

## History Subject Overview – Medium Term Plan

**Subject Leader:** Mr Maguire

**Substantive Concepts:** Chronology, Beliefs, Achievement / Impact, Society, Power, Conflict.

**Disciplinary Concepts:** Cause & consequence, change & continuity, similarity & difference, historical significance, sources & evidence, historical interpretation

### EYFS

The EYFS framework is organised across seven areas of learning. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the 'Understanding The World' area of learning. This area is broken down into three areas – the most relevant of these being 'Past And Present'.

#### A foundation of Historical knowledge in our EYFS

Three and four year olds	Understanding the World (Past & Present)	* Begin to make sense of their own life-story and family's history.
Reception	Understanding the World (Past and present)	* Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past. .
ELG	Understanding the World (Past and present)	* Talk about the lives of people around them and their roles in society.  *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  *Understand the past through settings, characters and events encountered in books read in class and storytelling.

# Year 1

Term	Curriculum
Learning Block 1	<p data-bbox="280 282 515 309"><b><u>Great Fire Of London</u></b></p> <p data-bbox="280 344 683 371"><b>KS1 National Curriculum Objectives:</b></p> <ul data-bbox="280 407 1433 479" style="list-style-type: none"><li>• Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li></ul> <p data-bbox="280 510 1469 763">In this unit children will learn about the key events of the Great Fire of London and help them to develop an understanding of the ways in which we can find out about the past. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17<sup>th</sup> century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.</p> <p data-bbox="280 799 491 826">Lesson breakdown:</p> <ol data-bbox="280 862 1010 1910" style="list-style-type: none"><li>1) <u>London Past And Present</u> LO: To compare past and present London <b>Substantive: Chronology</b> <b>Disciplinary: Change &amp; continuity</b></li><li>2) <u>Life In The 17<sup>th</sup> Century</u> LO: To explain how people live now is different to how people lived in 1666. <b>Substantive: Chronology / Society</b> <b>Disciplinary: Change &amp; continuity</b></li><li>3) <u>The Events Of The Great Fire</u> LO: To order the events of the Great Fire Of London <b>Substantive: Chronology / Society</b> <b>Disciplinary: Cause &amp; consequence</b></li><li>4) <u>How Do We Know About The Great Fire?</u> LO: To explain how we know about the Great Fire Of London <b>Substantive: Society / Achievements</b> <b>Disciplinary: Sources &amp; evidence</b></li><li>5) <u>What Happened After The Great Fire?</u> LO: To explain how London changed after the Great Fire <b>Substantive: Chronology / Society / Achievements</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity</b></li><li>6) <u>What Have We Learnt About The Great Fire?</u> LO: To describe London before, during and after the Great Fire <b>Substantives: Chronology / Society / Achievements</b> <b>Disciplinary: Historical significance, change &amp; continuity</b></li></ol>

Learning  
Block 2

## Toys And Changes Over Time

### **KS1 National Curriculum Objectives:**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Children will learn about popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.

Lesson breakdown:

1) Toys Today

LO: To find out about toys today and explain how I can find out about the past

**Substantive: Chronology / Achievement / Society**

**Disciplinary: Similarity & difference, change & continuity, sources & evidence**

2) Family Favourites

LO: To find out about toys from the past and use sources to find out about them.

