



History at Chacewater School

<p>Intent</p>	<p>‘Inspire curiosity to know more about the past– equipping them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.’ (National Curriculum)</p> <p>We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to our themes, our children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain’s past as well as that of the wider world, and to be able to communicate historically.</p> <p>We develop children with the following essential characteristics to help them become historians:</p> <ul style="list-style-type: none"> ● An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain’s past; ● The ability to think critically about history and communicate ideas confidently to a range of audiences; ● The ability to support, evaluate and challenge their own and others’ views using historical evidence from a range of sources; ● The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry; ● A respect for historical evidence and the ability to make critical use of it to support their learning; ● A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history themes; ● A developing sense of curiosity about the past and how and why people interpret the past in different ways.
<p>Implementation</p>	<p>History in our school is taught as part of our termly thematic approach and acts as a driver to form wider cross curricular links - how this is organised can be seen in the theme map below. History has been sequenced with a focus on chronology. In key stage 1 this focuses on the children developing an understanding of events within living memory and progresses to them looking at events that are beyond living memory, allowing them to be able to compare aspects of life in different periods. In key stage 2, this widens to exploring chronology within the context of pre-history, ancient history and more modern history. We have made a deliberate choice to organise the teaching and learning of history into a British history focus in the autumn term and a World history focus in the summer term as we believe this gives children the opportunity to make links, progression and develop a wider conceptual understanding of different periods of time.</p> <p>We start each of our history ‘units’ with an enquiry question, which the children investigate and ultimately answer. This approach allows us to focus on key substantive knowledge, whilst also helping the children to develop an understanding of disciplinary concepts, which enables a wider historical appreciation, helping the children to examine history in a deeper context than just facts.</p> <p>At Chacewater the disciplinary concept we explore throughout the school are:</p> <ul style="list-style-type: none"> ● chronology ● similarities and differences ● cause and consequence ● continuity and changes ● significance





	<p>and our substantive concepts are:</p> <ul style="list-style-type: none"> • migration • trade • achievements/legacy • governance/monarchy <p>At the beginning of each unit, children are given the opportunity to answer the ‘enquiry question’, which they will be studying through a sequence of thoughtfully planned lessons, which carefully plan for progression and depth concentrating on the historical skills appropriate to the age group. This same ‘enquiry question’ is then given to children as a post learning task, at the end of the unit, to show progress of children’s learning and knowledge.</p> <p>The children are also given a knowledge organiser, which outlines knowledge and vocabulary the children will learn during the unit. This is something, which they will continue to refer back to throughout their learning. Along with this, an appropriate curriculum themed home learning task grid, is sent home for children to further their learning and develop their understanding.</p>
Impact	<p>Our History Curriculum is high quality, well thought out, planned to demonstrate progression and personalised to Chacewater. We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • An opportunity for children to answer the ‘historical enquiry’ question, once they have been taught the sequence of lessons • A reflection on standards achieved against the planned outcomes; • A celebration of learning for each term, which demonstrates progression across the school; • Educational visits and visiting experts who will enhance the learning experience. • Pupil discussions about their learning. • Books, which follow the children through the school so that progress can be monitored and children have the opportunity to look back at previous learning


‘L E A P’ Into History at Chacewater

<p><u>L</u>ocal</p>	<p>At Chacewater, our area is steeped in local history and we look to maximise these links wherever possible and use this within the teaching of our history curriculum. Throughout the children's historical journey, they are given the opportunity to explore the significance of many different features, paying close attention to the Victorian building in which they attend school. EYFS and Key Stage 1 begin by exploring changes in living memory, whilst upper Key Stage 2 develops a deeper understanding of the Victorian period.</p> <p>We look to celebrate the rich impact that the Cornish have had on the world by learning about significant individuals, such as Henry Trengrouse and Richard Trevithick in Key Stage 1 and exploring the industrial revolution and its impact in Cornwall in Year 6.</p>
<p><u>E</u>ngaging</p>	<p>Twice a year, history is a core driver to our learning. This enables us to engage the children with a love of history and allows children to develop a deeper chronological understanding. Each history theme is introduced with an enquiry question, which is then explored, challenged and answered before, during and after the sequence of learning.</p> <p>We aim to bring history to life by helping children to develop a historical understanding of different historical events, whilst closely thinking about how these periods have directly affected our lives today. In order to achieve this, children are given the opportunity to take part in whole school history days, trips, in-school visits and given the opportunity to hold and learn about different primary sources.</p> <p>Through our bespoke sequencing, we ensure that children are taught about different historical periods in depth, with a careful choice of high quality learning activities, which are adapted to ensure learners are engaged and co-operating.</p>
<p><u>A</u>spiring</p>	<p>To encourage our children to be aspiring historians, we give them the opportunity to explore a wide range of different historical periods during their time at Chacewater. They are given the chance to challenge, discuss and answer different enquiry questions, whilst exploring the significance and the impact they had on our lives today.</p> <p>Through our whole school focus on British history in autumn term and World history in summer term, we aim to celebrate the rich tapestry of history and understand the diverse world in which we live.</p>
<p><u>P</u>owerful</p>	<p>Our history curriculum, which has been sequenced chronologically, aims to leave children with a secure knowledge and understanding of the different periods of history studied at Chacewater. We ensure this knowledge is secure</p>





