

# History

Key Stage 2

Curriculum map

## Philosophy

## Units

## Lessons

### Unit 1 Prehistoric Britain

How do we know about Prehistoric Britain?

Which animals lived in Prehistoric Britain?

What were the different periods in the Stone Age?

What are the similarities and differences between Stone Age periods?

What can artefacts from the Stone Age tell us about how people lived during the different periods?

What was life like in a Neolithic settlement?

How did farming change how humans lived?

How did the Bronze Age change how humans lived?

Who were the Celts, and why did they use iron?

What can monuments tell us about the Prehistoric period?

### Unit 2 Ancient Greece

How was Ancient Greece organised?

Why do we know so much about Ancient Greece?

What was the Golden Age of Greece?

What was Athenian democracy?

What did the Ancient Greeks believe in?

Who were the Ancient Greek philosophers?

Who won the Peloponnesian wars?

Why was Alexander so great?

What were the great achievements of the Ancient Greeks?

Extended Writing: What were the achievements of the Ancient Greeks?

### Unit 3 Ancient Egypt

Who ruled Ancient Egypt?

What was Ancient Egyptian society like?

Why was the River Nile important to the Ancient Egyptians?

How did the Ancient Egyptians travel and trade?

Why did the Ancient Egyptians build the pyramids?

Who were the pyramid builders?

What did the Ancient Egyptians believe in?

Where did the Ancient Egyptians believe they would go after death?

Why was Tutankhamun's tomb an important discovery?

How are we still learning about the Ancient Egyptians today?

#### Unit 4 Roman Britain

How did the Roman Empire become so powerful?

Who was Julius Caesar?

What was Britain like before the Romans?

How did the Romans conquer Britain?

Why did Boudicca lead a revolt against the Romans?

How did the Romans change Britain?

What did the Romans believe?

How were Roman beliefs similar to those of the Ancient Greeks?

Why did the Romans leave Britain?

In what ways did life in Britain remain the same after the Roman invasion?

#### Unit 5 Vikings and Anglo-Saxons

Who were the Vikings?

What were the Viking raids?

What was the Danelaw?

What was life like in Viking Britain?

How did England become a unified country?

How was Britain conquered between 950 AD-1066?

#### Unit 6 Medieval Monarchs

In 1066, who was the rightful heir to the throne?

Who was responsible for the death of Thomas Becket?

Who was the worse king: Richard I or John?

In what ways was Edward I a 'great and terrible king'?

How did Henry VIII initiate the Reformation?

Was Elizabeth I 'weak and feeble'?

To plan and write an essay about medieval monarchs

#### Unit 7 20th century conflict: World War I

What caused the First World War to break out?

Why were so many lives lost on the Western Front?

#### Unit 8 20th century conflict: World War II

Was the Treaty of Versailles fair?

How did Hitler rise to power?

What was life like in Nazi Germany?

Was World War Two inevitable?

To write an essay about the First and Second World Wars (Part 1)

To write an essay about the First and Second World Wars (Part 2)

How did anti-semitism rise in Germany in the 1930s?

How did the Second World War end?

#### Unit 9 20th century conflict: The Cold War

Why did the USA and the USSR enter a cold war?

How successful was the policy of peaceful co-existence?

Why did the USSR and communism collapse in Eastern Europe?

To write an essay about the Cold War (Part 1)

To write an essay about the Cold War (Part 2)

#### Learn More

##### Contents

1. Introduction to Saracens Broadfields's key stage 1 history curriculum

2. Coherence and flexibility

3. Knowledge organisation

4. Knowledge selection

5. Inclusivity and ambition

6. Pupil motivation and engagement

7. How will pupils make progress?

# Philosophy

Six underlying attributes at the heart of Saracens Broadfields's curriculum and lessons.

1. Lessons and units are substantive knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge built in **chronological order**.
2. Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections. (see **Building blocks**)
3. Our flexible curriculum enables schools to tailor Saracens Broadfields's content to their curriculum and context.
4. Our curriculum is evidence informed through rigorous application of best practice and the science of learning.
5. We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
6. Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.
7. All History lessons are taught with disciplinary knowledge at its heart, understanding what it is like to **think like an historian** :



8.

# Units

KS2 History is formed of 9 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1. Prehistoric Britain	Year 3	10
2. Ancient Egypt	Year 3	10
3. Ancient Greece	Year 4	10
4. Roman Britain	Year 4	10
5. Vikings and Anglo-Saxons	Year 5	10
6. Medieval Monarchs	Year 5	6
7. Early Islamic Civilisations	Year 5	5
8. 20th century conflict: World War I	Year 6	2
9. 20th century conflict: World War II	Year 6	8
10. 20th century conflict: The Cold War	Year 6	5

There are 5 **Golden threads** running through the Key Stage 2 Units:

Empire, Persecution and Settlement

*Roman Britain, Viking and Anglo Saxons*

Invasion , Migration and Settlement:

*Prehistoric Britain, The Vikings*

Power, government and Religion

*Ancient Egypt, Ancient Greece*

Trade, ideas and communication

*The Romans (The Rise of Christianity) Anglo Saxons, Significant turning points during World War II - Impact on Britain*

Warfare and Conflict:

*The 20th Century Conflicts: World War I, World War II and the Cold War.*



# Lessons

## Year 3

### Unit 1 Prehistoric Britain

#### Building Blocks..

#### EYFS:

**ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants

**The World around me:** To be able to explore the natural world around them and talk about changes they see.

**Reception:** Cave Baby week

#### Year 1:

**Art and Design:** Painting: Cave paintings

**Design and Technology:** Exploring fruits and vegetables come from: Where do our fruit and vegetables come from?

**Science:** Plants (including varied uses for plants), Animals including humans, Everyday materials

#### Year 2:

**Science:** Living things and their habitats, Animals including humans (food chains) Plants (vegetables/ fruit from which part?) and Uses of everyday materials

**Geography:** Villages, Towns and Cities: What is a settlement? What are the human and physical features in settlements? What affects where people live - Skara Brae introduction

Lesson number	Lesson question	Pupils will learn	Key Question	Key Vocabulary
1.	How do we know about Prehistoric Britain?	<ul style="list-style-type: none"><li>• The age of the Earth and when life began.</li><li>• <i>How scientists, palaeontologists, archaeologists and historians learn about this period. (disciplinary knowledge)</i></li></ul>	<p>How did the Earth begin? When did the age of mammals begin? What is the evolution of humans? How did early humans migrate?</p>	<ul style="list-style-type: none"><li>• Big bang</li><li>• Homo sapiens</li><li>• Neanderthals</li><li>• Migrated</li><li>• Archaeologist</li></ul>

		<ul style="list-style-type: none"> <li>How people left Africa and migrated across the world, eventually into the UK.</li> </ul> <p><i>Thinking like an historian: analyse continuity</i></p>		
2	<p>Lesson 2</p> <p>Which animals lived in Prehistoric Britain?</p>	<ul style="list-style-type: none"> <li>The difference between extant and extinct.</li> <li>Animals in the UK during the Ice Age that have since become extinct.</li> <li>Animals in the UK during the Ice Age that are extant and still present.</li> <li>How historians disagree about how some major mammals became extinct (woolly mammoth).</li> </ul> <p><i>Thinking like an historian: analyse sources and historical evidence</i></p>	<p>What are the advantages of _____?</p> <p>What are the disadvantages of _____? (Ice age animals)</p>	<ul style="list-style-type: none"> <li>Pleistocene epoch (Ice Age)</li> <li>Frozen planet</li> <li>Extinct</li> <li>Extant</li> <li>Various mammals from the Ice Age</li> </ul>
3	<p>Lesson 3</p> <p>What were the different periods in the Stone Age?</p> <p>(Timeline)</p>	<ul style="list-style-type: none"> <li>Features of and developments within the Palaeolithic Era</li> <li>Features of and developments within the Mesolithic Era</li> <li>Features of and developments within the Neolithic Era</li> <li>Introduction to Metal Ages</li> </ul>	<p>How did people live in the _____era?</p> <p>Which era came first?</p> <p>Which era was next?</p>	<ul style="list-style-type: none"> <li>Palaeolithic Era</li> <li>Mesolithic Era</li> <li>Neolithic Era</li> <li>Hunter gathers</li> <li>Temporary shelters</li> <li>Tool making</li> <li>Homo sapiens</li> <li>Permanent</li> </ul>

		(added)  <i>Thinking like an historian:</i>		
4	Lesson 4 What are the similarities and differences between Stone Age periods?	<ul style="list-style-type: none"> <li>• Similarities and differences between the periods</li> <li>• Theories around the development of language</li> </ul> <i>Thinking like an historian: analyse continuity and change</i>	How has _____ changed between the eras?	<ul style="list-style-type: none"> <li>• Palaeolithic Era</li> <li>• Mesolithic Era</li> <li>• Neolithic Era</li> <li>• Grunts</li> <li>• Cries</li> <li>• Language</li> <li>• Settling</li> <li>• Sedentary farmers</li> </ul>
5.	Lesson 5 What can artefacts from the Stone Age tell us about how people lived during the different periods? (Stone Age workshop)	<ul style="list-style-type: none"> <li>• An analysis of a variety of artefacts to generate questions</li> <li>• Make inferences about how people lived</li> </ul> <i>Thinking like an historian: analyse historical interpretations</i>	How can artefacts help us understand the past better? What do archaeologists do? What are 'artefacts'? What do artefacts tell us? What can artefacts from the Stone Age teach us about EM?	<ul style="list-style-type: none"> <li>• Archeologists</li> <li>• Artefacts</li> </ul>
6.	Lesson 6 What was life like in a Neolithic settlement?	<ul style="list-style-type: none"> <li>• What a nomadic lifestyle was.</li> <li>• The impact on people of building permanent homes.</li> <li>• A case study of Skara Brae.</li> </ul> <i>Thinking like an historian: understand historical significance</i>	What would you ask a Neolithic human? How was Skara Brae discovered? What do you notice about where Skara Brae is located? Why do you think Neolithic humans settled there?	<ul style="list-style-type: none"> <li>• Settling</li> <li>• Sedentary</li> <li>• Doggerland</li> <li>• Doggerbank</li> <li>• Skara Brae</li> <li>• preserved</li> </ul>

