



# History Whole School Curriculum Pack

A complete History curriculum for Year 1 to Year 6 (Option 2)

## What is the History Whole School Curriculum Pack?

- A series of History schemes of work arranged across the Autumn, Spring and Summer terms for all year groups from Year 1 to Year 6 (one scheme of work per term per year group\*)
- Each scheme of work contains between five and seven ready-to-teach History lessons
- Each individual lesson includes a detailed plan, a slideshow presentation for the teaching input, differentiated activities and a range of printable resources.

## Why use our History Whole School Curriculum Pack?

- Deliver a complete History curriculum that meticulously covers all the necessary National Curriculum objectives for History across KS1 and KS2\*
- Embed consistency across year groups, phases and key stages
- Ensure confidence in teaching History from all staff members
- High-quality prepared planning written by experienced teachers
- Clearly mapped knowledge and skills progression.



**17 ready-to-teach History schemes of work**

**Complete coverage of National Curriculum History objectives**

**Built-in knowledge and skills progression**

# History Whole School Curriculum Pack Option 2: Year 1 to Year 6

SKU: bulk2016



	Autumn Term	Spring Term	Summer Term
<b>Year 1</b>	Homes in the Past	Famous Queens	Castles
<b>Year 2</b>	Mary Seacole	The Great Fire of London	Communication Then and Now
<b>Year 3</b>	Stone Age to Iron Age	Early Civilisations	The Indus Valley
<b>Year 4</b>	Invaders and Settlers: Romans	Anglo-Saxons, Picts and Scots	The Maya
<b>Year 5</b>	LOCAL STUDY	Vikings vs Anglo-Saxons	Ancient Greece
<b>Year 6</b>	The Kingdom of Benin	The World at War (WW2)	Medicine and Disease

# Anatomy of a PlanBee History Lesson:

## Slides to guide you and your class through the teaching input

## Slides to bring your class back together for the plenary

**History Year 3/4 Lesson 1 of 7**

**Learning Objective**  
To find out how we know about the past.

**Resources**  
Slides  
Artefact Cards  
Artefact Analyser 1A/1B/1C  
Reference books, tablets or computers (optional)  
Sorting Challenge (FSD? activity only)  
Sorting Sheet 1A/1B/1C (FSD? activity only)  
Blank Sorting Sheet (FSD? activity only)

**Teaching Input**

- Begin the lesson by explaining that there are many jobs which help us to find out about the past. Show children the clues and pictures on the first slide and ask children to decide what job they relate to. Reveal that the clues and pictures relate to the work of an archaeologist and explain what an archaeologist does.
- Ask children to think, pair, share what items an archaeologist might find and use the slides to show the children some examples.
- Now explain how archaeologists know where to look and share the picture of the reconstructed Sutton Hoo burial mound in Suffolk.
- Tell children that when archaeologists excavated here in 1938, they discovered a mysterious burial ship.
- Ask children to consider why there was no body, or wood from the ship, just an imprint of the ship and some metal, stone and glass objects. Offer children time to think, pair, share their ideas.
- Split children into small groups and provide them with a set of Artefact Cards which show some objects discovered at Sutton Hoo.
- Ask children to sort these artefacts into two piles: familiar objects and unfamiliar objects.
- Tell children that their task is to find out more about these artefacts and to think about what they can tell us about their owner.

**Main Activity**

**Lower ability:** Children examine the Artefact Cards and use Artefact Analyser 1A to record what they think these objects show about the person buried at Sutton Hoo.

**Middle ability:** Children examine the Artefact Cards and use Artefact Analyser 1B to record what they think these objects show about the person buried at Sutton Hoo and explain their reasoning. Children create a list of questions they would like to ask about the person buried at Sutton Hoo.

**Higher ability:** Children use the Artefact Cards and Artefact Analyser 1C to describe the person they think was buried at Sutton Hoo, choosing three artefacts to use as evidence to support their ideas (e.g. I think this person was a warrior because there is a sword). Children share their work to uncover similarities and differences in their ideas.

**Fancy something different...?**

- Provide small groups with the Sorting Challenge, Sorting Sheets 1A, 1B, 1C, and the Artefact Cards.
- Children complete the tasks on the Sorting Challenge Card: sorting the artefacts by their size, purpose and materials, then creating and sorting the artefacts into categories of their own.
- Print the Sorting Sheets A4 if you would like children to write their answers onto the Sorting Sheets or print A3 if you would like the sheets to be big enough to accommodate the cards physically.
- When finished, children choose three ideas to share with the class about what these artefacts tell us about who was buried at Sutton Hoo.
- Explore the variety of ways that children sorted the artefacts as well as the range of ideas they have about what these artefacts tell us about their owner.

**Plenary**

Ask children when they think the ship was buried and who they think might be buried there. Once children have shared their ideas, reveal that the Sutton Hoo ship burial has been dated to c.625 CE during the Anglo-Saxon time period and explain that we hope to solve the mystery of the person's identity over the next few lessons.

**Assessment Questions**

- Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time?
- Do children understand what an archaeologist does and why they excavate certain sites?
- Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?

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## Assessment questions to help you track progress (free editable assessment grids available for each scheme of work)

## Printable resources to support the differentiated main activity for children's independent learning

## Printable resources for the alternative 'Fancy Something Different...?' activity



# National Curriculum Objective Coverage





Objective	Year 1			Year 2		
	Homes in the Past	Famous Queens	Castles	Mary Seattle	The Great Fire of London	Communication Then and Now
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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]						
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]						
significant historical events, people and places in their own locality						
use common words and phrases relating to the passing of time						
use a wide vocabulary of everyday historical terms						
develop an awareness of the past						
know where the people and events they study fit within a chronological framework						
identify similarities and differences between ways of life in different periods						
understand some of the ways in which we find out about the past						
identify different ways in which the past is represented						
ask and answer historical questions using stories and other sources to show that they know and understand key features of events						





# Knowledge and Skills Progression Document



# Knowledge and Skills Progression : Year 1 to Year 6

## History Curriculum Option 2

Year	Year 1		
Scheme of Work	Homes Past and Present	Famous Queens	Castles
Term	Autumn Term	Spring Term	Summer Term
<b>Vocabulary</b> use common words and phrases relating to the passing of time  use a wide vocabulary of everyday historical terms	<ul style="list-style-type: none"> <li>I can use simple vocabulary related to the passing of time to talk about homes past and present e.g. past, present, old, new, time period.</li> <li>I can use historical vocabulary to talk about homes past and present e.g. living memory, buildings, photographs.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the past tense and the vocabulary 'past' and 'long ago' to talk about the lives and achievements of three famous queens in British History.</li> <li>I can use historical vocabulary to talk about famous Queens in British History, e.g. monarch, reign, heir, Tudor, Victorian, Modern.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the past tense to talk about the Battle of Hastings and Norman Britain.</li> <li>I can use vocabulary, such as 'first', 'next' and 'finally' to order events.</li> <li>I can use historical vocabulary to talk about the Battle of Hastings and life in Norman Britain, e.g. battle, monarch, Hastings, Bayeux Tapestry, castle, revolt.</li> </ul>
<b>Historical Understanding</b> develop an awareness of the past	<ul style="list-style-type: none"> <li>I know that homes, past and present, come in a variety of sizes and styles.</li> <li>I know that homes in the past were different to homes today.</li> <li>I know some of the ways that homes have changed within living memory.</li> <li>I can describe some of the ways homes have changed within living memory.</li> </ul>	<ul style="list-style-type: none"> <li>I know what a monarch is and about the role they play.</li> <li>I can describe what a queen is and why they are important in history.</li> <li>I know about the lives and contributions of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II.</li> <li>I know how the Platinum Jubilee was celebrated in my local area.</li> <li>I can describe key facts about the lives of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II, including when and where they lived and what they did.</li> <li>I can describe how the Platinum Jubilee was celebrated in my local area.</li> </ul>	<ul style="list-style-type: none"> <li>I know about the role of a monarch in Norman Britain.</li> <li>I know about William the Conqueror and the Battle of Hastings in 1066.</li> <li>I know about life in Norman Britain.</li> <li>I know about historic Norman sites in my local area, such as castles or churches.</li> <li>I can describe when the Battle of Hastings took place, what happened, and who was involved.</li> <li>I can describe what life was like in Norman Britain.</li> </ul>
<b>Chronological Understanding</b> know where the people and events they study fit within a chronological framework	<ul style="list-style-type: none"> <li>I know what is meant by 'past', 'present' and 'living memory'.</li> <li>I know what a timeline is.</li> <li>I can sort homes and objects into categories: 'old' and 'new'.</li> <li>I can order homes by time period.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the Tudor and Victorian periods occurred a long time ago, beyond living memory.</li> <li>I know that Queen Elizabeth II ruled within living memory.</li> <li>I can use a simple timeline to find out when each Queen ruled.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the Battle of Hastings took place in Britain a long time ago.</li> <li>I know what a timeline is.</li> <li>I can use a simple timeline to find out when the Battle of Hastings took place.</li> <li>I can retell the key events of the Battle of Hastings in order.</li> </ul>

Year	Year 1		
Scheme of Work	Homes Past and Present	Famous Queens	Castles
Term	Autumn Term	Spring Term	Summer Term
<p><b>Historical Enquiry</b></p> <p>identify similarities and differences between ways of life in different periods</p> <p>understand some of the ways in which we find out about the past</p> <p>identify different ways in which the past is represented</p> <p>ask and answer historical questions</p>	<ul style="list-style-type: none"> <li>• I know about the homes my family lived in when they were younger.</li> <li>• I can identify features of homes from different time periods in the past.</li> <li>• I can examine homes from different time periods and describe what is similar and different about them.</li> <li>• I know we can find out about homes of the past from buildings, photographs or from people's memories.</li> <li>• I can use buildings, photographs and people's memories to find out about homes of the past.</li> <li>• I can describe what I know about homes of the past from buildings, photographs or memories.</li> <li>• I know that homes from the past can be represented differently in people's photographs and memories.</li> <li>• I can ask and answer simple questions about homes past and present.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that life today is different to life in Tudor and Victorian periods.</li> <li>• I can identify the similarities and differences between life in Tudor England and life today.</li> <li>• I can identify the similarities and differences between life in Victorian Britain and life today.</li> <li>• I can simply compare and contrast the famous queens.</li> <li>• I can use texts, paintings, photographs and diaries to find out about the reigns of the famous queens.</li> <li>• I can use paintings and photographs of the famous queens to discuss each queens appearance, personality and contributions.</li> <li>• I can use memories, photographs or film footage to find out how the Platinum Jubilee was celebrated in my local area.</li> <li>• I can use images of the three queens to describe how they were represented.</li> <li>• I can use information from simple texts and sources to ask and answer questions about the famous queens.</li> </ul>	<ul style="list-style-type: none"> <li>• I know why castles were built and why they were important.</li> <li>• I know about different people in Norman Britain, such as lords, knights and peasants.</li> <li>• I can describe the different features of medieval castles.</li> <li>• I can describe similarities and differences between castles from different time periods.</li> <li>• I can describe similarities and differences between life in Norman Britain and my life today.</li> <li>• I know we can find out about the Battle of Hastings from the Bayeux Tapestry.</li> <li>• I know we can find out about Norman Britain from stories and historic sites.</li> <li>• I know that stories, texts and historic sites can present different information about Norman Britain.</li> <li>• I can use the Bayeux Tapestry to find out about the Battle of Hastings.</li> <li>• I can use historic sites and photographs to identify the features of medieval castles.</li> <li>• I can describe what I have found out about life in Norman Britain from stories and simple texts.</li> <li>• I can ask and answers questions to find out about the people, events and castles of Norman Britain.</li> </ul>
<p><b>Vocabulary</b></p>	<p>past, present, then, now, today, recent, before, after, old, new, modern, within living memory, beyond living memory, generation, parents, carers, grandparents, time period, Tudor, Victorian, Post War, World War Two, homes, features, building, style, design, energy, eco-friendly, materials, central heating, air conditioning, solar panels, green roof, water conservation, electricity, electronics, technology, kitchen appliances, microwaves, dishwashers, computers, televisions, daily life, work, office, decoration, furniture, fashion, comfort, change, same, different, important, significant, useful, maps, houses, flats, photographs, memory, stories, oral testimony</p>	<p>Monarch, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, reign, heir, power, role, achievements, duties, Buckingham Palace, Whitehall Palace, Windsor Castle, Tudor, Victorian, modern, time period, timeline, past, present, long ago, today, chronological order, century, decade, change, development, law, trade, exploration, technology, invention, impact, Golden Age, British Empire, Jubilee, coronation, birth, marriage, death, children, similarities, differences, sources, artefacts, crown, sceptre, robes, paintings, photographs, diaries, film, news.</p>	<p>past, present, long ago, today, timeline, time period, events, medieval, Norman, Battle of Hastings, monarch, king, heir, power, Edward the Confessor, Harold of Wessex, William the Conqueror, castle, battle, siege, defense, society, lord, squire, peasant, Richard II, John Ball, Wat Tyler, Jack Straw, Johanna Ferrour, Peasants' Revolt, rebels, Poll Tax, justice, Tower of London, law, change, similar, different, language, clothes, food, stories, Bayeux Tapestry, Domesday book, historic sites, castles, churches, ruins, moat, drawbridge, keep, battlements, portcullis, turret, bailey, barbican, dungeon, arrow slits</p>

