty-nine men to build a settlement called La Navidad in present-day Haiti. He also kidnapped several Native Americans (between ten and twenty-five) to take back to Spain—only eight survived. Columbus brought back small amounts of gold as well as native birds and plants to show the richness of the continent he believed to be Asia. Cocoa beans, potatoes, pineapple, peppers, sunflower, tomatoes, guava, vanilla, corn, turkey, Bring in a few of the items to show children.</p> <p>Main- Children to record the items he discovered and brought back to Europe, and a couple of sentences to explain how these foods and items effect food and farming in Europe.</p> <p>Lesson 5- How did Christopher Columbus's visits effect Americas?</p> <p>Explain we know Christopher Columbus was a voyager, he went to look for a route to India and China. Talk about what a voyage is. Compare this to what a pirate is? Explain Christopher went to these lands uninvited. How did the people that live there feel? He took gold, and he enslaved people and took them with him. How did they feel leaving their friends, families, and their home? Explain sailors made villages at the ports to make their fortunes. Columbus's journeys to the Americas opened the way for European countries to colonize and exploit those lands and their peoples. Trade was soon established between Europe and the Americas. Plants native to the Americas (such as potatoes, tomatoes, and tobacco) were imported to Europe. This trade route also paved the way for the slave trade between Europe, Africa, and the Americas. Explorers and settlers brought with them diseases that had a devastating effect on Native American populations. Many native peoples perished or were driven from their homes by colonizers.</p> <p>Main- Children to make a table of positive effects to Americas and negative effects. Using the information above.</p> <p>Lesson 6- Were Christopher Columbus's contributions to the world at the time positive or negative? Explain how you know. Recap all prior learning about Christopher Columbus. Ch write an obituary about him giving correct dates, details of his experience and how he effected Americas. Children to write a sentence to Use as an end of unit assessment.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p>Fundamental What did Christopher Columbus do? Where was Christopher Columbus born? Where did he sail to? What year was he born? When did he set sail on his first voyage?</p> <p>Advancing Explain why Christopher Columbus is such a significant person in History. Explain why Europeans built settlements in Americas.</p> <p>Deep Do you agree, Christopher Columbus's voyage was a good thing? Explain why?</p>

Year 1	Core Knowledge	Core Vocabulary
Autumn	<p>Grandmother and grandfather are born before mum and dad, then parents are born. Child is born after the parents. Then child was born. Children start getting their teeth from the age of 6 months. Year 1 child is 5 or 6 years old. Started school in 2017 if they are 6 years old. And 2018 if they are currently 5.</p> <p>Stanley Grove Primary Academy build in 1902. When the school was built King Edward VII was the king at the time. The school became an academy in 2013.</p>	<p>Past, before, long time ago, present, now, future, timeline, history, yesterday, tomorrow, last year, next year, artefact, decade, Today, yesterday, then, now, before, old, new.</p>

	The building was extended in 2017.	
Spring	<p>1820 Florence was born in Florence Italy.</p> <p>1851 she became a nurse</p> <p>1853 the Crimean war started.</p> <p>1854 Florence travelled to Russia to make sure the hospitals were clean. She made sure soldiers washed their hands, and the hospitals cleaned, slowed the spread of disease.</p> <p>1858 Florence opened a training school for nurse in London.</p> <p>1883 Queen Victoria awarded Florence the Royal Red Cross.</p> <p>1910 Florence died at the age of 90.</p>	Crimean War, century, Ottoman, Russia, Turkey, allies, Crimea, nurse, artefacts, insanitary, conditions, legacy, influential. Significant individuals, event, object, photograph, timeline, improved.
Summer	<p>1451 Christopher Columbus was born in an Italian sea front of Geona. His family were weavers. As a young lad he went to sea, Columbus wanted to find a new route to the Far East, to India, China, Japan and the Spice Islands to bring back silks and spices. Columbus knew that the world was round and thought that by sailing west, instead of east (around the coast of Africa), as other explorers at the time were doing, he would still reach the Spice Islands. In 1492 after years of waiting, the king and queen of Spain gave him three ships: The Nina, the Pinta, and the Santa Maria and 30 men for each ship. Columbus arrived in the Bahamas in 1492 but thought it was the Indies! He is famous for discovering Americas but that's not true as the Vikings had discovered it 500 years earlier. Died in 1506.</p>	Christopher Columbus, Italian, sailor, explorer, Spain, Americas, voyage, India, China, Enslaved, pirates, colonisation, centuries, civilisations

YEAR 2	AUTUMN	Mary Seacole	HISTORY
<b>Threshold Concepts</b>	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories to find out about the past.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a timeline.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>		
<b>Unit Content</b>	<p>Lesson 1- Can I predict the role of our significant person? Artefacts</p> <p>Tell children we will be learning history through learning about the lives of significant individuals in the past who have contributed to national and international achievements.</p>		

Verbally recap learning about Florence Nightingale in year 1. Explain she was a nurse from the Victorian times, and she had to really argue to become a nurse as her parents didn't want her to be a nurse. She went to help in the Crimean war. What was the Crimean war? Which countries were involved in the Crimean war? (War between Ottoman Empire and Russia, Turkey was then part of the Ottoman Empire. Explain Great Britain and France were friends with the Ottoman empire, so they wanted to help them) Who was the monarch of UK at the time? Explain for most of Florence's life there was another queen called Queen Victoria and for this reason we call Florence Nightingale and other people who lived during that time in the past 'Victorians'. Key vocabulary: A Victorian, is someone who lived mostly when the monarch was Queen Victoria.

Main- Put the artefacts around the room (explain these aren't actual artefacts found, but are replicas of things used then), (brush, photographs, apron, medical bowl etc, Sandra has box). children to make predictions what they think each item is? What will they be learning? Are the items from a long time ago? Give children details of what it is. Children to complete a table to show picture of item on the left, predictions in the middle and note on what it actually is in the last column.

Now reveal we will be learning about Mary Seacole. She was born in Jamaica 1805 Explain this was similar time to Florence Nightingale (This was during the period when many black people in the Caribbean were forced to work as slaves. Although Mary's mother was black, her father James Grant was a white Scottish army officer and Mary was born a 'free person' not an enslaved person. Mary was not a nurse as pupils would understand the term. She learned about holistic medicine from her mother who was a 'doctress' who understood the healing properties of plants. She also gained experience of military life, as her father was an army officer. Use PowerPoint saved as story of Mary power point (saved in resources)

Lesson 2- What were the significant events in Mary Seacole's life? Profile for Mary Seacole.  
Teacher knowledge <https://www.natgeokids.com/uk/discover/history/general-history/mary-seacole/>

Children Watch <https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt>  
<https://www.youtube.com/watch?v=K02UX1tCT2g>

Main - Children to create a profile for Mary Seacole. With: Date of birth (1805), Date of death (1881), job (business woman and nurse of herbal medicines), accomplishments (went to help soldiers in Crimea war, her father was a Scottish soldier, her mother taught her traditional Jamaican remedies)

Lesson 3- What were the most important events in Mary's life? Sequence key events in Mary's life.

Show children the short film again from lesson 2 <https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt> to establish the outlines of the story and then to sequence a differentiated set of images of the key events of her life. They finish by discussing which events were the most significant in Mary's life and identifying turning points.

Main- give children pictures of different events in her life with dates. Born 1805, died 1881, married an Englishman 1836, went to Crimea 1855, opened a British hotel 1855, She came back from Crimea sick and with no money, soldiers did a charity gala 1857 to raise money for her. Children sequence the pictures in chronological order. Stick a picture of the sequence completed in books. Children write a sentence to explain which event do they think is most important and why?

To link previous learning, children to have a timeline in books which shows when school was built (1902) When Florence Nightingale went to help in Crimea (1854) When Christopher Columbus went on his voyage and accidentally found Americas (1492) Mary Seacole went to Crimea (1855).

Lesson 4- What were the main similarities and differences of Mary Seacole's and Florence Nightingale? Visit from Mary Seacole.

Quick quiz to recap prior learning- give children a quiz for them to answer and stick in books. For e.g., Where was Mary Seacole born? (Jamaica) What year was she born? (1805) Where did she go to help the soldiers? (Crimea)

Class teacher to role play as Mary Seacole- Prior to visit teacher read <https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/10-things-to-be-sure-to-teach/>

Teacher in role play recap learning about Florence, and facts about Mary in the link above). In the next lesson children will complete a table to outline the similarities and differences between Mary Seacole and Florence Nightingale. For example: funding the trip herself, ethnicity, Mary being rejected at the interview. Her way of looking after the soldiers to Florence was different, how was it different? Both wrote a book.

Stick picture of the visit with main learning in books.

	<p>Lesson 5- What were the main similarities and differences between Mary Seacole and Florence Nightingale?</p> <p>Making comparisons.</p> <p>Show <a href="https://www.youtube.com/watch?v=nc0cht6Yfl8">https://www.youtube.com/watch?v=nc0cht6Yfl8</a></p> <p>Main- Verbally recap learning from year 1 about Florence Nightingale. Explain she was born in 1820, and Mary Seacole was born in 1805 in Jamaica. Florence was born to a wealthy family in Italy. Problems Florence faced in Crimea (hospitals were dirty, poor sanitisation) (This recap would have also been done by teacher in role play)</p> <p>Teacher to read <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/10-things-to-be-sure-to-teach/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/10-things-to-be-sure-to-teach/</a></p> <p>Use the information to make comparisons between the two – Florence Nightingale and Mary Seacole Florence Nightingale was always remembered for how she helped people, but Mary was forgotten and not celebrated for a long time. It was only in 2016 that a statue of Mary Seacole was put up to remember how she helped people, this was over 100 years after the first statue of Florence was erected. Children to complete a table of similarities and differences between the two (Mary and Florence).</p> <p>Lesson 6- Did Mary Seacole really make a difference? Explain how you know.</p> <p>end of unit assessment.</p> <p>Recap all learning about Mary Seacole. Children write an obituary about her. Include details such as: where she was born (Jamaica), year (1805), job, how she helped the soldiers, problems she faced, the book she wrote etc. when she died (1881). Explanation of who she was and what she achieved.</p>		
<b>Links</b>			
<b>RRS ARTICLES</b>			
<b>Key Questions</b>	<p>Fundamental</p> <p>When was Mary Seacole born?</p> <p>Where was she born?</p> <p>What skills did she learn from her mother?</p> <p>Where did she go to help the soldiers?</p> <p>Advancing</p> <p>Explain the challenges faced by Mary Seacole in her life.</p> <p>Explain how the Crimea war effected Mary Seacole.</p> <p>Deep</p> <p>Explain why Mary Seacole was forgotten until the erection of her statue in 2016.</p>		
<b>YEAR 2</b>	<b>SPRING</b>	<b>Plague/Eyam</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<ol style="list-style-type: none"> <li>1. Investigate and interpret the past</li> <li>2. Build an overview of world history</li> <li>3. Understand chronology</li> <li>4. Communicate historically</li> </ol>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories to find out about the past.</li> <li>• Describe historical events. • Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Use dates where appropriate.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>
<b>Unit Content</b>	<p>Lesson 1- What was the Plague? Introduction to the plague. Verbally recap learning from last term. Who was Mary Seacole and Florence Nightingale (nurse and lady who helped soldiers using herbal medicines made from plants) What jobs did they do? Where did they go to help the soldiers? (Crimea) How did they change nursing? (Florence introduced good sanitisation and hygiene in the hospital so soldiers didn't get diseases) (Mary Seacole helped soldiers by making a 'British hotel' and used herbal remedies) Explain we looked at Mary Seacole and Florence Nightingale because they are significant individuals in the past who made significant contributions to national and international achievements.</p> <p>Explain we are going to carry on learning our History through events that happened beyond our living memory. Explain this means it happened a long time ago. We will learn about the plague which was an ancient disease that can be carried by rats. There have been many cases of the plague but in 1300s it spread across Europe killing more than 25 million people. It became known as the black death because of the black patches that appeared on the victim's skin. The last major outbreak was in London 1665. Just before the time of great fire of London. Explain this is around 358 years ago. Talk about Covid lockdown and explain it's a bit like this only then they didn't have medicines like we do now. They used dangerous materials such as lead and mercury.</p> <p>Explain we will be learning about the plague and how it affected London and then Eyam, which is a place close to Manchester. Show children <a href="https://www.youtube.com/watch?v=SPY-hr-8-M0">https://www.youtube.com/watch?v=SPY-hr-8-M0</a> so children can see what London was like at the time. Discuss how the houses were close together and made of wood.</p> <p>Show children <a href="https://www.youtube.com/watch?v=LBvOZO1gmOE">https://www.youtube.com/watch?v=LBvOZO1gmOE</a></p> <p>Main- Children to write an explanation of what the plague was and when it started in London.</p> <p>Lesson 2 What were the effects of the plague in London?</p> <p>Main- Show children pictures of a doctor in gown with a beaked mask, (beak to store herbs to stop doctor breathing in illness) A picture of a red cross on the door with 'Lord have mercy on us' Picture of London in 1665 <a href="https://wellcomecollection.org/articles/Xn4chRIAAK03rFsj">https://wellcomecollection.org/articles/Xn4chRIAAK03rFsj</a> use second picture. (to show houses were wooden and cramped together), Have some real herbs in a muslin to show use of herbs they kept near the nose to avoid illness. Discuss how the above were used and why.</p> <p>Explain who Samuel Pepys was. (A civil servant in London – He kept diaries of events in London which have helped us learn about the plague. Explain by 1300 s travel in and across Europe was very common. People moved regularly to trade goods with other people. Trade brought money and materials and was an essential part of daily life. Unfortunately, travellers also spread infection and disease. Explain this is very similar to what happened in 2020 with Covid. It started in China and spread across the world as people travelled. It took longer 358 years ago as people didn't travel in planes, ships took a lot longer, so the virus took a few hundred years to get to London.</p> <p>Main- Children then write an explanation of how London was affected. Can copy a quote from Samuel Pepys diary extract on the following link. <a href="https://wellcomecollection.org/articles/Xn4chRIAAK03rFsj">https://wellcomecollection.org/articles/Xn4chRIAAK03rFsj</a> Children to write what people did to stay safe. Make comparisons of what we did in our Lockdown.</p> <p>Lesson 3- How did the plague reach Eyam?</p>