7.	<p>Lesson 7</p> <p>How did farming change how humans lived?</p> <p>(Poo lesson)</p>	<ul style="list-style-type: none"> <li>• How people began setting up farms</li> <li>• What was farmed</li> <li>• The monuments that were built</li> </ul> <p><i>Thinking like an historian: analyse sources and historical 'evidence'</i></p>	<p>Why did Neolithic farmers have a more varied diet?</p> <p>Was the Stone Age diet healthy? Iron age? Which was healthier? Why?</p> <p>THE BIG QUESTION.. Has technology over the last 2 million years helped us to be HEALTHIER?</p>	<ul style="list-style-type: none"> <li>• Agricultural revolution</li> <li>• Sedentary farming</li> <li>• Domesticated animals</li> <li>• crops</li> <li>• Diet</li> <li>• Dissect</li> <li>• dissection</li> </ul>
8.	<p>Lesson 8</p> <p>How did the Bronze Age change how humans lived?</p>	<ul style="list-style-type: none"> <li>• How bronze is made.</li> <li>• Who were the Beaker People?</li> </ul> <p><i>Thinking like an historian: analyse changes in the past</i></p>	<p>When did the Bronze Age begin in Britain?</p> <p>How was Bronze made?</p> <p>Who were the Beaker People? Where did they come from?</p> <p>How did the discovery of Bronze impact how humans interacted with each other?</p>	<ul style="list-style-type: none"> <li>• Artefacts</li> <li>• Beaker Culture</li> <li>• smelting</li> <li>• Copper</li> <li>• Tin</li> <li>• Bronze</li> <li>• Alloy</li> <li>• Durable</li> <li>• Efficient</li> <li>• Sharp</li> <li>• Strength</li> <li>• Weapons</li> <li>• Conflict</li> <li>• Tribes</li> <li>• raid</li> </ul>
9.	<p>Lesson 9</p> <p>Who were the Celts, and why did they use iron?</p>	<ul style="list-style-type: none"> <li>• How Celtic people spread throughout Britain</li> <li>• Life in an Iron Age fort</li> </ul> <p><i>Thinking like an historian: analyse changes in the past</i></p>	<p>Why did the use of iron become so popular?</p> <p>Why would hillforts be difficult to attack?</p> <p>Why did Celtic tribes fight each other?</p>	<ul style="list-style-type: none"> <li>• Celts</li> <li>• Iron</li> <li>• Hillforts</li> <li>• Migrate</li> <li>• Trade</li> <li>• Raid</li> <li>• tribe</li> </ul>

10	<p>Lesson 10</p> <p>What can monuments tell us about the Prehistoric period?</p>	<ul style="list-style-type: none"> <li>• Different ways we learn about the period</li> <li>• What can be learnt from artefacts and monuments from the Stone Age, Bronze Age &amp; Iron Age</li> </ul> <p><i>Thinking like an historian: identify cause and consequence</i></p>	<p>What material would monuments from the Neolithic era be made?</p> <p>How could these monuments have been used?</p> <p>These monuments still stand today, what does that tell you about the properties of stone?</p>	<ul style="list-style-type: none"> <li>• Monument</li> <li>• Stonehenge</li> <li>• Bluestone arches</li> <li>• Summer/ Winter Solstice</li> <li>• Ring of Brodgar</li> <li>• Druids</li> <li>• polytheism</li> </ul>
<p><b>Building towards..</b></p> <p><b>Subsequent years:</b></p> <p><b>Year 3:</b></p> <p><b>Science:</b> Rocks and soils, plants</p> <p><b>History:</b> Ancient Egypt (crossover time frame into Bronze/ Iron Age)</p> <p><b>Year 4:</b> History: Ancient Greeks (crossover time frame into Bronze/ Iron Age)</p> <p><b>Geography:</b> Migration, Natural Resources</p> <p><b>Science:</b> All Living things</p> <p><b>Year 5:</b></p> <p><b>Geography: Biomes</b> (how to live off the land) , Energy and Sustainability (if prehistoric times could do it?!)</p> <p><b>Science:</b> All Living things, Animals including Humans</p> <p><b>Year 6:</b></p> <p><b>Geography:</b> Population and Globalisation</p> <p><b>Science:</b> Evolution and Inheritance, All Living things</p> <p><b>Careers:</b> Palaeontology, Agriculture, Sustainable development, Archaeologist, camp leader</p>				

### **Year 3**

#### Unit 2 Ancient Egypt

##### **Building Blocks..**

**EYFS:** To be able to celebrate diversity within their community and talk about one another's differences and the different ways in which people live their lives and celebrate.

##### **Year 1:**

**Geography:** Seven Continents - What is Africa like?

**History:** How has transport made the World more connected (linked to the trade on the river Nile) Development of communication

##### **Year 2:**

**Geography:** Villages, towns and cities: What is a settlement? What affects where people live?

**History:** What was 17th century life like? Introduction to the class system (GFoL)

**Art:** Sculpture and making out prints

##### **Year 3:**

**History:** Prehistoric Britain including the Bronze and Iron age (crossover to Ancient Egypt)

**DT:** sliders and levers ( Tadeo Jones Literacy unit)

<b>Lesson number</b>	<b>Lesson question</b>	<b>Pupils will learn</b>	<b>Key Question</b>	<b>Key Vocabulary</b>
1.	Introduction - What do you know?	KWL / Kahoot quiz / Egyptian quest using Hieroglyphics		

2.	Who ruled Ancient Egypt?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about the Old, Middle and New Kingdoms of Egypt and the pharaohs who ruled.</li> </ul> <p><i>Thinking like an historian: analyse continuity</i></p>	<p>What continent is Egypt on? The Ancient Egyptians were around at the same time as the Victorians The Ancient Egyptian civilization lasted for... Who was the last pharaoh? How many kingdoms were there? When did the Ancient Egyptian civilization begin? An irrigation system moves water to crops or land to help growth?</p>	<ul style="list-style-type: none"> <li>Pharaoh</li> <li>Kingdom</li> <li>Conquer</li> <li>Irrigation</li> </ul>
3.	What was Ancient Egyptian society like?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about the different groups of people living in Ancient Egypt and the types of roles they had.</li> </ul> <p><i>Thinking like an historian: analyse continuity</i></p>	<p>What was the ruler of Egypt called? How many kingdoms were there in Ancient Egypt? Who was the youngest pharaoh? Who was below the pharaoh in AE? Who was at the bottom of the pyramid in AE society? Could anyone in AE become a scribe? Who was the largest group in AE society?</p>	<ul style="list-style-type: none"> <li>Vizier</li> <li>Artisans</li> <li>Hieroglyphs</li> <li>Pharaoh</li> <li>Official</li> <li>Priest</li> <li>Scribe</li> <li>Artisan</li> <li>Peasant / slaves</li> </ul>
1.	Why was the River Nile important to the Ancient Egyptians?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about how important the River Nile was and how it provided the Ancient Egyptians with everything they needed for daily life.</li> </ul> <p><i>Thinking like an historian: Identify cause and consequence</i></p>	<p>Which group of people were AE's record keepers? What was the season of flooding called? The River Nile is the longest river in the world. How much of Egypt is covered in desert? What did the AE use to make paper? Which of these are AE farming tools?</p>	<ul style="list-style-type: none"> <li>Inundation</li> <li>Papyrus</li> <li>Akhet</li> <li>Peret</li> <li>Shemu</li> <li>Hand ploughs</li> </ul>

2.	How did the Ancient Egyptians travel and trade?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about how the Ancient Egyptians used the River Nile for the majority of their travel and to trade with other countries.</li> </ul> <p><i>Thinking like an historian: understand historical significance</i></p>	<p>What were the earliest AE boats made of?</p> <p>The AE placed a model boat in the tomb to help people travel to the Underworld.</p> <p>Who would have full sized boats included in their tombs?</p> <p>What would the AE use to measure the cost of something?</p> <p>What was the quickest way to travel across Egypt?</p>	<ul style="list-style-type: none"> <li>Underworld</li> <li>Archaeologist</li> <li>Deben</li> </ul>
3.	Why did the Ancient Egyptians build the pyramids?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about the Giza pyramids and the pharaohs that built them.</li> </ul> <p><i>Thinking like an historian: analyse continuity</i></p>	<p>When were the Giza Pyramids built?</p> <p>Which pharaoh built the Sphinx?</p> <p>What did Pharaoh Khufu have buried next to his tomb?</p> <p>How tall was the largest pyramid?</p> <p>Pharaohs filled their tombs with many things to use in the afterlife.</p>	<ul style="list-style-type: none"> <li>Afterlife</li> <li>Mortuary temple</li> <li>Plunder</li> <li>Giza</li> <li>Old Kingdom</li> <li>Pharaoh Khufu/Khafre/Menkaure</li> <li>Sphinx</li> </ul>
4.	Who were the pyramid builders?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about the workers from Deir el-Medina that built the pyramids.</li> </ul> <p><i>Thinking like an historian: analyse sources and historic evidence</i></p>	<p>It took around 20-25,000 workers to build the Great Pyramid.</p> <p>What was Deir el-Medina the name for?</p> <p>What do archaeologists think was used to move the stones to build the pyramids?</p> <p>Why did some workers rob the tombs?</p> <p>What were the workers paid in?</p>	<ul style="list-style-type: none"> <li>Amulet</li> <li>Deir el-Medina</li> <li>Valley of the Kings</li> </ul>