Year	Year 2		
Scheme of Work	Mary Seacole	The Great Fire of London	Communication Then and Now
Term	Autumn Term	Spring Term	Summer Term
<b>Vocabulary</b> use common words and phrases relating to the passing of time  use a wide vocabulary of everyday historical terms	<ul style="list-style-type: none"> <li>• I know a wider range of vocabulary relating to the passing of time.</li> <li>• I can use this vocabulary to discuss the Mary Seacole's life and achievements.</li> <li>• I know a wider range of historical vocabulary related to the life and work of Mary Seacole.</li> <li>• I can use this historical vocabulary to discuss the life of Mary Seacole and the impact of her work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the past tense to talk about the Great Fire of London and use vocabulary, such as 'first', 'next' and 'finally' to sequence events.</li> <li>• I can use historical vocabulary to talk about the Great Fire of London e.g. fire, London, settlement, housing Samuel Pepys, eyewitness, diary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use vocabulary related to the passing of time to discuss how communication has changed over time e.g. ancient, modern, earliest, most recent, century, decade.</li> <li>• I can use a range of historical vocabulary to discuss changes in communication and communication technology e.g. writing system, printing press, internet, smartphone.</li> </ul>
<b>Historical Understanding</b> develop an awareness of the past	<ul style="list-style-type: none"> <li>• I know about key events in the life of Mary Seacole.</li> <li>• I know that Mary Seacole helped people during the Crimean war.</li> <li>• I can describe improvements Mary Seacole made to medical care.</li> <li>• I can describe the key achievements of Mary Seacole.</li> <li>• I can explain why Mary Seacole is still remembered today.</li> <li>• I can suggest why Mary Seacole became a nurse and chose to help people suffering with cholera.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the Great Fire of London took place in 1666, during the reign of Charles II.</li> <li>• I can recall when the Great Fire of London took place and who was involved.</li> <li>• I can describe the key events of the Great Fire of London, including how it started, how it spread and how people tried to stop the fire.</li> <li>• I can suggest why the Great Fire of London is still remembered today.</li> <li>• I can discuss why the fire spread so quickly.</li> <li>• I can explain who Samuel Pepys was and why he is an important historical figure.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that communication technology and the ways that people communicate with each other have changed over time.</li> <li>• I know about significant inventors and their inventions in the history of communication, such as: the printing press (Johannes Gutenberg), telephone (Alexander Graham Bell) and the world wide web (Tim Berners-Lee).</li> <li>• I can describe how the ways that people communicate have changed over time.</li> <li>• I can explain how changes in communication technology have transformed how people have communicated over time.</li> </ul>
<b>Chronological Understanding</b> know where the people and events they study fit within a chronological framework	<ul style="list-style-type: none"> <li>• I know what a century is and that we live in the 21st century.</li> <li>• I know that Mary Seacole lived during the Victorian period.</li> <li>• I know when the Victorian period in Britain began and ended.</li> <li>• I can use a timeline to find out when Mary Seacole lived and when key events happened in her life.</li> <li>• I can order events from Mary Seacole's life in chronological order on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the Great Fire of London took place over 300 years ago.</li> <li>• I know what a simple timeline is.</li> <li>• I can use a timeline to find out how long ago the Great Fire of London took place.</li> <li>• I can retell the events of the Great Fire of London in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the history of communication reaches back thousands of years.</li> <li>• I know that a century is 100 years and a decade is 10 years.</li> <li>• I know what a timeline is and how to use it.</li> <li>• I can place [inventions/changes in telephone design] in chronological order on a simple timeline.</li> </ul>



Year	Year 2		
Scheme of Work	Mary Seacole	The Great Fire of London	Communication Then and Now
Term	Autumn Term	Spring Term	Summer Term
<p><b>Historical Enquiry</b></p> <p>identify similarities and differences between ways of life in different periods</p> <p>understand some of the ways in which we find out about the past</p> <p>identify different ways in which the past is represented</p> <p>ask and answer historical questions</p>	<ul style="list-style-type: none"> <li>• I know that men and women had different roles and experiences in Victorian Britain.</li> <li>• I know that people experienced, discrimination, harassment and overt racism in Victorian Britain.</li> <li>• I can make observations about different beliefs in the past.</li> <li>• I can identify and describe similarities and differences in the way that cholera is treated in Victorian Britain and now.</li> <li>• I know about a wider range of sources I have used to find out about Mary Seacole's life.</li> <li>• I can describe what I know and/or what a source tells me about who Mary Seacole was.</li> <li>• I can ask and answer questions about the life and work of Mary Seacole.</li> <li>• I can use information from sources to answer questions about the life and work of Mary Seacole.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that life for people in London has changed over time.</li> <li>• I can compare homes in 1666 with homes today.</li> <li>• I can compare and contrast how people communicated news in 1666 with how people communicate news today.</li> <li>• I can compare what life was like in London in 1666 to life in London today.</li> <li>• I can identify the similarities and differences between life in London in 1666 and life today.</li> <li>• I know we can find out about the Great Fire of London from stories and sources.</li> <li>• I know that Samuel Pepys kept a diary which recorded the events of the Great Fire of London.</li> <li>• I can use stories, maps, paintings and diaries to find out about the Great Fire of London.</li> <li>• I can describe what I know about the Great Fire of London from information in stories and sources.</li> <li>• I can discuss how the information recorded in eyewitness statements can vary.</li> <li>• I can ask and answer questions about the Great Fire of London.</li> <li>• I can use information from stories and sources to show what I understand about the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that, thousands of years ago, people painted on cave walls to communicate ideas and messages.</li> <li>• I know that early writing systems, such as hieroglyphics, used symbols.</li> <li>• I can compare and contrast the ways people communicated in different time periods.</li> <li>• I can identify similarities and differences in the way people have communicated across different time periods.</li> <li>• I can compare and contrast the lives and achievements of William Caxton and Tim Berners-Lee.</li> <li>• I can identify similarities and differences between their experiences and achievements.</li> <li>• I know we can find out about communication in the past from a range of sources.</li> <li>• I can use a range of sources to find out how people communicated in the past and how communication technology has changed over time.</li> <li>• I can use historical sources to find out how inventions, such as the printing press, the telephone and the world wide web, changed people's lives.</li> <li>• I can assess the importance of inventions based on information in historical sources.</li> <li>• I can discuss how different sources can vary in what they tell us about communication in the past.</li> <li>• I can ask and answer questions about communication in the past.</li> <li>• I can use information from sources to answer questions about communication in the past.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Mary Seacole, Crimea, Crimean war, conflict, Jamaica, Kingston, soldier, nurse, cholera, racism, overt racism, role, experience, harassment, discrimination, timeline, empire, Victorian period, achievement, contribution, source, medicine, disease, hygiene, nursing, century, chronological, then, now, similar, different, society, modern</p>	<p>past, present, long ago, today, timeline, time period, events, order, 17th Century, King, Charles II, Stuart, reign, monarch, government, fire, weather, buildings, rebuilding, safety, materials, timber, thatch, brick, stone, concrete, glass, fire-resistant, bakery, homes, settlement, city, London, River Thames, daily life, communication, smart phones, internet, social media, news, same, different, Thomas Farriner, Samuel Pepys, stories, sources, artefacts, diary, eyewitness, record, maps, monuments, paintings, order, interpret</p>	<p>past, present, earliest, most recent, century, decade, communication, ancient, modern, long ago, ancient Egyptians, technology, invention, design, daily life, timeline, chronology, order, living memory, impact, change, significance, importance, compare, contrast, similar, different, artefact, source, cave paintings, hieroglyphics, printing press, letter, books, newspapers, radio, film, television, telegram, morse code, telephone, smart phone, email, video, text, Johannes Gutenberg, William Caxton, Samuel Morse, Alexander Graham Bell, Tim Berners-Lee</p>

Year	Year 3		
Scheme of Work	Stone Age to Iron Age	Early Civilisations	The Indus Valley
Term	Autumn Term	Spring Term	Summer Term
<b>Vocabulary</b> develop the appropriate use of historical terms	<ul style="list-style-type: none"> <li>I can use key historical terms to discuss Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>I can use key historical vocabulary to discuss the early civilisations, including: BC, BCE.</li> </ul>	<ul style="list-style-type: none"> <li>I can use key historical vocabulary to discuss the early civilisation of the Indus Valley, including: BC, BCE.</li> </ul>
<b>Historical Understanding</b> have a chronologically secure knowledge and understanding of British, local and world history	<ul style="list-style-type: none"> <li>I know the difference between 'ancient' and 'modern'.</li> <li>I know the chronology of the Stone Age to the Iron Age in early British history.</li> <li>I can sequence events from the Stone Age to the Iron Age in chronological order.</li> <li>I know how historical events and periods are presented and recorded on a timeline.</li> <li>I can identify historical time periods on a timeline.</li> <li>I can order key historical dates on a timeline.</li> <li>I can describe how early British societies changed over prehistory.</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between 'ancient' and 'modern'.</li> <li>I know when and where some early civilisations appeared, including: Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty.</li> <li>I can use a timeline to identify when the first civilisations developed and understand the chronology of the order they appeared in.</li> <li>I can accurately place the earliest civilisations on a timeline in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between 'ancient' and 'modern'.</li> <li>I know when and where the Indus Valley civilisation appeared.</li> <li>I can use a timeline to identify when and how the Indus Valley civilisation developed.</li> </ul>
<b>Chronological Understanding</b> establish clear narratives within and across the periods the study including for their Local Area	<ul style="list-style-type: none"> <li>I know about key periods in early British history, including the Stone Age, Bronze Age and Iron Age.</li> <li>I know about, and can describe, some of the features of early British civilisations.</li> <li>I know about, and can describe, the achievements and contributions of early British civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>I know about key periods, features and developments in the earliest civilisations.</li> <li>I know about, and can describe, some of the features of early civilisations and their societies.</li> <li>I know about, and can describe, the achievements and contributions of early civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>I know about key periods and events in the Indus Valley civilisation.</li> <li>I know about, and can describe, some of the features of the Indus civilisation (e.g. location, settlements and trade).</li> <li>I know about, and can describe, the achievements and contributions of the Indus Valley civilisation.</li> </ul>