	<p>Explain we will be learning about the village of Eyam. Unfortunately, not all villages were able to know about the plague or isolate themselves in time. One such village was Eyam in Derbyshire. It is believed that a visiting merchant from London brought cloth and wool to the village that contained infected fleas. Soon after that incident, about 80% of the people in Eyam had lost their lives to the plague. Remind class that people did not understand that germs caused illness. Moving on to Eyam: In 1665 the plague was in London.</p> <p>For the rest of the project, we are going to find out about what happened when the plague got to a place called Eyam in 1665.</p> <p>Look at a map which shows Eyam in relation to Manchester, notice it is a lot smaller than Manchester. This is because Manchester is a city and Eyam is a village (link to Geography). Explain that Eyam is just over 32 miles away from our school and we will be visiting there (make sure they understand that the plague happened over 370 years ago, and it is perfectly safe now!)</p> <p>Look at a map showing London, Manchester and Eyam. Eyam is hundreds of miles away from London Question: how do you think the plague could have got all the way from London to Eyam? Discuss ideas. Explain that we now know the plague germs were spread when people were bitten by fleas, which lived on rats. The rats carried the fleas to peoples' homes, which would jump off, bite people, and infect them with the plague germs. Explain that we know that the plague was spread to Eyam on a piece of cloth. Look at some folded cloth. Question: How might the plague be carried in some cloth? What might have been in the cloth? Discuss (Fleas). The first victim in Eyam was the tailor's assistant, George Viccars. Explain we will be taking a visit to the village Eyam.</p> <p>Main- Children to draw on a map the journey the cloth took from London to Eyam. With an explanation of how the disease reached Eyam.</p> <p>Lesson 4- How did the plague effect Eyam?</p> <p>To recap prior learning, children do quick quiz in their books. What was the illness we were talking about? (Plague) Where in Britain did the plague begin in 1665? (London) Who wrote a diary saying how scared he was living during the plague? (Samuel Pepys). How did people try to cure the plague? (praying, killing cats and dogs, bloodletting and making nice things to smell). Allow pupils use their books as reference if they need, stick quiz in books.</p> <p>Main- Children make a fact file about Eyam. (The plague arrived in Eyam in late August 1665. It came in a parcel of cloth sent from London to the village tailor Alexander Hadfield. When Hadfield's assistant George Vicars spread the cloth out by the fire to air, he found it was infested with rat fleas. He died a few days later with his burial being recorded in the parish registers on 7th September 1665.</p> <p>Lesson 5- What did you learn from your visit to Eyam? Post visit to Eyam. Children stick in pictures of what they saw at Eyam. What did they see? What new information did you learn? Explanation of how the plague changed Eyam.</p> <p>Lesson 6- How did the fire of London effect the plague? Fire of London. Watch <a href="https://www.youtube.com/watch?v=DSH81jl-uAk">https://www.youtube.com/watch?v=DSH81jl-uAk</a> Explain on 2 September 1666 a fire broke out at the bakers. It is believed the fire didn't totally stop the plague, but it helped to kill a lot of the infected rats.</p> <p>Main- Children write a News report about how the plague started (rats and flees), where it started (Istanbul), then came to London in 1664, How it spread to Eyam and how the fire helped to contain it.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p>Fundamental</p> <p>Where did the plague first start?</p> <p>When did the plague first reach London?</p> <p>What did people do to stop them getting the plague?</p> <p>What is the name of the village that the plague came to from a cloth?</p> <p>Advancing</p> <p>Explain how Eyam was affected by the plague.</p> <p>Explain what evidence is present at Eyam today which shows the plague reached there?</p> <p>Deep</p> <p>Some people believe the fire of London killed the plague. Is this true? Explain why it is or isn't.</p>

YEAR 2	SUMMER	Windrush	HISTORY
Threshold Concepts	1. Investigate and interpret the past 2. Build an overview of world history 3. Understand chronology 4. Communicate historically		
Milestones	<ul style="list-style-type: none"><li>• Observe or handle evidence to ask questions about the past.</li><li>• Ask questions such as: What was it like for people? What happened? How long ago?</li><li>• Use artefacts, pictures, stories to find out about the past.</li><li>• Describe historical events.</li><li>• Describe significant people from the past.</li><li>• Recognise that there are reasons why people in the past acted as they did.</li><li>• Place events and artefacts in order on a timeline.</li><li>• Use dates where appropriate.</li><li>• Label timelines with words or phrases such as: past, present, older and newer.</li><li>• Recount changes that have occurred in their own lives.</li><li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li><li>• Show an understanding of the concept of nation and a nation's history.</li></ul>		
Unit Content	<p>Lesson 1- What were the reasons the British government asked for migrants from the Caribbean? Verbally recap prior learning, about Mary Seacole and Florence Nightingale. Explain they were nurses that went to help in the Crimean war in Russia. Recap some key facts from learning about Mary Seacole and Florence Nightingale.</p> <p>Explain in 1945 World War 2 end. Have a discussion about what this was and what it meant for England. Britain was just starting to recover from World War Two back then. Thousands of buildings had been bombed, lots of houses had been destroyed and it all needed to be rebuilt. In the Caribbean, lots of young men and women had served in the British armed forces because at the time, many Caribbean countries were still under British rule and not yet independent. After the war, some of these people answered an advert to come to Britain where there were lots of different jobs to do. Talk about migration and what this is. Other people just wanted to see Britain, which they had heard so much about.</p> <p>Main- Look at the advert picture (resources lesson 1) stick in books. Children to write an explanation of what people are doing? (Waiting at the platform for the boat Windrush) On Thursday 27th May 1948, the Windrush set sail from Kingston. When did the ship arrive? (It was 22 June 1948 when the Empire Windrush arrived at Tilbury Docks in Essex.) Why? (To help England build its buildings and make repairs after World War 2 ended, to work and make a new life in England)</p> <p>Show children <a href="https://www.bbc.co.uk/newsround/43793769">https://www.bbc.co.uk/newsround/43793769</a></p> <p>Lesson 2- How did people from the Caribbean travel to England?</p> <p>Explain the ship they used was previously a ship called MV Monte Rosa. It was built as a passenger ship in Germany between 1924 and 1931. The company (business) who built it originally planned to use its ships to carry migrants who wanted a new life in America but when there were not as many people as the ship building company thought wanting to go to live in America, they decided to build ships to take people on holidays instead. These types of holidays are called cruises. Usually only the very richest people had these kinds of holiday, but the ship company made them cheaper and lots of people enjoyed sailing around to lots of sunny and interesting places. The MV Monte Rosa was a big ship. It was just over 152m long (that's longer than a football pitch) and 20m wide with space for over 1000 people to have their own bedrooms (cabins) and over another 1000 people sleeping in big, shared rooms called dormitories. The ship was then called Empire Windrush. England was given the ship to them after the war. Explain in 1954 there was a fire on the ship and it sank in the Mediterranean Sea.</p>		

Main- Give children the picture of the ticket (resources lesson 2) to write a description around it of what the ship was like? How many people came from Windrush? When? (500 people came in 1948) Children to stick a map of the journey of the boat from the Caribbean to England Tilbury Docks Essex.

Lesson 3. Do you think the passengers of Windrush were valued when they arrived?

The British Governor's Office in Jamaica suggested that most passengers 'had no particular skills.' However, there were...85 mechanics, 54 carpenters, 39 clerks, 34 tailors, 20 engineers, 15 machinists, 14 fitters, 13 electricians, 12 civil servants, 3 boxers and 1 judge.

Have a discussion about the skills the people had. Why did the British governor's office assume they have no qualifications and skills? (talk about racism, discrimination etc. Children to record skills the people had and how they could be used to rebuild England after the war.

Explain the term 'Windrush generation' HMT Empire Windrush became a symbol of a wider mass-migration movement.

Its 500 passengers, and others who arrived in UK from Caribbean countries between 1948 and 1971, became known as the Windrush generation.

Many had served in the British armed forces in World War Two.

Main -Show children <https://www.youtube.com/watch?v=su6yNdw5wYo> this song, have a discussion about what the people were expecting they will get and treated like when they arrive in England.

Talk about How they were treated when they got here. (When the passengers landed they didn't always get the friendly welcome they had hoped for.

Many of them experienced racism and discrimination and often found it hard to get proper home to live in and to make friends with British people.

It wasn't always easy for the new arrivals to get jobs. Some companies said they didn't want black people to work for them.

Later, many of their children were bullied at school because of the colour of their skins. Some of them suffered racial attacks and in later years there were riots in cities across Britain)

In books children to make a table of expectations and what actually happened and how they were treated.

Leeson 4 How did people fight for equality during this time?

To recap prior learning, do a quick Quiz for children to answer and stick in books. Questions can be: What was the ship called that brought passengers to England? (Empire Windrush) Where did the people come from? (Kingston, Caribbean) Name 2 different of skills the passengers had. (mechanics, carpenters, clerks, tailors, engineers, machinists, fitters, electricians, civil servants, oxers and judge) When did the ship arrive at Tilbury Docks Essex? (1948).

Main- In 1963, the Bristol Bus Boycott highlighted the local bus company's racist refusal to hire Black or Asian people. This bus boycott forced the company to change its rules. In 1965, the Race Relations Act made racial discrimination illegal in public places. This was followed in 1968 with racial discrimination in housing, jobs and banking being made illegal. These laws didn't stop all racism and discrimination against the Windrush generation and their families, but they were an important step in reducing racist behaviour and discrimination.

Show children <https://www.youtube.com/watch?v=Nht6pyQFQ40>

Children to make their own boycott posters by using pictures from the time as a collage and writing key information on their posters like 'Black and white on the buses' etc. With the date of 1963.

Lesson 5- Explain what the significant events of the Windrush generation were.

Give children a pack of pictures in groups to sort out as a timeline of events. A picture to show the end of war 1945, A picture of an advert asking for workers from the Caribbean, A picture of the ship Windrush leaving Kingston May 1948, A pic of the ship arriving at Tilbury Docks Essex June 1948, people told in 1971 they could stay but the government had no record of them, 2012 people told they couldn't get free medical treatment- people didn't have documents so they were sent back. 2018 the British government realised this was wrong and said they will help people return and they apologised.

Children can sort pictures in groups placing them in chronological order first. Give children a timeline to complete and stick in books. Ask children to pick 1, 2 or 3 events (Depending on ability) and write why these events were important, and to answer which event made the most significant difference to the Windrush generation?

	<p>Lesson 6- Why was Windrush an important part of our History?</p> <p>As an end of unit assessment children to write a diary as a person that came from the Caribbean. Write dates they left, arrived, Why they came? What skill they had? How were they treated when they got here?</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p><b>Fundamental</b></p> <p>What is a migrant?</p> <p>What was 'Empire Windrush'?</p> <p>When did The Windrush sail from the Caribbean to Britain?</p> <p>Why did people sail on The Windrush from the Caribbean to the United Kingdom?</p> <p>What happened to 'The Windrush' in the end?</p> <p><b>Advancing</b></p> <p>How did the Bristol bus Boycott in 1963 change views of people in England?</p> <p>Can you describe some of the differences people found between the Caribbean and Britain?</p> <p><b>Deep</b></p> <p>Do you agree that Britain has been made stronger and more interesting because of the Windrush Generation? Why?</p>

<b>Year 2</b>	<b>Core Knowledge</b>	<b>Core Vocabulary</b>
Autumn	1805 Mary Seacole was born in Kingston Jamiaca. Her mother taught her how to make medicines out of herbs and plants. Jamaican remedies. She wasn't a nurse like we know today, she used herbs and plants. 1854-1856 she went to Crimea to help the soldiers. She set up a hotel for the soldiers and looked after them. She died in 1881.	Mary Seacole, Florence Nightingale, Holistic medicine, Jamaica, Pestle and mortar, herbal remedies, sick, Crimea, battles, wounded, travel, prejudice.
Spring	<p>542 the plague started in Constantinople (Istanbul) 1347 it spread to Europe, 1348 reached England and 1664 reached London. Samuel Pepys wrote diary accounts of what happened during the plague in London. As the plague reached its climax, people began to fear everyone around them. There are accounts of people refusing to help family members or neighbours if they were sick because it may have been the plague. Eventually, if a single member of a household contracted the disease, the whole family would be isolated in the home to avoid spreading it further. The government officials that remained in the city tried several programs to prevent people from getting the disease. The most famous of those is the use of 'plague doctors'.</p> <p>These doctors would walk the streets and visit homes to diagnose victims and offer simple 'treatments' that likely did little to help the infected. These treatments could include eating or smoking herbs, drinking potions made with frogs, or attaching leeches to the skin!</p> <p>The government used these plague doctors and other programs to warn towns and villages surrounding London. This was likely the most effective solution that they had available. Many villages isolated themselves, not allowing visitors to enter (which likely slowed the spread outside the cramped city).</p> <p>The plague arrived in Eyam in late August 1665. It came in a parcel of cloth sent from London to the village tailor Alexander Hadfield. When Hadfield's assistant George Vicars spread the cloth out by the</p>	Outbreak, recount, plague, quarantine, Eyam, Samuel Pepys,

	<p>fire to air, he found it was infested with rat fleas. He died a few days later with his burial being recorded in the parish registers on 7th September 1665. 1666 the great fire of London happened, which didn't stop the virus but it helped get rid of a lot of the infected rats.</p>	
<b>Summer</b>	<p>In 1945 the World war 2 ended. England had lost lots of lives, Thousands of buildings had been bombed, lots of houses had been destroyed and it all needed to be rebuilt. In the Caribbean, lots of young men and women had served in the British armed forces because at the time, many Caribbean countries were still under British rule and not yet independent. Some of these people answered an advert to come to Britain where there were lots of different jobs to do. Other people just wanted to see Britain, which they had heard so much about.</p> <p>Thursday 27th May 1948, the Windrush set sail from Kingston carrying around 500 people with lots of skills such as mechanics, carpenters, engineers, fitters, engineers. June 1948 the Empire Windrush arrived at Tilbury Docks in Essex.) The passengers were not welcomed, people didn't want black people working for them. They experienced racism, discrimination, bullying, low paid jobs, and exclusion.</p> <p>The Windrush ship played a major part bringing different culture, diversity etc to England. It sank after a fire in 1954 in the Mediterranean Sea. 1963, the Bristol Bus Boycott highlighted the local bus company's racist refusal to hire Black or Asian people. This bus boycott forced the company to change its rules. In 1965, the Race Relations Act made racial discrimination illegal in public places. This was followed in 1968 with racial discrimination in housing, jobs and banking being made illegal. These laws didn't stop all racism and discrimination against the Windrush generation and their families, but they were an important step in reducing racist behaviour and discrimination.</p> <p>2012 people told they couldn't get free medical treatment- people didn't have documents so they were sent back. 2018 the British government realised this was wrong and said they will help people return and they apologised.</p>	<p>Wind rush generation, Immigration, empire, passengers, voyage, Caribbean, opportunities, recruited, discrimination, racist, citizen, WW2, bus boycott,</p>

<b>YEAR 3</b>	<b>AUTUMN</b>	<b>Stone Age</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<ol style="list-style-type: none"> <li><b>1. Investigate and interpret the past</b></li> <li><b>2. Build an overview of world history</b></li> <li><b>3. Understand chronology</b></li> <li><b>4. Communicate historically</b></li> </ol>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence including artefacts, pictures, stories, experts and online sources for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand there are different accounts of a historical event, the reasons accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe changes that have happened in the region throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Explore the social, ethnic, cultural or religious diversity of past society.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology.</li> <li>• Use literacy and numeracy skills to a good standard in order to communicate information about the past.</li> </ul>		