5.	What did the Ancient Egyptians believe in?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about the gods and goddesses that the Ancient Egyptians worshipped and how they were important to the Ancient Egyptians.</li> </ul> <p><i>Thinking like an historian: analyse continuity</i></p>	<p>Around how many AE gods and goddesses were there? Which god had the head of a jackal? Who was the sun god? Which god was the temple Edfu made for? Where were the official gods and goddesses worshipped?</p>	<ul style="list-style-type: none"> <li>Relief</li> <li>Preserved</li> <li>Representation</li> <li>Edfu</li> <li>Ra</li> <li>Anubis</li> <li>Horus</li> <li>Bastet</li> <li>Temples</li> </ul>
6.	Where did the Ancient Egyptians believe they would go after death?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about the afterlife and the process of mummification.</li> </ul> <p><i>Thinking like an historian: understand historical significance</i></p>	<p>How long did the mummification process take? What was used to dry out the body? What was weighed to decide whether you could continue into the afterlife? Who was mummified? Why were things buried with the mummy?</p>	<ul style="list-style-type: none"> <li>Canopic jars</li> <li>Natron</li> <li>Sarcophagus</li> <li>Embalmers</li> </ul>
7.	Why was Tutankhamun's tomb an important discovery?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about the discovery of Tutankhamun's tomb and the incredible artefacts uncovered.</li> </ul> <p><i>Thinking like an historian: identify the cause and consequence</i></p>	<p>When was Tutankhamun's tomb found? How old was Tutankhamun when he died? Where was Tutankhamun's tomb found? Where are most of Tutankhamun's treasures now? Tutankhamun's tomb was not robbed because the pharaohs removed his name from history.</p>	<ul style="list-style-type: none"> <li>Reign</li> <li>Sarcophagus</li> <li>Artefacts</li> <li>Valley of the Kings</li> <li>Tutankhamun</li> </ul>

8.	How are we still learning about the Ancient Egyptians today?	<ul style="list-style-type: none"> <li>In this lesson, we will learn about how archaeologists are still uncovering artefacts from the Ancient Egyptian civilisation and what they tell us about their way of life.</li> </ul> <p><i>Thinking like an historian: analyse sources and historic evidence</i></p>	<p>An ancestor is someone in your family who came before.</p> <p>Which of these are the primary sources?</p> <p>How old was Wahtye's tomb believed to be?</p> <p>In 2019, what mummified animal was the first to be found?</p> <p>How long is Saqqara thought to have been a burial ground?</p>	<ul style="list-style-type: none"> <li>Mummified</li> <li>Sarcophagi</li> <li>Artefacts</li> <li>Ancestor</li> <li>Primary sources</li> <li>Secondary sources</li> <li>Saqqara</li> <li>Wahtye</li> </ul>
<p><b>Building towards..</b></p> <p><b>Subsequent years:</b></p> <p><b>Year 3:</b></p> <p><b>Art and design (alongside):</b> Ceramics</p> <p><b>Geography:</b> Rivers</p> <p><b>Year 4:</b></p> <p><b>Design and technology:</b> Unit 3 Keep it safe: shell, solid and combination structures</p> <p style="padding-left: 40px;">To investigate structures</p> <p style="padding-left: 40px;">To construct nets to create 3D shapes</p> <p><b>History:</b> Ancient Greece (parallels with time period, Greeks' attempt to invade Egypt, beliefs system) Romans ( Romans conquest of Egypt and similar belief systems)</p> <p><b>Geography:</b> Natural Resources</p> <p><b>RE:</b> The Journey of Life and Death</p> <p> </p> <p>Year 5:</p> <p><b>History:</b> Medieval Monarchs (the Monarchy system)</p> <p> </p> <p><b>Careers:</b> Archaeologist, Librarian, Researcher, Research Analyst, Architect, Heritage Manager, Officer/ curator role in the British Museum</p>				

## Year 4

### Unit 3 Ancient Greece

#### **Building Blocks..**

##### **Year 1:**

**Geography:** Seven Continents - What is Europe like?

##### **Year 2:**

**Art and design:** Sculpture

**Geography:** Villages, Towns and Cities - What makes up a city?

##### **Year 3:**

**History:** Prehistoric Britain (gain chronology) Ancient Egypt (Ancient Greeks attempt to invade Ancient Egypt - Alexander the Great)

**Geography:** Building Locational Knowledge: North America (their state system like the city state system of Ancient Greece) and Europe

**PSHE:** The value of rules and laws; rights, freedoms and responsibilities

**Art and design:** Ceramics

##### **Year 4:**

**RE:** The Journey of Life and Death (The Afterlife)

Lesson number	Lesson question	Pupils will learn	Key Question	Key Vocabulary
DA	Diagnostic Assessment			

	Table in books and quiz			
1.	<p>How was Ancient Greece organised?</p> <p>What was Athenian democracy?</p>	<ul style="list-style-type: none"> <li>• Where Ancient Greece was.</li> <li>• The different city states that existed in Ancient Greece.</li> <li>• How the different states were governed and ruled.</li> </ul> <p>Athens was the first direct democracy  Who had a say in the governance of Rome  How Athenian democracy influenced the world</p> <p><i>Thinking like an historian:</i>  Identify similarities and differences;  Analyse continuity;</p>	<ul style="list-style-type: none"> <li>- Where was Ancient Greece?</li> <li>- What is a city state?</li> <li>- What are the different types of government?</li> <li>- In which city-state did democracy first develop?</li> <li>- Who was considered a citizen in Ancient Athens?</li> <li>- Is democracy a good way of governing? Why / why not?</li> </ul>	<ul style="list-style-type: none"> <li>• city state / polis;</li> <li>• Hellens;</li> <li>• Hellas;</li> <li>• port;</li> <li>• government;</li> <li>• Democracy;</li> <li>• Constitution;</li> <li>• Vote;</li> <li>• Assembly;</li> <li>• council.</li> </ul>
2.	<p>Why do we know so much about Ancient Greece?</p>	<ul style="list-style-type: none"> <li>• What objects have survived from Ancient Greece</li> <li>• The impact of the Greeks writing things down</li> <li>• The influence that Greek culture had on Rome</li> </ul> <p><i>Thinking like an historian:</i>  Analyse continuity;  - Analyse sources and historic evidence;</p>	<ul style="list-style-type: none"> <li>- Pot activity (mention: Vases are largely associated with the Greeks)</li> <li>- How do we know what the world was like in the past? What helps us 'discover' history? -&gt; How do historians study the past?</li> <li>- What does an archaeologist do?</li> <li>- Who became known as the 'Father of History'?</li> </ul>	<ul style="list-style-type: none"> <li>- Archaeologist;</li> <li>- Philosopher;</li> <li>- civilization.</li> </ul>

3.	What was the Golden Age of Greece?	<ul style="list-style-type: none"> <li>• The cultural achievements of Greece</li> <li>• The Olympic Games</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence; Understand historical significance;</p>	<ul style="list-style-type: none"> <li>- The Olympics were held in honour of which Ancient Greek god?</li> <li>- Was Greek democracy fair? Why? Why not? - make it meaningful!</li> <li>- Who played female parts in their plays?</li> </ul>	<ul style="list-style-type: none"> <li>• Golden age;</li> <li>• Invasion;</li> <li>• Architecture;</li> <li>• culture;</li> <li>• trireme.</li> </ul>
4.	What did the Ancient Greeks believe in?	<ul style="list-style-type: none"> <li>• The major Greek gods.</li> <li>• How Athens got its name.</li> <li>• What Greeks believe happened when people died.</li> </ul> <p><i>Thinking like an historian:</i> Understand historical significance;</p>	<ul style="list-style-type: none"> <li>- Where did the Greek gods live?</li> <li>- Who was the king of the gods?</li> <li>- Why did the Greeks create myths?</li> <li>- Why were temples important for the Ancient Greeks?</li> </ul>	<ul style="list-style-type: none"> <li>• God / goddess;</li> <li>• Myth;</li> <li>• Afterlife;</li> <li>• underworld.</li> </ul>
5.	Who were the Ancient Greek philosophers?	<ul style="list-style-type: none"> <li>• How Socrates became the 'father of Western philosophy'</li> <li>• Why did Plato build an Academy?</li> <li>• What Aristotle believed and who he taught.</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Analyse sources and historic evidence;</li> </ul>	<ul style="list-style-type: none"> <li>- Which philosopher is referred to as the 'Father of Western philosophy'?</li> <li>- Which philosopher tutored Alexander the Great?</li> <li>- What is philosophy?</li> </ul>	<ul style="list-style-type: none"> <li>• philosophy;</li> <li>• Philosopher;</li> <li>• Debate;</li> <li>• Academy;</li> <li>• geometry.</li> </ul>

6.	Who won the Peloponnesian wars?	<ul style="list-style-type: none"> <li>• The difference between Athens and Sparta.</li> <li>• The Spartan elite army.</li> <li>• How Athens tried to defend itself.</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Identify similarities and differences;</li> <li>- Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>- Who won the Peloponnesian Wars?</li> <li>- Slavery ?</li> <li>- Athens and Sparta: What is the same? What is different?</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy;</li> <li>• Oligarchy;</li> <li>• Tyranny;</li> <li>• alliance?</li> <li>• Truce.</li> </ul>
7.	Why was Alexander so great?	<ul style="list-style-type: none"> <li>• Who was Alexander the Great?</li> <li>• Which countries he conquered?</li> <li>• How did he conquer them so successfully?</li> <li>• The legacy he left behind.</li> </ul> <p><i>Thinking like an historian:</i> Analyse historical interpretations;</p> <ul style="list-style-type: none"> <li>- Identify the cause and consequence;</li> <li>- Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>- Why was Alexander so great?</li> </ul>	<ul style="list-style-type: none"> <li>• Conquest;</li> <li>• Battle;</li> <li>• Legacy.</li> </ul>

8.	What were the great achievements of the Ancient Greeks?	<ul style="list-style-type: none"> <li>• Principle achievements - culture, conquest, governance philosophy</li> </ul> <p><i>Thinking like an historian:</i> Analyse continuity;</p> <ul style="list-style-type: none"> <li>- Understand historical significance;</li> <li>- Analyse sources and historic evidence;</li> </ul>	<ul style="list-style-type: none"> <li>- What legacy of the Ancient Greeks can we still see nowadays?</li> <li>- Plenary: Where is the History? (photos from our age)</li> </ul>	<ul style="list-style-type: none"> <li>• Legacy;</li> <li>• Democracy;</li> <li>• Architecture;</li> <li>• Culture;</li> <li>• Drama.</li> </ul>
9.	Extended Writing: What were the achievements of the Ancient Greeks?	<ul style="list-style-type: none"> <li>• Extended piece of writing recalling and collating the content covered throughout the unit.</li> </ul> <p><i>Thinking like an historian:</i> Analyse sources and historic evidence;</p>	<ul style="list-style-type: none"> <li>- What were the achievements of the Ancient Greeks?</li> <li>- What is their legacy in our day and age?</li> </ul>	<ul style="list-style-type: none"> <li>• All the words we collected so far.</li> </ul>
R	Revision and Reflection  One session for revision and answering 'big' questions (and further research based on children's interests?)	<p><i>Thinking like an historian:</i> Analyse sources and historic evidence;</p>		
A	Assessment			