**Substantive: Chronology / Achievement / Society**

**Disciplinary: Similarity & difference, change & continuity, sources & evidence**

3) Early 20<sup>th</sup> Century Toys

LO: To compare toys from similar times

**Substantive: Chronology / Achievement / Society**

**Disciplinary: Similarity & difference, change & continuity, sources & evidence**

4) Victorian Toys

LO: To compare Victorian toys with modern toys

**Substantive: Chronology / Achievement / Society**

**Disciplinary: Similarity & difference, change & continuity, sources & evidence**

5) Important Changes

LO: To recognise how toys have changed over time

**Substantive: Chronology / Achievement / Society**

**Disciplinary: Similarity & difference, change & continuity, sources & evidence, cause & consequence**

6) Toy Box

LO: To use words relating to the passing of time

**Substantive: Chronology / Achievement / Society**

**Disciplinary: Similarity & difference, change & continuity, sources & evidence**

## Year 2

Term	Curriculum
Learning Block 1	<p data-bbox="280 215 592 241"><b><u>Important People In History</u></b></p> <p data-bbox="280 277 683 304"><b>KS1 National Curriculum Objectives:</b></p> <ul data-bbox="280 340 1458 600" style="list-style-type: none"><li data-bbox="280 340 1458 409">• Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li><li data-bbox="280 421 1458 600">• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</li></ul> <p data-bbox="280 636 1458 705">Children will learn about a range of significant individuals, the impact they had nationally or globally and the contributions / achievements they made.</p> <p data-bbox="280 741 491 768">Lesson breakdown:</p> <ol data-bbox="280 804 1458 1888" style="list-style-type: none"><li data-bbox="280 804 1458 943">1) <u>Guy Fawkes</u> LO: To explain who Guy Fawkes was <b>Substantive: Chronology / Achievements</b> <b>Disciplinary: Similarity &amp; difference, historical significance, sources and evidence</b></li><li data-bbox="280 978 1458 1117">2) <u>Florence Nightingale</u> LO: To explain how Florence Nightingale improved nursing <b>Substantive: Chronology / Achievements</b> <b>Disciplinary: Historical significance</b></li><li data-bbox="280 1153 1458 1292">3) <u>Rosa Parks</u> LO: To understand who Rosa Parks was and the impact she had <b>Substantive: Chronology / Achievements</b> <b>Disciplinary: Historical significance, cause &amp; consequence</b></li><li data-bbox="280 1328 1458 1467">4) <u>Queen Victoria &amp; Queen Elizabeth I</u> LO: To find out about and compare the lives of Queen Victoria and Queen Elizabeth I <b>Substantive: Chronology / Achievements</b> <b>Disciplinary: Historical significance, similarity &amp; difference, change &amp; continuity, cause &amp; consequence</b></li><li data-bbox="280 1503 1458 1641">5) <u>Christopher Columbus</u> LO: To explore the life and achievements of Christopher Columbus <b>Substantive: Chronology / Achievements</b> <b>Disciplinary: Historical significance</b></li><li data-bbox="280 1677 1458 1816">6) <u>Neil Armstrong</u> LO: To explore and discuss Neil Armstrong's achievements <b>Substantive: Chronology / Achievements</b> <b>Disciplinary: Historical significance, sources &amp; evidence, similarity &amp; difference, historical interpretation, cause &amp; consequence</b></li></ol>

Learning  
Block 2

## Stoke On Trent

### **KS1 National Curriculum Objectives:**

- Significant historical events, people and places in their own locality

Children will learn about how our local area has changed, the origins of Stoke On Trent including it's nickname, 'The Potteries'. Children will explore how the landscape of our local area has changed over time, including Festival Park. Finally, children will learn about one of our local heroes – John Baskeyfield.

Lesson breakdown:

1) What has changed in our local area?

LO: To know how to use books and the internet to find out more information about the past.

***Substantive: Chronology / Society***

***Disciplinary: Sources & evidence, similarity & difference, change & continuity, cause & consequence***

2) The 6 towns of Stoke On Trent

LO: To know how to use books and the internet to find out more information about the past.

***Substantive: Chronology / Society***

***Disciplinary: Sources & evidence, similarity & difference, change & continuity***

3) Why is our local area called 'The Potteries?'

LO: To know how the local area is different to the way it used to be a long time ago.

***Substantive: Chronology / Society***

***Disciplinary: Sources & evidence, similarity & difference, change & continuity***

4) How has the landscape of our local area changed over time?

LO: To know how the local area is different to the way it used to be a long time ago.

***Substantive: Chronology / Achievement / Society***

***Disciplinary: Sources & evidence, similarity & difference, change & continuity, cause & consequence***

5) Changes in land use – Festival Park

LO: To know how the local area is different to the way it used to be a long time ago.