The Big Idea	
Unit Content	<p>Lesson 1- How long ago the stone age people live?</p> <p>Verbal explanation- To recognise that prehistory was a long time ago and was the beginning of the history of mankind. Explain how BCE (Before common era) and CE (Common era) help split history into chunks of time.</p> <p>The Stone Age lasted a very, very long time. The oldest period of the Stone Age, the Palaeolithic period, began approximately 2.5 million years ago. The middle Stone Age is called the Mesolithic period. The Neolithic period, often called the New Stone Age, dates back approximately 8 – 10,000 years. During the stone age our ancestors started to use tools and weapons made out of stone to help them hunt and eat food. As a consequence, changes in the global climate, crops became more readily available, and Stone Age humans began to farm the land. The Stone Age ended when humans began to use metal to make tools and weapons.</p> <p>Use this video to introduce the Stone Age <a href="https://www.youtube.com/watch?v=KV6lpX79G2g">https://www.youtube.com/watch?v=KV6lpX79G2g</a></p> <p>Introduce the concept of a timeline by rolling out a roll of tissue paper. Teacher to stick to wall and roll to the left to show BCE. Then roll another roll to the right to show CE. Explain that each sheet of toilet paper represents 1,000 years of history so this first sheet represents 1000 – 2000AD. Record this on the sheet with a marker pen. On the roll show how long ago the stone age people lived. Ask children to place on the roll When school was built? 1902 When Windrush people came from the Caribbean 1948, Florence Nightingale was born 1820, Mary Seacole born 1805, (This is done by teacher on one roll. Recaps learning from KS1 and demonstrates how long ago we are learning about). This is to show children the concept of it being a very long time ago.</p> <p>Main- Take children to the hall (or in class) children have a toilet roll in groups. To roll it out on the floor and mark where the stone age era began. Mark other significant events as mentioned above by giving children a picture of each event above with name and date on it. Ch place the pictures on the timeline. Take pics of children with finished timelines and stick in books. Explain we are rolling to the left as Stone age was BCE and a very, very long time ago.</p> <p>Give children a pre completed timeline with dates of when Stone age began, with BCE1/ CE1, and with dates of key events mentioned above. Stick in books.</p> <p>Lesson 2- Can I explain what sources of evidence discovered show the Stone age existed? Cave art.</p> <p>Explain we have no written records of the Stone age. How do we know that there were Stone age people? Explain what archaeologists do. Explain different artefacts have been found all over the world as well as cave paintings which show us what life was like in the Stone Age era.</p> <p>Most cave paintings were of animals or hunters. A cave could be full of many paintings by many different painters. Many hand stencils have also been discovered. They used natural colours from mineral pigments. Some of the most impressive cave paintings have only been found in the last 100 years. There could be more out there we don't know about! Take snippets of pictures from this site: <a href="https://www.imagininghistory.co.uk/post/creating-a-cave-painting">https://www.imagininghistory.co.uk/post/creating-a-cave-painting</a></p> <p>Main- Children choose two to three pictures of their choice to stick in books and write a brief description of what they can see. What are the early humans doing? What are the animals doing?</p> <p>Lesson 3- Can I explain how humans from the stone age period survived? Weapons and tools</p> <p>Recap verbally how long ago the Stone age people lived? What is BCE and CE? Hunting and gathering food was the focus of everyone's lives. It only began to change when humans began to farm. In the early Stone Age, people made simple hand-axes out of stones. They made hammers from bones or antlers, and they sharpened sticks to use as hunting spears. Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone. People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons. Stone Age people cut up their food with sharpened stones and cooked it on a fire. After a good day's hunting people could feast on meat. But the next day they had to start finding food again! They used animal skins to make clothes and shelters. Explain people couldn't go to a shop and buy what they needed to eat. They had to find their own food, make their own tools and then kill the animal to eat.</p> <p>Show children the tools artefacts in class. (Shabnam has them)</p> <p>Watch clip about stone age tools and weapons. <a href="https://www.youtube.com/watch?v=L0mBqR3KOxA">https://www.youtube.com/watch?v=L0mBqR3KOxA</a></p>

	<p>Talk about what the tool or weapons were like? What were they used for? What were they made from? Teacher makes notes on the teacher board. Children record the information as spider diagram.</p> <p>Main- Children design their own tool. Thinking about what the tool will it be used for? What it's made from? Children to write a description and use of their tool.</p> <p>Lesson 4- Can I explain the changes that took place in how people found food during this period?</p> <p>Recap learning from aut1 by writing a short quiz. Ch stick quiz in their books. When did the Stone age period begin (2.5 million years ago). What does CE (also known as AD) and BCE mean (also known as BC)? (Common era. Before common era.) Name one material the tools were made from. (stones, rocks, wood)</p> <p>Show <a href="https://www.youtube.com/watch?v=pWHCyyWCCLc">https://www.youtube.com/watch?v=pWHCyyWCCLc</a></p> <p>Main- Ch to draw a plate of food with the different types of food. Split the plate into spring, summer, autumn and winter. Label the types of foods on their plate.</p> <p>Lesson 5- Will I survive in a stone age house?</p> <p>Show clip on homes- <a href="https://www.youtube.com/watch?v=6w22To4jQn0">https://www.youtube.com/watch?v=6w22To4jQn0</a></p> <p>Main-Children to stick in picture of Stone age cave (Paleolithic) home and a home made as a tepee or round house and homes now. Record what the homes were like next to each picture. Note any similarities and differences. Then children write a short explanation answering: Which home they prefer and why? What were the challenges in the stone age homes?</p> <p>Lesson 6- What does Scara Brae tell me about every day life?</p> <p>Skara Brae is a well preserved Stone Age village in the Orkney Islands, Scotland. Show children where this is on a map. This ancient settlement was made up of several one-room dwellings with a communal room for cooking and working. These small houses were notable for their stone furniture, a drainage system and even indoor toilets. Explain the Neolithic period. During the Neolithic period (roughly 8,000 BCE to 3,000 BCE), ancient humans switched from hunter/gatherer mode to agriculture and food production. They domesticated animals and cultivated cereal grains. They used polished hand axes, adzes for ploughing and tilling the land and started to settle in the plains. Advancements were made not only in tools but also in farming, home construction and art, including pottery, sewing and weaving.</p> <p>Show children this clip on Scara Brae <a href="https://www.youtube.com/watch?v=djavHwSxmD4">https://www.youtube.com/watch?v=djavHwSxmD4</a></p> <p>Or use sacra Brae powerpoint in resources.</p> <p>Show children a picture of Scara Brae they talk about the features of it. For example: Stone seat, communal room, toilet, etc.</p> <p>Main- Children write a short diary of what they do in their day as an early settler in the village. Include information about them farming, using tools, cooking etc. Use this as an end piece to assess children.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p>Fundamental-</p> <p>How long ago did the Stone Age period start?</p> <p>How did people find food during the Stone Age</p> <p>What foods did the Stone Age people eat?</p> <p>What is scavenging?</p> <p>What is hunting?</p> <p>Advancing-</p> <p>Explain the change from hunter-gatherers to permanent settlers.</p> <p>What makes the cave paintings a significant discovery?</p> <p>Deep-</p> <p>Why do we use the word probably when trying to explain what life was like during the Stone Age?</p>

<b>YEAR 3</b>	<b>SPRING</b>	<b>The Bronze Age/Iron age</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b>		

	<b>3. Understand chronology</b> <b>4. Communicate historically</b>
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> </ul>
<b>The Big Idea</b>	
<b>Unit Content</b>	<p><b>Bronze age</b></p> <p>The Bronze age is the period immediately after the Stone age. During <u>the Bronze Age</u> (about 3,000 B.C. to 1,300 B.C.), metalworking advances were made, as bronze, a copper and tin alloy, was discovered. Now used for weapons and tools, the harder metal replaced its stone predecessors, and helped spark innovations including the ox-drawn plow and the wheel.</p> <p>This time period also brought advances in architecture and art, including the invention of the potter's wheel, and textiles—clothing consisted of mostly wool items such as skirts, kilts, tunics and cloaks. Home dwellings morphed to so-called roundhouses, consisting of a circular stone wall with a thatched or turf roof, complete with a fireplace or hearth, and more villages and cities began to form. Methods of writing was also developing during this time.</p> <p>Organized government, law and warfare, as well as beginnings of religion, also came into play during the Bronze Age, perhaps most notably relating to the <u>ancient Egyptians</u> who built the <u>pyramids</u> during this time. The earliest written accounts, including Egyptian <u>hieroglyphs</u> and petroglyphs (rock engravings), are also dated to this era. We will be learning about Egyptians in the Summer.</p> <p>Lesson 1- Can I organise information about Stone henge?</p> <p>As an introduction to bronze age show this clip- <a href="https://www.youtube.com/watch?v=-6oxmxPKoSE">https://www.youtube.com/watch?v=-6oxmxPKoSE</a> or <a href="https://www.youtube.com/watch?v=j6rCMTQss_k&amp;t=3s">https://www.youtube.com/watch?v=j6rCMTQss_k&amp;t=3s</a></p> <p>PowerPoint on Stone Henge in resources.</p> <p>Explain this is the period the Bronze age people began to travel great distances to trade with other settlements. People used large wooden boats to carry metal pots, gold and animals across the English Channel and the North Sea.</p> <p>Main- Talk about stone henge. Show. <a href="https://www.youtube.com/watch?v=wf7xwHFuH2o">https://www.youtube.com/watch?v=wf7xwHFuH2o</a> Built over many hundreds of years. Work began in the late Stone Age. Children make notes on what the Stonehenge was. Why was it there? What was the purpose? Children to make a 3d model of Stone henge. Take a pic of a completed model and stick in books. Also stick in pic of actual Stonehenge with a written explanation of what it is.</p> <p>Lesson 2- What observations can you make about society in the Bronze age?</p> <p>Main- Ch complete a research map about the Bronze age. What was new in the Bronze age? Include who the Beaker people were? They came from Portugal and Spain. What did they bring with them? Explain Britain was very behind until the beaker people came with new ideas and technologies.</p> <p><a href="https://www.youtube.com/watch?v=cH_uowNBjno&amp;t=66s">https://www.youtube.com/watch?v=cH_uowNBjno&amp;t=66s</a></p> <p><b>Iron Age-</b></p>

	<p>The Iron Age began in different times in different parts of the world. The <u>discovery</u> of ways to heat and forge iron kicked off <u>the Iron Age</u> (roughly 800 BCE until the Roman conquest of 43CE. We will learn more about the Roman invasion in year 4. At the time, the metal was seen as more precious than gold, and wrought iron (which would be replaced by steel with the advent of smelting iron) was easier to manufacture than bronze.</p> <p>Along with mass production of steel tools and weapons, the age saw even further advances in architecture, with four-room homes, some complete with stables for animals, joining more rudimentary hill forts, as well as royal palaces, temples, and other religious structures. Early city planning also took place, with blocks of homes being erected along paved or cobblestone streets and water systems put into place.</p> <p>Agriculture, art and religion all became more sophisticated, and writing systems and written documentation, including alphabets, began to emerge, ushering in the Early Historical Period. Iron weapons made fighting between tribes more common.</p> <p>Lesson 3- Watch the following film introducing the Iron Age <a href="https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-iron-age-britain-animation/z42d7nb">https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-iron-age-britain-animation/z42d7nb</a></p> <p>Children make notes on what key changes happened in Britain once the iron age began. (Fact file or a newspaper report) Ch draw a timeline spanning from the Stone Age in Britain, Bronze Age Britain and Iron age. When the Stone age began (<b>2.5 Million years ago</b>), Bronze age began (<b>210 BCE</b>), iron age began (<b>800BCE to 43CE</b>).</p> <p>Lesson 4- Can I explain why settlements need to be fortified? Why is a hill a good place for a fort?</p> <p>Children do a quiz to revisit previous learning. Stick in books. Ask questions like When did the Stone age begin? (2.5 million years ago) When did Bronze age begin (210 BCE) ? Iron age begin? 800 BCE What were tools made from? (Flint, stone, wood) What did humans eat in the Stoneage period? What did they eat when farming started? Where did the Beaker people come from? Etc.</p> <p>One of the most dominant features if the iron age countryside was the hill fort. Banks, ditches and wooden fortifications often surrounded these important settlements. In peaceful times, farmers inhabited them. During battles they provided shelter for local populations.</p> <p>Main- show children <a href="https://www.youtube.com/watch?v=aqkYAlZInFc">https://www.youtube.com/watch?v=aqkYAlZInFc</a> Children stick in a pic of the hillfort and write a paragraph to explain, what it was? Uses? How was it organised etc.</p> <p>Lesson 5- Do I prefer to live in the Stone, Bronze or Iron age? Can I explain why?</p> <p>Children spend some time looking back in their books. Children work in small groups to make their own Newsround episode or something similar on everything they have learned about Stone, Iron and Bronze age. Ch use pictures and write their own scripts. Use ipads, books etc to gather more information. Use artefacts provided and explain what they are as part of final presentation.</p> <p>Lesson 6- Children to present their Newsround episodes to the rest of class. Teacher to take pics and stick in books. Ch write a brief explanation of what they did. Teachers to add videos on Dojo. Use as end of unit assessment.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	<b>13, 28, 29, 30</b>
<b>Key Questions</b>	<p><b>Fundamental</b></p> <p>What events happened in the Bronze/Iron age?</p> <p>When did the Bronze age start?</p> <p>Which seas did people travel across to trade?</p> <p>Explain what a hill fort is?</p> <p>What artefacts were found at Scara Brae?</p> <p>Where did the Beaker people come from?</p> <p><b>Advancing-</b></p> <p>Describe how artefacts explain the past?</p>

	What comparisons can you make about Bronze/ Iron age? Deep Explain the consequences of trade, travel and exploration during the Bronze age period.-
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YEAR 3	SUMMER	Ancient Egyptian Beliefs	HISTORY
Threshold Concepts	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
Milestones	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> </ul>		
The Big Idea	<b>Periods in history</b>		
Unit Content	<p>Tell children we are going to learn about the Ancient Egyptians. Ask children What was happening in Britain when the Ancient Egyptians were building pyramids? (Britain was going through its Bronze age. So whilst Britain was learning about farming and discovering materials made from Bronze, the Egyptians in Ancient Egypt were making pyramids from stone) Have a verbal discussion about how we learn about history in one place but at the same time lots of exciting things were happening around the rest of the world.</p> <p>Lesson 1- Who were the Egyptians and when did they live?</p> <p>Ask children who has been to Egypt for a holiday? Quick discussion about who has been to Egypt? Any teachers that have been? What's it like now? Explain it still has the famous pyramids, River Nile, Great sphinx of Giza, valley of kings etc. Show images on the board as these sites have been kept from 3000 years ago. Explain Egypt has lots of tourists that go to the country as it has all the famous landmarks from Ancient Egyptian times, and it's a hot place for people to relax in the sun. Explain we are going to go back to 3000 years as Egypt was starting to be built and back then they had very different traditions and customs to what they have now.</p> <p>As an introduction show a video on what Ancient Egypt looks like <a href="https://www.youtube.com/watch?v=omajagaozk0">https://www.youtube.com/watch?v=omajagaozk0</a></p> <p>Main- Give children a map of the ancient world. Children to mark where Egypt is. And stick in books</p> <p>Give children a partly completed timeline with 2 different coloured lines and some years written on so children can use as a guide. Children to mark on it: When the Stone age began (2.5 Million years ago), Bronze age began (210 BCE), iron age began (800BCE to 43CE). When Ancient Egyptians began (3000BCE to 30 BCE) and ended. There is an overlap, so get children to draw the line for stone age etc in one colour and add a line below in a different colour for Ancient Egypt. (teachers can give a pre drawn one, so children add the dates)</p> <p>Lesson 2- What were the main Ancient Egyptian's beliefs?</p>		