	Table in books and a Quizziz quiz			
<p><b>Building towards..</b>  <b>Subsequent years:</b>  <b>Year 4:</b>  <b>PSHE:</b> What makes a community; shared responsibilities  <b>History:</b> Romans ( Romans conquest of Greece and similar belief systems, Boudicca's revolt - civil war)  <b>Year 6:</b>  <b>History:</b> 20th Century conflict (World War I, II and the Cold War)</p> <p><b>Careers:</b> Archaeologist, Librarian, Researcher, Research Analyst, Architect, Heritage Manager, Officer/ curator role in the British Museum, Ceramicists, Pottery worker, links to Greek and Linguistics ( law, The classics, Political communication, journalism)</p>				

#### Year 4

Unit 4 Roman Britain

<p><b>Building Blocks..</b></p> <p><b>Year 1:</b>  <b>Geography:</b> History of London (Including Romans building Londinium)</p> <p><b>Year 2:</b>  <b>History:</b> Great Fire of London (How London began and developed as Londinium and Boudicca's revolt)  <b>Geography:</b> What is a settlement? (Villages, Towns and Cities)</p> <p><b>Year 3:</b>  <b>History:</b> Ancient Egypt (parallels with time period, Romans conquest of Egypt and similar belief systems)  <b>Geography:</b> Building Locational Knowledge: Europe</p> <p><b>Year 4</b>  <b>History:</b> Ancient Greece (parallels with time period, Romans conquest of Greece and similar belief systems)  <b>Geography:</b> Migration  <b>RE:</b> Easter in focus (including the role of the Romans)</p>
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Lesson number	Lesson question	Pupils will learn	Key Question	Key Vocabulary
0.	Diagnostic Assessment	<ul style="list-style-type: none"> <li>- Self-assessment grid.</li> </ul>		
1.	How did the Roman Empire become so powerful?	<ul style="list-style-type: none"> <li>• How Rome began</li> <li>• How Rome became a Republic</li> <li>• The Punic Wars Julius Caesar and dictatorship</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> </ul>	<ul style="list-style-type: none"> <li>- What is an empire?</li> <li>- How did the Roman Empire influence the world?</li> </ul>	<ul style="list-style-type: none"> <li>• empire;</li> <li>• country;</li> <li>• state;</li> <li>• conquer;</li> <li>• expand;</li> <li>• emperor</li> <li>• culture;</li> <li>• patricians.</li> </ul>
2.	Who was Julius Caesar?	<ul style="list-style-type: none"> <li>• He was a renowned general, politician and scholar in ancient Rome.</li> <li>• He conquered the vast region of Gaul and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire.</li> </ul> <p><i>Thinking like an historian:</i> Understand historical significance;</p> <ul style="list-style-type: none"> <li>- Identify the cause and</li> </ul>	<ul style="list-style-type: none"> <li>- Who was Julius Caesar? Why was he important?</li> <li>- How did Caesar expand the Roman Empire?</li> <li>- Who was leading the Roman Republic?</li> </ul>	<ul style="list-style-type: none"> <li>• leader;</li> <li>• general;</li> <li>• Politician;</li> <li>• Scholar;</li> <li>• Commander;</li> <li>• Legion;</li> <li>• Gallic Wars;</li> <li>• Roman Republic</li> </ul>

		<p>consequence;</p> <ul style="list-style-type: none"> <li>- Analyse historical interpretations;</li> </ul>		
3.	What was Britain like before the Romans?	<ul style="list-style-type: none"> <li>• What life in Britain was like in 43 CE</li> <li>• How we know about life in Britain before the Romans</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Analyse changes in the past;</li> <li>- Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>- How was Britain before the Romans?</li> <li>- How was Britain governed and administered before the Roman invasion?</li> <li>- Why did the Roman invasion fail the first time?</li> </ul>	<ul style="list-style-type: none"> <li>• metal workers;</li> <li>• Iron Age;</li> <li>• celts;</li> <li>• forts;</li> <li>• excavation;</li> </ul>
4.	How did the Romans conquer Britain?	<ul style="list-style-type: none"> <li>• The difference between the Roman and Celtic armies</li> <li>• How the Romans built up new towns and cities</li> </ul> <p><i>Thinking like an historian:</i> Identify similarities and differences;</p> <ul style="list-style-type: none"> <li>- Identify the cause and consequence;</li> <li>- Analyse changes in the past;</li> </ul>	<ul style="list-style-type: none"> <li>- Map of the Roman Empire before Britain - Why did the Romans decide to conquer Britain next? (Is this a History or a Geography question?)</li> <li>- How did the Romans conquer Britain?</li> <li>- What were the differences between the Roman and Celtic army?</li> <li>- Why did the Romans want to conquer Britain?</li> <li>- How the Romans built up new towns and cities?</li> </ul>	<ul style="list-style-type: none"> <li>• Celtic;</li> <li>• villa;</li> <li>• forum;</li> <li>• temple;</li> <li>• amphitheatre;</li> <li>• temples</li> <li>• city walls;</li> </ul>

5.	Why did Boudicca lead a revolt against the Romans?	<ul style="list-style-type: none"> <li>• The Iceni tribe under Prasutagus</li> <li>• What happened when Prasutagus died</li> <li>• How Boudicca defeated the Romans in several battle</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>- Who were the Iceni tribe?</li> <li>- Who was Boudicca?</li> <li>- What happened when king Prasutagus died?</li> <li>- Why did she fight against the Romans?</li> </ul>	<ul style="list-style-type: none"> <li>• Iceni tribe;</li> <li>• Revolt;</li> <li>• Governor;</li> <li>• Tribe;</li> <li>• Troops;</li> <li>• Londinium;</li> <li>• Verulamium;</li> <li>• tactics.</li> </ul>
6.	How did the Romans change Britain?	<ul style="list-style-type: none"> <li>• Roman towns, cities and buildings</li> <li>• Roman roads</li> <li>• Government and taxes</li> <li>• Roman plumbing and sewage</li> </ul> <p><i>Thinking like an historian:</i> Identify similarities and differences;</p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Analyse changes in the past;</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Romans govern Britain?</li> <li>- How did the Romans change Britain?</li> <li>- Why did the Romans build roads?</li> <li>- How did the Romans keep their towns and cities clean?</li> </ul>	<ul style="list-style-type: none"> <li>• govern;</li> <li>• - sewage;</li> <li>• - aqueducts;</li> <li>• - underground drains;</li> <li>• - taxes.</li> </ul>
7.	What did the Romans believe?	<ul style="list-style-type: none"> <li>• Paganism in Britain</li> <li>• Roman gods</li> <li>• The Emperor</li> <li>• Constantine's dream</li> <li>• Christianity in Britain</li> </ul> <p><i>Thinking like an historian:</i></p>	<ul style="list-style-type: none"> <li>- What did the Romans believe in?</li> <li>- What did Celts believe in?</li> <li>- What is paganism?</li> <li>- How did Christianity spread across Roman Britain?</li> <li>- Who was Constantine?</li> </ul>	<ul style="list-style-type: none"> <li>• paganism;</li> <li>• polytheism;</li> <li>• Worship;</li> <li>• Gods;</li> <li>• Imperial cult;</li> <li>• Loyalty.</li> </ul>

		<p>Identify similarities and differences;</p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Analyse changes in the past;</li> <li>- Analyse historical interpretations;</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Imperial Cult help unify the Roman world?</li> </ul>	
8.	How were Roman beliefs similar to those of the Ancient Greeks?	<ul style="list-style-type: none"> <li>• Similarities in beliefs - polytheistic, same gods</li> <li>• The huge influence of Ancient Greece on Rome</li> </ul> <p><i>Thinking like an historian:</i> Identify similarities and differences;</p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Analyse sources and historic evidence;</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Ancient Greeks influence Roman culture?</li> <li>- How did the Ancient Greeks influence Roman religion?</li> <li>- What material allowed Romans to build large, long lasting buildings?</li> <li>- What is the correspondence between Greek and Roman gods?</li> </ul>	<ul style="list-style-type: none"> <li>• Monotheism;</li> <li>• Columns - ionic, doric and corinthian;</li> <li>• Pottery.</li> </ul>
9.	Why did the Romans leave Britain?	<ul style="list-style-type: none"> <li>• The collapse of the Roman Empire</li> <li>• How the empire had become too big to support itself</li> <li>• The Vandals, Huns, Visigoths and Goths</li> <li>• Identify the cause and consequence;</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>• Analyse changes in the past;</li> <li>• Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>- Why did the Roman Empire split in two?</li> <li>- Why did the Roman soldiers begin to leave Britain?</li> <li>- Why did the Roman Empire collapse?</li> </ul>	<ul style="list-style-type: none"> <li>• Collapse;</li> <li>• Vandals;</li> <li>• Hunts;</li> <li>• Visigoths;</li> <li>• Goths;</li> <li>• Collapse;</li> <li>• Diocletian.</li> </ul>

10.	In what ways did life in Britain remain the same after the Roman invasion?	<ul style="list-style-type: none"> <li>• Importance of concept of continuity rather than change</li> <li>• Scope of lives of most people very small and would not have changed</li> <li>• Identifying aspects of life which did change and who it changed for</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Analyse changes in the past;</li> <li>- Identify similarities and differences;</li> <li>- Understand historical significance.</li> </ul>	<p>How did life remain the same after the Roman invasion?</p> <p>How did the life change after the Roman invasion?</p> <p>How do Romans still impact us today?</p>	<ul style="list-style-type: none"> <li>• agricultural society; Latin;</li> <li>• Greek;</li> <li>• tribal leaders;</li> <li>• romanisation;</li> <li>• aristocracy;</li> <li>• diet;</li> <li>• pottery;</li> <li>• glasswear;</li> <li>• underground sewer systems.</li> </ul>
11.	Assessment	Self-assessment grid+ Quiz (Kahoot)		

### Building towards...

#### Subsequent years:

#### Year 5:

**History:** Vikings and Anglo Saxons (Invaders and settlers)

Medieval Monarchs ( compare to Roman emperors)