	<p>by revisiting the previous time period taught at the beginning of each theme and display this on a clear and consistent timeline in each classroom.</p> <p>We give children the opportunity to explore different primary and secondary sources with our museum loan boxes, our theme book-boxes from the library and other high-quality resources. This gives children the opportunity to explore our enquiry question in a different way, whilst posing and exploring any other questions which they might have.</p> <p>Throughout the year, children are given the chance to take part in whole school history days, which give children the chance to work collaboratively with other year groups whilst exploring the different time periods, which are being taught.</p>
--	--

Disciplinary Concepts

Concept	Definition
 <p>chronology</p>	The science of arranging events in their order of occurrence in time whilst understanding the length of different periods.
 <p>similarities and differences</p>	A comparison of two elements of the past. This can be groups of people, societal roles/hierarchy levels or individuals.
 <p>cause and consequence</p>	What causes an event to happen and what were the consequences of said event. Both elements can be taken into account time-frames or importance.
 <p>continuity and change</p>	Chronologically, over time what changes or remains 'the same'. The same does not mean entirely unchanged.

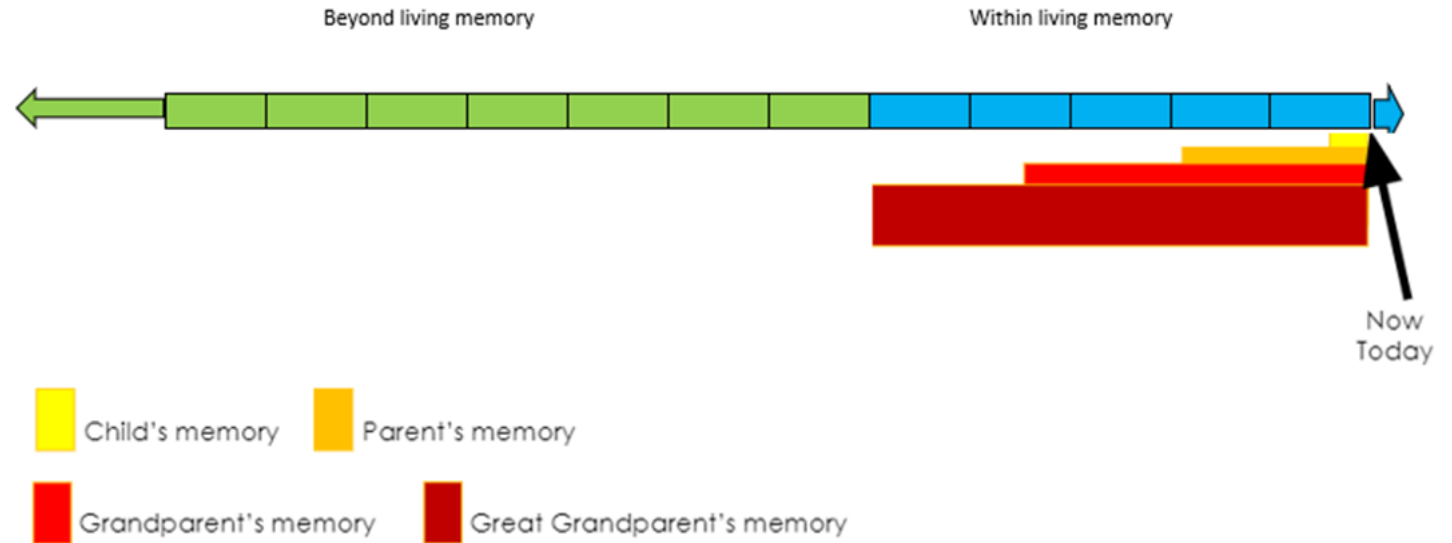
 <p>significance</p>	<p>A historical concept that defines and influences the social remembrance of past events and how it has had an impact on our lives today.</p>
---	--