	<p>Explain now in our times it is a predominantly Muslim country. But 3000 years ago The ancient Egyptians believed in lots of different Gods. Show this video <a href="https://www.youtube.com/watch?v=uTy49JlqJZE">https://www.youtube.com/watch?v=uTy49JlqJZE</a> show how Egyptians believed the first God was created. Who were the Egyptian Gods in the story? (Nun, Atum, Shu, Tefnut, Geb, Nut, Osiris, Isis, Seth, Nephthys and Horus.)</p> <p>What were the main events in the Egyptian creation story? (A hill appeared out of the water, and Atum, the creator god, stood on the top; he spat out Shu and Tefnut; Shu and Tefnut had two children, Geb and Nut, and they had four children; Osiris and Isis became king and queen, but Seth was jealous of his brother and killed him to become King of the Earth; Osiris became King of the Underworld; Horus beat his uncle and became King of the Earth.)</p> <p>What did you notice about the ancient Egyptian gods? (There are many Gods, and they have human and animal characteristics.)</p> <p>What is polytheism? (Believing in many gods.)</p> <p>Main- Show children PowerPoint on different Gods. Children to talk about the different features and then design their own god. Write features around their picture of what is special about their god. Or children can choose a god from above and stick picture in with writing features of that God.</p> <p>Lesson 3- Can I compare Ancient Egyptian burials with those of stone age and the Bronze age? Mummification</p> <p>We know Egyptians believed in lots of different gods. They also believed in life after death. They believed they will come back to life, so they wanted to be buried in big tombs and pyramids with all their belongings to use when they come back to life. Explain to the children not all Egyptians were buried in tombs and pyramids. It was mainly for the Egyptian Royalty, Kings, their wives and mothers and their slaves to serve them in the afterlife. They wanted to return at their best, so these royalty, kings and queens were mummified. Explain the stone age humans In some cases, were buried in shallow graves and covered by boulders to protect them. Others were buried with grave goods like beads, while others were so hastily or poorly buried that the bones were soon scattered by scavengers. Early Bronze Age Britons buried their dead beneath earth mounds known as barrows, often with a beaker alongside the body.</p> <p>Show children <a href="https://www.youtube.com/watch?v=_gggNY6DR4k">https://www.youtube.com/watch?v=_gggNY6DR4k</a> on mummification.</p> <p>Use PowerPoint saved as Process of mummification. Ch to write the steps of mummification in their books. Or can write an explanation of what mummification is. To write a sentence to describe how the stone age people buried. What are the main differences?</p> <p>Lesson 4- Can I explain what the Ancient Egyptian artefacts show about the customs and culture of that time?</p> <p>Quick Quiz- Children to recap prior learning by sticking in a quiz they answer. Ask questions like: Where is Egypt? (Africa) What did the ancient Egyptians believe? (Different Gods, they come back to life so buried in a tomb or pyramid with all their belongings), Why did they mummify the pharaohs and certain important people?</p> <p>Main- Borrow the replica of artefacts from year 6, Children to make predictions. What are they? What were they used for? Teacher gives correct information and children add on their work.</p> <p>Lesson 5- Who was Tutankhamun?</p> <p>Show children the clip on bbc website. Make notes on the board of key points. Ch to make a fact file for Tutankhamun. Record key information about him. Show PowerPoint (Opening his tomb.) Children write what was found in his tomb in fact file.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zq87xnb/articles/zvmkhhbk">https://www.bbc.co.uk/bitesize/topics/zq87xnb/articles/zvmkhhbk</a></p> <p>Lesson 6- What made the Ancient Egyptians so significant?</p> <p>As an end of unit assessment, children to write a two page information sheet with everything they have learned about the ancient Egyptians. Give children pictures to stick rather than them drawing, to have headings and subheadings.</p>
<b>Links</b>	

<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p>Fundamental</p> <p>How long ago did the ancient Egyptians live in ancient Egypt?</p> <p>What did they build?</p> <p>How did they bury the pharaohs and their families?</p> <p>Name an Egyptian God.</p> <p>Advancing</p> <p>Explain what makes the ancient Egyptians significant.</p> <p>Compare and contrast Ancient Egyptian burials with those of the Stone age and the Bronze age.</p> <p>Deep</p> <p>Explain the Ancient Egyptian beliefs and their influence on Egyptian daily life.</p>

<b>Year 3</b>	<b>Core Knowledge</b>	<b>Core Vocabulary</b>
<b>Autumn</b>	<p>The earliest known humans arrived in these lands around 900,000 years ago.</p> <p>The Stone Age is divided into three periods; the Palaeolithic (old Stone Age) , Mesolithic (middle Stone Age) and the Neolithic (new Stone Age)</p> <p>Palaeolithic and Mesolithic people were nomadic hunter gatherers. They moved frequently following the animals that they hunted and gathering fruits and berries when they could.</p> <p>Humans need, food, water, and protection from the weather and animals to survive. Hunter gatherers used sharpened sticks to begin with. Depending on their geographical area, they hunted and gathered different foods: costal (samphire, seaweed, mussels), rivers and inland- (roots, tubers, fungi, seeds, berries). Protection: housing, living in groups, sheltering in caves but also constructed shelters by making clothes from simple furs draped to complex stitched leather.</p> <p>Gathering food in the Stone Age was a difficult task and required a lot of skill and knowledge. Stone Age people needed a healthy balanced diet, so alongside hunting for meat and protein, they needed a team of gatherers to collect other foods too. They ate eggs, nuts, berries, plants, fish, hunters would catch any animal they could find, including deer, hares, rhinos, hyenas, and even wooly mammoths!</p> <p>Neolithic period- In 3500 BCE the culture of farming arrived in Britain some 6,000 years ago, First farmers arrived in Britain from Europe by boat. Marking the beginning of the Neolithic period (New Stone Age) people began growing food, such as wheat and barley, and rearing animals by their homes.</p> <p>Skara Brae is a well-preserved Stone Age village in the Orkney Islands, Scotland from the Neolithic period. Skara Brae is a one of Britain's most fascinating prehistoric villages. Archeologists estimate it was built and occupied between 3000BCE and 2500BCE, during what's called the 'Neolithic era' or 'New Stone Age'. The village is older than the pyramids and Stonehenge, Tools, crop remains and bones found at Skara Brae show the villagers weren't only skilled hunters and fishermen — they were expert farmers, too! They grew crops such as wheat and barley, and reared sheep, cattle and pigs. They were some of Britain's first ever farmers.</p>	<p>Stone age, before common era, common era, time line, archaeologists, Paleolithic, Mesolithic, Neolithic animal skins, bones, tools, fire, cave, flint stone, stone, hunting, gathering, farming, harpoons, arrows spears, deer, hares, rhinos, hyenas, mammoths, caves, tepee, Scara Brae,</p>
<b>Spring</b>	<p>The stone-age was followed by the bronze-age period. 2200 BCE Stonehenge and long barrows. The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming. 750 BCE People make tools and weapons from iron and build hill forts. Prehistory is</p>	<p>Bronze age, Iron age, Common era, Before common era, bronze, copper, tin, alloy, skirts, kilts, tunics, cloaks. roundhouses, thatched or turf roof, fireplace, hearth, villages, cities, metal pots, gold, boats, Stonehenge, Hillfort,</p>

	the period of time before written methods and stretches until the Roman invasion in AD43. 750 BCE to 43 CE iron age. This, before the Romans invaded is often called prehistoric.	
<b>Summer</b>	<p>Egyptian empire lasted from 3100BC to 30BC. The ancient Egyptians believed in lots of different Gods. Nun, Atum, Shu, Tefnut, Geb, Nut, Osiris, Isis, Seth, Nephthys and Horus. 2560 Great pyramid of Giza was built. Pyramids were built by farmers and not slaves. Farmers needed something to do whilst their crops grew so they worked for the King to make pyramids.</p> <p>The ancient Egyptians mummified the kings queens and pharaohs. And occasionally the common person. This was an expensive process and not affordable by all.</p> <p>1922 Tutankhamun's tomb was discovered. He was born 1341 BC – c. 1323 BC. He became king at the age of 9 until his death at age of 19. Egyptians built pyramids for the kings, and their families and slaves. They buried the kings, queens and their families with slaves and belongings after mummifying them, (even some pets) they believed they will come to life and will need all this in their afterlife. The brain was removed with a hook. Body washed and organs taken out, the lung liver and stomach were placed in canopic jars, the body filled with spices, sawdust and linen. The body was then dried in natron, then bandaged with linen. Amulets and scrolls were placed between the linen. The body was then placed in a tomb.</p>	Before common era, Ancient Egyptians, Africa, pharaoh, pyramid, mummy, canopic jars, hieroglyphics, mummification, tomb, River Nile, Gods, polytheism, Tutankhamun,

<b>YEAR 4</b>	<b>AUTUMN</b>	<b>The Romans</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence including artefacts, pictures, stories, experts and online sources for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand there are different accounts of a historical event, the reasons accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe changes that have happened in the region throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Explore the social, ethnic, cultural or religious diversity of past society.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> </ul>		

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The Big Idea	Periods in history and how they changed Britain																				
Unit Content	<p><b>Developing and applying knowledge and skills</b></p> <p>Lesson 1 Explain how long ago the Romans invaded Britain.</p> <p>Tell children we have been learning about the Iron age in year 3. Explain the Romans invaded Britain in <b>43 CE</b> and this was when Britain was coming to the end of the Iron age. Show children the clip <a href="https://www.youtube.com/watch?v=5XxA4CX_lp8">https://www.youtube.com/watch?v=5XxA4CX_lp8</a> which shows what ancient Rome was like. Discuss what Britain was like at the time. Tribes living in roundhouses made from mud and wood and thatched roofs. Britain was really behind compared to the Romans. Discuss how extravagant most of Rome was.</p> <p>What is an Empire? watch short film. <a href="https://www.youtube.com/watch?v=qwN1EJN0W3Q">https://www.youtube.com/watch?v=qwN1EJN0W3Q</a></p> <p>Stop video at 2 minutes.</p> <p>As a class decide on a class definition write down. Introduction to the Roman Empire. Explore what, where and when was the Roman Empire? Look at maps notice how Rome in Italy is at the centre of the Roman Empire (link to Geography).</p> <p>Children to stick in a map of the world to show where the Romans came from and where they invaded.</p> <p>People from these countries could become citizens of Rome and join the army (Roman Legions). Pose the question: looking at your maps discuss with your partner what colour skin did the Romans have and would they all have had the same ideas and culture? Discuss ideas in pairs (Understand that the stretch of the empire meant that Ancient Romans were from many countries and ethnicities as people from different parts of the empire became ‘Roman’ and that Romans were not all light skinned as some were from Syria in others from Africa).</p> <table><tr><td>55BCE</td><td>54 BCE</td><td>BCE/CE</td><td>43 CE</td><td>410CE</td></tr><tr><td>Invasion failed/</td><td>Part success</td><td></td><td>Success by</td><td></td></tr><tr><td>Bad weather</td><td>Took slaves</td><td></td><td>Claudius</td><td></td></tr><tr><td>Led by J C</td><td>and <a href="#">taxes</a></td><td></td><td></td><td></td></tr></table> <p>Give children a part completed time line which shows when The Romans first tried to invade, when they came back, and when they left. Children to fill and stick in books. Children to write an explanation of why they weren't successful first and who led the army at the time.</p> <p>Lesson 2- What do artefacts tell us about life in Roman times?</p> <p>Put different replicas of artefacts around the room. Children make predictions. What they think the artefact is? Reveal what it is. After completing the sheet children to write a brief explanation for 2 or 3 items they choose. What was it, write details about the uses of the artefacts. Make clear they are replicas and not actually found in reality. Remind children of what Romans in Ancient Rome were like. What was their homes like? Their city of Rome. What activities did the Romans like doing?</p> <p>Lesson 3- What were the significant reasons for the Romans invading Britain?</p> <p>Invasion of Britain. Explore when Rome invaded Britain and why? (Note: Understand it was a gradual process. That they wanted to expand for several reasons including control of trade and resources to grow wealth and power. Julius Caesar wanted to make a name for himself by going beyond ‘the known world’ and to take control of Britannia’s tin mines. The children should understand how nations became richer and more powerful by invading other countries and taking the resources, slaves and land). Pose the question: Who lived in Britain during the time of the invasions?(Pupils should be asked to revisit learning at the end of Year 3 when they were studying the Iron Age) Note that it was the Romans who used the word ‘Celts’.</p> <p>Look at some descriptions of how the Romans saw the Celts. Is this correct? Should we take just the views of the people who invaded? Should we look at other evidence? (Ensure pupils understand that there can be very different accounts of historical events, people or communities due to bias). Explore how the Iron Age Briton s reacted and why (Note: many tribes settled and agreed to play Roman taxes in return for being able to keep some day-to-day control, others resisted. Some tribes resisted long after the Roman invasion, when Rome broke its local tribal agreements such as the revolt of the Iceni Tribe led by Boudicca in CE60, 17 years after Britain became part of the Roman Empire. The Romans did not fully conquer the UK, in fact they had to build a wall as they had to protect themselves from the people living in Scotland (the Picts). The wall was Hadrian’s Wall named after the Roman Emperor, it had solders from all over the Roman empire stationed along it. Legions were from Syria, Romania, Iraq, Bulgaria, North Africa, Spain, France, Netherlands, Germany, Belgium, Switzerland, Croatia and Hungary – they all bought their cultures with them.</p> <p>Main- <a href="https://www.youtube.com/watch?v=Dv9tldc6Kuk">https://www.youtube.com/watch?v=Dv9tldc6Kuk</a> make notes as spider diagram reasons for invasion.</p> <p>Children to write the main reasons Romans invaded Britain with an explanation of what the Celts did to resist. A description of who the Celts were. Watch <a href="https://www.youtube.com/watch?v=zrmqECOhVPg">https://www.youtube.com/watch?v=zrmqECOhVPg</a> to introduce who the Celts were.</p>	55BCE	54 BCE	BCE/CE	43 CE	410CE	Invasion failed/	Part success		Success by		Bad weather	Took slaves		Claudius		Led by J C	and <a href="#">taxes</a>			
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	<p>Complete a timeline in books from the rise of the Roman empire 23 (BCE) , the invasion of Britain 43 CE, the resisting of Boudicca 60- 62 CE, and the building of Hadrian's wall. (122 CE)</p> <p>Lesson 4- What strategies enabled the Roman army to be so successful? To recap prior learning, do quick quiz on prior learning, stick in books. What era was Britain in when the Romans came? (End of the Iron age) What year did they first invade? 55 BCE, When did they come back to invade and succeed? 43 CE.</p> <p>Talk about Britain having lots of different tribes at the times and lots of different rulers for each tribe. The rulers didn't always work together as a team. This made it easier for the Romans to invade and take over different areas of the country. Children to act out as soldiers, making a turtle with big sugar paper, to use above and the sides. Stick pics of children in their turtle shape. Children to label a soldier and write next to each label the details. For eg: the helmet protects the head, and it was called the galea, made form metal.</p> <p>Lesson 5- Can you explain Boudica's reaction to the invasion? Talk about who Boudica was, queen of the Iceni tribe. Boudicca is known for being a warrior queen of the Iceni people, who lived in what is now East Anglia, England. In <b>60–61 CE</b> she led the Iceni and other peoples in a revolt against Roman rule. Although her forces massacred some 70,000 Romans and their supporters, they were ultimately defeated. Show <a href="https://www.youtube.com/watch?v=eC7ONgTJGKw">https://www.youtube.com/watch?v=eC7ONgTJGKw</a> Give children a map to stick in to label where Iceni tribe and Brigante, (explain Brigante was the area Manchester was in) and to label the Iceni tribe. Children create a fact file about Boudica. Stick her picture and write her job. What happened to her?</p> <p>Lesson 6- How have the changes made by the Romans effected Britain? Changes in Britain. Watch 'What did the Romans do for us?' <a href="https://www.bbc.co.uk/bitesize/clips/zwjhfrd">https://www.bbc.co.uk/bitesize/clips/zwjhfrd</a> Give children different pictures to sort into the headings Life in Britain BEFORE the Roman Invasion' and ' Life in Britain AFTER the Roman Invasion' Include: language, written word, food, construction, religious ideas, cities, centralised bureaucracy, houses, clothing,,toilet, public baths, foods, Christianity, legal system, central government.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p>Fundamental When was Britain conquered by the Romans? Which country did the Romans first come from? Which countries did they invade before Britain? What changes did the Romans make in Britain?</p> <p>Advancing Explain what made the Roman empire so significant. Compare and contrast Roman daily life to daily life in Britain.</p> <p>Deep Explain the diversity of the Roman army.</p>