Year	Year 3		
Scheme of Work	Stone Age to Iron Age	Early Civilisations	The Indus Valley
Term	Autumn Term	Spring Term	Summer Term
<p><b>Historical Enquiry</b></p> <p>make connections, draw contrasts and analyse trends over time</p> <p>address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance</p> <p>how our knowledge of the past is constructed from a range of sources</p> <p>assess how and why contrasting interpretations of the past have been constructed</p> <p>construct informed responses that involve thoughtful organisation of relevant historical information</p>	<ul style="list-style-type: none"> <li>• I can identify simple cause and effect relationships.</li> <li>• I can compare ways of life between different periods in British prehistory.</li> <li>• I can identify and describe similarities and differences between the societies of British prehistory and societies today.</li> <li>• I can ask and answer simple questions about Britain in the Stone Age, Bronze Age and Iron Age.</li> <li>• I can identify different types of sources and describe their features (e.g. environmental/man-made).</li> <li>• I know some of the factors to consider when analysing historical sources e.g nature, origin, purpose.</li> <li>• I can use sources to find out information about prehistoric Britain.</li> <li>• I can examine and discuss the content and context of a source.</li> <li>• I know that it is difficult for historians to know exactly what life was like in British prehistory.</li> <li>• I can suggest reasons for different interpretations of the past (e.g. the availability of sources).</li> <li>• I can describe what these sources tell us about prehistoric Britain.</li> <li>• I can select and summarise information and evidence from sources to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that early civilisations had both similarities and differences with one another.</li> <li>• I can compare and contrast the nature of different early civilisations, their societies and contributions.</li> <li>• I can identify and describe similarities and differences between the features and contributions of early civilisations.</li> <li>• I can describe the significance of the contributions of early civilisations to later societies and our lives today.</li> <li>• I can ask and answer questions about the similarities and differences between early civilisations and our lives today.</li> <li>• I know that we can find out about the ancient past from excavating underground and analysing artefacts left behind.</li> <li>• I can identify different types of sources and describe their features.</li> <li>• I know that using a range of sources can provide a more complete and reliable view of the past.</li> <li>• I can use a range of sources to gather information about the earliest civilisations in history.</li> <li>• I can examine and discuss the content and context of historical sources.</li> <li>• I know that it is difficult for historians to know exactly what life was like in early civilisations.</li> <li>• I can suggest reasons for different interpretations of the past.</li> <li>• I can select and summarise information and evidence from sources to answer questions about the early civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that early civilisations had both similarities and differences with one another.</li> <li>• I can compare and contrast ways of life in the Indus Valley with Bronze Age Britain.</li> <li>• I can identify and describe similarities and differences between British and Indus Valley societies during the same time period.</li> <li>• I can compare and contrast cities of the Indus Valley with London and New York today.</li> <li>• I can identify and describe similarities and differences between these cities then and now.</li> <li>• I can describe the significance of the contributions of early civilisations to later societies and our lives today.</li> <li>• I can generate and discuss questions about the decline of the Indus Valley civilisation.</li> <li>• I know that we can find out about the ancient past from excavating underground and analysing artefacts left behind.</li> <li>• I can identify different types of sources and describe their features (e.g. written/oral, environmental/man-made).</li> <li>• I know that using a range of sources can provide a more complete and reliable view of the past.</li> <li>• I can use a range of sources to gather information about the Indus Valley civilisation.</li> <li>• I can examine and discuss the content and context of historical sources.</li> <li>• I know that there are different theories as to why the Indus Valley civilisation declined.</li> <li>• I can discuss why historians have different ideas about why the Indus Valley civilisation declined (e.g. the availability of sources, the presence of cities and ability to translate ancient languages).</li> <li>• I can describe what these sources tell us about the Indus Valley civilisation.</li> <li>• I can select and summarise information and evidence from sources to answer questions</li> </ul>

Year	Year 3		
Scheme of Work	Stone Age to Iron Age	Early Civilisations	The Indus Valley
Term	Autumn Term	Spring Term	Summer Term
Vocabulary	<p>Stone Age, Bronze Age, Iron Age, Ice Age, island, Doggerland, examine, analyse, summarise, discuss, categorise, interpret, prehistory society, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, culture, society, technology, work, trade, tools, agriculture, farming, beliefs, occupation, settlements, Starr Carr, Stonehenge, farms, hillforts, artefacts, tools, weapons, buildings, eyewitness accounts</p>	<p>early civilisation, settlement, river, ancient, modern, past, present, sources, archaeologist, historian, Ancient Sumer, Indus Valley, Minoan, Ancient Greece, Ancient Egypt, Shang Dynasty, Phoenician, Ancient Rome, cuneiform, hieroglyphics, decipher, society, trade, surplus, barter, negotiate, culture, building, writing systems, number systems, money, weights and measures, toilet, agriculture, wheel, irrigation, time period, timeline, chronology, similarity, difference, significance, contribution, technology, knowledge, invention, structures, stable, durable, reconstruct, tomb, temple, deity, religion, continuity, change, impact, BCE, CE</p>	<p>examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, society, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental, oral/written history, useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, expansion, decline, culture, society, technology, work, leisure, law, trade, city-state, agriculture, farming, occupation, achievement, architecture, writing, beliefs, power, experience Harappa, Indus Valley, India, Pakistan, Mohenjo-Daro, sanitation, weights, measures, pottery, arts and crafts, excavate</p>

Year	Year 4		
Scheme of Work	Invader and Settlers: Romans	Anglo-Saxons, Picts and Scots	The Maya
Term	Autumn Term	Spring Term	Summer Term
<b>Vocabulary</b> develop the appropriate use of historical terms	<ul style="list-style-type: none"> <li>I can use key historical terms to discuss Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can use key historical terms to discuss Anglo-Saxon Britain with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>I can use key historical vocabulary to discuss the Maya civilisation, including: city-state, expansion, decline, with increasing accuracy.</li> </ul>
<b>Historical Understanding</b> have a chronologically secure knowledge and understanding of British, local and world history	<ul style="list-style-type: none"> <li>I know when Roman settlement in Britain began and when the Romans left Britain.</li> <li>I can sequence events in chronological order.</li> <li>I know how historical events and periods are presented and recorded on a timeline.</li> <li>I can identify the time period of Roman Britain on a timeline.</li> <li>I can order key historical dates on a timeline.</li> <li>I can describe how Britain changed over time during the Roman invasion and settlement.</li> </ul>	<ul style="list-style-type: none"> <li>I know when Anglo-Saxon migration and settlement in Britain began and when the Anglo-Saxon period of British history ended.</li> <li>I know how historical events and periods are presented and recorded on a timeline.</li> <li>I can accurately sequence events and periods associated with the Anglo-Saxon period on a timeline.</li> <li>I can describe how Britain changed over time during the Anglo-Saxon period.</li> <li>I can compare and contrast the chronology and duration of different historical time periods.</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between 'ancient' and 'modern'.</li> <li>I know the chronology of the expansion and decline of the Maya civilisation.</li> <li>I know how historical events and periods are presented and recorded on a timeline.</li> <li>I can identify historical time periods on a timeline.</li> <li>I can accurately sequence key events in the development of the Maya civilisation on a timeline in chronological order.</li> <li>I can describe how the Maya civilisation changed over time.</li> </ul>
<b>Chronological Understanding</b> establish clear narratives within and across the periods the study including for their Local Area	<ul style="list-style-type: none"> <li>I know about the invasion and settlement of Roman Britain.</li> <li>I know about, and can describe, some of the features of Roman Britain and its settlements.</li> <li>I know about, and can describe, the achievements and contributions of the Romans in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I know about the Anglo-Saxon period in Britain.</li> <li>I know about, and can discuss, some of the features of Anglo-Saxon Britain and its society (e.g. settlements, religious practices, social structure).</li> <li>I know about the key developments of the Anglo-Saxon time period, including changes to social structure and religious practices.</li> <li>I can discuss the impact of these development on the people of Britain and their ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>I know about key periods and events in the Maya civilisation.</li> <li>I know about, and can discuss, some of the features of the Maya civilisation (e.g. location, city-states, ways of life and religious beliefs).</li> <li>I know about the achievements and contributions of early civilisations (e.g. Maya writing and number systems and calendars).</li> <li>I can discuss the impact and significance of the achievements and contributions of the Maya civilisation.</li> </ul>

Year	Year 4		
Scheme of Work	Ancient Egypt	Anglo-Saxons, Picts and Scots	The Maya
Term	Autumn Term	Spring Term	Summer Term
<p>Historical Enquiry</p> <p>make connections, draw contrasts and analyse trends over time</p> <p>address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance</p> <p>how our knowledge of the past is constructed from a range of sources</p> <p>assess how and why contrasting interpretations of the past have been constructed</p> <p>construct informed responses that involve thoughtful organisation of relevant historical information</p>	<ul style="list-style-type: none"> <li>• I can identify simple cause and effect relationships.</li> <li>• I can compare and contrast ways of life between Roman Britain and life in Britain today.</li> <li>• I can identify and describe similarities and differences between Roman Britain and Britain today.</li> <li>• I know that societies in the past were made up of people with different backgrounds, cultures and experiences.</li> <li>• I can identify different social groups in Roman Britain and compare their experiences.</li> <li>• I can ask and answer simple questions about Roman Britain.</li> <li>• I can identify different types of sources and describe their features (e.g. written/oral).</li> <li>• I know some of the factors to consider when analysing historical sources, e.g. nature, origin, purpose.</li> <li>• I can use sources to find out information about Roman Britain.</li> <li>• I can examine and discuss the content and context of a source.</li> <li>• I know that interpretations of the past can vary.</li> <li>• I can consider why certain stories were not told.</li> <li>• I can describe what these sources tell us about Roman Britain.</li> <li>• I can select and summarise information and evidence from sources to answer questions about Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss cause and effect relationships and assess their significance.</li> <li>• I can compare and contrast ways of life in Anglo-Saxon Britain with life in Roman Britain and Britain today.</li> <li>• I know that social, cultural and environmental factors shape people's actions and events.</li> <li>• I can identify different social groups in Anglo-Saxon Britain and compare and contrast their experiences.</li> <li>• I can generate and discuss questions about similarity and difference, cause and consequence, and significance in Anglo-Saxon Britain.</li> <li>• I know that environmental, written and man-made sources provide varying information about Anglo-Saxon Britain.</li> <li>• I know that using a range of sources can provide a more complete and reliable view of the past.</li> <li>• I can use multiple sources to find out information about Anglo-Saxon Britain.</li> <li>• I can examine and discuss the content, origin, nature, purpose and usefulness of a range of sources.</li> <li>• I know that people can interpret the past differently based on the range and type of sources available.</li> <li>• I know that historical sources written or created by different tribes and social groups offer us different information about the past.</li> <li>• I can identify factors that contribute to different interpretations, such as bias, context, lack of evidence or new evidence.</li> <li>• I can summarise what a range of sources tell us about Anglo-Saxon Britain.</li> <li>• I can organise relevant information about Anglo-Saxon Britain into a structured response.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast ways of life between Maya and British societies in 900 CE.</li> <li>• I can identify and discuss similarities and differences between British and Maya societies.</li> <li>• I know that societies in the past were made up of people with different backgrounds, cultures and experiences.</li> <li>• I can identify different social groups in past societies and compare their experiences (e.g. kings, priests and ordinary people).</li> <li>• I can generate and discuss questions about similarities and differences, continuity and change, cause and consequence, and significance about the Maya civilisation.</li> <li>• I know that we can find out about the ancient past from the buildings and artefacts left behind.</li> <li>• I can identify different types of sources and describe their features.</li> <li>• I know that using a range of sources can provide a more complete and reliable view of the past.</li> <li>• I can use multiple sources to gather information about the Maya civilisation.</li> <li>• I can examine and discuss the content, context and usefulness of a range of sources.</li> <li>• I know that there are different theories as to why the Maya civilisation declined.</li> <li>• I can explain why historians have different ideas about why the Maya civilisation declined.</li> <li>• I can describe what these sources tell us about the Maya civilisation.</li> <li>• I can select and summarise information and evidence from sources to answer questions.</li> </ul>