Substantive Concepts

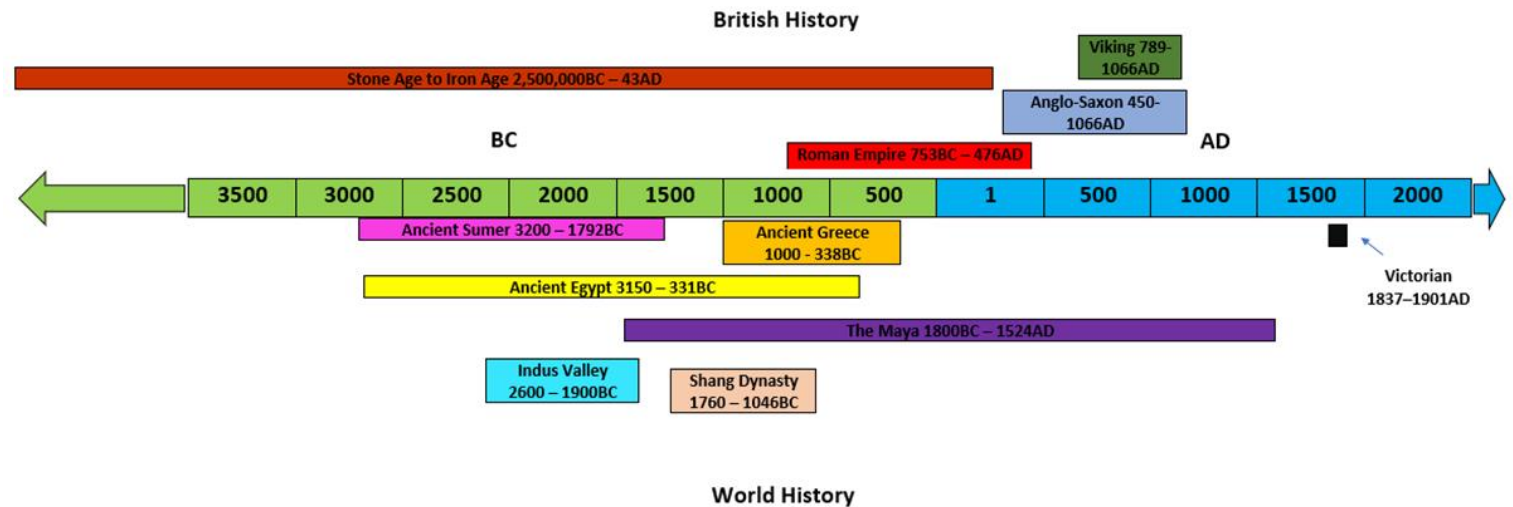
Concept	Definition
<p>migration</p> 	<p>Migration is the movement of people from one place to another. For example, large numbers of people in Britain migrated from the countryside to towns and cities, to work in the factories created by the Industrial Revolution</p>
<p>trade</p> 	<p>Trade is the buying and selling of goods and services we want and need.</p> <p>Trade involves the exchange of goods or services in return for other goods or services or money.</p>
<p>achievements / legacy</p> 	<p>The things a person does and achieves throughout a lifetime form a powerful legacy that others will remember about them</p>
<p>governance / monarchy</p> 	<p>Governance is the term for the way a group of people such as a country do things</p> <p>A monarchy is a form of government in which total sovereignty is invested in one person, a head of state called a monarch</p> <p>Social structure</p>

Each classroom has a timeline on display, which is referred to throughout learning -

KS1 timeline – focusing on events beyond living memory and those within living memory



KS2 Timeline – focusing on chronology. recognising that events don't just stop and then the next one starts, they overlap.