***Substantive: Chronology / Achievement / Society***

***Disciplinary: Sources & evidence, similarity & difference, change & continuity, cause & consequence***

6) John Baskeyfield

LO: To know about the life of a significant person from our local area.

***Substantive: Chronology / Achievement***

***Disciplinary: Historical significance, sources & evidence***

## Year 3

Term	Curriculum
Learning Block 1	<p><b><u>Changes in Britain from the Stone Age to the Iron Age</u></b></p> <p><b>KS2 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) could include:           <ul style="list-style-type: none"> <li>○ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>○ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>○ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </li> </ul> <p>Children will learn that prehistoric times went through a series of ages, during which early Britons made huge technological advances and left a lasting mark on the British landscape. Children will learn how prehistoric people migrated to Britain and settled here after the last ice age, how early humans survived as hunter-gatherers, living a nomadic life – in order to eke out an existence. The lessons use a range of archaeological evidence to look in more detail at the lives of prehistoric people, e.g. the changes and developments that occurred in the Stone Age, the technological advances in tools, the establishment of permanent settlements like Skara Brae and the growth of agriculture. Children will recognise how metals were first used, how copper mining was crucial to the Bronze Age, and measuring it's impact. The unit will conclude with a look at the Iron Age, the uses for this new, stronger metal (iron) and its impact on the way of life of people called Celts.</p> <p>Lesson breakdown:</p> <ol style="list-style-type: none"> <li>1) <u>How Did People Survive During The Stone Age?</u>            LO: To explain how people survived during the Stone Age  <b>Substantive: Chronology</b>  <b>Disciplinary: Sources &amp; evidence, cause &amp; consequence</b></li> <li>2) <u>What Changed For People Living In Stone Age Britain?</u>            LO: To identify how life changed for people during the Stone Age  <b>Substantive: Chronology / Achievements</b>  <b>Disciplinary: Sources &amp; evidence, cause &amp; consequence, change &amp; continuity, similarity &amp; difference</b></li> <li>3) <u>Skara Brae</u>            LO: To understand what was found at Skara Brae and why it is important  <b>Substantive: Achievements / Society</b>  <b>Disciplinary: Sources &amp; evidence, cause &amp; consequence, historical significance</b></li> <li>4) <u>How Did Life Change In The Bronze Age?</u>            LO: To describe some ways in which life changed from the Stone Age to the Bronze Age  <b>Substantive: Chronology / Achievements / Society</b>  <b>Disciplinary: Sources &amp; evidence, cause &amp; consequence, change &amp; continuity, similarity &amp; difference</b></li> <li>5) <u>Becoming A Copper Child</u>            LO: To understand what copper mining meant to the people of the Bronze Age  <b>Substantive: Chronology / Achievements / Society</b>  <b>Disciplinary: Sources &amp; evidence, cause &amp; consequence, historical significance, similarity &amp; difference</b></li> <li>6) <u>Who Were the Celts &amp; How Did They Make Iron In The Iron Age?</u>            LO: To learn about the lives of the Celtic Tribes In Iron Age Britain  <b>Substantive: Chronology / Society / Beliefs</b>  <b>Disciplinary: Sources &amp; evidence, historical significance, cause &amp; consequence, change &amp; continuity</b></li> <li>7) <u>Why Did They Build Hillforts In Iron Age Britain?</u>            LO: To discover why people built hillforts in Iron Age Britain and what we know about them  <b>Substantive: Achievements / Society</b>  <b>Disciplinary: Sources &amp; evidence, cause &amp; consequence, historical significance, historical interpretation</b></li> </ol>

## **Ancient Egypt**

### **KS2 National Curriculum Objectives:**

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Children will learn in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.

Lesson breakdown:

1) Who Were The Ancient Egyptians?

LO: To find out about Ancient Egyptian life by looking at artefacts

***Substantive: Chronology / Society***

***Disciplinary: Sources & evidence, historical significance***

2) What Was Life Like In Ancient Egypt?

