



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- History

Traders and Raiders

Who were the Romans and what impact did they have on Britain?

How can we use historical sources to find out about the eruption of Mount Vesuvius in 79AD?



Global Enquirers

Aspect of Study

Chronology and change
Historical enquiry

Transferable Knowledge

Chronology, concept of invasion, primary and secondary sources, interpretation

National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

During this area of study students should be taught about:

- the Roman Empire and its impact on Britain



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Key Concepts

Chronology- timelines, dates

Cause and Consequence-why things happen, as a result of what?

Significance-who/what/event was important and why, explain the significance of events, people and developments in their context and in the present.

Interpretation- different ways the past is represented, why there are contrasting arguments and which are the most useful and why.

Sources- primary, secondary, artefacts etc

Communication and organisation- vocab etc

Possible Misconceptions

- Pupils may think that the casts from the Pompeii site are actually bodies rather than the casts of the spaces that their decaying bodies left.
- Chronology – pupils may not appreciate exactly how long ago this happened.
- That primary sources are more reliable due to not understanding bias and interpretation.

Knowledge and Skills

- Use timelines to place the key events in history that they have learned about so far.
- Explore concurrent timelines with events in another place in the world. Know what was happening in Britain during the time of the Romans.
- Describe events using words and phrases such as: century, decade, BC, BCE, AD, after, before, during, era, period
- Develop understanding that people lived very differently in the past.
- Know some features of everyday lives for people at this time and compare to modern day life.
- Know and identify some differences in life for rich and poor at this period
- Use a range of sources to collect information about the eruption of Vesuvius.
- Begin to evaluate the usefulness of different sources for telling us about life at the time.
- Look at representations of the eruption of Mount Vesuvius.
- Suggest ways we can find out about people from the past.
- Asks and answers relevant questions to develop understanding.
- Can create own enquiry questions to investigate independently.
- Identify and explore primary and secondary sources and what they tell us about life during the Roman Empire.
- Address and sometimes devise historically valid questions about this time period.
- Suggests sources of evidence to use to help answer questions.
- Suggest reasons how and why key pieces of evidence from the past still exist thousands of years later.

Real World Links/Influential figures:

Pliny the Elder



Communication – understand and respect that people have different views.

Team-working – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

Useful Resources

<https://cornerstoneseducation.co.uk/the-hub/>

OPAL links

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> ● Year 3 Autumn Term - changes in Britain from the Stone Age to the Iron Age ● the Roman Empire and its impact on Britain - Boudicca, What the Romans brought to Britain 	<ul style="list-style-type: none"> ● Year 4 Autumn Term - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>the impact of the reign of Alfred the Great, struggle for power, the portrayal of the Vikings through historical sources, daily life.</i>) 	<ul style="list-style-type: none"> ● Year 5 Autumn Term - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>how and way crime and punishment has changed over time including the treatment of people of different genders and social classes, the success of the British Empire and the Industrial Revolution and how this impacted on population and a rise in crime levels.</i>)

Language Plan		
Key vocabulary	Concepts	Speaking and Listening
Archaeologist Ancient Source Evidence Reliable Century Decade AC BD Chronology	Chronology Cause and Consequence Significance Interpretation Sources Communication and organisation	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning

1 Baseline spider diagram to be completed before the start of unit to inform planning.

If children don't know anything for some of the sections they can write 'I don't know anything' or they can write their own question about what they want to find out.

2 LAUNCH – ENGAGE – Become archaeologists, discovering the ashen casts of Pliny and the Pompeii bodies.

What stories do the images tell? What evidence do they give about the eruption? Make a list of deductions, then check out their accuracy using a range of historical sources.

This link has some good information as a starting point.

<http://www.eyewitnesstohistory.com/pompeii.htm>

***Chronology** – at the start of the topic, display a timeline with dates on that pupils have learnt about in previous term. Add the Stone Age, Bronze Age, Iron Age, Celts, Roman invasion, Boudicca and now the eruption of Mount Vesuvius to this timeline and continue to refer to it throughout the unit of work, adding further relevant dates.

3

LO: To know and use historical vocabulary.

Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit. Use images in smarts as prompts for SEN and lower ability children throughout the topic.

Chronological
Significance
Sources
Archaeologist
AD
BC

Sequence of Teaching and Learning

4	L.O. To order time periods chronologically on a timeline.	<p>Recap on the time periods, key events and significant people from Autumn term Year 3 and place them on the timeline (Stone Age, Bronze Age, Iron Age, first Roman Invasion, Boudicca's Rebellion). Introduce where the eruption of Mount Vesuvius's eruption fits in this time frame.</p> <p>Do this practically in the gym or hall using cones to emphasise and show how long the different time periods were and to show that the duration of each were different. Emphasis on how long after the each time period that the new civilization came along as opposed to it being just the next day.</p> <p>Then complete a timeline with pictures and key dates in books.</p> <p>Success criteria:</p> <ul style="list-style-type: none">• Pupils have pictures with the dates attached to order.• Pupils have to match the pictures and the dates then order.• Same as above but then on the next page can write any facts they can remember about specific events/people.
5-6	LO: To explain what happened in Pompeii in 79AD.	<p>Use a mind to write down what they can remember from the launch about Pliny. This lesson will build on this information and knowledge to look further into the actual events of the eruption of Mount Vesuvius. By the end of the lesson, pupils should have a good understanding and knowledge of when, the key events, and the impact. This can be verbally if some pupils can articulate the impact but can not write it down. Use opportunities to video pupils and use QR codes as evidence.</p> <p>Tach and explain about the events of the eruption. This is a really good video clip to show pupils https://www.bbc.co.uk/teach/class-clips-video/history-ks4-gcse-what-happened-when-vesuvius-erupted-in-79ad/znww2sg</p> <p>Success criteria:</p> <ul style="list-style-type: none">• Order events of Mount Vesuvius's eruption with a given explanations <u>or</u> match up the events and explanations then order (depending on the ability of your class)• Explain the events of Mount Vesuvius's eruption (give pictures to order then write information under)• Explain the impact of Mount Vesuvius's eruption. Give them scaffold prompts to help write this up in paragraphs in their book like:<ul style="list-style-type: none">-What happened in Pompeii?-How did it change Pompeii?-What impact did it have on the lives of its citizens?-How has the eruption impacted on the city today?

Sequence of Teaching and Learning

7-8

LO: To explain what daily life was like in Pompeii.

Use a range of historical sources and artefacts from the Discovery Museum to research every-day life. Videos and pictures of reconstruction site should also be used.

Find out what the busy Roman town of Pompeii would have looked like at the time of the explosion. What kind of people would have lived there? What type of jobs would they have done? What was life like for children in the Roman times? What did they eat and drink? Etc.

Success criteria:

- Use a range of sources to find out about daily life in Pompeii (could do as a spider diagram with a picture of Pompeii in the middle)
- Explain how life in Pompeii was different to life in Britain at that time. (scaffold with different boxes and sections: life in Pompeii- jobs/houses/clothes, how was it different to Britain at the time? How do we know what Pompeii looked like?)
- Justify why Pompeii is so important today. (Less scaffold with different boxes and sections (Information about life in Pompeii, How was it different to living in Britain at the time? Why is Pompeii important today?))