Chacewater School


History Theme Map

	Enquiry question	National curriculum	Substantive concepts	Disciplinary concepts
EYFS	Past and present celebrations - why do we celebrate them? What significance do they have?	<i>History of the lives that are closest to them. Locality and our community.</i>	achievements and legacy	Significance
	Who helps us in our community and why?	<i>Talk about the lives of the people around them and their roles in society.</i>	achievements and legacy	Significance similarities and differences
Year 1	Who went to Chacewater School in the past? How have toys and birthdays changed since Grandma was a child?	<i>Significant historical places and people in their locality. Changes within living memory</i>	migration	Chronology Continuity and change
	What did George Forrest discover?	<i>The lives of significant others</i>	Achievements and legacy	Significance

	Why are we safe at sea today?	<i>The lives of significant others</i>	Achievements and legacy	Significance Continuity and change
<u>Year 2</u>	Who invented the first flying plane?	<i>Events beyond living memory that are significant</i>	Achievements and legacy migration	Continuity and change
	How has life at the seaside changed?	<i>Changes within living memory Significant historical places and people in their locality.</i>	migration	Similarities and differences
	Who were Florence Nightingale and Mary Seacole and how did they change history?	<i>The lives of significant others</i>	Achievements and legacy	Significance Continuity and change
<u>Year 3</u>	How did life change from The Stone Age to Iron Age?	<i>Changes in Britain from the Stone Age to the Iron Age</i>	Migration Achievements and legacy	Chronology Continuity and change Similarity and difference
	Where and when did the earliest civilisations begin?	<i>The achievements of the earliest civilizations</i>	Governance / Monarchy Trade	Chronology Significance
<u>Year 4</u>	How did the Romans impact Britain?	<i>The Roman Empire and its impact on Britain</i>	Migration Achievements and legacy	Chronology Cause and consequence Significance
	How did the Ancient Greeks influence our world today?	<i>Ancient Greece – a study of Greek life</i>	Governance / Monarchy Achievements and legacy	Chronology Significance
<u>Year 5</u>	What did the Anglo-Saxons change in Britain?	<i>Britain's settlement by Anglo-Saxons and Scots</i>	Migration Governance / Monarchy	Chronology Cause and consequence Similarities and differences
	Who were the Maya and why should we remember them?	<i>A non-European society that provides contrasts with British history</i>	Trade Governance / Monarchy	Chronology
<u>Year 6</u>	Vicious Vikings – fact or fiction?	<i>The Viking and Anglo-Saxon struggle for the Kingdom of</i>	Governance / Monarchy Trade	Chronology Cause and consequence

		<i>England to the time of Edward the Confessor</i>		
	Were the Victorian Times a Dark Age or a Golden Age?	<i>A local history study</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	Governance and Monarchy Migration	Chronology Significance Cause and consequence similarities and differences

Reception










Theme	<p>All About ME - Autumn 1</p> <p style="text-align: center;"><u>Hook books</u> -</p> <p style="text-align: center;">What makes me a me. Elner the Elephant The Colour Monster Rainbow Fish The Smartest Giant My funny family</p> <p>Celebrations - Autumn 2</p> <p style="text-align: center;"><u>Hook Books</u> -</p> <p style="text-align: center;">Rama and Sita Room on a Broom The Gingerbread Man Stick Man The Jolly Postman</p>	<p>Superheroes - Spring 1</p> <p style="text-align: center;"><u>Hook Books</u> -</p> <p style="text-align: center;">Supertato (all versions) Supertato Valley of Doom Superworm 10 Little Superheroes My Mum the Superhero</p> <p>Amazing Animals - Spring 2</p> <p style="text-align: center;"><u>Hook Books</u> -</p> <p style="text-align: center;">The Hungry Caterpillar Tiger who came to tea Monkey Puzzle Dear Zoo Snale and the Whale Dinosaur Galore</p>	
Vocabulary	<p>Words to show time passing (then, next, before, after)</p> <p>Day Week Month Year</p>	<p>Community, past, present, superheroes, police men, fire fighters, people, lives, doctors, nurses, vets, environment, habitats, world, extinct, old, new, cultures.</p>	
Knowledge	<p>People and the community examples - During dedicated talk time, listen to what children say about their family. - Tapestry (All About me)</p> 	<p>People and the Community examples - Talk about people that the children may have come across within their community, such as the</p>	