<b>YEAR 4</b>	<b>SPRING</b>	<b>The Romans</b>	<b>HISTORY</b>
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<b>The Big Idea</b>	<b>Periods in history and how they changed Britain</b>
<b>Unit Content</b>	<p>Recap learning from the previous lessons. Quick Quiz in books.</p> <p>Lesson 1</p> <p>How has Early Christianity In Britain effected the Celts? Early Christianity</p> <p>Recap the changes the Romans brought to Britain. Tell ch another major change was religion. Before the Romans arrived, Britain was a pre-Christian society. The people who lived in Britain at the time are known as 'Britons' and their religion is often referred to as '<a href="#">paganism</a>'. However, paganism is a problematic term because it implies a cohesive set of beliefs that all non-Judaeo-Christians adhered to. In reality, the spiritual practices of Britons varied hugely from place to place. No-one knows exactly what the Britons believed before the Romans introduced them to Christianity, but they seem to have revered the power of nature and to have worshipped ancestors. The Celts believed in over 300 gods and goddesses. They made animal sacrifices to the gods, which meant they killed animals as a gift to the gods. They would throw weapons into rivers and lakes to please the gods, and bring good luck. Druids were the Celtic priests. They could tell the future by studying nature. They used the stars for guidance and made links between the natural world and the next life. Celts believed there was a life after death so they were buried with their possessions as they believed they could take them with them. Talk about how the Roman merchants brought Christianity to Britain by sharing stories with locals about Jesus and his disciples. But Christianity wasn't the main religion in England. Monks came from Rome to persuade the Anglo /Saxon kings to convert to Christianity. In 380 CE Christianity became the official religion of the Roman Empire. We will learn about Anglo Saxons in the summer.</p> <p>Ch to write a persuasive speech telling the locals about Christianity and to change their beliefs.</p> <p>Lesson 2</p> <p>What were the benefits of building a fort? Roman fort in Manchester.</p> <p>The Romans selected the (now Castlefield) location for a fort. It was built on a rocky crag protected by the Rivers Irwell and Medlock. This is the first definite record of human settlement in Manchester. Add the building of the first fort in what would become Manchester to your timeline. <b>79AD</b> Romans came to Manchester.</p> <p>By now we have been to the fort in Manchester. Read <a href="https://lancashirepast.com/2015/11/15/manchester-roman-fort-and-vicus/">https://lancashirepast.com/2015/11/15/manchester-roman-fort-and-vicus/</a></p> <p>And make notes about the fort. What was the first fort made of? Why did the Romans build a fort? When did the fort get rebuilt in stone? What did archaeologists find evidence of in the 'industrial zone' of the fort? What was a vicus? How many people lived in the Mamucium vicus? Stick a pic of the Roman fort and write a paragraph to explain the above. Label a fort with all the features such as: principia, barracks, granary etc.</p> <p>Lesson 3</p> <p>What qualities did Emperor Lucius Septimius Severus bring to the Roman army?</p> <p>Multicultural Mamucium: Our modern city of Manchester is very multicultural with over 200 languages spoken and people living here who have come from all over the world. The Roman settlement at what is now Manchester would have been much smaller and not as mixed, but there would have been merchants, workers, soldiers and their families from all areas of the Roman Empire. The military units stationed in Manchester included troops from places we now call Spain, Portugal, Austria and Hungary. In the last lesson you saw an artist's impression of what Mamucium might have looked like around 200CE. In 200CE Emperor Lucius Septimius Severus, the first African born Roman Emperor visited Mamucium. It is important to remember that Romans did not think less of anyone because of the colour of their skin. This is called racism, which is the horrible and silly idea that someone is not as good as some else due to their skin colour. This idea began over 1000 years after the Romans had left Britain. It was made up as a reason to allow awful things to be done to people with darker skin. Emperor Severus was born in what became Libya in North Africa (part of the Roman Empire). His family had lived there for several generations and married local people. A person's skin colour but this was no more important to the Romans as what colour eyes or hair a person had. The colour of someone's skin was just part of what a person looked like- nothing more. Emperor Severus was born in Africa, and other people from that part of the Roman Empire would also have visited and lived in Mamucium (Manchester).</p> <p><a href="https://www.youtube.com/watch?v=yFiZHfOfn_A">https://www.youtube.com/watch?v=yFiZHfOfn_A</a></p> <p>Ch create a fact file for Emperor Lucius Septimius Severus.</p> <p>Lesson 4</p> <p>How did the Hadrian's wall effect Britain?</p>

	<p>Do a quick quiz to recap previous learning, stick in books. What year did Boudica go to war with the Romans (60-61 CE) What was her tribe Called (Iceni) Where did she first take her army? (Londinium)</p> <p>Explain the Picts lived in the North, which is now Scotland. To keep the Picts out the Romans built a wall. Some of the remains are still there now. 122AD (CE) To strengthen the border between Roman-occupied Britain and Scotland, Emperor Hadrian orders the construction of a wall. Ask children to look back to the map and talk about why the wall was built. Read <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z8r996f">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z8r996f</a> Make notes on the features of the wall on the board.</p> <p>Read information on what life was like for a Roman soldier. Children to write a diary as a Roman soldier in Britain. Including details like training, long marches. Arriving in a new place where the wall was built. In the diary children to include details about why the wall was built, who ordered it (Emperor Hadrian- visiting Britain) . Include details of it keeping the Picts out, from which is now Scotland. Add details of building the ditch, milecastles, forts, turrets and bridges etc.</p> <p>Lesson 5-</p> <p>What significant events ended the Roman Empire?</p> <p>The Romans stayed in Britain until around 410 CE. Sometime around the 350 CE the civilian settlement went into decline. Much of the vicus (settlements) area became largely derelict. Why did the Roman's leave Britain? (Rome was under attack. The Roman empire had over stretched itself and was being invaded. The <u>Roman Empire</u> could no longer defend itself against either internal rebellion or the external threat posed by <u>Germanic tribes</u> expanding in <u>Western Europe</u>. The Romans left Britain in 410 CE when the Roman emperor told Britain it had to defend itself from the Anglo-Saxons. This was the end of the Romans in Britain. Add this date to your Roman timeline. Add The battle of Boudica, add the construction of the fort in Manchester, Construction of Hadrians wall. Leaving Britain 410 CE</p> <table><tr><td>55BCE</td><td>54 BCE</td><td>BCE/CE</td><td>43 CE</td><td>60-61 CE</td><td>79CE</td><td>122CE</td><td>410CE</td></tr><tr><td>Invasion failed/</td><td>Part success</td><td></td><td>Success by</td><td>Boudica</td><td>Fort</td><td>Hadrian's</td><td>Romans left.</td></tr><tr><td>Bad weather</td><td>Took slaves</td><td></td><td>Claudius</td><td>went to</td><td>Manchester</td><td>Wall</td><td>Britain</td></tr><tr><td>Led by J C</td><td>and taxes</td><td></td><td></td><td>fight Romans.</td><td></td><td></td><td></td></tr></table> <p>Put ch into groups to research using books, ipads etc to make a presentation on Roman's invasion, changes to Britain and the end to the Roman Empire.</p> <p>Lesson 6</p> <p>Ch to present their presentations to the rest of class. Take pictures of children presenting and stick in books. Use as end of unit assessment. Record presentations and add on Dojo.</p>	55BCE	54 BCE	BCE/CE	43 CE	60-61 CE	79CE	122CE	410CE	Invasion failed/	Part success		Success by	Boudica	Fort	Hadrian's	Romans left.	Bad weather	Took slaves		Claudius	went to	Manchester	Wall	Britain	Led by J C	and taxes			fight Romans.			
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Links																																	
RRS ARTICLES	13, 28, 29																																
Key Questions	<p><b>Fundamental</b></p> <p>What religion did the Romans introduce in Britain?</p> <p>When did the Romans build a fort in Manchester?</p> <p>Which country did Emperor Lucius Septimius Severus come from?</p> <p>When did the Roman Empire leave Britain?</p> <p><b>Advancing</b></p> <p>What were the benefits of making a fort to both the Romans and the Celts?</p> <p>How did the Hadrians wall effect Britain?</p> <p><b>Deep</b></p> <p>Is it true that the Romans changed Manchester and Britain for ever? What makes you say that?</p>																																

<b>YEAR 4</b>	<b>SUMMER</b>	<b>Anglo Saxons and the Vikings</b>	<b>HISTORY</b>
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<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence including artefacts, pictures, stories, experts and online sources for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand there are different accounts of a historical event, the reasons accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe changes that have happened in the region throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Explore the social, ethnic, cultural or religious diversity of past society.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology.</li> <li>• Use literacy and numeracy skills to a good standard in order to communicate information about the past.</li> </ul>
<b>The Big Idea</b>	<b>Periods in history and how they changed Britain</b>
<b>Unit Content</b>	<p>Lesson1- Can you explain what happened after the Romans left?  Discuss the Romans left in 410CE, this is when Rome was under attack so the Roman army's attention went to Rome. Discuss how Britains may have felt when the Romans left? This left Britain's shore forts unguarded., which had been built by the Romans to protect the coast from attacks by raiding Saxons, virtually empty and the coast of Britain open to attack. In AD 410 there was a devastating raid on the undefended coasts of Britain and Gaul by Saxons raiders. The collapse of the Roman empire brought chaos and conflict to Britain. Explain The Romans called the tribes north of Hadrian's wall the 'Picti', which means 'painted ones' in Latin. The Picts and Scots lived north of Hadrian's Wall. While the Anglo-Saxons were invading from the sea, the Picts attacked from the North.</p> <p>By around AD 410, the last of the <a href="#">Romans</a> had left Britain to defend their home territory as they were under increasing threat from external invaders. This left Britain without Roman protection and forces began to invade. Known as the Dark Ages. The three biggest invading tribes were the Angles, the Saxons and the Jutes. They became known as the Anglo-Saxons. The Angles, Saxons and Jutes were tribes who came from northern Europe and Scandinavia - from places that we now call northern Germany and Denmark.</p> <p><a href="https://www.youtube.com/watch?v=-p7rryI5pME">https://www.youtube.com/watch?v=-p7rryI5pME</a></p> <p>Ch to create a newspaper article about why the Anglo-Saxons came. <a href="https://www.youtube.com/watch?v=y4CwNCIzegk">https://www.youtube.com/watch?v=y4CwNCIzegk</a> In Newspaper article include a definition of what Dark Ages is. Give children part completed timeline to stick in books.</p> <p>410 CE- Romans left.  410 CE - The Anglo Saxon invaders arrive in Britain from mainland Europe. (Scandinavia and Germany) Denmark, Norway and Sweden made up Scandinavia.</p> <p>793 CE - Viking attack from Norway. Lindisfarne a monastery attacked.  1066CE- End of Anglo Saxon control of Britain- End of Viking presence.</p> <p>Lesson 2 What were the different areas of Anglo Saxon Britain?  Explain Anglo-Saxon invasions, settlements and kingdoms and place names.</p> <p>Give ch a map of the seven areas in Anglo Saxon Britain. <a href="https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history">https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history</a>  Ch to write the names of areas on their map. Explain the seven kingdoms had their own leaders and they were constantly in conflict with each other. Use this link to explain names of places named by Anglo Saxons. <a href="https://www.imagininghistory.co.uk/post/saxon-place-names">https://www.imagininghistory.co.uk/post/saxon-place-names</a> Ch to make notes on how places were named. Place some of the cities mentioned on the map.</p>

	<p>Lesson 3 What was significant about an Anglo Saxon village? Explain daily Anglo Saxon village life. Use this video <a href="https://www.youtube.com/watch?v=Ht8HU9YTF9Q">https://www.youtube.com/watch?v=Ht8HU9YTF9Q</a> Children to write all the different jobs villagers did. Then create a job advert for their chosen job.</p> <p>Lesson 4 What are the main comparisons in law and justice from the Anglo-Saxon times to present? Do a quick quiz to recap prior learning. Stick in books. When did the Anglo Saxons arrive in Britain? (410 CE) Where did they come from? (Scandinavia and Germany) What countries made up Scandinavia? (Denmark, Norway and Sweden) Discuss what law and punishments we have in UK now. Read the information on <a href="https://www.schoolsofkingedwardvi.co.uk/ks2-history-anglo-saxons-vikings-4d-anglo-saxon-justice/">https://www.schoolsofkingedwardvi.co.uk/ks2-history-anglo-saxons-vikings-4d-anglo-saxon-justice/</a> Show power point on laws and punishments in the link above. Give each table a different crime that has been committed. The table decides on a punishment. Present their crime and punishment to the class. Children to complete a table with the crime -punishment in Anglo Saxon times and punishment now. What is similar? What is different?</p> <p>Lesson 5  Explain approx. 200 years later the Vikings raided Britain. In 793 CE the Vikings came from Scandinavia (now known as Norway, Sweden and Denmark)- Class splits into Anglo Saxon and Viking. They split into further teams to look at aspects of Anglo Saxon or Viking life ready to present to each other. <b>Anglo Saxon Team 1</b>- research and prepare presentation on How was Anglo Saxon Britain ruled, laws and social structure. Use books plus watch <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zqrc9j6">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zqrc9j6</a> and any other relevant clips. <b>Anglo Saxon Team 2</b>- focus on 'What did Anglo Saxons believe?' Watch and read <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcqdm">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcqdm</a> plus books and other clips. <b>Anglo Saxon Team 3</b>- focus on Anglo Saxon art and culture- Watch and read- <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zwjq2hv">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zwjq2hv</a> plus books and other clips. <b>Viking Team 1</b>- research and prepare presentation on -What was life like in Viking Britain? <a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zqabr82">https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zqabr82</a> plus books and other clips. <b>Viking Team 2</b>- How did Vikings fight? <a href="https://www.bbc.co.uk/bitesize/clips/z4pnvcw">https://www.bbc.co.uk/bitesize/clips/z4pnvcw</a> <b>Viking Team 3</b>- 'Viking Traders and Explorers' <a href="https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3">https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3</a> plus books and other clips.</p> <p><b>Lesson 6:</b> Anglo Saxons and Vikings presentations to the rest of the class. Ask and attempt to answer relevant questions. Add end of Viking and Saxon rule 1066 to timeline created in lesson 1 of summer.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p><b>Fundamental</b> Where did the Anglo-Saxons come from? When did they come to Britain? Why did they invade Britain? When did the Vikings come to Britain? When did the Anglo-Saxon control in Britain end?</p> <p><b>Advancing</b> What is meant by the dark ages? What evidence is there of the Anglo-Saxons in Britain?</p> <p><b>Deep</b> Is it true that medieval Britain was more advanced than ancient Britain? Why?</p>

Year 4	Core Knowledge	Core Vocabulary
<b>Autumn</b>	753 BCE Founding of Rome. 27 BCE Augustus became emperor. 55BCE Julius Caesar attempted to invade Britain but he failed due to bad weather. The empire consisted of soldiers from Africa (Morocco, Algeria, Tunisia, Libya, Egypt) Countries in Asia- (Cyprus, Turkey, Syria, Gaza strip, Palestine, Jordan,	AD, BC, CE, BCE, empire, Citizens, artefacts, shield, emperor, invasion, Julius Caesar, emperor Claudius, attack,