#### Year 6:

#### History:

World War I (outbreak - invasion of Serbia by Austria-Hungary)

World War II (outbreak - invasion of Poland by Germany, Germany invaded many countries afterwards)

**Cold War:** USSR / USA influence over central Europe

#### Geography:

Globalisation

**Careers:** Archaeologist, Librarian, Researcher, Research Analyst, Architect, Heritage Manager, Ceramicists, Pottery worker, St Albans Abbey tour guide, Verulamium Museum officer, Academic Researcher, links to Latin and Linguistics ( law, The classics, Political communication, journalism)

## Year 5

Vikings and Anglo Saxons

### **Building Blocks..**

#### **EYFS:**

#### **Year 1:**

**Geography:** History of London - introducing the various groups that ruled the country

#### **Year 2:**

**History:** Great Fire of London - ordering periods of time in London (including Saxons and Vikings)

#### **Year 3:**

**Geography:** Building Locational Knowledge: Europe

**History:** Egyptian Belief systems - polytheism

#### **Year 4:**

**Geography:** Building locational Knowledge :UK

**History:** Roman Britain (Invaders) Threats of raids from other countries - including the Anglo Saxon army

Roman and Greek Belief systems - polytheism

Lesson number	Lesson question	Pupils will learn	Key Question	Key Vocabulary
1.	Who were the Vikings?	<ul style="list-style-type: none"><li>In this lesson, we will learn about where the Vikings came from, who they were and what they believed in.</li></ul>	<ul style="list-style-type: none"><li>-Who were the Vikings?</li><li>-Where did the Vikings come from?</li><li>-When did the Vikings arrive</li></ul>	<ul style="list-style-type: none"><li>• Vikings;</li><li>• Scandinavia;</li><li>• longship;</li><li>• Invade.</li></ul>

		<p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>-identify the cause and consequence;</li> <li>-analyse changes in the past;</li> <li>-understand historical significance;</li> </ul>	<p>in Britain? Why did they invade?</p> <ul style="list-style-type: none"> <li>-How did the Vikings travel to Britain?</li> <li>-What did the Vikings believe in?</li> </ul>	<ul style="list-style-type: none"> <li>• Valhalla.</li> </ul>
2.	What were the Viking raids?	<ul style="list-style-type: none"> <li>• In this lesson, we will learn about the first Viking raid, the Anglo-Saxon reaction to the raids and why the Vikings were feared.</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>-identify the cause and consequence;</li> <li>-understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>-Where was the first Viking raid?</li> <li>-Who were the Anglo-Saxons? How did they respond to the raids?</li> <li>-Why were the Vikings feared?</li> </ul>	<ul style="list-style-type: none"> <li>• raid;</li> <li>• Lindisfarne;</li> <li>• berserkers;</li> <li>• religious institution.</li> </ul>
3.	What was the Danelaw?	<ul style="list-style-type: none"> <li>• In this lesson, we will learn about how the Anglo-Saxons and Vikings co-existed, how King Alfred defeated the Vikings and how England was divided.</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>- Identify the cause and consequence;</li> <li>- Analyse changes in the past;</li> <li>- Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>-What was Danelaw?</li> <li>-How did the Vikings and the Anglo-Saxons co-exist?</li> <li>-How did King Alfred defeat the Vikings and bring peace?</li> <li>-How did King Alfred defeat the Vikings?</li> <li>-How was the Danelaw split?</li> </ul>	<ul style="list-style-type: none"> <li>• conquer;</li> <li>• fort;</li> <li>• Danelaw;</li> <li>• treaty.</li> </ul>
4.	What was life like in Viking Britain?	<ul style="list-style-type: none"> <li>• In this lesson, we will learn about Viking settlements, the roles of men and women and</li> </ul>	<ul style="list-style-type: none"> <li>-What was a Viking settlement like?</li> <li>-What was Viking society like?</li> </ul>	<ul style="list-style-type: none"> <li>• longhouse;</li> <li>• craftsmen;</li> <li>• traders;</li> </ul>

		<p>the Viking laws.</p> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences;</li> <li>- Understand historical significance;</li> <li>- Analyse sources and historic evidence;</li> </ul>	<p>-Did the Vikings follow any laws?</p>	<ul style="list-style-type: none"> <li>• jarl;</li> <li>• karl;</li> <li>• thralls;</li> <li>• outlaw;</li> <li>• holmgang;</li> <li>• Thing.</li> </ul>
5.	How did England become a unified country?	<ul style="list-style-type: none"> <li>• In this lesson, we will learn about the actions significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England.</li> </ul> <p><i>Thinking like an historian:</i></p> <p>Identify cause and consequence;</p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Analyse changes in the past;</li> <li>- Understand historical significance;</li> </ul>	<p>-How did the Anglo-Saxons unify England?</p>	<ul style="list-style-type: none"> <li>• territory;</li> <li>• reign;</li> <li>• fortification.</li> </ul>
6.	How was Britain conquered between 950 AD-1066?	<ul style="list-style-type: none"> <li>• In this lesson, we will learn about how the Danes conquered Britain for a short period, before learning about the Battle of Hastings.</li> </ul> <p><i>Thinking like an historian:</i></p> <p>Identify the cause and consequence;</p>	<p>-How was Britain conquered?</p> <p>-What happened at the Battle of Hastings?</p> <p>-How did the Danes conquer Britain?</p>	<ul style="list-style-type: none"> <li>• Battle of Hastings;</li> <li>• rival;</li> <li>• heir;</li> <li>• retreat</li> </ul>



		<ul style="list-style-type: none"> <li>- Analyse changes in the past;</li> <li>- Understand historical significance.</li> </ul>		
<p><b>Building towards...</b></p> <p><b>Subsequent years:</b></p> <p><b>Year 5:</b> Medieval Monarchs - British monarchy begins following the Battle of Hastings</p> <p><b>Year 6:</b> <b>Literacy:</b> What role does Superstitions have in our everyday lives? <b>History:</b> World War I and II (conflict and war) The Cold War ( running two opposing powers side by side) <b>Careers:</b> Fisherman, ship building, farming, academic researcher, archivist, Museum education officer, gallery curator, conservation, Law, Genealogist, Political Scientist</p>				

## Year 5

### Unit 6 Medieval Monarchs

#### **Building Blocks..**

**EYFS:** Kings and Queens ( In the Castle - nonfiction focus)

#### **Year 1:**

**Geography:** History of London

History: Why do we celebrate Bonfire Night? (exploring the tensions living with a monarchy)

#### **Year 2:**

**History:** Great Fire of London (How London developed? And Life in 17th Century London)

#### **Year 3:**

**History:** Prehistoric Britain - communicating through pictures - link to the Bayeux Tapestry) Ancient Egypt - first monarchy system

**Year 4:** Ancient Greece ( the battle for power) Roman Britain - chronological understanding of Britain

**Year 5:** Anglo Saxons/ Vikings up until 1066

*(RE - Christianity is taught in every year group, interweaved with other religions. )*

Lesson number	Lesson question	About the lesson	Key Question	Key Vocabulary
10	<ul style="list-style-type: none"><li>In 1066, who was the rightful heir to the throne?</li></ul>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we are going to be learning about three men who were battling to become King of England in 1066. We will start by learning about Edward the Confessor, whose death prompted Harold Godwinson, William I and Harald Hardrada to battle</li></ul>	<ul style="list-style-type: none"><li>In 1066, who was the rightful heir to the throne?</li><li>Who fought the Battle of Hastings?</li><li>Who won the Battle of Hastings?</li></ul>	<ul style="list-style-type: none"><li>primary resources;</li><li>secondary resources;</li><li>Edward the Confessor;</li><li>Richard I (the Conqueror);</li><li>Harald Hardrada;</li><li>Harold Godwinson;</li><li>monarch;</li><li>Bayeux Tapestry;</li><li>The Battle of Hastings.</li></ul>

		<p>for his throne. We will learn about the battles that took place in 1066, including the most famous battle: the Battle of Hastings.</p> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>- identify the cause and consequence;</li> <li>- analyse changes in the past;</li> <li>- understand historical significance;</li> </ul>		
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Who was responsible for the death of Thomas Becket?</p>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we are going to be learning about the people that contributed to Thomas Becket's death. We are going to learn about King Henry II, his friendship with Becket and his struggle to take back power from the church. We will learn about how Henry and Becket's relationship fell apart due to the struggle between the monarchy and the church and how this led to Becket's death.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains conflict or violence.</li> </ul> <p><i>Thinking like an historian:</i></p> <p>Identify the cause and</p>	<ul style="list-style-type: none"> <li>- How did Thomas Becket upset King Henry II?</li> <li>- Why was Thomas Becket murdered?</li> <li>- Who was responsible for the death of Thomas Becket?</li> </ul>	<ul style="list-style-type: none"> <li>• Henry II;</li> <li>• Thomas Becket;</li> <li>• Canterbury Cathedral;</li> <li>• Clergy;</li> <li>• Ecclesiastical court;</li> <li>• reign.</li> </ul>

		consequence; - Analyse changes in the past; - Understand historical significance;		
<ul style="list-style-type: none"><li>Who was the worst king: Richard I or John?</li></ul>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will be learning about King John and King Richard I. We will be learning about the House of Anjou and the rivalries that developed between Henry II's sons, who all wanted to be king. We will learn about the successes and failures of both Richard I and his younger brother John. We will conclude the lesson by thinking about who was the worst king.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>Contains conflict or violence.</li></ul> <p><i>Thinking like an historian:</i> Identify similarities and differences;</p> <ul style="list-style-type: none"><li>Understand historical significance;</li><li>Identify the cause and consequence;</li></ul>	<ul style="list-style-type: none"><li>Who was King Richard I?</li><li>Who was King John?</li><li>What are the Crusades?</li><li>Why was King John bad?</li><li>Why was King Richard bad?</li><li>What was the Magna Carta? Why was it needed?</li></ul>	<ul style="list-style-type: none"><li>The House of Anjou;</li><li>Richard I (the Lionheart);</li><li>King John;</li><li>Henry III;</li><li>The Crusades;</li><li>Excommunicate;</li><li>The Magna Carta.</li></ul>	
<ul style="list-style-type: none"><li>In what ways was Edward I a 'great and terrible king'?</li></ul>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we are going to be learning about Edward I. We will learn about his</li></ul>	<ul style="list-style-type: none"><li>Who was Edward I?</li><li>When did he rule?</li><li>How did Edward I take control of Wales?</li></ul>	<ul style="list-style-type: none"><li>Edward 1 (Longshanks);</li><li>Judiciary system;</li><li>Rebellion;</li><li>Parliament;</li></ul>	