Year	Year 4		
Scheme of Work	Ancient Egypt	Anglo-Saxons, Picts and Scots	The Maya
Term	Autumn Term	Spring Term	Summer Term
Vocabulary	<p>ancient, modern, Egypt, Africa, civilisation, Before Common Era, Common Era, period, Menes, Ptolemy, Alexander the Great, Rameses II, Hatshepsut, Tutankhamen, Cleopatra, dynasty, hereditary, pharaoh, settlement, nomads, capital, Memphis, farming, plough, pyramids, sphinx, Giza, Nile, Rosetta Stone, hieroglyphs, society, viziers, nobles, priests, scribes, soldiers, craftsmen, farmers, slaves, power, religion, gods and goddesses, Horus, Amun, Ra, Osiris, Anubis, Isis, temples, ceremonies, shaduf, papyrus, clocks, calendars</p>	<p>Anglo-Saxons, Picts, Scots, Dál Riata, tribes, kingdoms, migration, settle, invade, Sutton Hoo, burial, excavation, archeologist, artefacts, written sources, environmental evidence, bias, reliability, conquer, society, culture, King, thane, peasant, crafts, food, clothing, homes, ogham, hillforts, symbol stones, ships, Beowulf, religion, pagan, Christianity, Iona, Canterbury, Lindisfarne, Edwin, King of Northumbria, Cwichelm, King of Wessex, Penda, King of Mercia, Cadwallon, King of Gwynedd, Raedwald, King of East Anglia, Eadbald, King of Kent</p>	<p>ancient, modern, past, present, sources, archaeologist, epigrapher, historian, civilisation, society, settlement, city-state, expansion, decline, time period, CE, BCE, timeline, chronology, invention, technology, contribution, knowledge, temples, pyramids, writing systems, number systems, chocolate, calendar, agriculture, irrigation, astronomy, power, social hierarchy, monarchy, ajaws, priests, nobles, warriors, slaves, labourers, farmers, merchants, craftspeople, religion, deity, beliefs, ritual, worship, trade, conflict, drought, famine, warfare, Spanish conquistadors, migration, colonialism, indigenous, similarity, difference, significance, change, continuity, theme, source, artefacts, evidence, environmental, oral/written history, eye-witness, useful, accurate, relevant, reliable, perspective, interpretation, limitations, experience</p>

Year	Year 5		
Scheme of Work	LOCAL STUDY	Vikings Vs Anglo-Saxons	Ancient Greece
Term	Autumn Term	Spring Term	Summer Term
<b>Vocabulary</b> develop the appropriate use of historical terms		<ul style="list-style-type: none"> <li>I can use accurate historical terms in my discussion and analysis of the Viking and Anglo-Saxon struggle for the Kingdom of England.</li> </ul>	<ul style="list-style-type: none"> <li>I can use accurate historical terms in my discussion and analysis of ancient Greece and its influence on the western world.</li> </ul>
<b>Historical Understanding</b> have a chronologically secure knowledge and understanding of British, local and world history		<ul style="list-style-type: none"> <li>I have a clear chronological understanding of the events and developments during the Viking and Anglo-Saxon struggle for the kingdom of England.</li> <li>I can accurately sequence and record historical events and developments during this period on a timeline.</li> <li>I can investigate and discuss change and continuity in government, law and justice over this time period.</li> <li>I can compose chronological narratives which address the developments in government, laws and justice over this time period.</li> </ul>	<ul style="list-style-type: none"> <li>I know when and where the ancient Greek civilisation developed.</li> <li>I have a clear chronological understanding of the events and developments of the ancient Greek civilisation.</li> <li>I can accurately sequence and record historical time periods and key events from the ancient Greek civilisation on a timeline.</li> <li>I can narrate the development of the ancient Greek civilisation chronologically.</li> </ul>
<b>Chronological Understanding</b> establish clear narratives within and across the periods the study including for their Local Area		<ul style="list-style-type: none"> <li>I know about the formation of the Kingdom of England and its development up to 1066.</li> <li>I know about the Viking raids and invasion and the resistance of Alfred the Great and Athelstan.</li> <li>I can describe the political structures and struggles during this time.</li> <li>I can discuss how Britain has influenced and been influenced by the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>I know about key time periods in the ancient Greek civilisation.</li> <li>I know about, and can describe, the features of ancient Greece civilisation, society and daily life.</li> <li>I know about the achievements and contributions of ancient Greece (e.g. Olympics, literature, government).</li> <li>I can assess the impact and significance of the achievements and contributions of ancient Greece on later societies and world history (e.g. Olympics, literature, government).</li> <li>I can discuss how Britain has been influenced by the achievements and contributions of the ancient Greek civilisation.</li> </ul>

Year	Year 5		
Scheme of Work	LOCAL STUDY	Vikings Vs Anglo-Saxons	Ancient Greece
Term	Autumn Term	Spring Term	Summer Term
<p>Historical Enquiry</p> <p>make connections, draw contrasts and analyse trends over time</p> <p>address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance</p> <p>how our knowledge of the past is constructed from a range of sources</p> <p>assess how and why contrasting interpretations of the past have been constructed</p> <p>construct informed responses that involve thoughtful organisation of relevant historical information</p>		<ul style="list-style-type: none"> <li>• I know that the formation of England was influenced by a combination of factors, which vary in significance.</li> <li>• I can classify causes based on their nature (e.g. short-term, long-term, religious, political, etc.)</li> <li>• I can analyse more complex cause-and-effect relationships and assess their significance.</li> <li>• I can make connections between key events and time periods in British History before and after 1066.</li> <li>• I can devise questions for historical research that explore the nature and extent of political change in Britain during this time.</li> <li>• I can plan and carry out historical research about the nature and extent of political change in Britain during this time.</li> <li>• I can analyse a range of primary and secondary sources to develop a more complete understanding of the past.</li> <li>• I know that the limitations of historical sources can affect our understanding of the past.</li> <li>• I can explain how and why interpretations about Alfred the Great exist.</li> <li>• I can consider why specific interpretations of the past have been constructed.</li> <li>• I can communicate and explain findings from my historical research.</li> <li>• I can integrate relevant historical information and evidence from a range of sources to respond to a historical question.</li> <li>• I can draw conclusions about the Viking and Anglo-Saxon struggles for the kingdom of England and justify my ideas using evidence and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the wars between Athens and Sparta were influenced by a combination of factors, which vary in significance.</li> <li>• I can compare the impact and significance of the wars between Athens and Sparta on their populations.</li> <li>• I can devise questions for historical research that explore daily life in ancient Greece.</li> <li>• I can plan and carry out historical research about daily life in ancient Greece using a range of sources.</li> <li>• I know that primary sources come from the period of study.</li> <li>• I can distinguish between primary and secondary sources.</li> <li>• I can analyse a range of primary and secondary sources to develop a more complete understanding of life in ancient Greece.</li> <li>• I can compare the strengths and limitations of different sources, considering accuracy, reliability, relevance and significance.</li> <li>• I can discuss how and why the people of Athens and Sparta may have different versions of the same historical events.</li> <li>• I can explain why specific interpretations of the past have been constructed.</li> <li>• I can communicate and explain findings from my historical research.</li> <li>• I can integrate relevant historical information and evidence from a range of sources to respond to a historical question.</li> <li>• I can draw conclusions about life in ancient Greece and justify my ideas using evidence and reasoning.</li> </ul>

Year	Year 5		
Scheme of Work	LOCAL STUDY	Vikings Vs Anglo-Saxons	Ancient Greece
Term	Autumn Term	Spring Term	Summer Term
Vocabulary		Romans, Anglo-Saxons, Vikings, Britons, kingdoms, country, monarchy, monarch, ruler, government, politics, society, daily life, Lindisfarne, Alfred the Great, Edmund Ironsides, Ethelred the Unready, King Cnut, peace treaty, Danelaw, maps, Anglo-Saxon Chronicle, Battle of Hastings, Norman Conquest, Harold Hardrada, Harold Godwinson, William, Duke of Normandy, perspective, interpretation, reliability, accuracy, significance, relevance, experience, timeline, chronology, century, events, cause, effect	ancient Greece, civilisation, Minoan age, Mycenaean age, Dark age, Classical period, Archaic period, Hellenistic period, government, politics, polis, city states, Athens, Sparta, Peloponnesian War, Oligarchy, Democracy, Monarchy, primary source, secondary source, Olympia, olympians, olympics, myths, society religion, polytheistic, monotheistic, gods, goddesses, philosopher, scholar, Pythagoras, Socrates, Hippocrates, Plato, Aristotle, Archimedes, viewpoint, perspective, trustworthy, bias, authentic

Year	Year 6		
Scheme of Work	The Kingdom of Benin	The World at War	Medicine and Disease
Term	Autumn Term	Spring Term	Summer Term
<b>Vocabulary</b> develop the appropriate use of historical terms	<ul style="list-style-type: none"> <li>I can effectively use accurate historical terms in my discussions and analyses about the Kingdom of Benin.</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively use accurate historical terms in my discussion and analysis of World War Two.</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively use accurate historical terms in my discussion and analysis of the changes in medicine and disease through the ages.</li> </ul>
<b>Historical Understanding</b> have a chronologically secure knowledge and understanding of British, local and world history	<ul style="list-style-type: none"> <li>I have a coherent, chronological understanding of the events and developments across world history, including the history of the Kingdom of Benin.</li> <li>I know about the expansion and decline of the Kingdom of Benin.</li> <li>I can accurately sequence and record historical time periods and significant Obas from the Kingdom of Benin on a timeline.</li> <li>I can compose clear, chronological narratives about the history of the Kingdom of Benin.</li> </ul>	<ul style="list-style-type: none"> <li>I have a coherent, chronological understanding of the events and developments of British and world history leading up to, and including, World War Two.</li> <li>I can construct an accurate timeline which records the significant events and developments of World War Two in chronological order.</li> <li>I can compose clear, chronological narratives which address the events and developments of World War Two.</li> </ul>	<ul style="list-style-type: none"> <li>I have a coherent, chronological understanding of the history of medicine and disease from prehistory to the modern day.</li> <li>I can compose clear, chronological narratives which describe how and why ideas and practices relating to medicine and disease have change over time.</li> <li>I can accurately sequence and record historical periods, and the key developments, in the history of medicine and disease on a timeline.</li> </ul>
<b>Chronological Understanding</b> establish clear narratives within and across the periods the study including for their Local Area	<ul style="list-style-type: none"> <li>I know about the key features of the Kingdom of Benin, including its society, government, and daily life.</li> <li>I can identify key themes in the Kingdom of Benin, such as art, trade, culture.</li> <li>I can describe the features of the Kingdom of Benin civilisation and can make connections between Benin and other civilisations.</li> <li>I know about the achievements and contributions of Kingdom of Benin in art, trade and culture.</li> <li>I can assess the impact of the achievements and contributions of the Kingdom of Benin and explain their significance for African and world history.</li> <li>I can assess the lasting impact of the Kingdom of Benin in art and trade.</li> <li>I can assess the significance of the Kingdom of Benin in world history, considering how its contributions have shaped perceptions of African history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>I know about the events, causes and consequences of World War Two.</li> <li>I can make connections between the causes, events, and consequences of World War Two.</li> <li>I can discuss the political, military and social impact of World War Two.</li> <li>I can assess the global significance of World War Two, considering its impact on different societies and social groups.</li> <li>I can explain and evaluate the role of the British Empire and Commonwealth during World War Two, including the significance of their contributions to the war effort.</li> <li>I can consider the long-term impact of World War Two on postwar Britain, future generations and world history.</li> </ul>	<ul style="list-style-type: none"> <li>I know about the developments in our understanding of health and treatment of disease from prehistory to the modern day.</li> <li>I can make connections between key events and time periods in the history of medicine, both in Britain and globally.</li> <li>I can identify key themes and patterns in the history of medicine and disease, such as scientific discovery, technological advancements, and inequality.</li> <li>I know about key scientific discoveries in the history of medicine and disease.</li> <li>I can investigate how and why medical knowledge, practices, and technology have evolved over time, considering the influence of societal beliefs, cultural differences, and scientific progress.</li> <li>I can assess the impact and significance of scientific discoveries in shaping medical practices and health outcomes today.</li> <li>I know about the foundation of early hospitals and the development of the National Health Service in Britain, and can assess their role in improving public health and life expectancy.</li> </ul>