	<p>Lebanon, Israel, Iraq, Armenia, Georgia, Azerbaijan, parts of Saudi Arabia) Countries in Europe Italy, Spain, France, England, Wales, Scotland, (parts of) Germany, Greece, Bulgaria, Albania, Montenegro, Serbia, Bosnia, Croatia, Slovenia, Switzerland, Netherlands, Belgium, Liechtenstein, Monaco, Andorra, parts of Romania Monaco, (parts of) Hungary, parts of Moldva, parts of Ukraine.</p> <p>A year later in 54 BCE he came back and was partly successful. He took slaves and taxes. 43 CE 100 years later Claudius came and was successful with his invasion. Celts lived in Britain at the time. The Romans came to strengthen their empire, and they wanted more money, wealth, land, and to have a bigger stronger empire. Romans had good strategies they used in battles. One of which is the turtle with shields. Boudica was the queen of the Iceni tribe, she took her army and burn down Camulodunum (Colchester), the burning of Londinium (London) and Verulamium (St Albans). The Romans used taxes collected to built roads, buildings, galleries, forts.</p> <p>Boudica was the queen of the Iceni tribe, she took her army and burn down Camulodunum (Colchester), the burning of Londinium (London) and Verulamium (St Albans). The Romans built roads, buildings, Romans introduced Christianity to the people in /Britain (Celts) who at the time believed in lots of different Gods.</p>	Celts, shields, helmets (galea), Centurion, Boudica, Iceni tribe,
<b>Spring</b>	<p>79 CE The fort was built in Manchester near river Irwell and river Medlock in Manchester.</p> <p>The Roman army had soldiers from different parts of the world including Africa. <b>Lucius Septimius Severus</b> was Roman <b>emperor</b> from 193 to 211. He was born in Leptis Magna in the Roman province of Africa. 122 CE The Hadrian's wall was built to keep the Picts out.</p> <p>410 CE- The Roman empire left Britain as their own city of Rome was under attack.</p>	Fort, Hadrians wall, bath houses, villas, Christianity, Castlefield, river Medlock, emperor, Lucius Septimius Severus, paganism, fort, principia, barracks, granary,
<b>Summer</b>	<p>The Romans left in 410 CE. This left the shores of Britain open to new invasions. 410 CE - The Anglo Saxon invaders arrive in Britain from mainland Europe. (Scandinavia and Germany) Denmark, Norway and Sweden made up Scandinavia.</p> <p>The Jutes came from Denmark. By AD 600 seven kingdoms were created across England. Known as Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex.</p> <p>CE 793 Vikings attacked at Lindisfarne, they came from Scandinavia: modern Norway, Sweden and Denmark. The Vikings and the Anglo Saxons were in battles to take more control over England.</p> <p>1066CE- End of Anglo Saxon control of Britain- End of Viking presence.</p>	invasion, Anglo-Saxons, Northern Germany, Denmark, Scandinavia, beliefs, art and culture, Dark age, Vikings, Lindisfarne,

YEAR 5	AUTUMN	Industrial Revolution	HISTORY
<b>Threshold Concepts</b>	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information explore hypotheses about the past.</li> <li>• Seek out a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Identify continuity and change in the history of the region.</li> <li>• Understand how changes in one region can have an impact in other areas of the world.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Explore the main changes in a period of history, including social, religious, political, technological and cultural.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. <ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>• Use original ways to present information and ideas.</li> </ul> </li> </ul>
<b>The Big Idea</b>	
<b>Unit Content</b>	<p>Lesson 1- What is meant by a revolution (Note: a massive shift or change). Explain The Industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories. This shift brought about changes in culture as people moved from rural areas to big cities to work. Explain the shift started in 1760. Remind children England has been constantly changing, since the stone age (learned in year 3) We changed from hunting and gathering to making tools and then to farming. We used bronze and metal to the end of the Stone age. Then the Romans came and brought more changes. Recap this prior learning verbally. Explain another big change that happened in Britain was the Industrial Revolution. Explain most of the revolution happened during Queen Victoria's rule. Known as the Victorian era. At the start of 1800s cities needed more and more people to work in factories that were being built.</p> <p>Watch <a href="https://www.youtube.com/watch?v=Xpb9XKmRsyw">https://www.youtube.com/watch?v=Xpb9XKmRsyw</a></p> <p>Main- children to make a table of comparing what Britain was like before the Industrial revolution and after. Stick pictures from slide 6 and 7 from PowerPoint in resources (called Industrial- Revolution- PowerPoint) to make the comparisons.</p> <p>Lesson 2- What were the different reasons for the Industrial Revolution to happen? Use PowerPoint in resources to explain the different reasons these changes happened. Children to record a knowledge web in their books detailing the six reasons the Industrial revolution happened. Children to write an explanation stating which reason they think has made the most difference to England and why?</p> <p>Lesson 3 What significant changes were made using different items? (artefacts) Discuss the changes happening in Britain meant lots of new inventions were being made. People needed machines to make new products quickly and more efficiently. Inventions changed the way things were powered, how goods were manufactured, how people communicated, and the way goods were transported. These new developments allowed the industrial revolution to grow rapidly and spread throughout Europe and the United States.</p> <p>Put artefacts around the room, (explain these are replicas) children to discuss what they think it is, what was the use of the item? Any facts learned about the artefact. Record their facts in books. (Give children pictures of the items to stick in- save time on drawing them)</p> <p>Lesson 4- What were the effects of the three major changes in the industrial Revolution?</p> <p>Recap prior learning by sticking a quiz in books. Can ask questions like: What was Britain like before the Industrial Revolution (lots of farming by hand, things made by hand in shops and homes)? When did the Industrial Revolution first begin? (1760) Name some of the reasons the Industrial revolution began. (population growth, transport, factories, empire etc) Name some of the items that were used in the factories. (items looked at in the artefacts lesson).</p> <p>Explain The most important of the changes that brought about the Industrial Revolution were (1) the invention of machines to do the work of hand tools, (2) the use of steam and later of other kinds of power, and (3) the adoption of the factory system.</p> <p>Show children <a href="https://www.youtube.com/watch?v=Hv29f8whU3c">https://www.youtube.com/watch?v=Hv29f8whU3c</a> for steams <a href="https://www.youtube.com/watch?v=n5S7hBjOYhU">https://www.youtube.com/watch?v=n5S7hBjOYhU</a></p> <p>Children to make a table with the 3 headings of steam / machines / factories. To record information about the three main changes. Children to write how the three main changes affected Britain.</p> <p>Lesson 5 What were the positive and negative affects of the Industrial revolution?</p>

	<p>Show <a href="https://www.youtube.com/watch?v=hv2JdhMc144">https://www.youtube.com/watch?v=hv2JdhMc144</a></p> <p>Slide 48 on PowerPoint (in resources saved as Industrial- Revolution- PowerPoint.) Children to explore the positive and negative of the industrial Revolution.</p> <p>lesson 6. What were the similarities and differences of people from the different class system?</p> <p>Have a discussion about the positives and negatives of the Industrial Revolution we explored in the previous lesson. Explain one of the negatives were that people that had less wealth and were poor, were treated badly. Why do you think this was possible? Explain these people were from an underclass and working class. We don't really have a class system now but during the Victorian times people were generally classed depending on how much wealth they had and what jobs they did.</p> <p>Show slide 46 on PowerPoint saved as Industrial- revolution- PowerPoint. What does the different tiers mean? Why is the lowest tier feeding everyone else? What does this mean?</p> <p>Look at the class systems during the Victorian era. Show <a href="https://www.youtube.com/watch?v=FDZe512gPeE">https://www.youtube.com/watch?v=FDZe512gPeE</a> Children to record learning on the different class system. What did people from the different class system do? Where did they live? How much money did they have? Etc.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p><b>Fundamental</b></p> <p>How did people make things before the Industrial Revolution?</p> <p>What is the Industrial Revolution?</p> <p>What year did the Industrial Revolution begin in Britain?</p> <p>Which King or Queen ruled Britain when this started to happen?</p> <p><b>Advanced</b></p> <p>Explain what made the Industrial Revolution a significant event.</p> <p>Explain how factories helped to bring down the cost of textiles.</p> <p><b>Deep</b></p> <p>Do you agree the working class people fed the upper class?</p>

<b>YEAR 5</b>	<b>SPRING</b>	<b>Machinery and Manchester</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<ol style="list-style-type: none"> <li>1. Investigate and interpret the past</li> <li>2. Build an overview of world history</li> <li>3. Understand chronology</li> <li>4. Communicate historically</li> </ol>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information explore hypotheses about the past.</li> <li>• Seek out a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Identify continuity and change in the history of the region.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Understand how changes in one region can have an impact in other areas of the world.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Explore the main changes in a period of history, including social, religious, political, technological and cultural.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>• Use original ways to present information and ideas.</li> </ul>
<b>The Big Idea</b>	<b>The Industrial Revolution and its impact on Britain and Manchester</b>
<b>Unit Content</b>	<p>Lesson 1 What comparisons can you make for Manchester between 1750 and 1850?</p> <p>Verbally recap all prior learning. When did the Industrial Revolution first begin? (1760) What was England like before the revolution? (simple farming, and items made in shops and homes) What were the 3 main changes? (1) the invention of machines to do the work of hand tools, (2) the use of steam and later of other kinds of power, and (3) the adoption of the factory system. Name the different casts that people were labelled by. (Upper class, Middle class, working class and the underclass).</p> <p>Main- Explain the Industrial Revolution had a huge part to play in our city becoming the third largest in England. It transformed what was a small town into a massive city. In 1750, at the very beginning of the industrial Revolution, Manchester was a small market town with less than 20,000 people living there or in the villages nearby. In 1801 the population of Manchester was 70,000, in 1840 the population was 250,000. By 1850 it had become Britain's third largest city, with a population of more than 250,000. Look at maps of Manchester at different times of the before and during the Industrial Revolution and compare the size going from a small town to a major city.</p> <p>Lesson 2 What were the main reasons Manchester became the heart of the Industrial Revolution?</p> <p>In Manchester, there were canals and raw materials for production, such as iron ore and coal. In 1769, Richard Arkwright opened his first Manchester cotton factory, employing around 600 people. If there was one material at the centre of the revolution, it was <i>king cotton</i>. The invention of a variety of mechanical looms and weaving tools like the 'spinning Jenny' meant that the slow process of cotton production could be sped up inexorably. The other source of pride lies in the city being the home of so many firsts — the machinery of production, Britain's first canals, the first passenger railway, the first submarine, atomic theory, and even league football. And all of these things are inextricably bound to the Industrial Revolution and Manchester's place in it.</p> <p>Watch <a href="https://www.youtube.com/watch?v=2z2KHswYm3E">https://www.youtube.com/watch?v=2z2KHswYm3E</a> (a bit dry- use if you wish)</p> <p>Main- Children to write details about why Manchester was important during this time.</p> <p>Lesson 3- What were the significant inventions and ideas of certain key people? How did they effect the Industrial Revolution?</p> <p>Children to research about the following people and write a job description for them.</p> <p>1733 John Kay- Inventor of the fly shuttle,  1761- Francis Egerton, 3rd duke of Bridgewater- The Bridgewater Canal  1764 James Hargraves- Inventor of 'Spinning Jenny' (Jenny being a nick name for engine)  1781 Richard Arkwright- opened the world's first steam-driven mill  1784 Samuel Greg- Had Quarry Bank Mill built.</p> <p>Lesson 4 – What can we learn from the Victorian authors?</p> <p>Do a quick quiz for children to answer and stick in books. What did John Kay invent? (Fly shuttle). Write three problems the underclass faced. Why did Manchester become the central place for the Industrial Revolution? (canals and raw materials for production) What did the first factory opened in Manchester make? (Cotton).</p> <p>Main- Tell children we are going to learn about what Manchester was like, what the working conditions were like, and what the living conditions of the workers were like during this time. We are going to look at 2 authors: Elizabeth Gaskell who wrote 'Mary Barton' it was a fiction book about the terrible conditions in Manchester.  Charles Dickens who was one of the most famous authors in the world. He was a frequent Manchester visitor. He knew the city well, as a public speaker, a friend of some of the famous Manchester families and through a sister who lived here. He often came to Manchester to speak out in support of the poor. He wrote 'Hard Times' about a made-up place called 'Coke Town' (coke being another name for coal) which was based on how terrible Manchester was.</p>

	<p>Main- Use the PowerPoint saved in resources (Charles Coke town) read slide 1 ask children to visualise. Give children slide 3 for them to annotate, with what they can see, what the street is like. Write descriptions around the picture based on what they heard. Write a description of the canal.</p> <p>Lesson 5- What were the living and working conditions for the working class? Explain in our previous lesson we looked at an author called Elizabeth Gaskell, who wrote 'Mary Barton'. She described the living conditions in her books. Read an extract from the book Mary Barton. (saved in resources) What do the children notice about the living conditions?</p> <p>(Teacher knowledge use this site )<a href="https://www.historycrunch.com/living-conditions-in-industrial-towns.html#/">https://www.historycrunch.com/living-conditions-in-industrial-towns.html#/</a> Use PowerPoint saved in resources as living conditions. Also use statements from people working in factories (Saved in resources) to gather information and details. Children to write details and problems faced by people in their living and workplace. What similarities do they notice? Use pictures from PowerPoint saved as industrial revolution slide 34, 35, 36 for working conditions in books. Slide 31 for living conditions.</p> <p>Lesson 6- End of unit extended writing. Children to write a letter to their family back in the village. They have come to Manchester to work. In the letter they describe why they have come to Manchester? What their living space is like? Where do they work? What are the conditions of the workplace? Correct dates to be used.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	<b>4, 13, 27, 28, 29, 32</b>
<b>Key Questions</b>	<p><b>Fundamental</b>            What was the population in Manchester at the start of the Industrial Revolution?            What happened to the population in Manchester during the Industrial Revolution?            Can you name a recognised industrialist from the Industrial Revolution period in Manchester? What is the Industrialist recognised for?            What name was Manchester known as during the Industrial Revolution?</p> <p><b>Advancing</b>            Why was Manchester the birthplace of the Industrial Revolution?            How were living standards in Manchester affected by rapid growth during the Industrial Revolution?            Why did Manchester become known as 'Cottonopolis'?            How do we know all of this?</p> <p><b>Deep</b>            Is it true that the Industrial Revolution widened the gap between the different classes in society? Can you explain your answer?</p>

<b>YEAR 5</b>	<b>SUMMER 1</b>	<b>Human Rights and Democracy in Manchester</b>	<b>HISTORY</b>
<b>Threshold Concepts</b>	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
<b>Milestones</b>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information explore hypotheses about the past.</li> <li>• Seek out a wide range of evidence in order to justify claims about the past.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Identify continuity and change in the history of the region.</li> <li>• Understand how changes in one region can have an impact in other areas of the world.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Explore the main changes in a period of history, including social, religious, political, technological and cultural.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> <li>• Use original ways to present information and ideas.</li> </ul>
<b>The Big Idea</b>	
<b>Unit Content</b>	<p>Lesson 1: Why is it important we have the right to vote?</p> <p>The Right to Vote. In Britain we have a parliament to decide the best way to run the country and spend our wealth. Every 4 years or so we have an election where everyone over the age of 18 can vote for people to represent us. These people are called Members of Parliament, or M. P's Our MP for Longsight is Afzal Khan who we have named one of our houses after. But this has not always been the way our country was run. Let's look back to some ways our country was run at different times in history. Until the end of the Anglo-Saxon era the country was split up into seven areas each with a king or ruler. In 1066 Britain was invaded by people from Normandy called the Normans lead by William the Conqueror who became King William I. They ran the country as a whole under what was called the Feudal system. This had a pyramid structure with the king at the top and nearly everyone else at the bottom. Watch this clip <a href="https://www.bbc.co.uk/bitesize/guides/zdvdp3/video">https://www.bbc.co.uk/bitesize/guides/zdvdp3/video</a></p> <p>Record Changes in the way our country has been run with brief definition- Feudalism Parliamentary democracy. When Feudalism ended it still was not fair for a long time most people didn't have a vote and just were expected to do what the rich landowners wanted them to do. People wanted the right to vote to have their say. It took a massive campaign over many years to get this right for everyone.</p> <p>Main- Key dates: 1867- extends vote to urban working men meeting property qualification, 1918 Representation of the People Act extends vote to all men over 21 and most women over 30, 1928 Representation of the People Act extends vote to all women over 21, 1969 Representation of the People Act extends vote to men and women over 18. Children to show this on a timeline, with an explanation of why they think people should have the right to vote.</p> <p>Lesson 2: How did the Universal suffrage and Peterloo effect society?</p> <p>Universal Suffrage. The people of Manchester helped to get everyone the vote (universal suffrage). Introduction to Peterloo watch a section of this film we made for an art project about an important event in Manchester's history called Peterloo. You might recognise some of the actors! <a href="https://www.youtube.com/watch?v=7ohlmzz4c4k">https://www.youtube.com/watch?v=7ohlmzz4c4k</a></p> <p>watch from the beginning and stop at 5.20. Write up a brief summation of what happened at Peterloo. See pictures of the monument. Part 2: Votes for Women -The suffragettes and who was Emmeline Pankhurst? <a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs">https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs</a></p> <p>See statue. Write a brief summation of Emmeline Pankhurst and the Suffragettes.</p> <p>Lesson 3: Why and How has slavery been a big part in our History?</p> <p>Show <a href="https://www.youtube.com/watch?v=mNczKHjPPSM">https://www.youtube.com/watch?v=mNczKHjPPSM</a></p> <p>Abolition of Slavery. We have looked at the right to vote and how people from Manchester played an important role in making change. We are now going to look at another right. The right to be free. Again the ordinary men and women played a part in this. People working in the factories and living in poverty had a difficult life, but they were not slaves (they were paid, badly, for their work but were not owned by anyone. This was very different in other parts of the world. As a result, it was in cotton production that the industrial revolution began, particularly in and around</p>