	<p>Share information about your own family, giving children time to ask questions or make comments (All About me)</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures (All About me - links here to Communication and Language)</p> <p>Using examples from real life and from books, show children how there are many different families (All About Me)</p> <p>Recognising the importance of celebrating the achievements of others and show an understanding of why we celebrate events now - for example, nativity and bonfire night (celebrations)</p> <p>Past and Present examples - Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born (Celebrations)</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past (Celebrations)</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present (Celebrations)</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes (All About Me)</p> <p>In addition to storytelling, introduce characters, including those from the past, using songs,</p>	<p>police, the fire service, doctors and teachers (Superheroes)</p> <p>Listen to what children say about their own experiences with people who are familiar to them (Superheroes)</p> <p>Past and Present examples-</p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance (Amazing Animals)</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport (Superheroes)</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them (Superheroes)</p>	
--	---	--	--



	poems, puppets, role play and other storytelling methods (All About Me)		
EYFS Revised Framework	<p>People and Communities - Talk about members of their immediate family and community.</p> <p>Past and Present - Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Early Learning Goal - Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Additional links across the framework - Communication and Language (Prime area) Personal, Social and Emotional Development (Prime area) Expressive Arts and Design (Specific area) Literacy (Specific area) Understanding the World - The World (Specific area).</p>	<p>People and Communities - Name and describe people who are familiar to them.</p> <p>Past and Present - Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Early Learning Goal - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Additional Links across the Framework - Literacy (Specific area) Communication and Language - Prime area) Understanding the World - The World (Specific area). Expressive Arts and Design (Specific area)</p>	

<u>Year 1</u>			
Theme	<p>Who went to Chacewater School in the past?</p> <p>How have toys and birthdays changed since Grandma was a child?</p>	What did George Forrest discover?	Why are we safe at sea today?

Vocabulary	within living memory, beyond living memory, old, new, modern, same, different	Present day, recent past, xx years ago modern, old, older, 20th century (1900s)	Present day, recent past, xx years ago modern, old, older (19th century - 1800s)
Substantive knowledge	<p>Who am I? (small unit)</p> <ul style="list-style-type: none"> Chacewater School was built before I was born The school has newer and older sections Some things have changed but some have stayed the same.  <p>How have toys and birthdays changed since Grandma was a child?</p> <p>What are our toys like today?</p> <ul style="list-style-type: none"> recognise what is the same and different and be able to sort based on shape, colour and material understand how technology has influenced our toys today <p>How can we tell these toys are old?</p> <ul style="list-style-type: none"> recognising old toys, focusing on signs of wear and material understand that a well-loved, much played toy might look 'old' when it was only purchased a short time ago and 'old' toys can sometimes look 'new' when they have been well looked after  <p>What sorts of toys did our grandparents get for Christmas? (Museum loan box)</p>	<p>What is history and why are some people significant?</p>  <p>Who is George Forrest? Why is he important? What's his legacy?</p> <ul style="list-style-type: none"> George Forrest was born over 100 years ago (1873) He was a plant hunter looking for new plants to bring back to the UK He visited Yunnan in China several times. It was very dangerous. He brought back lots (over 1000) of new species to plant in the UK We can see the species of plants George brought back in gardens all around Cornwall.  <p>How are modern explorers different from historical ones?</p> 	<p>Who is Henry Trengrouse?</p> <ul style="list-style-type: none"> Henry Trengrouse is from Helston. He was inspired to make his invention by seeing a shipwreck and sailors losing their lives.  <p>What did he do?</p> <ul style="list-style-type: none"> His invented the Breeches Buoy In the past safety equipment was sparse and sailors often died at sea. <p>How has sea rescue changed? (RNLI focus)</p>  <ul style="list-style-type: none"> What's the same? What's different? <p>Who is Grace Darling?</p> <ul style="list-style-type: none"> As a child she lived in a lighthouse with her family. She was brave and helped rescue sailors from a sinking ship  <p>Where do these people fit in history?</p> 

	Who played with these toys a long time ago? <ul style="list-style-type: none"> there is no-one alive now to tell us about the toys they used over 100 years ago (beyond living memory) we have to use pictures and photographs to give us the information. 		
--	--	--	--

National Curriculum coverage












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

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: Mary Seacole and/or Florence Nightingale

Significant historical people and places in their own locality.