LO: To understand what was important to people during Ancient Egyptian times

***Substantive: Chronology / Society***

***Disciplinary: Change & continuity, similarity & difference, historical significance, sources & evidence***

3) Mummies

LO: To understand and explain the Ancient Egyptian ritual of mummification

***Substantive: Beliefs / Society***

***Disciplinary: Cause & consequence, historical significance***

4) Tutankhamun

LO: To understand how evidence can give us different answers about the past

***Substantive: Power / Achievements / Beliefs***

***Disciplinary: Sources & evidence, historical interpretation, historical significance***

5) Write Like An Egyptian

LO: To compare and contrast the Egyptian writing with my own

***Substantive: Achievements / Society***

***Disciplinary: Similarity & difference, historical significance***

6) Egyptian Gods

LO: To compare and contrast the powers of different Egyptian gods

***Substantive: Beliefs***

***Disciplinary: Similarity & difference, historical significance***

# Year 4

Term	Curriculum
Learning Block 1	<p data-bbox="280 215 453 241"><b><u>Ancient Greece</u></b></p> <p data-bbox="280 277 683 304"><b>KS2 National Curriculum Objectives:</b></p> <ul data-bbox="280 340 1404 367" style="list-style-type: none"><li data-bbox="280 340 1404 367">• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li></ul> <p data-bbox="280 403 1484 725">In this unit about ancient Greece, children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms ‘trade’, ‘civilisation’ and ‘empire’ and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient Greece, children will explore what life was like for different people who were enslaved during ancient Greek times. Children will also explore the differences between life in ancient Athens and ancient Sparta. They will learn about early democracy in Athens and take part in a debate about life in Athens and Sparta. In addition to this, children will learn about the beliefs of the ancient Greeks, producing fact files about the Greek gods. Children will sequence a simple story map of a version of the Trojan War and will explore historical evidence relating to the Trojan War. Studying ancient Greece will help children to develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.</p> <p data-bbox="280 757 491 784">Lesson breakdown:</p> <ol data-bbox="280 819 1484 1980" style="list-style-type: none"><li data-bbox="280 819 1484 958">1) <u>Who Were The Ancient Greeks?</u> LO: To explore some of the key events during the ancient Greek period <b>Substantive: Chronology / Society / Achievements</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, historical significance</b></li><li data-bbox="280 1003 1484 1142">2) <u>Alexander The Great’s Empire</u> LO: To examine how Alexander the Great’s Empire grew and the effects of this <b>Substantive: Society / Power / Conflict / Achievement</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, historical significance</b></li><li data-bbox="280 1187 1484 1361">3) <u>Daily Life In Ancient Greece</u> LO: To research aspects of daily life and society in Ancient Greece <b>Substantive: Society</b> <b>Disciplinary: Cause &amp; consequence, similarity &amp; difference, change &amp; continuity, historical significance, sources &amp; evidence, historical interpretations</b></li><li data-bbox="280 1406 1484 1581">4) <u>Athens &amp; Sparta</u> LO: To make connections and contrasts between life in Ancient Athens and Sparta <b>Substantive: Power / Society</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance, sources &amp; evidence, historical interpretations</b></li><li data-bbox="280 1626 1484 1765">5) <u>Gods &amp; Goddesses</u> LO: To explore the beliefs of the Ancient Greeks <b>Substantive: Beliefs / Society</b> <b>Disciplinary: Similarity &amp; difference, sources &amp; evidence, historical significance</b></li><li data-bbox="280 1809 1484 1980">6) <u>The Trojan War</u> LO: To explore what the Ancient Greeks believed about the Trojan War and how we know about their beliefs <b>Substantive: Beliefs / Conflict / Power</b> <b>Disciplinary: Cause &amp; consequence, historical significance, sources &amp; evidence, historical interpretations</b></li></ol>

## Roman Empire and its impact on Britain

### KS2 National Curriculum Objectives:

- **The Roman Empire and its impact on Britain.** Examples (non-statutory) could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Children will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and key historical terms such as 'empire', 'invasion' and 'conquest'. Children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. Children will have the opportunity to study written primary sources and to explore why the Romans invaded Britain. Subsequent lessons will also make use of a range of written and archaeological evidence to look in detail at an aspect of the Roman occupation and the Romanisation of Britain. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. Studying the Romans will assist children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions.