	<p>Manchester. The cotton used was mostly imported from slave plantations. Slavery provided the raw material for industrial change and growth. In America, there was a terrible system of slavery. Brief outline of transatlantic slave trade. Slavery final ended with a war in America between the people who wanted slavery and those who wanted to end it.</p> <p>This war was led by Abraham Lincoln. Look at statue- What does the inscription say. Brief outline of the cotton famine. Evidence – barrel. Cotton Famine and support to end slavery. Next half term we will be finding more out the history of these important changes, which the people of Manchester helped to bring about.</p> <p>Children write a persuasive speech to end slavery in their books.</p> <p>Lesson 4 How did Abraham Lincoln affect slavery?</p> <p>To recap prior learning do quick quiz in books 1) In what year were men and women over the age of 18 allowed to vote? (1969) What role did Emmeline Pankhurst play in getting women their rights to vote? (she campaigned for 40 years by setting up unions and doing protests) What happened at Peterloo? (Eighteen people died and 400-700 were injured when cavalry charged into a crowd of around 60,000 people who had gathered to demand the reform of parliamentary representation) What year did slavery in America start and end? 1619 – 1865</p> <p>Show <a href="https://www.youtube.com/watch?v=FTjYG1TYaos">https://www.youtube.com/watch?v=FTjYG1TYaos</a> Children to write a profile for Abraham Lincoln. What did he do to stop slavery?</p> <p>Lesson 5 How do we celebrate people of history that have made a difference?</p> <p>Children to research all the different statues we have in Manchester to celebrate Historical figures that have made a difference: Emmeline Pankhurst St Peter's square, Mahatma Gandhi statue, Manchester Cathedral. Abraham Lincoln at Brazennose Street Manchester. Make notes on the statues and answer questions such as: Why is there a monument built in Manchester to commemorate Peterloo? Why is there a Statue of Emmeline Pankhurst in Manchester? Why is there a statue of Abraham Lincoln in Manchester? Answer the question using text, maps, pictures etc. Use books, newspaper articles and relevant websites to help.</p> <p>Lesson 6- Who will you create a statue for and why?</p> <p>Recap the different people that have statues in Manchester. Tell children they have a statue because these people made a significant difference to human rights. Children to research a person they think has made a significant difference to human rights. Maybe Florence Nightingale nurse went to help soldiers in the Crimean War (year 1 work) Mary Seacole (Black nurse went to help in Crimean war ( year 2 work) Emperor Lucius Septimius Severus (First black Roman emperor- year 4 work) or a famous inventor children have learned about in yr 5 autumn and spring.</p> <p>Children to stick in a picture of their statue from the sources and write why they have created a statue for that person.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p><b>Fundamental</b></p> <p>What is the voting system currently in Britain?</p> <p>What is an MP and who is the MP currently for Longsight?</p> <p>Has everyone over the age of 18 always had the right to vote?</p> <p>What happened at Peterloo?</p> <p>In which year did slavery first start in the USA?</p> <p>When did slavery end in the USA?</p> <p><b>Advancing</b></p> <p>Why is there a monument built in Manchester to commemorate Peterloo?</p> <p>Why is there a statue of Emmeline Pankhurst and Abraham Lincoln in Manchester?</p> <p>Explain how slavery in America was connected to the Industrial Revolution in Manchester.</p> <p><b>Deep</b></p> <p>How has democracy developed over time in Britain?</p>

Year 5	Core Knowledge	Core Vocabulary
Autumn	<p>1760 the Industrial Revolution first started in England. It was a time when the manufacturing of goods moved from small shops and homes to large factories. This shift brought about changes in culture as people moved from rural areas to big cities to work. Queen Victoria's ruled during most of the Revolution-Victorian era. At the start of 1800s cities needed more and more people to work in factories that were being built. The Industrial Revolution happened due to six reasons: Population boom, agriculture, factories, power, transport, and Empire. The most important of the changes that brought about the Industrial Revolution were (1) the invention of machines to do the work of hand tools, (2) the use of steam and later of other kinds of power, and (3) the adoption of the factory system. The positives of the Industrial revolution were: Job creation, increased wealth, technological innovation, increased production and availability of goods, increased educational opportunities, improved housing, gradual improvement in quality of life for all.</p>	<p>Industrial revolution, Victorians, factories, population, agriculture, power, transport, empire, machines,</p>
Spring	<p>1733 <b>John Kay</b>- Inventor of the fly shuttle, Born in Bury Greater Manchester. The fly shuttle was the first innovation it sped up weaving so much that the people who spun the cotton into thread for the weavers could not keep up</p> <p>1761- Funded and built under the direction of <b>Francis Egerton, 3rd duke of Bridgewater</b>- The Bridgewater Canal</p> <p>The canal is described as England's first canal and was used to transport coal from the mines in Worsley to the industrial areas of Manchester. It greatly improved the transport routes between cities – helping the factories to operate efficiently. It was the first canal in Britain to be built without following an existing river</p> <p>1764 <b>James Hargraves</b>- Inventor of 'Spinning Jenny' (Jenny being a nick name for engine) which could spin the threads 100's of times faster than a person. He was a weaver and carpenter from Lancashire.</p> <p>1781 <b>Richard Arkwright</b>- opened the world's first steam-driven mill</p> <p>During the Industrial Revolution, silk, wool and other traditional materials were being overtaken by cotton. To improve the production process, Richard Arkwright (one of the UK's most prolific inventors who also stole inventions from other people!) opened the world's first steam-driven textile mill on Miller Street, Manchester.</p> <p>1784 <b>Samuel Greg</b>- Had Quarry Bank Mill built (he had been an early developer of the factory system where different parts of the production are split up instead of being made by people, with machines becoming so big they had to have huge buildings made to house them- factories!)(Note: Pupils will visit Quarry Bank Mill during the term).</p> <p>Elizabeth Gaskell wrote 'Mary Barton' it was a fiction book about the terrible conditions in Manchester.</p> <p>Charles Dickens- He wrote 'Hard Times' about a made-up place called 'Coke Town' (coke being another name for coal) which was based on how terrible Manchester was.</p>	<p>back-to-back, terracing ,polluted, poor quality, diseases, cholera, diphtheria, cramped, overcrowded, railways, automobile, canals, roads, steam, coal, power, fly shuttle, cotton, weavers, canal, weaver, James Hargreaves, Richard Arkwright, Samuel Greg, mill, Coketown,</p>
Summer	<p>Vote -In Britain we have a parliament to decide the best way to run the country and spend our wealth. Every 4 years or so we have an election where everyone over the age of 18 can vote for people to represent us. These people are called Members of Parliament, or M. P's Our MP for Longsight is Afzal Khan. Key dates: 1867- extends vote to urban working men meeting property qualification, 1918 Representation of the People Act extends vote to all men over 21 and most women over 30, 1928 Representation of the People Act extends vote to all women over 21, 1969 Representation of the People Act extends vote to men and women over 18. The Peterloo Massacre took place at St Peter's Field, Manchester, Lancashire, England, on Monday 16 August 1819. Eighteen people died and 400-700 were injured when cavalry charged into a crowd of around 60,000 people who had gathered to demand the reform of parliamentary representation. The Suffragettes were a movement. They believed there was injustice and inequality between men and women (specifically for the right to vote), and therefore campaigned for equal rights for women in the late 19th and early 20th</p>	<p>Parliament, prime minister, MP, member of parliament, voting, democracy, election, Peterloo massacre, slavery, Portuguese, colonists, Abraham Lincoln, Emeline Pankhurst,</p>

	<p>centuries.They used a variety of different methods to gain attention to fight for female suffrage. They put their all into their fight for equal rights, through different mediums such as arts, debate and silent protests to headline-grabbing stunts such as chaining themselves to railings.</p> <p>Slavery- On August 20, 1619, “20 and odd” Angolans, kidnapped by the Portuguese, arrive in the British colony of Virginia and are then bought by English colonists. The conflict between abolitionists and those who wanted to preserve and spread slavery was a major catalyst in the outbreak of the Civil War. President Abraham Lincoln formally freed enslaved people in the South with the Emancipation Proclamation in 1863, although it was not until the passage of the Thirteenth Amendment in 1865 that slavery was formally abolished in the United States.</p> <p>Abraham Lincoln was born in February 12, 1809–April 15, 1865) was the 16th president of the United States. He led the country through the Civil War and worked to end slavery. His life was cut short early in his second term when he was assassinated. He was born to uneducated farmers. Statues in Manchester: Emmeline Pankhurst St Peter’s square, Mahatma Gandhi statue, Manchester Cathedral. Abraham Lincoln at Brazennose Street Manchester.</p>	
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YEAR 6	AUTUMN TERM	Civilizations- Ancient Egypt. (Africa)	HISTORY
Threshold Concepts	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
Milestones	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence including artefacts, pictures, stories, experts and online sources for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand there are different accounts of a historical event, the reasons accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe changes that have happened in the region throughout history.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Explore the social, ethnic, cultural or religious diversity of past society.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology.</li> <li>• Use literacy and numeracy skills to a good standard in order to communicate information about the past.</li> </ul>		
The Big Idea			

<b>Unit Content</b>	<p>Lesson 1 How are early civilizations formed?</p> <p>Tell children we will be learning about ancient civilizations from Africa (Ancient Egyptians), Europe (Ancient Greece) and Asia/Middle East Early Islamic and Golden age.</p> <p>Introduction to civilisations including, what is meant by a 'civilisation'. The earliest civilisations were Egyptian, Sumerian and The Indus Valley. Although each of these civilisations were different and some developed and lasted a lot longer than others, they each had something in common as their starting point. Look at maps of the locations of these early civilisations. What do you notice they all have in common and why do you think this may have been the reason the earliest civilisations began in these locations? (Note: The geography of the region. It was not a coincidence that they each emerged in important river valleys: the Nile, the Tigris and Euphrates, the Indus rivers.)</p> <p>Main- Create a timeline of these major civilisations placing them in Chronological order. (PowerPoint saved in resources- tell children the start dates are incorrect, can they correct them?) Discuss how they over-lap and which lasted the longest. Explain that we will further our understanding of civilisations but studying one in particular. We will be looking at Ancient Egypt as it lasted the longest. Point out to pupils that the Ancient Egyptian civilisation started during the Stone Age, carried on through the Bronze Age and beyond the Iron Age where it ended as an independent civilisation with the Roman Invasion when it became part of the Roman Empire.</p> <p>Lesson 2- How did the ancient Egyptian civilization form?</p> <p>Current year 6 children haven't studied Egyptians in year 3. Show children <a href="https://www.youtube.com/watch?v=omajagaozk0">https://www.youtube.com/watch?v=omajagaozk0</a> to show what Ancient Egypt was like at the time. Children complete a detailed timeline of events in Ancient Egypt. Look at the river Nile. What do you remember about rivers from work completed in year 5 Geography? Uses of rivers etc. Children to record the upper and lower Egypt. How the river flooding effected farming.</p> <p>Lesson 3- How does the belief system hold civilizations together? Show children <a href="https://www.youtube.com/watch?v=uTy49JlqJZE">https://www.youtube.com/watch?v=uTy49JlqJZE</a></p> <p>Talk about the different god the Egyptians believed in, and how did the belief system hold the civilizations together? Compare to other civilizations children know about that believed in different gods. ( Before Christianity in England people believed in different Gods.The most prominent of these deities was probably Woden; other prominent gods included Thunor and Tiw. There was also a belief in a variety of other supernatural entities which inhabited the landscape, including elves, nicors, and dragons. Children to make comparisons between the Egyptian gods and gods believed by people in England before the Romans talked about Christianity in this country.</p> <p>Lesson 4- How does the development of Ancient Egypt compare to other civilizations at the time?</p> <p>To recap prior learning, children do a quick quiz in their books. Can ask questions like: Why did the early civilizations settle near river? In what year did the Ancient Sumer settle? (4500 BCE) What year did the Ancient Egyptians make their first settlement? (3100 BCE) Which river did the ancient Egyptians settle near?(river Nile)</p> <p>Recap prior learning about what was happening in Britain at the time. (Britain was going through its Bronze age. So whilst Britain was learning about farming and discovering materials made from Bronze, the Egyptians in Ancient Egypt were making pyramids from stone) Have a verbal discussion about how we learn about history in one place but at the same time lots of exciting things were happening around the rest of the world. Children to draw parallel timelines and write their own comparisons of what was going on in Britain at the same time as major Egyptian innovations.</p> <p>Lesson 5- What were the key aspects of Ancient Egyptian life? Give children different areas they can research using ipads, books, artefacts, etc for women, children, death after life, leisure and entertainment, pharaoh and rulers, health and medicine, Inventions and innovations, Goddess and belief, weapons and warfare, mummification. Children to choose which areas they research if all is too many to do.</p> <p>Lesson 6- How can you present information on Ancient Egypt for others to access?</p> <p>Extended piece of writing to be used as assessment. Tell children year 3 are learning about ancient Egypt in the summer term, and we need to make them an information board about Ancient Egypt so they can use this for their learning. Give children pictures snipped to stick, (save time on drawing)</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<b>Fundamental</b> Name the three earliest civilizations from lesson 1. Around what year did the ancient Egyptian civilization begin?