Year	Year 6		
Scheme of Work	The Kingdom of Benin	The World at War	Medicine and Disease
Term	Autumn Term	Spring Term	Summer Term
<p><b>Historical Enquiry</b></p> <p>make connections, draw contrasts and analyse trends over time</p> <p>address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance</p> <p>how our knowledge of the past is constructed from a range of sources</p> <p>assess how and why contrasting interpretations of the past have been constructed</p> <p>construct informed responses that involve thoughtful organisation of relevant historical information</p>	<ul style="list-style-type: none"> <li>• I know that the expansion and decline of the Kingdom of Benin were shaped by multiple, interrelated causes, and I can evaluate their significance in world history.</li> <li>• I can analyse and explain cause-and-effect relationships in the rise and fall of the Kingdom of Benin, considering the long-term consequences and their impact on later societies.</li> <li>• I can draw connections between the societies and civilisations of the Kingdom of Benin and those of Bronze Age Britain, evaluating their contributions to global history.</li> <li>• I can generate questions about what everyday life was like in the kingdom of Benin and address how this varied by social group, e.g. royalty and ordinary people.</li> <li>• I can effectively plan and carry out historical research using a range of sources.</li> <li>• I can compare, contrast and evaluate the strengths and limitations of oral testimonies and artefacts from the Kingdom of Benin.</li> <li>• I can make informed judgments about the accuracy, reliability, relevance or authenticity of sources related to the Kingdom of Benin.</li> <li>• I can draw well-informed conclusions about the significance of the Kingdom of Benin based on the analysis of sources.</li> <li>• I can critically evaluate different perspectives and interpretations about the decline of the Kingdom of Benin, considering the evidence and the bias of sources.</li> <li>• I can judge whether to support or challenge interpretations of the past based on historical evidence.</li> <li>• I can communicate and explain findings from my historical research.</li> <li>• I can select and organise reliable and relevant information to discuss the Kingdom of Benin.</li> <li>• I can justify my interpretations and conclusions using evidence and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the events and developments of World War Two were shaped by multiple, interrelated causes.</li> <li>• I can classify the causes of World War Two by their nature and assess their impact.</li> <li>• I can evaluate cause-and-effect relationships of World War Two and explain how they influenced both national and global developments.</li> <li>• I can make connections between European colonisation, World War One, and World War Two.</li> <li>• I can investigate how people's experiences of World War Two varied by background and role.</li> <li>• I can generate questions about the causes, consequences and significance of World War Two and the similarities and differences between people's experiences of the war effort.</li> <li>• I can effectively plan and carry out historical research to address these questions using a range of sources.</li> <li>• I know what propaganda is and can explain how it was used to influence public opinion.</li> <li>• I know that the strengths and limitations of historical sources can affect our understanding of the past.</li> <li>• I can explain how different sources, such as letters and diaries, offer varying perspectives with their own strengths and limitations.</li> <li>• I can analyse and evaluate a range of primary and secondary sources to form a more accurate picture of World War Two.</li> <li>• I can make informed judgements about the accuracy, reliability, relevance, significance or authenticity of sources.</li> <li>• I can evaluate how historians interpret the contribution of the British empire to World War Two, and make informed judgements about whether to support or challenge these ideas.</li> <li>• I can communicate and explain findings from my historical research.</li> <li>• I can select and organise reliable and relevant information to discuss the events and experiences of World War Two.</li> <li>• I can justify my interpretations and conclusions using evidence and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate and explain changes in ideas, beliefs, and practices about health, disease, and medicine over time, assessing their significance.</li> <li>• I can analyse how developments in medical care have influenced life expectancy and health and explain their long-term consequences.</li> <li>• I can identify the range of factors that led to medical advancements and assess their impact on society and health.</li> <li>• I can use historical artefacts to generate questions and hypotheses for historical investigation.</li> <li>• I can effectively plan and carry out historical research which involves analysing a range historical sources.</li> <li>• I know about the range of historical sources that provide insight into medical beliefs and practices from prehistory to the modern day.</li> <li>• I can investigate a range of primary and secondary sources to compare and contrast medical developments across different time periods.</li> <li>• I can assess the strengths and limitations of historical sources when investigating medical history.</li> <li>• I can evaluate the origin, purpose, usefulness and significance of different sources to understand the development of medicine and its impact on society.</li> <li>• I can draw well-informed conclusions about medical history based on the analysis of a range of sources</li> <li>• I can communicate and explain findings from my historical research.</li> <li>• I can select and organise reliable and relevant information to discuss medicine and disease over the ages.</li> <li>• I can justify my interpretations and conclusions using evidence and reasoning.</li> </ul>



Year	Year 6		
Scheme of Work	The Kingdom of Benin	The World at War	Medicine and Disease
Term	Autumn Term	Spring Term	Summer Term
Vocabulary	Kingdom, Benin, Edo, Obas, Monarchy, power, trade, crafts, bronze, source, evidence, artefacts, oral history, colonialism, ivory, bronze, brass, animal skin, pottery, sculptures, farmers, blacksmiths, ironsmiths, merchants, agriculture, Kings of the Sky, Warrior Kings, Oba Eweka, Oba Ogula, Oba Ozolua, Oba Ewuare, Queen Idia, Oba Ovonramwen, Portugal, England, European, citizens, slavery, society, resources, taxes, weapons, military, civilian, expand, decline, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation	World War I, World War II, timeline, chronology, Allies, Axis, democracy, fascism, colonisation, British Empire and Commonwealth, war effort, military, civilian, Special Operation Executive, Army, Navy, Royal Air Force, Luftwaffe, Women's Auxiliary Air Force, blitz, air raid, Anderson shelter, blackout, evacuation, evacuee, rationing, rationing book, oral history, propaganda posters, Nazi, holocaust, Anne Frank, diary, relevance, reliability, usefulness, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation short-term, long-term, political, military, posters, film and newspaper articles	health, disease, medicine, treatment, Prehistory, ancient civilisations, Roman era, Medieval period, Tudor period, Stuart period, Victorian era, ancient, modern, talisman, miasma, four humours, superstition, plague, sewage, hygiene, doctor, nurses, hospitals, the Great Fire of London, equipment, innovation, discovery, sterilisation, anaesthetics, pasteurisation, nursing, antiseptics, vaccinations, Edward Jenner, Joseph Lister, Louis Pasteur, Florence Nightingale, James Young Simpson, Rosalind Franklin, genetic diseases, National Health Service, life expectancy, primary source, secondary source, artefacts,



# History Curriculum Pack

## Scheme of Work

### Overviews



# Homes in the Past : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To know that there are different types of homes	In this first lesson, children will explore and describe some different types of homes. They will look at common features, and think about why there are so many different types. In their independent work, children complete matching activities with picture cards, and are encouraged to start thinking about which homes look the oldest/newest, and why.	<ul style="list-style-type: none"> <li>• Can children name and begin to describe some of the different types of homes?</li> <li>• Can children identify what features are common to all homes?</li> <li>• Are children beginning to understand that some homes are older than others?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards A/B</li> <li>• Label Cards</li> <li>• Description Cards</li> <li>• Local Area Observation Sheet (FSD? activity only)</li> <li>• Clipboards, pencils (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To know how and why homes have changed within living memory	In this lesson, children will discuss the difference between 'within living memory' and 'beyond living memory', using timelines as a visual aid. As a class they will then explore some of the ways in which the building of homes has changed, and why, from the 1940s to the present day. In their independent activities, children match up pictures to the correct decade using given clues. Alternatively, they are challenged to compare different houses and reason which one is newer or older, and why.	<ul style="list-style-type: none"> <li>• Do children understand that homes have changed within living memory?</li> <li>• Can children identify some of the ways in which homes have changed within living memory?</li> <li>• Do children understand what a timeline is, and can they use and understand vocabulary associated with it?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Match Up Picture Cards A/B</li> <li>• Match Up Clue Cards</li> <li>• Match Up Decade Cards</li> <li>• Comparison Cards (FSD? activity only)</li> <li>• Teacher's Prompt Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To use sources to compare homes from different decades	After discussing what a source is, and what type of sources could help us to find out about homes within living memory, children will use photographs to compare living rooms and kitchens from the 1940s, 1960s, 1980s, 2000s and 2020s (present day). In their independent activities, they will use what they have learnt to match photographs of interiors to the correct decade, and identify both similarities and differences.	<ul style="list-style-type: none"> <li>• Do children know that we can find out about homes in the past from different sources?</li> <li>• Can children use these sources to compare homes from different decades within living memory?</li> <li>• Can children identify similarities and differences between homes within living memory, and homes in the present day?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Interiors Sheets Set A, B, C</li> <li>• Decade Cards</li> <li>• Compare and Contrast Sheets (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To ask questions about homes in the past	Children will find out what a testimony is, and together will compile a list of questions that they could ask their parents/grandparents/other appropriate adults about their childhood home. This could be achieved through visits to the classroom, or by sending surveys home. Children are encouraged to compare the advantages and disadvantages of photographs and testimonials as sources.	<ul style="list-style-type: none"> <li>• Do children know what an oral testimony is?</li> <li>• Do children know how historical sources can provide different information about homes in the past?</li> <li>• Can children ask relevant questions and use the answers to share what they have found out about homes in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Question Cards</li> <li>• Blank Question Cards</li> <li>• Optional: Survey Sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To understand the impact that technology has had on our homes	In this lesson, children will look at technology in the home, and how it has changed the way we live in, and use, our homes. Children will explore technology from different decades and discuss how each invention has impacted our lives. In their independent activities, they will arrange pictures of technology on a timeline according to when they think each one first started appearing in most homes.	<ul style="list-style-type: none"> <li>• Do children know that home technology has changed within living memory?</li> <li>• Can children explain the impact that home technology has had on people's lives?</li> <li>• Can children order technological advances within living memory on a timeline?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Timeline Sheet A/B/C</li> <li>• Technology Cards A/B/C</li> <li>• Discussion Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To know about homes beyond living memory	In this final lesson, children will look at what homes were like beyond living memory, focusing on the Victorian era. After placing this era on a timeline, children will learn about the main features of a Victorian home, and how the inhabitants lived in them. Children then discuss and sort true and false statements, or, in the alternative activity, use their enquiry skills to explore some mystery objects.	<ul style="list-style-type: none"> <li>• Do children know that the Victorian era was beyond living memory?</li> <li>• Can children use information from visual sources to ask and answer questions about Victorian homes in the past?</li> <li>• Can children identify how homes were similar and different in different time periods?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• True/False Cards</li> <li>• Worksheet 6A</li> <li>• Victorian Mystery Object Cards (FSD? activity only)</li> <li>• Post-its or A3 paper (FSD? activity only)</li> </ul>