		<p>marriage to Eleanor of Castile. We will then go on to learn about how Edward conquered both Wales and Scotland and the legacies he left that are still in place today.</p> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>Contains conflict or violence.</li> </ul> <p><i>Thinking like an historian:</i> Analyse sources and historic evidence;</p> <ul style="list-style-type: none"> <li>Analyse historical interpretations;</li> <li>Analyse continuity;</li> <li>Analyse changes in the past;</li> </ul>	<ul style="list-style-type: none"> <li>Why did Edward I build castles in Wales?</li> <li>Why is Edward I called 'the father of parliament'?</li> <li>How was the parliament organised? Why?</li> <li>Who is William Wallace? Why was he important?</li> </ul>	<ul style="list-style-type: none"> <li>Crusade;</li> <li>William Wallace.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<p>How did Henry VIII initiate the Reformation?</p>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will be learning about Henry VIII - one of the most famous English monarchs in history. We will learn about Martin Luther's creation of a new branch of Christianity, called Protestantism and how Henry VIII changed the official religion of England from Catholicism to Protestantism in order to get his way. We will conclude by learning about his six wives.</li> </ul>	<ul style="list-style-type: none"> <li>Who was Henry the VIII? Why is he important? When did he reign?</li> <li>Who was Martin Luther? Why was he important?</li> <li>Why was Martin Luther upset with the Roman Catholic Church?</li> <li>What was the main reason that Henry VIII chose to leave the Roman Catholic Church?</li> <li>What happened to the catholic monasteries after the Reformation?</li> <li>Who were the six wives of</li> </ul>	<ul style="list-style-type: none"> <li>Reformation;</li> <li>Heir;</li> <li>Dynasty;</li> <li>Martin Luther;</li> <li>Catholicism;</li> <li>Protestantism.</li> </ul>

		<b>Guidance warnings</b> <ul style="list-style-type: none"><li>Contains conflict or violence. Contains subject matter which individuals may find upsetting.</li></ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"><li>Understand historical significance;</li><li>Identify the cause and consequence;</li><li>Analyse continuity;</li><li>Analyse changes in the past;</li></ul>	Henry VIII?	
<ul style="list-style-type: none"><li></li></ul>	Was Elizabeth I 'weak and feeble'?	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>In this lesson, we will be learning about the monarchs who succeeded King Henry VIII. We will learn about the religious tensions, between Catholicism and Protestantism, that developed with each new monarch who rose to the throne. We will conclude the lesson by learning about King Philip's plots to overthrow Elizabeth I and ultimately, her victory over the Spanish Armada.</li></ul> <b>Guidance warnings</b> <ul style="list-style-type: none"><li>Contains conflict or violence.</li></ul> <p><i>Thinking like an historian:</i> Identify the cause and</p>	<ul style="list-style-type: none"><li>Who was Elizabeth I?</li><li>Who were the next monarchs after Henry VIII?</li><li>What religion did Mary promote? How?</li><li>Why did Elizabeth fight Philip II? Who won?</li><li>Was Elizabeth I 'weak and feeble'?</li><li>Was Elizabeth I 'weak and feeble'? Why?</li></ul>	<ul style="list-style-type: none"><li>Catholicism;</li><li>Protestantism;</li><li>Edward VI;</li><li>Lady Jane Grey;</li><li>succession.</li></ul>

		consequence; - Analyse changes in the past; - Identify similarities and differences; - Understand historical significance;		
<ul style="list-style-type: none"> <li>• To plan and write an essay about medieval monarchs</li> </ul>	<b>Pupils will learn</b> <ul style="list-style-type: none"> <li>• In this lesson, we will be using all of the key pieces of knowledge we have acquired over the course of this unit to plan and write an essay. In this lesson</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Analyse continuity;</li> <li>- Analyse changes in the past;</li> <li>- Identify similarities and differences;</li> <li>- Understand historical significance (explain the reason);</li> <li>- Analyse sources and historic evidence;</li> <li>- Analyse historical interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>- Who was the rightful heir in 1066?</li> <li>- Who was responsible for the death of Thomas Becket?</li> <li>- Who was the worse king: Richard I or John?</li> </ul>	<ul style="list-style-type: none"> <li>- All the words learnt so far.</li> </ul>	
<b>Building towards..</b> <b>Subsequent years:</b> <b>Year 6:</b> <b>History: Conflict in the 20th Century (Wars)</b>				

**KS3 History:** Britain and the Wider World

the development of Church, state and society in Medieval Britain 1066-1509

the development of Church, state and society in Britain 1509-1745

ideas, political power, industry and empire: Britain, 1745-1901

**Careers:** Librarian, Heritage Manager, Royal reporter, Law enforcement, London tour guide (or various castles/ palaces) Curator, UK tourism (including Marketing)



## Year 5

### Unit 6 Early Islamic Civilisations

#### **Building Blocks..**

**EYFS:**) Notice differences between people (including differences in religion) and develop positive attitudes about these differences

Know there are different countries in the world and talk about the differences they have experienced or seen in photos

Understand that some places are special to members of a community

#### **Year 1:**

**Geography:** Seven Continents

#### **Year 2:**

**Geography:** Towns, Cities and Villages

#### **Year 3:**

**History:** Ancient Egypt - first dynastic system

**PSHE:** The value of rules and laws; rights, freedoms and responsibilities

#### **Year 4:**

**History:** Ancient Greece ( the battle for power) Roman Britain - understanding the concept of '*empire*'

**Geography:** Migration

*(RE - Islam is taught in every year group, interweaved with other religions)*

Less on num ber	Lesson question	About the lesson	Key Questions	Key Vocabulary
•	Diagnostic Assessment			

<ul style="list-style-type: none"> <li>What led to the Rise of Islam?</li> </ul>	<b>Pupils will learn</b> <ul style="list-style-type: none"> <li>In this lesson, we are going to be learning about the events that led to the rise of Islam.</li> </ul>	<ul style="list-style-type: none"> <li>Who was Prophet Mohammed?</li> <li>What is the Qu'ran? Why is it important to Muslims/</li> <li>What led to the Rise of Islam?</li> </ul>	<ul style="list-style-type: none"> <li>Islam;</li> <li>Prophet Mohammed;</li> <li>Qu'ran;</li> <li>Revelation;</li> <li>migration.</li> </ul>
<ul style="list-style-type: none"> <li>What are the reasons for the early success of Islam?</li> </ul>	<b>Pupils will learn</b> <ul style="list-style-type: none"> <li>In this lesson, we will be learning about the reasons for the early success of Islam in the mid-7th century CE..</li> </ul>	<ul style="list-style-type: none"> <li>What led to the early success of Islam?</li> <li>Why is Medina important?</li> <li>Why is Mecca important?</li> </ul>	<ul style="list-style-type: none"> <li>Medina;</li> <li>The Arab Peninsula;</li> <li>Arabian;</li> <li>Truce;</li> <li>Pilgrimage;</li> <li>Constitution;</li> <li>Ka'ba.</li> </ul>
<ul style="list-style-type: none"> <li>What led to the spread of Islam?</li> </ul>	<b>Pupils will learn</b> <ul style="list-style-type: none"> <li>In this lesson, we are going to be learning about how the caliphate expanded and spread Islam across North Africa and Southern Europe.</li> </ul>	<ul style="list-style-type: none"> <li>What led to the spread of Islam?</li> <li>What agreement did the border tribes make with Prophet Muhammad?</li> <li>Why is Jerusalem important for Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>Syria;</li> <li>Caliph;</li> <li>Jerusalem;</li> <li>Rashiduns;</li> </ul>
<ul style="list-style-type: none"> <li>What regions did the Islamic Empire cover?</li> </ul>	<b>Pupils will learn</b> <ul style="list-style-type: none"> <li>In this lesson, we will be learning about the geographical regions covered by the Islamic Empire.</li> </ul>	<ul style="list-style-type: none"> <li>What regions did the Islamic Empire cover?</li> <li>What was the Umayyad Caliphate?</li> <li>What was the Silk Road? What was it used for?</li> </ul>	<ul style="list-style-type: none"> <li>Islamic Empire;</li> <li>Dynastic;</li> <li>Silk Road;</li> </ul>

<ul style="list-style-type: none"> <li>• What made Baghdad great?</li> </ul>	<b>Pupils will learn</b> <ul style="list-style-type: none"> <li>• In this lesson, we will be learning about</li> </ul>	<ul style="list-style-type: none"> <li>• What made Baghdad great?</li> <li>• What was the Golden Age of Islam?</li> </ul>	<ul style="list-style-type: none"> <li>• Baghdad;</li> <li>• Silk Road;</li> <li>• Islamic Empire;</li> <li>• Tolerance;</li> <li>• Golden Age of Islam.</li> </ul>
<ul style="list-style-type: none"> <li>• Summative Assessment</li> </ul>			

**Building towards...**

**Subsequent years:**

**Year 6:**

**History:** continue to develop a chronological understanding of past events

**KS3 History:** one study of a significant society or issue in world history and its interconnections with other world developments

**Careers:** academic researcher/professor, museum archivist/curator, cultural heritage consultant, historical consultant, librarian/information specialist, diplomatic service/foreign affairs, nonprofit/NGO work, journalist/writer, tourism guide/travel consultant specialising in historical and cultural tours related to early Islamic civilizations, educational content developer: creating educational materials or curricula for schools or online platforms focusing on Islamic history and culture.