	<p>What is the main river called in Egypt?</p> <p>Name the two parts that Egypt was split into.</p> <p>What did the farmers do whilst their crops were growing?</p> <p><b>Advancing</b></p> <p>Explain why early civilizations preferred to settle by rivers.</p> <p>Explain how flooding helped farmers.</p> <p>Name one thing the ancient Egyptians and the Celts in Britain had in common at that time.</p> <p><b>Deep</b></p> <p>Do you agree? The Ancient Egyptians were the most influential civilisation of ancient times. Justify your answer.</p>
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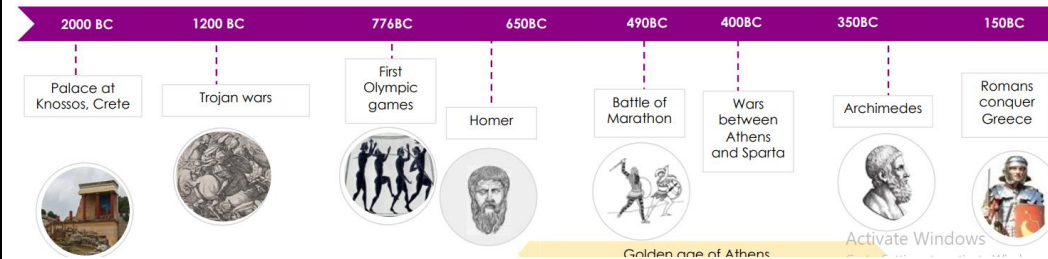
YEAR 6	SPRING TERM	Civilizations- Ancient Greece. (Europe)	HISTORY
Threshold Concepts	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
Milestones	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence including artefacts, pictures, stories, experts and online sources for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand there are different accounts of a historical event, the reasons accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe changes that have happened in the region throughout history.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Explore the social, ethnic, cultural or religious diversity of past society.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology.</li> <li>• Use literacy and numeracy skills to a good standard in order to communicate information about the past.</li> </ul>		
The Big Idea			
Unit Content	<p>Lesson 1- How does Ancient Greece compare to Modern Greece?</p> <p>Recap prior learning verbally about the ancient Egyptians. Tell children this term we will be learning about the Ancient Greeks.</p> <p>Show children <a href="https://www.youtube.com/watch?v=3YrJxz6xsAk">https://www.youtube.com/watch?v=3YrJxz6xsAk</a></p> <p>What do you notice about the place? Show children what Greece is like now using photos videos or google earth. Children to note comparisons about what it was like then and what it is like now. Look at advantages and disadvantages of states versus joint. Children to record which area of the world it is in. (Europe)</p> <p>Lesson 2- How can we know so much about ancient Greeks?</p> <p>Look at the different sources PowerPoint,(saved in SharePoint) Show Greek vase (from Shabana ) and clips on myths and PowerPoint with sources. Children to write what they observe about the Greeks at that time.</p> <p>Lesson 3- What did the ancient Greeks do for us?</p> <p>Recap learning about what the Romans did for us (built roads, heating systems, building like libraries and theatres, etc) Explain the Greeks had their own inventions and discoveries.</p>		

Show children [https://www.youtube.com/watch?v=9W0MuOH0\\_b8](https://www.youtube.com/watch?v=9W0MuOH0_b8) Children to write the discoveries using headings and subheadings. The first Olympic games were held in 776 BCE.  
[https://artsandculture.google.com/story/7-things-the-ancient-greeks-gave-us/xQWhQ\\_RAcLuUKQ?hl=en](https://artsandculture.google.com/story/7-things-the-ancient-greeks-gave-us/xQWhQ_RAcLuUKQ?hl=en)

#### Lesson 4- What were the main events of Ancient Greece?

To recap prior learning, children do a quick quiz in books. What year were the first Olympic games held in? (776 BCE) Name some inventions the Greeks made (improved maths, umbrellas, clocks etc.) Which continent is Greece in? (Europe)

Children to record a detailed timeline of the main events in Greece. Saved in Resources in share point. Children to pick which even they think is the most important and explain why they think it is the most important.



#### Lesson 5- Who were the influential figures of Ancient Greek times?

Children pick one or two famous Greek figures from [https://www.ducksters.com/history/ancient\\_greek\\_famous\\_people.php](https://www.ducksters.com/history/ancient_greek_famous_people.php)

To write a profile with key information like what did they do? Why are they remembered? How have they influenced the world? Can children compare the person to a different famous ancient figure?

#### Lesson 6- How did the development of democracy impact on the world?

Do a verbal recap about democracy. What do children remember from year 5? Peterloo (The Peterloo Massacre took place at St Peter's Field, Manchester, Lancashire, England, on Monday 16 August 1819. Eighteen people died and 400-700 were injured when cavalry charged into a crowd of around 60,000 people who had gathered to demand the reform of parliamentary representation), suffragettes The Suffragettes were a movement. They believed there was injustice and inequality between men and women (specifically for the right to vote), and therefore campaigned for equal rights for women in the late 19th and early 20th centuries. They used a variety of different methods to gain attention to fight for female suffrage. They put their all into their fight for equal rights, through different mediums such as arts, debate and silent protests to headline-grabbing stunts such as chaining themselves to railings.

Show children <https://www.youtube.com/watch?v=f-feDZRxJKw> (PowerPoint in resources folder)

Extended writing- Children to write an informative piece of writing with details of How we got to the stage of being able to vote and how it has impacted the world. Explaining how the Greeks did this.

#### Links

#### RRS ARTICLES

#### Key Questions

##### Fundamental

Which continent is Greece a part of?  
 What year did the Ancient Greeks first hold their Olympic games?  
 Name three things the Ancient Greeks created.  
 Who was Alexander the Great?

	<p>Which Ancient Greek scientist made significant discoveries in Maths and Science?</p> <p><b>Advancing</b></p> <p>Suggest reasons why the Ancient Greeks were able to influence democracy.</p> <p>What does the Greek pottery tell us about the daily life of the Ancient Greeks?</p> <p><b>Deep</b></p> <p>Is it true? The Ancient Greeks were the most influential civilization of ancient times. Justify your answer.</p>
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YEAR 6	SUMMER TERM	Islamic Golden Age	HISTORY
Threshold Concepts	<b>1. Investigate and interpret the past</b> <b>2. Build an overview of world history</b> <b>3. Understand chronology</b> <b>4. Communicate historically</b>		
Milestones	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence including artefacts, pictures, stories, experts and online sources for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Understand there are different accounts of a historical event, the reasons accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe changes that have happened in the region throughout history.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Explore the social, ethnic, cultural or religious diversity of past society.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology.</li> <li>• Use literacy and numeracy skills to a good standard in order to communicate information about the past.</li> </ul>		
The Big Idea			
Unit Content	<p>Lesson 1- What was the Islamic Golden Age?</p> <p>One of the misfortunes of a long history of stereotyping and conflict between Islam and the West is that it has fostered ignorance. Muslims and westerners know too little of how much they have in common and how much they owe to each other.</p> <p>Show children <a href="https://www.youtube.com/watch?v=AipisVswOIY">https://www.youtube.com/watch?v=AipisVswOIY</a></p> <p>Children to stick in map of where the Golden Age began and make notes about what it is and why it is important. PowerPoint saved in resources as What is the Islamic golden Age? Talk about why we don't have an exact date of when it began (Explain people can have difference of opinions when writing History) Children to complete a timeline in books to show: 610 Islam founded, 750 Start of Abbasid Caliphate, City of Baghdad founded, 1258 Baghdad destroyed by the Mongol ruler Hulagu Khan.</p> <p>Lesson 2- Why was Baghdad the centre of the Islamic golden Age?</p> <p>Show <a href="https://www.youtube.com/watch?v=WVM1xEdp83Q">https://www.youtube.com/watch?v=WVM1xEdp83Q</a> and power point saved as all about Baghdad. Children stick in a map of Baghdad. What do they notice? Children to write what was important about Baghdad, including the features of the city. What made the city different? How was it protected?</p> <p>Lesson 3- Why was the House of Wisdom so important to the world?</p>		

	<p>Introduce the House of Wisdom. Show <a href="https://www.youtube.com/watch?v=XedNtHNCir0">https://www.youtube.com/watch?v=XedNtHNCir0</a> Children to write important features about the House of Wisdom. <a href="https://www.youtube.com/watch?v=nctkFvuPVKU">https://www.youtube.com/watch?v=nctkFvuPVKU</a></p> <p>Lesson 4- How was the Islamic Civilization able to spread so far, so quickly? To recap prior learning, children do a quick quiz in their books. Ask questions like: When did the Islamic Golden Age start? (750 CE) What is the name of the central city? (Baghdad) What was important about the House of Wisdom?</p> <p>Main- Show PowerPoint (saved as how the Islamic civilization was able to spread in resources). Children note down the strategies they used, and what enabled them to spread so quickly. Children to stick in map of the silk road and explain the route and what it was. (PowerPoint on silk route in resources)</p> <p>Lesson 5- Which of the early Islamic achievements has had the most effect on our lives today? Main- Show PowerPoint saved as Islamic achievement effect our lives in resources. Children to make notes on Mathematics, astronomy, Geography, science and technology, philosophy and literature, library books and paper, medicine, Children to write an explanation stating which achievement they feel has made the most difference to our world today and explain why they think this.</p> <p>Lesson 6- Which of the three civilizations Ancient Egyptians, Ancient Greeks and Ancient Islamic Golden age has had the largest impact on the world? Recap all prior learning about the three ancient civilizations. Children to write a persuasive piece to explain which civilization they think has made the most difference to the world today and explain why, by giving examples.</p>
<b>Links</b>	
<b>RRS ARTICLES</b>	
<b>Key Questions</b>	<p><b>Fundamental</b>            What is a golden age?            Where did the Golden Age of Islam take place?            Where was The House of Wisdom situated and what was it?            Can you name some key developments during the Islamic Golden Age?            When did the Golden Age of Islam come to an end?            How did the Golden Age of Islam come to an end?</p> <p><b>Advancing</b>            Explain why Baghdad was renowned as a centre of learning.            How did the silk road help the spread of Islamic beliefs and culture?</p> <p><b>Deep</b>            Is it true? The Islamic golden Age were the most influential civilization of ancient times. Justify your answer.</p>

<b>Year 6</b>	<b>Core Knowledge</b>	<b>Core Vocabulary</b>
<b>Autumn</b>	<p>Ancient Sumer 4500BCE – 1900BCE The Sumerian civilisation lived in Sumer where the river Tigris and Euphrates met. This area is now known as Iraq. They were excellent mathematicians and they were also the first civilisation to develop writing. Each Sumerian city had its own God. They built houses out of sun-dried bricks and flat roofs. Wealthy people had two storey houses.</p> <p>Ancient Egypt 3100BC – 30BC            The Ancient Egyptians settled near the River Nile in Egypt, Africa. They created paper called papyrus and wrote using hieroglyphics. They built pyramids to bury their kings and queens. The pyramids were huge and required maths to be built perfectly. Both men and women in Egypt wore make up - it was a sign of wealth. The wealthier people were, the more make up they wore.</p> <p>Indus Valley 3300BC- 1300BC The Indus Valley civilisation settled in the Indus Valley near the River Indus in India. The civilisation covered a huge area – approximately half a million square miles or 1400 cities. Most people lived in small villages and were farmers or craftsmen. They are believed to be the first people to grow cotton and weave cloth. No-one knows why the civilisation ended. They left behind no temples, statues or palaces.</p>	<p>Ancient, civilization, Sumerian, Sumer, Egyptians, Egypt, River Nile, Upper Egypt, Lower Egypt, Gods, beliefs, Nun, Atum, Shu, Tefnut, Geb, Nut, Osirs, Seth, Nephthys, Horus, Pyramid, Giza, mummify,</p>

	<p>Egyptian empire lasted from 3100BC to 30BC. The ancient Egyptians believed in lots of different Gods. Nun, Atum, Shu, Tefnut, Geb, Nut, Osiris, Isis, Seth, Nephthys and Horus. 2560 Great pyramid of Giza was built. Pyramids were built by farmers and not slaves. Farmers needed something to do whilst their crops grew so they worked for the King to make pyramids.</p> <p>The ancient Egyptians mummified the kings queens and pharaohs. And occasionally the common person. This was an expensive process and not affordable by all.</p> <p>1922 Tutankhamun's tomb was discovered. He was born 1341 BC – c. 1323 BC. He became king at the age of 9 until his death at age of 19. Egyptians built pyramids for the kings, and their families and slaves. They buried the kings, queens and their families with slaves and belongings after mummifying them, (even some pets) they believed they will come to life and will need all this in their afterlife. The brain was removed with a hook. Body washed and organs taken out, the lung liver and stomach were placed in canopic jars, the body filled with spices, sawdust and linen. The body was then dried in natron, then bandaged with linen. Amulets and scrolls were placed between the linen. The body was then placed in a tomb.</p>	
<b>Spring</b>	<p>About 2,500 years ago Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. The Greeks called themselves Hellenes and their land was Hellas. People have been living in Greece for over 40,000 years. The earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle. This is similar to Prehistoric Britain. The Minoans were the first great Greek civilisation. They didn't live on mainland Greece but on the nearby island of Crete, between 2200BC and 1450BC. They were known as the Minoans after their legendary king Minos.</p> <p>ARCHIMEDES c. 287 –212 BC Archimedes lived in Sicily where the king was called Hiero. As Archimedes was such a clever scientist he was often asked by Hiero to help him solve the problems he faced. Archimedes invented a machine called an Archimedes screw. The first Olympic games were held in 776 BCE.</p> <p>Alexander III of Macedon, also known as Alexander the Great, was a king of the Ancient Greek kingdom of Macedonia. He ascended to the throne in 336 BC at the age of 20 and was known for conducting several military campaigns during his rule. The Ekklesia- The Ekklesia was the main assembly of citizens who met 40 times a year to make laws and decisions. Any male Athenian citizen could attend. Out of 40,000 men, about 5,000 attended regularly. They made decisions by a simple majority vote. The boule were a group of 500 men who served for one year. They met daily and made lots of decisions. They decided what issues to take to the Ekklesia. They were chosen randomly. The Dikasteria, or popular courts, was a group of 500 jurors who dealt with crimes. There were no rules or police so the Dikasteria decided what would be tried and what the sentences would be. The jurors were chosen daily at random from a group of male citizens over 30 years old.</p>	<p>Ancient Greece, warriors, athletes, architects, politicians, Hellenes, Hellas, Crete, Olympic games, Trojan war, Athens, Sparta,</p>
<b>Summer</b>	<p>The Islamic Golden Age started with the rise of Islam and establishment of the first Islamic state in 622 BCE. It ended in 1258 CE. The Islamic Golden Age refers to a period in the history of Islam, traditionally dated from the 8th century to the 13th century, during which much of the historically Islamic world was ruled by various caliphates and science, economic development, and cultural works flourished. This period is traditionally understood to have begun during the reign of the Abbasid caliph Harun al-Rashid (786–809) with the inauguration of the House of Wisdom in Baghdad, where scholars from various parts of the world with different cultural backgrounds were mandated to gather and translate all of the world's classical knowledge into the Arabic language. The Caliphate is the name given to the Muslim government which ruled the Islamic Empire during the Middle Ages. The Caliphate ruled over North Africa, parts of Europe and Western Asia. The Caliphate began after the death of Muhammad in 632CE. The Caliph was the ruler who led the Caliphate and was considered as the successor of the Prophet Muhammad. The Caliph was often the son (or closest male relative) of the previous Caliph.</p> <p>The Umayyad Caliphate (661-750 CE) was the second of the Islamic Caliphates. The Islamic Empire grew quickly at this time. The Abbasids took over in 750 CE having overthrown the Umayyads. This rule is often called the Golden Age of Islam.</p> <p>Key Dates: 610 Islam founded, 750 Start of Abbasid Caliphate, 762 City of Baghdad Founded, 1258 Baghdad destroyed by the Mongol ruler Hulagu Khan.</p>	<p>Islam, Hijrah, House of Wisdom, Caliphate, Rashidun, Umayyad, Baghdad, river Tigris, Mongols, Islamic Empire Golden Age, Abbasid caliph Harun al-Rashid, scholars, Arabic, Caliph, empire, Mathematics, astronomy, Geography, science and technology, philosophy and literature, library books and paper, medicine, Persian, mosque,</p>

	<p>The Islamic golden Age made contributions to: Mathematics, astronomy, Geography, science and technology, philosophy and literature, library books and paper, medicine to</p> <p>Baghdad was built in 752 as the new capital by the second Abbasid Caliph, al Mansur, and followed traditional Persian design. It was built in a circle, about 1KM in diameter, with the mosque and guard headquarters in the centre and houses around the city walls.</p>	
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