|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| EY | In each termly topic, children explore ideas relating to history and the passing of time. For example;   * All about me – looking at and ordering photographs of themselves and family * Sequencing events in stories * Understand the past through stories – settings, characters and events * Explore a range of old and new objects/materials * Festivals and celebrations – learning about significant people and events such as birthdays and bonfire night * ‘News time’ – children discuss events in their own lives - what they did yesterday, last week, in the holidays | | |
| 1 | From A to B  How has flight changed over time?  \*How did we learn to fly? - Kapow | Time Detectives  How can we find out about the past? | The Magic Toymaker  How are our lives different to those who lived in the past?  How have toys changed? - Kapow |
| Unit outcomes | Pupils who are **secure**will be able to:   * Know who The Wright Brothers and why they are famous. * Know when and where they lived * Understand how they become interested in flight. * Understand how did the wright brothers invented the first motorised airplane. * To know who Neil Armstrong was and what he did. * Know what the Apollo 11 mission was – Neil Armstrong was the first man to step on the moon. | Pupils who are secure will be able to:   * Be able to ask and answer questions about the past * Be able to use key words and phrases relating to the passing of time * Be able to order events and objects into a sequence * Be able to find out about aspects of the past from a range of sources of information | Pupils who are **secure**will be able to:   * Know that early toys were made from clay, stone and wood. * Know that early dolls were made from wood and rags. Porcelain dolls followed. * Know that many modern toys are made from plastic * Understand that batteries and then computer chips lead to the invention of electronic toys. |
| Key vocabulary | * famous * flight * motorised * glider * airplane/ aeroplane * engine * pilot * aviation * spacecraft * mission * rocket * launch * invention | * timeline * past * events * present * old * new * materials | * old * older * oldest * new * newer * newest * artefacts * similarities * differences * materials * condition * museum |
| 2 | The Great Fire of London  Why is The Great Fire of London important? | Mary Seacole, Florence Nightingale  Who was Florence Nightingale and what did she do?  Who was Mary Seacole and what did she do? | Earth our home – Charles Darwin  Who was Charles Darwin and why was he important? |
| Unit outcomes | Pupils who are secure will be able to:   * know that buildings in London were built too close together at the top and made from materials that burned easily (wooden frames/thatched) * Know that The summer of 1666 was long, hot and dry and winds fanned the flames. The River Thames had less water than usual. * Understand the importance of Samuel Pepys and his diary * Understand how London changed after the fire. * Know that the fire only lasted for five days but many buildings were destroyed * Know that the Monument was built at the bottom of Pudding Lane to remind people of the Great Fire | Pupils who are secure will be able to:   * Know who they were and why they were important. * Make comparisons between them. * Understand how people nursed changed forever with Florence Nightingale’s help and the work of other nurses around the world. * Know that Florence Nightingale became known as the Lady with the Lamp because she used to walk the hospital wards at night, checking on the soldiers. * Know that she opened the Nightingale School of Nurses on 1860. * Know that Mary Seacole set up her own hospital, which she called the ‘British Hotel’, where she treated the injured soldiers. | Pupils who are secure will be able to:   * Understand who Charles Darwin was and why he was important * Know that Charles Darwin was a famous naturalist best known for his theory of evolution by natural selection. |
| Key vocabulary | * fire hook * squirt * plague * disease * tallow * jetty * leather buckets * diary * warehouses * monument | * Nurse * Soldiers * War * Lady with the lamp * Yellow fever * Crimean war | * Evolution * Species * Theory * Shrewsbury * Natural selection * Adapt |
| Substantive concepts | Empire  Civilisation  Monarchy  Government | Civilisation  War | Empire |

|  |  |  |  |
| --- | --- | --- | --- |
| 3/ 4  Cycle 1 | Would you prefer to have lived in the Stone, Bronze or Iron Age?  How has human life evolved over time?  \*Kapow | Crime and Punishment  How were people punished for crimes they committed from the Romans to the 21st century? | Egyptians  What did the Ancient Egyptians believe?  \*Kapow |