# Famous Queens : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To know about three famous queens.	In this first lesson, children will learn what a monarch is and what they do. They will learn that the current monarch of the UK is King Charles III before travelling back into the past to find out about three famous queens from British history: Elizabeth I, Victoria and Elizabeth II.	<ul style="list-style-type: none"> <li>• Can children explain what a monarch is and what royal duties they have?</li> <li>• Can children recall simple facts about the three famous queens?</li> <li>• Can children use a simple timeline to find out when in the past each queen ruled?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Captions and Images</li> <li>• Famous Queens Fact Sheet</li> <li>• Happy Families Card Set 1A/1B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about Queen Elizabeth II and her reign.	In this next lesson, children travel back into the past to find out more about our most recent famous queen: Queen Elizabeth II. They will learn about Queen Elizabeth II's family tree, the length of her reign and about the jubilees she celebrated. As well as applying their understanding in independent activities, children are also given the opportunity to research how the Platinum Jubilee was celebrated in their local area for home learning.	<ul style="list-style-type: none"> <li>• Do children understand the terms: 'monarch', 'heir' and 'jubilee'?</li> <li>• Do children understand that family trees can show how families change and grow over time?</li> <li>• Can children use a family tree to identify members of Queen Elizabeth II's family?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Jubilee Fact Sheet 2A/2B/2C</li> <li>• Badge Templates</li> <li>• Symbol Sheet</li> <li>• Postcard Template</li> <li>• Recount Template</li> <li>• Royal Family Picture Cards (for FSD? activity only)</li> <li>• Royal Family Tree (for FSD? activity only)</li> <li>• Research Sheet (home learning)</li> </ul>
<b>Lesson 3</b>	To find out about Queen Victoria and her reign.	Children will travel back, beyond living memory, to find out all about Queen Victoria and her reign. They will use the paintings of Victorian artist, James Stephanoff, to explore Buckingham Palace and find out how Queen Victoria used Buckingham Palace to perform her royal duties.	<ul style="list-style-type: none"> <li>• Do children know that Queen Victoria reigned beyond living memory?</li> <li>• Can children recall some of Queen Victoria's royal duties?</li> <li>• Can children use paintings to describe how Queen Victoria used Buckingham Palace?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Queen Victoria's Diary</li> <li>• Royal Duties Sheet 3A/3B/3C</li> <li>• Word Bank</li> <li>• Scenario Cards (for FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the changes of the Victorian period.	In this lesson, children will learn about the Victorian period in more depth. They will learn about some of the changes that occurred during the Victorian period, such as new laws and technological advances. They will use their developing historical skills to describe the key changes and discuss their impact on ordinary Victorians.	<ul style="list-style-type: none"> <li>• Do children understand that the Victorian period was a time of great change?</li> <li>• Can children describe some of the key changes of the Victorian period and the impact they had on everyday Victorians?</li> <li>• Do children understand that the lives of rich and poor Victorians were different?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Statement Cards</li> <li>• Fact Sheet</li> <li>• Freeze Frame Cards (for FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about Queen Elizabeth I and her reign.	Children will learn about Elizabeth I and how she became queen at a time when the crown usually passed down through the male line. They will find out about some of the key events and developments of Queen Elizabeth's reign. Then, children can apply their new knowledge by participating in a court role-play or a game of 'balloon drop'.	<ul style="list-style-type: none"> <li>• Do children know that Queen Elizabeth I ruled in the Tudor period?</li> <li>• Can children describe what life was like for rich and poor Tudors?</li> <li>• Can children discuss some of the important discoveries and creations of the Elizabethan era?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Drama Cards</li> <li>• Challenge Card (FSD? activity only)</li> <li>• Balloon Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To compare and contrast three major time periods.	This oracy-rich lesson sees children use their knowledge to compare and contrast the time periods associated with the reign of each of our famous queens. By discussing the similarities and differences between the time periods, children will build a robust understanding of some of the aspects of our daily lives that have changed over time.	<ul style="list-style-type: none"> <li>• Do children understand that things change over time?</li> <li>• Can children describe what life was like in the three different time periods: Tudor, Victorian and modern?</li> <li>• Can children identify some of the similarities and differences between the three time periods?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Image Cards</li> <li>• Time Period Cards</li> <li>• Topic Cards</li> <li>• Speech Bubbles 6A/6B</li> <li>• Fact Templates (for FSD? activity only)</li> <li>• Date Cards (for FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To compare and contrast three famous queens.	In this last lesson, children use paintings and photographs to compare and contrast the three famous queens and to discuss how each queen has been represented. Children will also find out why there are no photographs of Queen Elizabeth I. Children apply their understanding through an oracy-rich discussion of given images or, more creatively, through poetry.	<ul style="list-style-type: none"> <li>• Can children recall facts about the three famous queens?</li> <li>• Can children's use paintings and photographs to compare and contrast the three famous queens?</li> <li>• Do children understand why we only have paintings, and not photographs, of Queen Elizabeth I?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Sheets</li> <li>• Template 7A/7B/7C/7D (for FSD? activity only)</li> <li>• Word Bank (for FSD? activity only)</li> <li>• Poem Posters (for FSD? activity only)</li> </ul>

# Castles : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand the events leading to Norman rule in England.	This first lesson begins by helping children to understand when in history the Battle of Hastings took place. Children will learn about historical sources including the Bayeux Tapestry and how this helps us to understand the events of the Battle of Hastings.	<ul style="list-style-type: none"> <li>• Can children retell the events of the Battle of Hastings?</li> <li>• Do children know that the Battle of Hastings took place almost 1000 years ago?</li> <li>• Can children use a timeline to find out how long ago the Normans ruled?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A</li> <li>• Event Cards 1A/1B/1C</li> <li>• Memory Journey Cards</li> </ul>
<b>Lesson 2</b>	To know about different types of castles and their features.	In this lesson, children will find out about the two types of castles William the Conqueror built and his reasons for building them. Children will then explore the features of castles.	<ul style="list-style-type: none"> <li>• Can children talk about and identify the features of a motte and bailey castle?</li> <li>• Can children talk about and identify the features of a stone keep castle?</li> <li>• Can children compare these two types of castles?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Research Sheet (FSD activity only)</li> </ul>
<b>Lesson 3</b>	To describe the roles people had in a medieval castle.	Following on from the previous lesson, children will learn about what life was like in a medieval castle and the roles people had whilst working there. Children will learn about the feudal system and how this impacted people in medieval society.	<ul style="list-style-type: none"> <li>• Are children able to say what roles people had within a medieval castle?</li> <li>• Can children describe some of the roles within a medieval castle?</li> <li>• Are children able to make comparisons to how life in a medieval castle might be different from their lives today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Role Cards</li> <li>• Role Descriptions</li> <li>• Word Prompts</li> <li>• Job Advert Template (FSD! Activity only)</li> </ul>
<b>Lesson 4</b>	To compare life in Norman Britain to life today.	In this lesson, children will first recap what they have previously learnt about the feudal system and then explore what life was like for the poorer members of medieval society. They will be encouraged to make simple comparisons to their own lives and the differences between then and now.	<ul style="list-style-type: none"> <li>• Can children ask questions to find out about what life was like in Norman Britain?</li> <li>• Can children say how life was different in medieval times to now?</li> <li>• Can children describe who the most and least important people were in medieval society?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Image Cards</li> <li>• Freeze Frame Cards</li> </ul>
<b>Lesson 5</b>	To learn about the Tower of London and how it has changed over time.	In this penultimate lesson, children will dive into the history of the Tower of London and how it has changed over time. Children will be given the opportunity to see visual examples of how the Tower of London was first built and then adapted through the years.	<ul style="list-style-type: none"> <li>• Can children make simple comparisons about the Tower of London then and now?</li> <li>• Can children use vocabulary such as past, then and now?</li> <li>• Can children identify and discuss similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Fact Sheet</li> </ul>
<b>Lesson 6</b>	To research a castle in our local area.	This final lesson allows children to apply the skills they have learnt through a local history study. Your class will learn how to be 'history detectives' and will use the prompts provided to gather facts and information about history in their local area.	<ul style="list-style-type: none"> <li>• Can children use sources to research castles in their local area?</li> <li>• Can children make comparisons between their local study and other Norman castles?</li> <li>• Can children describe what they know about life in Norman castles?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Local castle pictures (provided by the teacher)</li> <li>• History Detective Prompts</li> <li>• Local History Worksheet (FSD? Activity only)</li> </ul>

# Mary Seacole : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand who Mary Seacole was and the main events of her life	In this lesson, children will learn all about Mary Seacole's life. They will find out that she was born and grew up in Kingston to a Jamaican nurse and Scottish soldier. Children will learn about how her early experiences inspired a lifelong love of nursing and how her medical skills helped her treat patients in Kingston's cholera epidemic. They will explore how, despite her help being refused by the War Office in London, she made her way to Crimea to help sick and injured soldiers and where she affectionately became known as 'Mother Seacole'. Children will create fact files of Mary Seacole's life using a detailed information text about her, or, alternatively will work in groups to find out about her.	<ul style="list-style-type: none"> <li>Can children explain who Mary Seacole was and why she is remembered?</li> <li>Can children identify some key facts about Mary Seacole's life?</li> <li>Do children understand that we know about the life of Mary Seacole from different sources?</li> </ul>	<p>Slides</p> <p>Fact Cards</p> <p>Fact File 1A/B/C</p> <p>Information Sheet</p> <p>Jigsaw Sheet 1A/B/C (FSD? activity only)</p> <p>Worksheet 1A (FSD? activity only)</p>
<b>Lesson 2</b>	To create a timeline of Mary Seacole's life	A game of True or False is used to help children recall learning about Mary Seacole from the previous lesson. Understanding chronological order is the focus of this lesson. Children will practise putting events from Mary Seacole's life in chronological order on a timeline. Children will then be tasked to order a set of event cards chronologically to create a timeline of the main events from Mary Seacole's life. Alternatively, children will use drama to create a visual timeline of her life.	<ul style="list-style-type: none"> <li>Can children explain what chronological order means?</li> <li>Can children put events in chronological order?</li> <li>Can children infer how Mary Seacole's early experiences may have influenced the choices she made in her later life?</li> </ul>	<p>Slides</p> <p>Event Cards, string and pegs (optional)</p> <p>Timeline Cards 2A/B/C</p> <p>Worksheet 2A/B/C</p> <p>Drama Cards (FSD? activity only)</p>
<b>Lesson 3</b>	To explore how racism affects people now and in the past	In this lesson, children will begin by discussing what they understand by the term 'racism'. After establishing that it is the unfair treatment of someone because of their skin colour or background, children will learn how Mary Seacole experienced racism on many occasions throughout her lifetime. Children will be encouraged to empathise with how Mary Seacole may have felt when she was the subject of racist abuse. They will write in role as Mary Seacole in reply to a speech by an American gentleman in which several racist comments were made. Alternatively, children will create a SAY NO TO RACISM poster.	<ul style="list-style-type: none"> <li>Do children know what racism is?</li> <li>Can children ask and answer questions about Mary Seacole's experience of racism, using information from sources to support their ideas?</li> <li>Can children suggest how the racism Mary Seacole experienced made her feel?</li> </ul>	<p>Slides</p> <p>Speech Sheet 3A/B</p> <p>Sentence Starter Card</p> <p>Poster Sheet 3A/B (FSD? activity only)</p> <p>Racism Information Sheet (FSD? activity only)</p>
<b>Lesson 4</b>	To understand how Cholera was treated during the lifetime of Mary Seacole	In this lesson, children will find out what cholera is and how an outbreak of this deadly disease killed many people in Kingston in 1851. Children will learn how Mary Seacole became famous for helping treat patients suffering from cholera and the remedies which she used, including mustard plasters and mercury chloride. Children will create a guide in role as Seacole to help other nurses spot the symptoms and treat patients with the disease. Alternatively, children will compare how Seacole treated cholera to how the disease is treated today. At the end of the lesson, children will learn how cholera is still a problem in many areas of the world and will reflect on what Seacole would do were she still alive today.	<ul style="list-style-type: none"> <li>Can children describe what cholera is?</li> <li>Can children describe what Mary Seacole did during the Kingston cholera epidemic and suggest the impact of her work on others?</li> <li>Can children describe the similarities and differences between how cholera was treated in Victorian Britain with how it is treated today?</li> </ul>	<p>Slides</p> <p>Diary Extract</p> <p>Worksheet 4A/B/C</p> <p>Sorting Cards (FSD? activity only)</p> <p>Worksheet 4D (FSD? activity only)</p>