## Year 6

Unit 8 20th century conflict: World War I

**Building Blocks:**

**Building Blocks..**

**EYFS:****Year 1:****History:** How and why do we celebrate Remembrance Day?**Geography:** History of London**Year 3:****Geography:** Building Locational Knowledge: Europe**Year 4:** Roman Britain - chronological understanding of Britain**Year 5:** Vikings up until 1066 , Medieval Monarchs, taking chronological understanding to the 17th Century

Lesson number	Lesson question	About the lesson	Key Question	Key Vocabulary
1.	What caused the First World War to break out?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will be learning about the events leading up to the First World War. This will involve understanding the unification of Germany in the nineteenth century, and taking a look at the MAIN factors which set the conditions for the great war: militarism, imperialism, alliances and nationalism.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>Contains conflict or violence.</li></ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p>	<ul style="list-style-type: none"><li>- What was the political situation in Europe before the war?</li><li>- What caused WWI to break out?</li><li>- Who fought in the WWI?</li><li>- What was the 'July Crisis'?</li><li>- Why did Britain join the war?</li></ul>	<ul style="list-style-type: none"><li>• - The Prussian Empire</li><li>• - Militarism</li><li>• - Alliance</li><li>• - Imperialism</li><li>• - Nationalism</li></ul>

		<ul style="list-style-type: none"> <li>- Identify similarities and differences;</li> <li>- Understand historical significance;</li> <li>- Analyse historical sources;</li> </ul>		
2.	Why were so many lives lost on the Western Front?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be learning about the major events of the First World War, including trench warfare, the Battle of the Somme, and why America joined the war.</li> </ul> <p><i>Thinking like an historian:</i> Analyse changes in the past;</p> <ul style="list-style-type: none"> <li>- Identify the cause and consequence;</li> <li>- Identify similarities and differences;</li> </ul>	<ul style="list-style-type: none"> <li>- What new weaponry was there? How was this important?</li> <li>- What was life like in the trenches?</li> <li>- Why were so many lives lost on the Western Front?</li> <li>- Who fought the Battle of Somme?</li> <li>- Why</li> </ul>	<ul style="list-style-type: none"> <li>• Warfare;</li> <li>• Western Front;</li> <li>• Weaponry;</li> <li>• Trench;</li> <li>• Battle of Somme.</li> </ul>
<p><b>Building towards..</b>  <b>Subsequent years:</b>  <b>Year 6</b>  <b>History:</b> How it contributed to start of World War II and subsequently: The Cold War  <b>Geography:</b> Population and Globalisation  <b>KS3 History:</b> challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust.  <b>Careers:</b> Diplomacy: consular officers, economic officers, management officers, political officers, and public diplomacy officers, The ROyal British Legion, The Armed Forces, The UN/ NATO</p>				

## Year 6

Unit 9 20th century conflict: World War II

**Building Blocks:**

**Building Blocks..**

**Year 1:**

**History:** How and why do we celebrate Remembrance Day?

**Geography:** History of London

**Year 2:**

**History:** Villages, Towns and Cities (Blitz - attack on cities) Great Fire of London and The Blitz comparisons

**Year 3:**

**Geography:** Building Locational Knowledge: Europe

**Year 4:**

**History:** Roman Britain - building chronological understanding of Britain, threat of Invasion

**Year 5:**

**History:** Vikings/ Anglo Saxons up until 1066 (threat of another Invasion) Medieval Monarchs, taking chronological understanding to the 17th Century

**Year 6:**

**History:** World War I and how it left the world running up to the 1930s.

Less on num ber	Lesson question	About the lesson	Key Question	Key Vocabulary
1.	Was the Treaty of Versailles fair?	<b>Pupils will learn</b> <ul style="list-style-type: none"><li>In this lesson, we will be learning about the peace treaty drawn up in Versailles by the Allies. We'll study the Big Three,</li></ul>	<ul style="list-style-type: none"><li>Was the Treaty of Versailles fair?</li><li>Who were the big three? What did they want?</li></ul>	<ul style="list-style-type: none"><li>Treaty of Versailles;</li><li>War guilt;</li><li>Peace conference.</li></ul>

		<p>and what their aims were following the defeat of Germany.</p> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>Contains conflict or violence.</li> </ul> <p><i>Thinking like an historian:</i> Analyse historical sources and historic evidence;</p> <ul style="list-style-type: none"> <li>Analyse historical interpretations;</li> <li>Identify the cause and consequence;</li> <li>Analyse changes in the past;</li> <li>Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>What did Europe's map look like before and after the war?</li> </ul>	
2.	How did Hitler rise to power?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will learn about how Adolf Hitler ascended from fringe activist to Chancellor and Dictator of Germany. We'll learn about how the Nazi Party was formed, and what it believed.</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>Analyse changes in the past;</li> </ul>	<ul style="list-style-type: none"> <li>What was the effect of the Great Depression?</li> <li>How do people in a country with economic instability feel?</li> <li>How did Hitler rise to power?</li> <li>What were the main points of the <i>Mein Kampf</i>?</li> </ul>	<ul style="list-style-type: none"> <li>The Weimar republic;</li> <li>hyperinflation;</li> <li>Beer Hall Putsch;</li> <li>Aryan race;</li> <li>The Great Depression;</li> <li>chancellor.</li> </ul>

		<ul style="list-style-type: none"> <li>- Understand historical significance;</li> <li>- Analyse sources and historic evidence;</li> </ul>		
3.	4 and 5 What was life like in Nazi Germany and England? Blitz, evacuation, rationing, shelters , women's roles	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will take a closer look at what life was like in Germany from 1933 up to the outbreak of the Second World War. With Hitler as Chancellor and Führer, we will learn about how he built his ideal nation: the Third Reich.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains depictions of discriminatory behaviour.</li> </ul> <p><i>Thinking like an historian:</i> Analyse historic evidence and sources;</p> <ul style="list-style-type: none"> <li>- Identify the cause and consequence;</li> <li>- Identify similarities and differences;</li> <li>- Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>- How was Germany's economy ?</li> <li>- Why would the Nazi's focus on children on young people? What does this tell about their plans?</li> <li>- What motivated children and young people to join the Nazi activities?</li> <li>- What was the role of the woman, according to Nazis?</li> </ul> <ul style="list-style-type: none"> <li>- How was England's economy?</li> <li>- How was Germany's culture different from British culture?</li> </ul>	<ul style="list-style-type: none"> <li>• Third Reich;</li> <li>• eugenics.</li> </ul>
4.	3. Was World War Two inevitable? Allied/Axis	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will study the build up to the Second World War, including Hitler's foreign</li> </ul>	<ul style="list-style-type: none"> <li>- Was WWII inevitable?</li> <li>- What were the aims of the Treaty of Versailles? What restrictions were placed on Germany?</li> </ul>	<ul style="list-style-type: none"> <li>• Allied;</li> <li>• Axis;</li> <li>• <i>Lebensraum</i>;</li> <li>• Appeasement;</li> <li>• Anschluss;</li> </ul>



		<p>policy aims and the policy of appeasement.</p> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Analyse changes in the past'</li> <li>- Understand historical significance;</li> <li>- Analyse sources and historic evidence;</li> </ul>	<ul style="list-style-type: none"> <li>- What were Hitler's foreign policy aims?</li> <li>- Was appeasement efficient?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• conscription.</li> </ul>
5.	To write an essay about the First and Second World Wars (Part 1)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be starting to write an essay. This will give you the opportunity to review all of our learning so far and organise your knowledge into a long piece of writing, answering a big question about this fascinating but horrifying period of history.</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Analyse changes in the past;</li> <li>- Understand historical significance;</li> <li>- Analyse sources and historic evidence;</li> </ul>		

6.	To write an essay about the First and Second World Wars (Part 2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will be finishing our essay. This will give you the opportunity to review all of our learning so far and organise your knowledge into a long piece of writing, answering a big question about this fascinating but horrifying period of history</li> </ul> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>Analyse changes in the past;</li> <li>Understand historical significance;</li> <li>Analyse sources and historic evidence;</li> </ul>		
7.	6. How did anti-semitism rise in Germany in the 1930s?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will learn about how Hitler set about persecuting Jewish people. We will learn about the first concentration camps, what the 'Nuremberg Laws' were, and what happened on Kristallnacht.</li> </ul> <p><b>Guidance warnings</b></p>	<ul style="list-style-type: none"> <li>How did anti-semitism rise in Germany in the 1930s?</li> <li>How did the Nazi propaganda change the way in which Germans saw the Jewish community?</li> <li>What were the consequences of <i>Kristallnacht</i>?</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Concentration camp;</li> <li><i>Kristallnacht</i>;</li> </ul>

		<ul style="list-style-type: none"> <li>Contains conflict or violence.</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>Identify the cause and consequence;</li> <li>Analyse changes in the past;</li> <li>Understand historical significance;</li> <li>Analyse sources and historic evidence;</li> </ul>		
8.	7. How did the Second World War end?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will learn about the events that led to ending the Second World War. This will include looking at the Battle of Britain, the Pearl Harbour attacks, the D-Day landings, Stalingrad, and the nuclear bombing of Hiroshima and Nagasaki.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>Contains conflict or violence.</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>Identify the cause and consequence;</li> <li>Analyse changes in the past;</li> <li>Understand historical</li> </ul>	<ul style="list-style-type: none"> <li>How did the Second World War end?</li> <li>What countries fought for what sides?</li> <li>What theatres of war were there?</li> <li>What happened during the Pearl Harbour attacks?</li> <li>Why was D-Day important?</li> <li>Why was the Manhattan Project important?</li> <li>What was the aftermath of using nuclear weapons?</li> </ul>	<ul style="list-style-type: none"> <li>Theatres of war;</li> <li>The Battle of Britain;</li> <li>blitz;</li> <li>Pearl Harbour;</li> <li>Stalingrad;</li> <li>D-Day;</li> <li>The Manhattan Project.</li> </ul>

		significance;		
<p><b>Building towards..</b>  <b>Subsequent years:</b>  <b>Year 6</b>  <b>History:</b> The Cold War  <b>Geography:</b> Population and Globalisation  <b>KS3 History:</b> challenges for Britain, Europe and the wider world 1901 to the present day, in addition to studying the Holocaust.  <b>Careers:</b> Peacekeeper, Cyber security, Data Manager, The Security Service, The Armed Forces, The understanding that women could do any work role, due to their roles on the Home Front, diplomacy: consular officers, economic officers, management officers, political officers, and public diplomacy officers.</p>				