| Unit Outcomes | Pupils who are **secure**will be able to:   * Understand that prehistory was a long time ago. * Accurately place AD and BC on a timeline. * Identify conclusions that are certainties and possibilities based on archaeological evidence. * Explain the limitations of archaeological evidence. * Use artefacts to make deductions about the Amesbury Archer’s life. * Identify gaps in their knowledge of the Bronze Age. * Explain how bronze was better than stone and how it transformed farming. * Explain how trade increased during the Iron Age and why coins were needed. * Identify changes and continuities between the Neolithic and Iron Age periods. * Explain which period they would prefer to have lived in, providing evidence for their choice. | Pupils who are **secure**will be able to:   * Understand the Norman’s invaded Britain in 1066 * Explain how Guy Fawkes tried to blow up Parliament in 1605. * Understand how rebelling against the Emperor in Roman times will lead to crucifixion. * Know that attacking someone in Saxon times would lead to the injured person getting paid Weregild. * Know that selling underweight bread in medieval times would lead to a fine or time in the pillory. | Pupils who are **secure** will be able to:   * Identify the ancient civilisations and key periods in ancient Egypt. * Describe the physical features of Egypt. * Explain the Egyptian creation story. * Identify the characteristics of important gods or goddesses. * Explain why the pyramids were built. * Identify the stages and challenges of building a pyramid. * Explain the links between ancient Egyptian beliefs and mummification. * Name sources that can be used to find out about ancient Egyptian beliefs. * Explain some Egyptian beliefs about the afterlife. |
| Key Vocabulary | * AD (Anno Domini) * age * barter * BC (Before Christ) * date * evidence * export * historian * import * prehistory * primary source * reconstruction * secondary source * settlement * trade | * Perpetrator * Pillory * Arrest * Weregild * Arson * Treason * Beadle * Tithingman | * afterlife * Book of the Dead * civilisation * historically significant * immortal * mummification * preserve * Ra * River Nile * sarcophagus |
| Substantive Concepts | Civilisation  Religion  Trade | Monarchy  Civilisation  Empire  Religion  War  Government | Trade  Civilisation  Religion |
| 3 /4  Cycle 2 | Anglo-Saxons  Who were they and what was their way of life? How do we know about life in Anglo-Saxon England? | Local history – Transport  How were the first railways a significant turning point in British history? | The Shang Dynasty of Ancient China |
| Unit Outcomes | * Explain how archaeologists have used grave goods to make inferences about Anglo-Saxon Britain. * Understand some of the different roles women had in Anglo-Saxon society and how historians know about these. * Explain how archaeologists and historians have used Anglo-Saxon coins to infer things about life in Anglo-Saxon Britain. * Describe one of the written sources from the Anglo-Saxon period and what historians have inferred from them. * Explain what archaeologists and historians think they have found out about Christianity in Anglo-Saxon Britain from buildings and artefacts. * Describe the different sources of evidence that historians have used to uncover life in Anglo-Saxon Britain. |  | * To know when the Shang Dynasty existed and where the Shang Dynasty was. * To know Who the first leader of the Shang was. * Understand how the Shang civilisation developed. * Understand the social order of the Shang, including the nobility and peasantry. * Understand the religions of the Shang people and the importance of ancestors. * To place Shang religion in the context of the other world religions. * To understand the role that Fu Hao played in the Shang Dynasty. * To know the achievements of the Shang Dynasty. * Understand the role of King Zhou in the end of the Shang Dynasty. |
| Key Vocabulary | * grave goods * artisan * girdle * domestic * law * pagan * monastery * manuscript * enquiry * insight |  | * dynasty * emperor * revolt * archaeology * artefact * ancestors * Fu Hao * Oracle bones |
| Substantive Concepts | War  Trade  Religion  Government  Civilisation  Empire | Civilisation  Trade | Empire  Religion  Monarchy |
| 4/5  Cycle 1 | How hard was it to invade & settle in Britain?  \*Kapow | What can the census tell us about local areas?  \*Kapow | Tudors  What was life like in Tudor England?  \*Kapow |