# Mary Seacole : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 5</b>	To understand why Mary Seacole's journey to Crimea was difficult	In this lesson, children will watch a video which teaches them how, when discovering British soldiers in Crimea were becoming ill with cholera, Mary Seacole travelled to the War Office in London to ask if she could join Florence Nightingale in Scutari. Children will use drama to explore how she felt when her help was refused by both the War Office and then the Crimean Fund. Children will then explore how she used her wealth to buy tickets aboard the Hollander with her friend, Thomas Day, and made her own way to Crimea. They will produce a diary in role as Seacole to show her thoughts and feelings in the different stages of her journey to Crimea.	<ul style="list-style-type: none"> <li>Can children describe some of the reasons why Mary Seacole's journey to Crimea was difficult (e.g. racism, money, transport, conditions of battlefield, suffering soldiers)?</li> <li>Can children use relevant information to show they understand the difficulties Mary Seacole faced on her journey to Crimea (while writing in role)?</li> <li>Can children compare and contrast the transport available to Mary Seacole with transport available today?</li> </ul>	<p>Slides</p> <p>Drama Conventions Guide (Teaching Input)</p> <p>Worksheet 5A/B/C</p> <p>Worksheet 5D (FSD? activity only)</p> <p>Transport Cards (FSD? activity only)</p> <p>Transport Information Sheet (FSD? activity only)</p>
<b>Lesson 6</b>	To know about the work of Mary Seacole and the impact it had	In this lesson, children will learn the conditions Seacole discovered when she finally arrived in Crimea. They will find out why she became affectionately known as 'Mother Seacole' and how she set up the British Hotel. They will create a persuasive advert which encourages soldiers to visit the British Hotel, in role as Mary Seacole. Alternatively, children will write in role as an injured soldier rescued from the battlefield by Seacole. They will write a postcard home detailing their experience. In the plenary, children will look at the achievements of both Florence Nightingale and Mary Seacole.	<ul style="list-style-type: none"> <li>Can children describe what the British Hotel was?</li> <li>Can children describe the work Mary Seacole did in Crimea and the impact it had?</li> <li>Can children identify similarities and differences in the work of Florence Nightingale and Mary Seacole during the Crimean War?</li> </ul>	<p>Slides</p> <p>Poster Sheet 6A/B/C</p> <p>Persuasive Language Help Sheet</p> <p>Model Persuasive Text</p> <p>Postcard Writing Frame (FSD? activity only)</p> <p>Picture Sheet (FSD? activity only)</p>
<b>Lesson 7</b>	To remember and celebrate the achievements of Mary Seacole	In this final lesson, children will look at how Mary Seacole returned to England as a poor woman since she was unable to find a buyer for the British Hotel. They will look at how a fundraising event raised money for her but after she died, Seacole became lost to history for over 100 years. Children will find out how a group of Caribbean nurses helped reignite interest in her story and how a statue was built to commemorate her life in 2016. The fact that there has never been a black person on a British bank note will be used inspire children to design a new bank note which honours Mary Seacole's memory. At the end of the lesson, children will reflect on what they have learnt in this unit about Mary Seacole.	<ul style="list-style-type: none"> <li>Can children recall key events in Mary Seacole's life?</li> <li>Can children describe the key achievements of Mary Seacole's work?</li> <li>Can children explain why Mary Seacole should still be remembered today?</li> </ul>	<p>Slides</p> <p>Worksheet 7A/B/C</p> <p>Ideas Cards</p> <p>Board Game Template (FSD? activity only)</p> <p>Question Cards Template, Counters Template, Board Game Instructions, Information Sheet (FSD? activity only)</p>

# The Great Fire of London : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand where and when the Great Fire of London started.	This first lesson begins by developing children's understanding of when the Great Fire of London took place by using different timelines. In their independent activities, children use picture cards to identify similarities and differences between London then, and London now. In the alternative activity, children decide whether given statements about the Great Fire of London are true or false.	<ul style="list-style-type: none"> <li>• Can the children say where the Great Fire took place?</li> <li>• Can the children recall when, and how long ago, it took place?</li> <li>• Can children explain how London was different in the 17th century to London today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards</li> <li>• Worksheet 1A/1B/1C</li> <li>• True or False? Posters (FSD? activity only)</li> <li>• True or False? Record Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To understand the order of events of the Great Fire of London.	Children will be told the story of the Great Fire of London. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. They will also find out about Pepys' experience of the fire and consider how different people might have been feeling.	<ul style="list-style-type: none"> <li>• Can children describe the key events of the Great Fire of London?</li> <li>• Can children retell the events of the Great Fire of London in chronological order?</li> <li>• Can children use the past tense to talk about the Great Fire of London, and use vocabulary such as 'first', 'next' and 'finally' to sequence events?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Event Cards 2A/2B</li> <li>• Challenge Cards (FSD? activity only)</li> <li>• Costumes and props - optional (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore how we know about the Great Fire of London.	Children will think about how we know about the Great Fire of London, focusing first on the diary of Samuel Pepys. In their independent activities, children will look at other sources, such as pictures, artefacts and newspapers. They will be encouraged to consider what information we can find out from each source.	<ul style="list-style-type: none"> <li>• Can children explain how we know about the Great Fire of London from sources and stories?</li> <li>• Do children know what an eyewitness is?</li> <li>• Can children use sources to find out and infer information about the Great Fire of London?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Heading Cards</li> <li>• A3 paper</li> <li>• Worksheet 3A/3B</li> <li>• Source Cards</li> <li>• Pepys' Diary Extracts (FSD? activity only)</li> <li>• Question Sheet 3A/3B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out why the fire spread so quickly and stayed alight for so long.	Children will investigate some of the reasons why the Great Fire lasted so long, such as the materials that houses were made from, the lack of an organised fire service, and the weather. Children will also compare some of these aspects of life in 1666 to that of modern-day life.	<ul style="list-style-type: none"> <li>• Can children explain some of the reasons why the fire spread so quickly, and why it lasted so long?</li> <li>• Do children understand that news was communicated differently in the past?</li> <li>• Can children compare and contrast the buildings in 1666 with modern buildings?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Now and Then Cards</li> <li>• Worksheet 4A/4B/4C</li> <li>• Brown and white play-doh or similar, lolly sticks, clean straw, building blocks, mosaic tiles, etc. (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore how the Great Fire of London affected the city and the lives of those who experienced it.	Children will begin by recalling key information about the Great Fire. They will then look at how London was changed by the fire, including the rebuilding of the city and the development of the first fire engines. In their independent activities, children will focus on how the fire affected the people who experienced it.	<ul style="list-style-type: none"> <li>• Can children use sources and stories to infer how people who experienced the fire might have felt?</li> <li>• Can children discuss the changes that happened as a result of the Great Fire of London?</li> <li>• Can children suggest why the Great Fire of London is still remembered today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Picture Cards</li> <li>• Word Bank</li> <li>• Character Badges (FSD? activity only)</li> <li>• Question Sets (FSD? activity only)</li> </ul>

# Communication Then and Now : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To compare and contrast early writing systems.	The class will explore some of the earliest forms of communication, including cave paintings, cuneiform and Egyptian hieroglyphs. The children will compare and contrast between these three early methods of written communication and how they developed, making communication easier in each societal group. The children can try and recreate the different early communication styles and then reflect on how they found creating each type.	<ul style="list-style-type: none"> <li>• Can children make simple comments about what they can see in a historical source?</li> <li>• Can children answer simple questions about an early writing system?</li> <li>• Are children able to ask simple questions about early writing systems?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Odd One Out Speech Bubbles</li> <li>• Worksheet 1A</li> <li>• Word Bank 1A</li> <li>• Sound buttons/recording devices</li> <li>• Worksheet 1B (FSD? activity only)</li> <li>• Cuneiform Cards (FSD? activity only)</li> <li>• Cave Painting Cards (FSD? activity only)</li> <li>• Egyptian Hieroglyphs Cards (FSD? activity only)</li> <li>• Large paper, chalk/paints, colouring pencils, play dough, sculpting tools (lolly sticks with the end cut off), paper (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore how the invention of the printing press changed the way people communicate.	Children are introduced to the idea that the printed word needed to be invented and what life was like before this. They will reflect on how expensive and time-consuming methods of spreading information may have affected the daily lives of people in Britain compared to the time after the printing press was introduced by William Caxton.	<ul style="list-style-type: none"> <li>• Do children know that William Caxton brought the first printing press to Britain?</li> <li>• Do children understand what a printing press is and how it works?</li> <li>• Can children describe some of the ways in which the printing press changed people's lives?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B</li> <li>• Challenge Sheet 2A/2B (FSD? activity only)</li> <li>• Typesetter Letters (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out the advantages and disadvantages of using telegrams in the 19th century.	This lesson challenges your children to compare telegrams and letters as a form of communication. They will think about the advantages and disadvantages to each and discuss these as a class.	<ul style="list-style-type: none"> <li>• Do children know what a telegram is?</li> <li>• Can children name some similarities and differences between letters and telegrams?</li> <li>• Are children able to explain how Morse code was used to send telegrams?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Message Cards (FSD? activity only)</li> <li>• Morse Code Alphabet (FSD? activity only)</li> <li>• Hoops (optional) (FSD? activity only)</li> <li>• Morse Code Words (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To use timelines to show how telephones have changed.	This lesson focuses on your class's timeline skills as they find out about the invention, development and changes the telephone has been through in the last 150 years. They are challenged to think about what came before and after, using a timeline, as well as placing different variations of the telephone on a timeline.	<ul style="list-style-type: none"> <li>• Do children know who Alexander Graham Bell was?</li> <li>• Can children describe what the first telephones were like?</li> <li>• Can children describe some of the ways in which telephones have developed?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B</li> <li>• Picture Cards</li> <li>• Discussion Prompts</li> <li>• Physical telephone artefacts (FSD? activity only)</li> <li>• Date Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To compare the effects of Tim Berners-Lee and William Caxton's contribution to communication.	Children are introduced to the inventor Tim Berners-Lee. After a description of the World Wide Web and how it has been used to communicate globally, the children will compare this effect with that of the printing press and William Caxton. The children will think about how both individuals changed people's lives in similar ways.	<ul style="list-style-type: none"> <li>• Do children know who Tim Berners-Lee is and what he invented?</li> <li>• Can children identify similarities and differences between the lives of Caxton and Berners-Lee?</li> <li>• Can children name some ways in which these inventions have changed the way in which we communicate?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 6A/6B/6C/6D</li> <li>• Speech Bubble Cards A/B/C</li> <li>• Question Cards (FSD? activity only)</li> </ul>

# Communication Then and Now : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 6</b>	To investigate the history of British Sign Language.	In this more discrete lesson, the children will explore the history of an alternative method of communication. They will see how British Sign Language changed and evolved before being recognised as a language. They are challenged to have a go at using BSL to introduce themselves.	<ul style="list-style-type: none"> <li>• Do children know that there are different forms of non-verbal communication?</li> <li>• Can children identify who might use BSL as a form of communication?</li> <li>• Are children able to identify when BSL was recognised as an official language?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Matching Card</li> <li>• BSL Alphabet Sheet</li> <li>• Worksheet 6A/6B/6C</li> <li>• Sign Cards*</li> <li>• Fingerspelling Cards</li> <li>• Name Card</li> </ul> <p><i>*Videos of all signs used in this lesson are available on the <a href="#">BSL dictionary</a>. Some signs may vary regionally.</i></p>
<b>Lesson 7</b>	To summarise the history of communication.	This final lesson consolidates the children's knowledge and understanding of how communication has changed throughout history. They will be asked to analyse the different inventions/events we have looked at throughout the unit and choose which one they think was the most important.	<ul style="list-style-type: none"> <li>• Are children able to organise familiar inventions on a timeline?</li> <li>• Can children reflect on the impact that an invention had on smaller communities/worldwide communication?</li> <li>• Can children justify their ideas using key historical vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards 7A/7B</li> <li>• Worksheet 7A/7B</li> <li>• (FSD? activity only) Worksheet 7C</li> <li>• (FSD? activity only) Colouring pencils/felt-tips</li> <li>• End of Unit Quiz</li> </ul>