Year 2

Theme	Who invented the first flying plane?	How has life at the seaside changed?	Who were Florence Nightingale and Mary Seacole and how did they change history?
Vocabulary	flight, change, consequences, glider, hot air balloon, kite, past, invention, timeline, pioneer, aviator, significance, chronology	seaside, past, donkey, bathing machine, beach, family, cart, promenade, punch and judy, steam train, Sunday, church, travel, Cornish Riviera, bathing costumes, George Stevenson, cornish, compare,	recently, before, after, now, later, past, present, Scatari, Crimea, Crimean War, compare, contrast, medicine, nutrition, hospital, health, healthy, cleanliness, victorians, victorian cross, chronological, hygiene, Jamaica, England, statue, soldiers, lamp

<p>Substantive knowledge</p>	<p>Who are the Wright Brothers?</p> <ul style="list-style-type: none"> • Wilbur and Orville Wright were brothers and American inventors who are now known as pioneers of aviation - creating the first self-powered flying aircraft  • sequence the 6 major developments in flight over time in chronological order  <p>How did the Wright brothers manage to be the first to launch a man powered flight? </p> <p>Why did the Wright brothers succeed where others had failed?</p> <ul style="list-style-type: none"> • They kept trying even after they had failed • They were always interested in finding out how things worked. <p>How do we possibly know about their first successful flight, when it happened over 100 years ago?</p> <p>How did flight change as a result of the Wright brothers' work? </p> <p>Who is Amelia Earheart and how does she compare to the Wright brothers? </p>	<p>What was going to the seaside like 100 years ago?</p> <p>What kind of things did people do at the seaside 100 years ago? </p> <p>How do we know what holidays were like 100 years ago?</p> <p>Do we go to the seaside for the same reasons that people went 100 years ago? </p> <p>How have seaside holidays changed over the past 100 years? </p> <p>Could we link migration here?</p> 	<p>Why is Florence Nightingale remembered today and what did she do in her life? </p> <p>Why do you think Florence took the brave steps to go to the Crimea and who influenced her?</p> <p>What were the most important achievements of Florence's life? </p> <p>Why have we learnt so much about Florence and so little about Mary Seacole?</p> <p>How should we remember Florence Nightingale and Mary Seacole?</p>
------------------------------	--	--	--


	<ul style="list-style-type: none"> Amelia Earhart was the first female aviator (pilot) to fly solo across the Atlantic Ocean. She set many other records, wrote best-selling books about her flying experiences 		
--	--	--	--

National Curriculum coverage

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

Events beyond living memory that are significant nationally or globally: the first aeroplane flight

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: Mary Seacole and/or Florence Nightingale

<u>Year 3</u>			
Theme	Which was more impressive – the Stone Age or the Iron age?		How much did the Ancient Egyptians achieve?
Vocabulary	Stone Age, Bronze Age, Iron Age, BC, Palaeolithic, Mesolithic, Neolithic, Periods, Tools, Farming , trade		BC, AD, chronology, irrigation, silt, hieroglyphics, cartouche, embalming, mummification, Nile, pharaoh, pyramid, sarcophagus, scarab,afterlife, underworld, Tutankhamun
Substantive knowledge	When did the Stone Age, Bronze Age and Iron Age take place and which period lasted the longest?  <ul style="list-style-type: none"> The Stone Age lasted 2.5 million Years 		Where and when did the earliest civilisation begin? Who were the Egyptians? What are the Egyptians greatest achievements?

- The Bronze Age lasted 1,500 years
- The Iron Age lasted 800 years

Which period of the Stone Age would you rather live in and why?

- The Stone Age is split into three periods; Palaeolithic (Old Stone Age) Hunter gathers, moved around a lot; Mesolithic (Middle Stone Age); Neolithic (New Stone Age) Started to farm, and stayed in one place.

What were the major changes from the Stone Age to Bronze Age?



- They started to use bronze
- They built roundhouses

How much did life really change in the Iron Age, and how would we possibly know?

- Artefacts (primary and secondary). From artefacts, we can tell that life was more violent.
- They used iron - made tools, and other materials stronger.

Do you think the Bronze Age or Iron Age is more impressive and why?





What sources of evidence have survived and how were they discovered?

What secrets of Ancient Egypt are revealed by the pyramids?

What does the evidence tell us about everyday life for men, women and children?




What did Ancient Egypt have in common with other civilisations from that time?