| Unit outcomes | Pupils who are secure will be able to:   * Explain how the Britons felt when the Romans left Britain. * Suggest reasons for the Anglo-Saxon invasion of Britain. * Name the key features of Anglo-Saxon settlements. * Identify changes and continuities in settlements from prehistoric Britain. * Make inferences about artefacts. * Describe how Anglo-Saxon beliefs changed. * Explain how missionaries spread Christianity. * Explain the threat the Vikings posed to the Anglo-Saxons. * Identify the qualities needed to be a monarch in 1066. | Pupils who are secure will be able to:   * Identify the type of information the census gives about people. * Use the census to make inferences about people from the past. * Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. * Identify and describe the changes between periods of time using the census. * Use other primary and secondary sources to verify the data in a census. * Use a range of sources, including the census, to build an understanding of a period. * Describe the changes in the 1921 census. * Plan a local history enquiry using the census | Pupils who are secure will be able to:   * Extract information about Henry VIII from portraits and written records. * Justify their interpretation of Henry VIII using evidence from sources. * Use sources to make deductions about Henry VIII’s wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period. * Make deductions from a range of sources about marriage, power and punishment. * Identify primary and secondary sources, and begin to explore their reliability. * Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I’s Worcester Progress. * Make deductions using inventories about the wealth and position of an ordinary Tudor person. * Explain how inventories are useful to historians. * Use their knowledge of inventories, to create a realistic Tudor inventory. |
| Key vocabulary | * cause * change * consequence * continuity * evidence * invasion * primary source * secondary source * settlement | * decade * historical enquiry * occupation * politics * reliable * suffrage | * bias * democracy * enslaved * enslaver * heir * merchant * parliament * perspective * propaganda * sovereign * state * tyrant |
| Substantive concepts |  |  |  |
| 4/5  Cycle 2 | A local history study – The Flaxmill | Ancient Greece  What did the Greeks ever do for us?  \*Kapow | How have children’s lives changed?  \*Kapow |
| Unit Outcomes | Pupils who are secure will be able to:   * Know that Shrewsbury's pioneering flax mill opened in 1797. * Understand that for nearly a century the site operated as a state-of-the-art steam-powered flax mill. * Know that its main purpose was to spin linen thread from flax. The flax business thrived and the mill was a success * Understand that as textile markets changed towards the end of the 19th century and linen fell in popularity, the mill closed in 1887, | Pupils who are **secure**will be able to:   * Describe the features of ancient Greece. * Identify the key periods in the ancient Greek civilisation. * Make inferences about Greek gods. * Research a Greek god. * Compare Athens and Sparta. * Understand the different types of democracy. * Explain how Athenian democracy worked. * Explain what philosophy is. * Identify the achievements of the ancient Greek philosophers. * Identify the ancient Greeks’ legacies and their impact | Pupils who are secure will be able to:   * Make inferences and deductions from primary and secondary sources. * Explain why children needed to work. * Identify the jobs Tudor and Victorian children had. * Describe the working conditions of Tudor and Victorian children. * Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. * Use sources to identify leisure activities and compare them over time. * Identify diseases past children suffered from and discuss how effective the treatments were |
| Key Vocabulary | * Shrewsbury * Flax * Mill * Thread * Business * Machine * Textile * Markets | * assembly * constitutional monarchy * democracy * direct democracy * ethics * government * period * philosophy * oligarchy * representative democracy | * apprentice * childhood * continuity * class * deduction * law * master * modern * poorer * poverty * servant * significance * wealthier * working conditions |
| Substantive Concepts | Trade  Civilisation  Government | Religion  Government  Empire  Monarchy | Civilisation |
| 5/6  Cycle 1 | What was the impact of WW2 on British people?  The Blitz – All we need to know about World War Two  \*Kapow | Were the Vikings traders, raiders or something else?  \*Kapow | Study of Benin c. AD 900  A non-European society that provides contrasts with British history |