Lesson breakdown:

1) Who Were The Romans And How Did They Build Their Empire?

LO: To learn about where the Romans came from and how the city of Rome became the centre of an empire

**Substantive: Chronology / Power / Conflict / Society / Achievements**

**Disciplinary: Sources & evidence, historical interpretations, change & continuity**

2) Why Did The Romans Invade Britain?

LO: To identify reasons why the Romans invaded Britain

**Substantive: Chronology / Power / Conflict**

**Disciplinary: Cause & consequence, sources & evidence, historical interpretations, change & continuity**

3) Why Did The Romans Build New Roads And Towns?

LO: To understand why and how the Romans built new roads and towns in Britain

**Substantive: Society / Achievements**

**Disciplinary: Cause & consequence, sources & evidence, historical interpretations**

4) Who Was Boudicca And Why Did She Lead A Rebellion?

LO: To understand why Queen Boudicca led a rebellion against the Romans

**Substantive: Conflict / Society**

**Disciplinary: Cause & consequence, sources & evidence, historical interpretations**

5) Why Was Hadrian's Wall Important And Who Lived There?

LO: To recognise the importance of Hadrian's wall to the Romans and to learn about the lives of soldiers who lived there

**Substantive: Society / Achievements**

**Disciplinary: Cause & consequence, sources & evidence, historical interpretations**

6) Why Do We Remember The Romans?

LO: To understand the lasting impact of the Roman Empire on Britain

**Substantive: Society / Achievement**

**Disciplinary: Cause & consequence, sources & evidence, historical interpretations, historical significance, change & continuity**

## Year 5

Term	Curriculum
Learning Block 1	<p><b><u>Vikings, Anglo Saxons &amp; Scots</u></b></p> <p><b>KS2 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Britain's settlement by Anglo-Saxons and Scots.</b> Examples (non-statutory) could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne.</li> <li>• <b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> Examples (non-statutory) could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066</li> </ul> <p>Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. They will also explore the Pagan beliefs of the early Anglo-Saxons and the many gods they worshipped, along with how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century. Children will then learn about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. The children will have the opportunity to learn about different aspects of everyday Viking life, including it's societal structure. Children will explore the actions significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England. Finally, children will learn about how the Danes conquered Britain for a short period, before learning about the Battle of Hastings.</p> <p>Lesson breakdown:</p> <ol style="list-style-type: none"> <li>1) <u>The Invaders</u> LO: To describe why, where and when the Anglo Saxons &amp; Scots invaded Britain and identify Anglo Saxon kingdoms <b>Substantive: Chronology / Conflict / Power</b> <b>Disciplinary: Change &amp; continuity, historical significance, cause &amp; consequence</b></li> <li>2) <u>Artefacts &amp; Culture</u> LO: To analyse and describe Anglo Saxon artefacts and explain what they can teach us about Anglo Saxon culture <b>Substantive: Achievements / Society</b> <b>Disciplinary: Similarity &amp; difference, sources &amp; evidence, historical significance, historical interpretation</b></li> <li>3) <u>Anglo Saxon Gods &amp; Conversion To Christianity</u> LO: To explain the religious beliefs of early Anglo Saxon people and the work of those who converted Anglo Saxon people to Christianity <b>Substantive: Beliefs / Society</b> <b>Disciplinary: Cause &amp; consequence, similarity &amp; difference, sources &amp; evidence, historical significance</b></li> <li>4) <u>Viking Raiders And Invaders</u> LO: To explain when and where the Vikings came from and why they raided Britain <b>Substantive: Chronology / Conflict / Power / Society</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance</b></li> </ol>