	<i>Changes in Britain from the Stone Age to the Iron Age</i>		<i>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</i>
--	---	--	---

<u>Year 4</u>			
Theme	How did the Romans impact Britain?		How did the Ancient Greeks influence our world today?
Vocabulary	Romans, Britain, ancient, AD, BC, Rome, empire, Celts, invade, conquer, chronology, aqueducts, sanitation, primary and secondary sources, legacy		
Substantive knowledge	<p>What, where and when was the Roman empire?</p> <ul style="list-style-type: none"> It began in Rome, Italy in the 8th centuryBC. The empire took centuries to grow. <p>What does the chronology of Roman Britain look like?</p> <p>How did the Celts react to the Roman invasion? (Boudicca & Hadrian's wall)</p> <p>How did the Romans change life in Britain?</p>	   	<p>When and where was ancient Greece?</p> <p>How did the ancient Greeks influence architecture ?</p> <p>What is the difference between ancient and modern Olympics?</p> <p>How were the Ancient Greeks governed (democracy)?</p> <p>What did the ancient Greeks change the way we think?</p> <p>What do artefacts tell us about what life was like in ancient Greece?</p> <ul style="list-style-type: none"> The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)

	<ul style="list-style-type: none"> • Latin, numerals, religion, currency and calendar <p>What are the most important Roman achievements?</p> <ul style="list-style-type: none"> • Roads, sanitation, towns and cities • The Roman army conquered new territory and built roads to connect it. • They wanted the natural resources that they believed Britain had (tin and farmland etc). • Roads connected the new cities and enabled trade to flow quickly and easily • Roads allowed soldiers to move around and quell rebellions or defend the empire. <p>Why did the Romans leave Britain and what was their legacy?</p>		<ul style="list-style-type: none"> • Ancient Greece had a warm, dry climate, as it does today. • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. (Link to geographical nature of Greece and lots of islands) • In Athens, Greek styles of art, architecture, philosophy and theatre were developed. Athens had a democratic government – people who lived there made decisions by voting. In Sparta, there was a strong emphasis on military warfare. • In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. • The first Olympic games were held in 776 BC in the city-state Olympia. • The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. • Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. • Some of our alphabet came from the one that the Ancient Greeks used. • Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.
National Curriculum coverage			
	The Roman Empire and its impact on Britain		Ancient Greece - a study of Greek life and achievements and their influence on the western world.

Year 5

Theme	What did the Anglo-Saxons change in Britain?		Who were the Maya and why should we remember them?
Vocabulary	Angles, Saxons, Jutes,, Alfred the Great, settlers, invaders, ancient, AD, BC, chronology, primary and secondary sources, Britain		
Substantive knowledge	<p>How did Anglo Saxons begin?</p> <ul style="list-style-type: none"> Roman Britain did not end on the day that the last of the legions left.  The arrival of the Angles, Saxons, and Jutes from AD450 signalled a change from the 'unified' Roman Empire to disparate kingdoms who warred and vied for control of Britain for the next 600 or so years. <p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <ul style="list-style-type: none"> The Anglo-Saxons left their homelands in northern Germany, Denmark and The Netherlands and rowed across the North Sea in wooden boats to Britain.  The Jutes settled mainly in Kent, the Angles settled in East Anglia and the Saxons settled in areas of Essex (East 		<p>How were the Maya able to grow so strong?</p> <ul style="list-style-type: none"> Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade <p>What was life like at the height of the Maya civilisation?</p> <ul style="list-style-type: none"> understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming the lives of common people are very poorly recorded <p>What were some of The Maya's significant achievements? </p>

	<p>Saxons), Sussex (South Saxons), Middlesex (Middle Saxons), and Wessex (West Saxons).</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <ul style="list-style-type: none"> the discovery of the empty tomb, which contained: a helmet, Sceptre, Shield, Sword, christening spoons and coins dates A625 show us evidence a king must have been buried there  <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <ul style="list-style-type: none"> In AD595 Pope Gregory sent a mission to Britain led by St Augustine to convert the Anglo-Saxons to Christianity. Augustine arrived in Kent and firstly converted the king there called Ethelbert. More and more Anglo-Saxon kings and their people became Christians too. This is because they realised that by converting to one God, they could unite their people. Christianity ruled the life of the Anglo-Saxons <p>How were the Saxons able to see off the Viking threat?</p> <ul style="list-style-type: none"> In AD793 some Vikings attacked and destroyed the monastery of 		<p>If the Maya were so civilised, why then did they believe in human sacrifice?</p> <ul style="list-style-type: none"> they appease their gods with the human blood collected from the human sacrifice. over 1,000 years ago moral values were different in England too. <p>How can we solve the riddle of why the Maya empire ended so quickly?</p> <ul style="list-style-type: none"> Maya civilization was in decline at time of Saxon control in Britain there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) it is difficult to be certain as to the reason, without written records.
--	--	--	---

Lindisfarne, killing the monks and taking precious ornaments.