| Unit outcomes | Pupils who are secure will be able to:   * Identify the causes of World War 2. * Identify the different phases in the Battle of Britain. * Make inferences and deductions about a photograph. * Describe how children may have felt when evacuated. * Evaluate the accuracy and reliability of sources. * Describe the impact WW2 had on women’s lives | Pupils who are secure will be able to:   * Identify the different reasons for migration to Britain. * Sequence events according to their significance for groups of people. * Explain where the Vikings came from and why they came to Britain. * Make inferences from sources. * Explain how sources can be biased. * Find evidence within a source to support their reasoning. * Describe the parts of a longboat. * Design and creating a longboat. * Describe what the Vikings traded. * Identify Viking trading routes. * Explain whether the Vikings were traders or raiders and providing supporting evidence. * Identify important events in the Anglo-Saxon and Viking struggle for Britain. * Explain the meaning of cause and consequence. * Suggest the cause and consequences of events. * Make observations and deductions about artefacts. | * Use a range of sources to find out about Africa’s past. * Understand some of the main events in Africa’s past. * To select information about Africa’s past and justify what they consider were its most significant events. * Find out about Benin from its bronzes. * Explain what causes Benin to lose its bronzes. * Make a comparison between Tudor Britain and Benin? * Understand why European sailors went to Benin? * Compare Eweka’s Benin with Saxon and Norman Britain. * Understand how and why there are different versions of Eweka’s story. * Decide how important Eweka’s story is in Benin’s past. |
| Key Vocabulary | * accuracy * air raid * Battle of Britain * bias * The Blitz * evacuation * evacuee * impact * propaganda * purpose * reliability | * Anglo-Saxon Chronicle * balanced * bias * cause * consequence * Danelaw * event * longboat * one-sided * perspective * Viking | * Discovery * Encounter * Oba * Eweka * Edo * Bronzes |
| Substantive concepts | War | Trade  Civilisation  War | Civilisation |
| 5/6  Cycle 2 | The Roman Empire and its impact on Britain  Why did they Romans settle in Britain?  \*kapow | The Story of English  How has the English language changed over time? | Mayan civilisation  What held the Mayan Empire together and why did they ‘disappear’?  \*Kapow |
| Unit outcomes | Pupils who are secure will be able to:   * Explain what was important to people in Ancient Rome. * Explain the meaning of the words ’empire’, ‘invasion’ and ‘settlement’. * Analyse the different reasons for the Roman invasion of Britain. * Explain how the Celts responded to the Roman invasion. * Explain how the Roman army’s structure, discipline and equipment made it so successful. * Use artefacts to make deductions about the lives of Roman soldiers in Britain. * Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. | Pupils who are secure will be able to:   * Understand that when the Romans invaded, they   brought Latin with them.   * Know that the Anglo-Saxons were mostly illiterate and relied on story telling. They had a writing system involving an alphabet called runes. * Know that the three languages were spoken in England in medieval times – Norman French, English & Latin. * Understand that William Shakespeare added 2000 words and phrases to the English language. * Explain that during the 17th century, many discoveries meant that scientists had to invent new words. | Pupils who are **secure** will be able to:   * Describe the key physical features of the Maya civilisation. * Sequence the key periods in the Maya civilisation. * Identifying periods that were happening in Britain at the same time. * Name the features of the rainforest. * Explain the challenges facing the Maya in the rainforest. * Explain how the Maya settled in the rainforest. * Name the features of Maya houses. * Identify the similarities and differences between Maya and Anglo-Saxon houses. * Explain the Maya creation story. * Identify the characteristics of important gods or goddesses. * Make deductions about cities. * Name the features of Maya cities. * Create a plan of a Maya city, including the main features. * Explain the reasons for the decline of the Maya civilisation. * Evaluate the reasons for the decline of the Maya civilisation. * Identify similarities and differences between the Maya civilisation and the Anglo-Saxons. |
| Key Vocabulary | * archaeology * border * chronology * civilisation * conquer * emperor * empire * expand * government * hygiene * impact * invasion * legacy * leisure * myth * primary source * secondary source * sequence * settlement | * illiterate * runes * Latin * manuscript * feudalism | * abandon * city-state * Classic period * creation story * decline * deforestation * drought * hieroglyphics * pyramid * rainforest * slash and burn * tropical rainforest |
| Substantive concepts | Empire  War  Government | Religion  Civilisation  Empire | Trade  Civilisation  Religion  Empire |

Substantive Concepts – Trade, Monarchy, Empire, Religion, War, Government, Civilisation