<p>5) <u>Anglo Saxon And Viking Co-Existence</u> LO: To understand how the Anglo Saxons and Vikings co-existed and how England was divided <b>Substantive: Chronology / Conflict / Power / Society</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance</b></p> <p>6) <u>How Did England Become A Unified Country?</u> LO: To understand the actions of significant individuals in their efforts to unify England <b>Substantive: Chronology / Conflict / Power</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance</b></p> <p>7) <u>Last Anglo Saxon Kings &amp; The Conquering Of Britain</u> LO: To understand how the last Anglo Saxon Kings shaped Britain and how it was conquered <b>Substantive: Chronology / Conflict / Power</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance</b></p>
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## Stoke On Trent & The Industrial Revolution

### KS2 National Curriculum Objectives:

- **A local history study.** Examples (non-statutory): a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

In this unit, children will delve into the fascinating history of Stoke, a key city during the Industrial Revolution. They will explore how Stoke's geographical location, natural resources, and innovative thinkers contributed to its role in shaping the modern world. Through engaging activities, discussions, and projects, students will gain an understanding of the Industrial Revolution's impact on society, economy, and daily life. Through this unit, children will gain a comprehensive understanding of Stoke's role in the Industrial Revolution. They will appreciate the innovations, challenges, and societal changes that took place during this transformative era, and recognize the lasting impact that Stoke's history continues to have on the world today.

Lesson breakdown:

1) Introduction To The Industrial Revolution

LO: To understand the importance of Stoke On Trent during the Industrial Revolution

**Substantive: Chronology / Society / Achievements**

**Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence**

2) Stoke's Natural Resources And Early Industry

LO: To understand how the natural resources of Stoke On Trent contributed to industry.

**Substantive: Chronology / Society / Achievements**

**Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence**

3) Innovators of Stoke

LO: To understand the contributions and impact of important people from Stoke On Trent.

**Substantive: Chronology / Society / Achievements**

**Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence**

4) Life in a Factory

LO: To understand what life was like for workers in Stoke On Trent during the Industrial Revolution.

**Substantive: Chronology / Society / Achievements**

**Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence**

5) Impact on Society

LO: To understand how the Industrial Revolution changed society.

**Substantive: Chronology / Society / Achievements**

**Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations**

6) Stoke's Legacy

LO: To understand the impact and legacy of Stoke On Trent's achievements.

**Substantive: Chronology / Society / Achievements**

**Disciplinary: Change & continuity, cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations**

# Year 6

Term	Curriculum
Learning Block 1	<p><b><u>World War Two</u></b></p> <p><b>KS2 National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</b> Examples (non-statutory): the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.</li> </ul> <p>In this unit, children will learn when and why World War II began and find out about the key individuals and countries involved, the Battle of Britain and the Blitz, and then compare these events with the bombing of Pearl Harbour. They will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. The unit ends with a focus on significant events and how World War 2 ended. Studying World War II will help children to develop their investigation and evaluation skills; to organise information chronologically and understand how past events have helped to shape the world we know today.</p> <p>Lesson breakdown:</p> <ol style="list-style-type: none"> <li>1) <u>Outbreak Of World War 2</u> LO: To understand the events leading up to the outbreak of World War 2 <b>Substantive: Chronology / Conflict / Power / Society</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance</b></li> <li>2) <u>The Battle Of Britain And The Blitz</u> LO: To understand the significance of the Battle of Britain and the Blitz <b>Substantive: Chronology / Conflict / Power / Society</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance</b></li> <li>3) <u>The Blitz And Pearl Harbour</u> LO: To understand the significance of the Blitz in the context of other important events in World War 2 <b>Substantive: Chronology / Conflict / Power / Society</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance, sources &amp; evidence, historical interpretation</b></li> <li>4) <u>Evacuee Experiences In Britain</u> LO: To understand how our knowledge of the impact of the war is constructed from a range of sources <b>Substantive: Society / Conflict</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance, sources &amp; evidence, historical interpretation</b></li> <li>5) <u>The Role Of Women</u> LO: To understand the importance of World War 2 on the changing role of women <b>Substantive: Chronology / Conflict / Power / Society / Achievements</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance, sources &amp; evidence, historical interpretation</b></li> <li>6) <u>How World War 2 Ended &amp; Significant Events</u> LO: To understand how World War 2 ended and reflect on significant events <b>Substantive: Chronology / Conflict / Power / Society / Achievements</b> <b>Disciplinary: Cause &amp; consequence, change &amp; continuity, similarity &amp; difference, historical significance, sources &amp; evidence, historical interpretation</b></li> </ol>