## Year 6

Unit 10-20th century conflict: The Cold War

<p><b>Building Blocks..</b>  <b>EYFS:</b></p> <p><b>Year 1:</b>  <b>History:</b> How and why do we celebrate Remembrance Day?  <b>Geography:</b> London in the United Kingdom  <b>Year 2:</b>  <b>History:</b> Explorers and Adventurers: The Space Race  <b>Year 3:</b></p> <p><b>Year 4:</b> Roman Britain - chronological understanding of Britain</p> <p><b>Year 5:</b> Vikings up until 1066 , Medieval Monarchs, taking chronological understanding to the 17th Century</p>
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**Year 6: World War I, World War II**

Lesson number	Lesson question	About the lesson	Key Question	Key Vocabulary
	Why did the USA and the USSR enter a cold war?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will learn about the power vacuum that was left in central Europe following the defeat of Germany in the Second World War. We will learn how two competing ideologies, capitalism and communism, competed for influence across Europe and the rest of the world.</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>Identify the cause and consequence;</li> <li>Analyse continuity;</li> <li>Identify similarities and differences;</li> <li>Analyse sources and historic evidence;</li> </ul>	<ul style="list-style-type: none"> <li>What were the two superpowers?</li> <li>Why did the USA and the USSR enter a cold war?</li> <li>What was decided at Yalta?</li> <li>What is NATO?</li> <li>What is the Marshall Plan?</li> <li>What was the Berlin Blockade?</li> <li>What was the Berlin Airlift?</li> </ul>	<ul style="list-style-type: none"> <li>Economics;</li> <li>Politics;</li> <li>Individual rights;</li> <li>Capitalism;</li> <li>Communism;</li> <li>Dictatorship;</li> <li>democracy.</li> </ul>
	How successful was the policy of peaceful co-existence?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will learn about some of the 'hot flashes' during the</li> </ul>	<ul style="list-style-type: none"> <li>How successful was the policy of peaceful co-existence?</li> <li>What was the Berlin wall?</li> </ul>	<ul style="list-style-type: none"> <li>The Berlin Wall;</li> <li>The Cuban Missile Crisis;</li> <li>The Vietnam War.</li> </ul>

		<p>Cold War, including the Korean War, the Cuban Missile Crisis and the war in Vietnam.</p> <p><i>Thinking like an historian:</i> Identify the cause and consequence;</p> <ul style="list-style-type: none"> <li>- Identify similarities and differences;</li> <li>- Understand historical significance;</li> </ul>	<ul style="list-style-type: none"> <li>- Why was the Cuban Missile Crisis?</li> <li>- Why was the Vietnam War important?</li> </ul>	
	Why did the USSR and communism collapse in Eastern Europe?	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will learn about how the USSR gradually collapsed. This will include studying the Soviet-Afghanistan War, as well as the last leader of the USSR, Mikhail Gorbachev, and the reforms that he brought in.</li> </ul> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>- Identify the cause and consequence;</li> <li>- Analyse continuity;</li> <li>- Understand historical significance.</li> </ul>	<ul style="list-style-type: none"> <li>- Why did the USSR and communism collapse in Eastern Europe?</li> <li>- Why did the USSR and the USA support proxy wars, instead of directly fighting?</li> <li>- What happened during the Soviet-Afghanistan War?</li> </ul>	<ul style="list-style-type: none"> <li>- Proxy war;</li> <li>- The Soviet-Afghanistan War;</li> </ul>
	To write an essay about the Cold War (Part 1)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be</li> </ul>		

		<p>writing an essay all about the Cold War. You will need to use all of your knowledge about the differing ideologies of the United States and the USSR. This is a great chance to consolidate and apply all of the knowledge that you have gained!</p> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>Contains conflict or violence.</li> </ul> <p><i>Thinking like an historian: identify cause and consequence Understand historical significance Analyse sources and historic evidence Analyse historic Interpretations</i></p>		
	To write an essay about the Cold War (Part 2)	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will be completing our essay all about the Cold War. You will need to use all of your knowledge about the hot flashes during the Cold War, and how the USSR collapsed. This is a great chance to consolidate and apply all of the knowledge</li> </ul>		

		<p>that you have gained!</p> <p><i>Thinking like an historian:</i></p> <ul style="list-style-type: none"> <li>- <i>identify cause and consequence</i></li> <li>- <i>Understand historical significance</i></li> <li>- <i>Analyse sources and historic evidence</i></li> <li>- <i>Analyse historic Interpretations</i></li> </ul>		
<p><b>Building towards...</b></p> <p><b>Subsequent years:</b></p> <p><b>Year 6:</b></p> <p><b>Geography:</b> Population ( decrease following World War II) and Globalisation</p> <p><b>KS3 History:</b> challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust.</p> <p><b>Careers:</b> Peacekeeper, Cyber security, Data Manager, The Security Service, The Armed Forces, diplomacy: consular officers, economic officers, management officers, political officers, and public diplomacy officers.</p>				

## Learn More

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#### Section number & Title

1. Introduction to Saracens Broadfields's key stage 1 history curriculum
2. Coherence and flexibility
3. Knowledge organisation
4. Knowledge selection
5. Inclusivity and ambition



6. Pupil motivation and engagement
7. How will pupils make progress?

### **1. Introduction to Saracens Broadfields's key stage 1 history curriculum**

The following document outlines the history curriculum for Saracens Broadfields National Academy. The History curriculum below is a starting point, not a finished product. Nationally, we are in a moment of reflection about how to teach History in our schools. Many of us are pausing to consider our curricula and ask whether and how they need improvement. At Saracens Broadfields we are doing the same.

We aspire to provide a rich and diverse curriculum that provides an accurate education into the lives of people in the past. This does not mean failing to meet the requirements of the National Curriculum; rather that we wish to do so whilst being representative of the people who played a role in the history of Britain and the rest of the world. We are consulting with our History advisory group and with the sector to develop what will become a full History curriculum.

This section of the document gives an overview of the principles we have held in mind whilst developing our curriculum. In the contents table below you can see how this section is organised.

### **2. Coherence and flexibility**

At key stage 2, history will be offered as a discrete subject. Units may vary in length, depending on the number of lessons required to adequately address the historical topic. The number of units per year group at Key Stage 2 varies between 2 and 3, allowing for other foundation subjects in alternating half terms. This means that schools will have the flexibility to select a unit and teach it at a time that suits their curriculum.

Our approach to history is organised around enquiry questions at both the unit and lesson basis. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering (and, where appropriate, asking) disciplinary appropriate questions. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (for example, who was the worse King; Richard or John?) and overarching unit enquiries (Who was the greatest medieval monarch?).

In order to maximise flexibility, units will make the assumption of pupils having little prior knowledge that otherwise might be optimal within the curriculum. We are aware that schools currently teach statutory National Curriculum content at different stages of pupils' education (Ancient Greece, for example, may be taught in Year 3 in some schools, and Year 6 in others).

Having said this, references to other units of study will be made where appropriate, especially where a concrete example of an abstract concept is being explored. Schools are strongly encouraged to select units within a two year range with reference to our suggested curriculum map (for example, a Year 4 teacher would be advised to select only units at Year 3 or Year 5 suggested level). This is due to the fact that the difficulty of the tasks is pitched at the suggested year group. To attempt to give complete flexibility would inevitably leave some pupils finding the material much too easy, or much too challenging.

### **3. Knowledge organisation**

The enquiries and proposed sequence of enquiries across Saracens Broadfields is organised around the substantive concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts. Each enquiry will have a disciplinary focus of at least one second order concept. This disciplinary focus is made explicit for each enquiry. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Saracens Broadfields sequence of enquiries then they will develop a sophisticated understanding of key substantive concepts by coming to appreciate how different manifestations of certain substantive concepts (e.g. empire/revolution) differ and challenge simplistic definitions. Finally, our proposed sequence of enquiries is broadly chronological however, as enquiries are self-contained teachers could choose to develop their own thematic sequence.

### **4. Knowledge selection**

Decisions about what to include in a history curriculum are always difficult and must take into account a number of different curricular aims. Full coverage of statutory subject content included within the national curriculum is a minimum requirement, however exactly what is taught within these topics requires decisions to be made about what to include and, therefore, what to omit.

These are the principles behind our selection of knowledge:

- **Adoptability.** We wanted to ensure that materials were available for the most commonly-taught topics in UK schools so that our resources will be useful to all schools.
- **Diversity and representativeness.** We want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world history.
- **Overview and coherence.** We want students to build secure and coherent narratives of the past. We have tried to balance overview and depth.

- **Preparation for future learning.** Saracens Broadfields is not about giving students something to do, it is about educational continuity. Whether students follow the curriculum as a whole, or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for students' learning in future.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that the Saracens Broadfields curriculum builds a wide-range of important historical knowledge for students.

Within the National Curriculum at Key Stage 2, there are a number of depth studies that schools are able to choose from. In terms of earliest civilisations, we have selected the Shang Dynasty of Ancient China as this gives pupils the opportunity to study Asian history, which otherwise may not be possible and gives pupils a broader understanding of world history from an earlier age. The non-European comparison depth study selected is the Benin Kingdom of West Africa. This allows pupils to gain an understanding of a flourishing African civilisation which contrasts starkly with many aspects of British life during the same period. It also celebrates the many achievements of West African culture and society, which we felt was important before pupils learn about the Trans-Atlantic slave trade. The Saracens Broadfields curriculum goes beyond the national curriculum, with a number of post 1066 studies selected. This is to allow pupils to leave Key Stage 2 with a broad overview of world history across centuries, allowing them to better understand the world around them as well as the discipline of history.

## **5. Inclusivity and ambition**

We want Saracens Broadfields's History lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could produce substantial pieces of work; an essay at the end of each. Our tasks are short and varied and embedded within the lesson videos meaning that pupils are not required to navigate away from the video. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing.

## **6. Pupil motivation and engagement**

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Through careful knowledge selection and crafting engaging narratives, our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

### **7. How will pupils make progress?**

Students get better at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people in the past, they develop a rich understanding of these places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts like empire, trade, tax and rebellion. These layers of knowledge, built over time, give students the foundation to learn new, and increasingly complex information in history, and the Saracens Broadfields curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single lessons or whole units.

With secure knowledge of the past, students are also able to learn about the discipline of history. Through these units, students will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.