- In the 9th century (AD801 - 900), King Alfred of Wessex stopped the Vikings taking over England. He agreed to peace with them and some Vikings settled in their own area of eastern England, called the Danelaw.

Just how great was King Alfred, really?



- Alfred the Great (849-899) was the most famous of the Anglo-Saxon kings. Despite overwhelming odds he successfully defended his kingdom, Wessex, against the Vikings.
- Alfred made good laws and believed education was important. He had books translated from Latin into English, so people could read them. Alfred built forts and walled towns known as 'burhs' and built warships to guard the coast from raiders.

How effective was Saxon justice?





- The leader of the village would use the laws written by the King to decide what punishments you would receive
- The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines

National Curriculum coverage

	Britain's settlement by Anglo-Saxons and Scots		A non-European society that provides contrasts with British history
--	--	--	---

Year 6

Theme	Vicious Vikings - fact or fiction?		Were the Victorian Times a Dark Age or a Golden Age?
Vocabulary	AD/CE, invasion, Viking, Anglo-Saxons, raider, settler, viking conquest, settlement, conflict, king, resistance, trade, longship. Scandinavia, Norway, Sweden, Denmark, Lindisfarne		Industrial, revolution, factory, engine, machine, mechanise, mass, produce
Substantive knowledge	<p>What image do we have of the Vikings?</p> <p>Why have the Vikings gained such a bad reputation? understand how the Vikings gained their reputation; they understand that it was exaggerated by the accounts written by monks;</p> <p>How did the Vikings try to take over the country and how close did they get?</p> 		<p>What were the main changes that took place during this time and who were the most important people responsible?</p> <ul style="list-style-type: none"> • Victoria dominated the period synonymous with her long reign • The main changes including transport, railways to bicycles and cars, industry; factories and mines, mainly in north; education, impact of 1870 Act; social and medical care, especially work of Barnardo, Shaftsbury, Florence Nightingale

	<p>How have excavations changed our view of the Vikings?</p> <p>What can we learn about Viking settlement from a study of place name endings?</p> <p>Raiders or settlers: how should we remember the Vikings?</p> 		<ul style="list-style-type: none"> • understand that this was a period of rapid changes and can identify differences between beginning and end of a long reign, eg: railways at start, cars at end. • children grasp that changes did not affect everyone equally; for some speed of change was less noticeable especially in the countryside <p>What were the effects of changes in industry, especially factories? (linking mainly to mining for local history)</p> <ul style="list-style-type: none"> • industry changed most rapidly in the northern towns based on coal, water and good transport system to supply imports from nearby ports • different classes were affected differently, eg: factory/mine owners grew rich on profits • children understand how demanding factory life was, but realise there was little alternative <p>How did town life compare to life in the countryside at this time? (local focus)</p> <ul style="list-style-type: none"> • large numbers of people in Britain migrated from the countryside to towns and cities, to work in the factories created by the Industrial Revolution • towns grew quickly and without much planning <p>What were the main changes in transport and what effects did they have on the lives of rich and poor?</p> <ul style="list-style-type: none"> • speed and range of changes both on land (dominance of railway over canals and coaches by 1850s) and at sea (Brunel's steam ships)
--	--	--	---

			<ul style="list-style-type: none"> the major contribution made by Stephenson and, especially Brunel - understand that transport available for rural poor largely unchanged railways affected rich people's leisure activities, especially seaside holiday, etc which gradually extended to middle class and then bank holidays the end of the reign there were many more forms of transport including motor cars for the very rich, enabling wider variety of leisure pursuits changes in transport were often slower than might be expected because of fear of change <p>How was going to school different for rich and poor?</p> <ul style="list-style-type: none"> compulsory education came with the Victorians; contrast with earlier non-compulsory provision, paid provision grasp that even with 1870 Act many children still went to work <p>Were the Victorian times a Dark Age or a Golden Age?</p> <ul style="list-style-type: none"> understand that this period can be interpreted differently depending on what aspect is given greatest emphasis
<u>National Curriculum coverage</u>			
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		<p>A local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>