Learning  
Block 2

**Ancient Maya Civilisation**

**KS2 National Curriculum Objectives:**

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

This unit of work will teach your class all about the ancient Maya civilisation. The children will learn who the ancient Maya people were and where and when they lived. They will reflect on the achievements of the Maya civilisation and compare this to achievements made by the Vikings. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. Children will learn about Maya housing and compare this to Viking housing. They will learn about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered.

Lesson breakdown:

1) Meeting The Maya

LO: To understand the chronological context of the Maya

***Substantive: Chronology / Society / Achievements***

***Disciplinary: Change & continuity, similarity & difference, historical significance, sources & evidence***

2) Comparing Achievements (Maya & Viking)

LO: To identify Maya achievements and compare them with other cultures

***Substantive: Chronology / Society / Achievements***

***Disciplinary: Cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations***

3) Religion And Gods

LO: To understand the religious beliefs of Maya people

***Substantive: Beliefs / Society***

***Disciplinary: Similarity & difference, sources & evidence, historical significance***

4) Comparing Housing (Maya & Viking)

LO: To compare and contrast Maya and Viking housing

***Substantive: Society / Achievements***

***Disciplinary: Similarity & difference, sources & evidence, historical significance, historical interpretations***

5) Mayan Writing

LO: To understand and explain the Mayan writing system and how words are constructed

***Substantive: Society / Achievements***

***Disciplinary: Cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations***

6) Exploration & Discovery

LO: To identify and use a range of evidence and sources to understand more about the Maya civilisation

***Substantive: Chronology / Society / Achievements***

***Disciplinary: Cause & consequence, similarity & difference, historical significance, sources & evidence, historical interpretations***

## Year 7

Term	Curriculum
Autumn 1	<p><b><u>What is history?</u></b> Chronology and sources. These topics are taught and tested. Rationale: all students have the basics and language needed to access the rest of the year's topics. We then begin our detailed study of medieval England, topics include: England in the 1060's. The life and times of Edward the confessor, the succession crisis, competing contenders and the Battle of Hastings. Rationale: this draws down knowledge needed at GCSE and allows us to use the skills taught in the first 6 lessons. Students also get to understand how this is a turning point in history.</p>
Autumn 2	<p><b><u>A new England?</u></b> The focus here is on looking at Williams's consolidation of power and the extent to which it created a 'new England' e.g. castle building, harrying of the north, Hereward, Feudalism and Domesday. Rationale: students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060.</p>
Spring	<p><b><u>Medieval England (Religious beliefs / The Crusades)</u></b> We then look at medieval religious beliefs through the eyes of the people (Church and Doom paintings) before moving onto the Crusades. Rationale: students understand the lives of ordinary people before studying the motives behind the crusades and debates surrounding this. This also enables us to consider the medieval world beyond Britain</p>
Summer 1	<p><b><u>Beckett and Henry, Bad King John and Magna Carta. Black Death and Peasants revolt.</u></b> This term is spent doing a series of detailed investigations. Beckett and Henry, Bad king John and Magna Carta. Black Death and Peasants revolt. Rationale: each of these topics will see students use a range of historian skills and also introduces new concepts such as economics and politics.</p>
Summer 2	<p><b><u>Medicine, Crime &amp; Punishment, War Of The Roses</u></b> Medicine, Crime and punishment. Rationale: The intention is to cover topics that allow both to draw down from GCSE (Crime) and allow a wider world study e.g. the comparison of the Islamic and Christian world through medicine</p> <p>Wars of the Roses. Rationale: This final piece provides the bridge between Y7 and Y8 giving students a secure knowledge-based start to Y8 via their knowledge of the end of the middle ages and the start of the Tudor period</p>