# Stone Age to Iron Age : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To introduce the definition and time scale of human prehistory.	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records.	<ul style="list-style-type: none"> <li>Do children know what the term 'prehistory' means?</li> <li>Do children know the names of the three periods of prehistory?</li> <li>Can children describe how we can find out about the prehistoric past?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Cards</li> <li>Description Cards</li> <li>Variety of objects (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about early humans and the Palaeolithic period.	Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens.	<ul style="list-style-type: none"> <li>Can children explain how and when people first came to Britain?</li> <li>Do children know what kind of animals early humans encountered?</li> <li>Do children know where early humans lived?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Sheet (FSD? activity only)</li> <li>Chalk/Soap/Soapstone (FSD? activity only)</li> <li>Tools for carving (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about people who lived in the Mesolithic period.	Children will find out how Britain's coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools.	<ul style="list-style-type: none"> <li>Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?</li> <li>Do children know where Doggerland is?</li> <li>Can children describe what Mesolithic life was like?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Information Sheet A/B</li> <li>Worksheet 3A</li> <li>Books/access to internet</li> <li>Help Sheet (FSD? activity only)</li> <li>Headdress Template (FSD? activity only)</li> <li>Paper/card/dowelling/sticks (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out how people lived in the Neolithic period.	Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts.	<ul style="list-style-type: none"> <li>Do children know where and when agriculture was developed?</li> <li>Do children know when people in Britain started farming?</li> <li>Do children know what Stonehenge is and how the landscape developed?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Fact Cards</li> <li>Stonehenge Map sheet (FSD? activity only)</li> <li>Stonehenge Information Sheet (FSD? activity only)</li> <li>Materials for building a reconstruction of Stonehenge (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about how people lived in the Bronze Age.	Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements.	<ul style="list-style-type: none"> <li>Do children know how bronze is made?</li> <li>Do children know how people were buried in the Bronze Age?</li> <li>Do children know what happened to the climate at the end of the Bronze Age?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Information Sheet</li> <li>Books/access to internet</li> <li>Picture Sheet (FSD? activity only)</li> <li>Cartoon Strip A/B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain.	<ul style="list-style-type: none"> <li>Do children know how iron is made?</li> <li>Do children know what Iron Age houses were like?</li> <li>Do children know what happened at the end of the Iron Age?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Quote Sheet A/B</li> </ul>
<b>Lesson 7</b>	To recap and summarise the prehistory of Britain.	Children will consolidate their learning and describe what life was like, and how people and technology developed throughout prehistory. Children can express their understanding in a variety of ways.	<ul style="list-style-type: none"> <li>Do children know what the three ages of prehistory are?</li> <li>Do children know how long British prehistory is?</li> <li>Can children explain how life changed in Britain during prehistory?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Timeline Cards A/B</li> <li>Information Book Template</li> <li>Challenge Cards (FSD? activity only)</li> <li>Prehistory Acrostic (FSD? activity only)</li> <li>Poster Template (FSD? activity only)</li> <li>Quiz Template (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>



# Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore where and when the first civilisations began.	In this first lesson, children are introduced to a range of different early civilisations from across the world. In their independent activities, they use a timeline to answer a variety of questions. In the alternative activity, children are challenged to create a key to show the dates and locations of several different early civilisations on both a timeline and a map.	<ul style="list-style-type: none"> <li>• Do children know what the word 'civilisation' means?</li> <li>• Do children know when and where some of the early civilisations appeared?</li> <li>• Can children use a timeline to identify when the first civilisations developed?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B</li> <li>• Early Civilisations Timeline</li> <li>• Early Civilisations Map</li> <li>• Worksheet 1C (FSD? activity only)</li> <li>• Early Civilisations Information Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the first writing systems.	Children first recap on how we find out about the past, and why written sources are so important. They will explore what we know about the early writing systems of the ancient Sumerians, the ancient Egyptians, the Shang Dynasty, and the Indus Valley. In their independent activities, children will use the Phoenician alphabet to translate words and sentences.	<ul style="list-style-type: none"> <li>• Can children discuss how the availability of written records affects our understanding of the past?</li> <li>• Can children suggest why the development of writing systems in early civilisations was so important?</li> <li>• Can children begin to discuss some of the limitations of early writing systems?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Phoenician Alphabet Cards</li> <li>• Word Cards 2A/2B</li> <li>• Worksheet 2A</li> <li>• Symbols Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore trade in early civilisations.	Children will explore the concept of trade, identifying how and why people in early civilisations traded with each other. They will learn how people traded without written records or money, and will find out about the earliest coins. In their independent activities, children will take part in a class role-play where they can experience trading tokens for goods.	<ul style="list-style-type: none"> <li>• Can children explain why people starting trading?</li> <li>• Can children explain how objects such as tokens and seals were used within trading?</li> <li>• Do children know when coins were first used, and how this changed trade within the early civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Goods Cards</li> <li>• Tokens, e.g. counters, shells, etc.</li> <li>• Tablets (optional) (FSD? activity only)</li> <li>• Worksheet 3A (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about mathematical understanding in early civilisations.	In this lesson, children will find out why the first number systems developed. They will explore the number systems of the Sumerians, the ancient Egyptians and the Shang Dynasty. In their independent activities, they will practise reading and writing amounts in each number system, and discuss how the systems are similar or different to each other and the modern number system.	<ul style="list-style-type: none"> <li>• Do children understand the link between the development of trade and the development of number systems?</li> <li>• Do children know that number systems varied between early civilisations?</li> <li>• Can children compare and contrast the number systems of different early civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Number System Cards</li> <li>• Worksheet 4A/4B/4C</li> <li>• Number System Sheets (FSD? activity only)</li> <li>• Whiteboards (FSD? activity only)</li> <li>• Discussion Cards (FSD? activity only)</li> <li>• Counting to Sixty video (plenary)</li> </ul>
<b>Lesson 5</b>	To explore the technology and inventions of early civilisations.	This lesson begins by defining what the words 'technology' and 'invention' mean. Children discuss what technology they think the early civilisations had. They then look at the invention of the wheel by the ancient Sumerians, and the development of irrigation systems by different early civilisations, and how we still use this technology, albeit adapted, today. In their independent activities, children use their historical knowledge to predict whether given items were invented before, by, or after the early civilisations, before using their research skills to find out!	<ul style="list-style-type: none"> <li>• Can children name and describe some of the inventions of early civilisations?</li> <li>• Can children select information from given sources to test predictions/answer questions?</li> <li>• Are children beginning to understand the significance of the contributions of early civilisations to later societies and our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Fact Cards</li> <li>• Quiz Sheet (FSD? activity only)</li> </ul>

# Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 6</b>	To explore the man-made structures of early civilisations.	In this lesson, children think about what other man-made structures early civilisations may have needed to build once they settled and built more permanent homes. They will focus on comparing and contrasting two structures from two different civilisations - the ancient Egyptians' Great Pyramid, and the ancient Sumerians' Ziggurat of Ur. In their independent activities, children will read, compare and sort statements about these two structures.	<ul style="list-style-type: none"> <li>• Do children know what a man-made structure is?</li> <li>• Can children explain the purpose of some of the structures of the early civilisations?</li> <li>• Can children compare and contrast the structures of different early civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• The Great Pyramid Fact Sheet</li> <li>• The Ziggurat of Ur Fact Sheet</li> <li>• Worksheet 6A/6B</li> <li>• Statement Cards</li> <li>• The Palace at Knossos (FSD? activity only)</li> <li>• Daedalus and Icarus (FSD? activity only)</li> <li>• True, Myth, or Unknown? Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To identify similarities and differences between the early civilisations.	In this final lesson, children will explore the many similarities between the early civilisations, despite them flourishing at different times and in different locations. In their independent activities, children will read and sort or write statements about the similarities between the different civilisations relating to their location, the structures they built, their writing systems, their religious beliefs and their art.	<ul style="list-style-type: none"> <li>• Can children identify similarities between the early civilisations?</li> <li>• Can children identify differences between the early civilisations?</li> <li>• Can children suggest reasons for these similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• True or False? Cards</li> <li>• Worksheet 7A/7B/7C</li> <li>• End of Unit Quiz</li> </ul>



# The Indus Valley : History : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the Indus Valley civilisation.	Children will locate India and Pakistan on a map and consider why the Indus Valley civilisation developed in that area. They will place the Indus Valley civilisation on a timeline and think about why our knowledge of the Indus Valley is limited. They will compare the Indus Valley with Stone Age and Iron Age Britain.	<ul style="list-style-type: none"> <li>Can children place the Indus Valley civilisation on a timeline?</li> <li>Can children say where the Indus Valley civilisation was located?</li> <li>Can children compare the Indus Valley civilisation's achievements with at least one other civilisation's achievements?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheet A/B</li> <li>Comic Strip Sheet</li> <li>Map Sheet (FSD? Activity only)</li> <li>Timeline Sheet A/B (FSD? Activity only)</li> <li>Blank paper</li> </ul>
<b>Lesson 2</b>	To locate Indus Valley cities and settlements.	Children will find out the location of some of the major cities and settlements of the Indus Valley civilisation. They will find out when they were founded, when they were rediscovered by archaeologists and identify some of their features. They will compare these settlements with settlements in Bronze Age Britain.	<ul style="list-style-type: none"> <li>Can children compare Indus Valley civilisation settlements with Bronze Age British settlements?</li> <li>Can children say where the Indus Valley civilisation was located?</li> <li>Can children name at least one feature of an Indus Valley civilisation settlement?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Event Cards</li> <li>Information Sheet</li> <li>Timeline Sheet</li> <li>Instruction Cards (FSD? activity only)</li> <li>City Cards A/B (Plenary only)</li> <li>Wood or interlocking bricks, clay, soil and water</li> </ul>
<b>Lesson 3</b>	To find out about city planning.	Children will compare the layout of London and New York to help them identify the layout of Indus Valley settlements. They will find out about the features and facilities found in Indus settlements and think about what it would have been like to live there.	<ul style="list-style-type: none"> <li>Can children describe the Indus Valley settlements?</li> <li>Can children name several features of Indus Valley civilisation settlements?</li> <li>Can children identify features of the settlements and imagine what they might have looked like?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Photo Cards</li> <li>Picture Card</li> <li>Map Sheet A/B</li> <li>Location Cards A/B</li> <li>Question Cards (FSD? activity only)</li> <li>Answer Cards (FSD? activity only)</li> <li>Statement Cards (Plenary only)</li> </ul>
<b>Lesson 4</b>	To find out about the Indus Valley civilisations' trade and crafts.	Children will explore why trade was so important, who the Indus people traded with and what they traded. They will use their investigative skills to decide what they think different artefacts were used for and make suggestions about the purposes of different objects.	<ul style="list-style-type: none"> <li>Can children say who the Indus Valley civilisation traded with?</li> <li>Can children identify some crafts of the Indus Valley civilisation?</li> <li>Can children say what the Indus Valley civilisation used seals for?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Card A/B/C/D</li> <li>Picture Answer Cards</li> <li>Information Card (FSD? activity only) SEALS/Writing</li> <li>Clay</li> </ul>
<b>Lesson 5</b>	To explore the technology used by the Indus Valley civilisation.	Children will find out about the mathematical achievements of the Indus Valley civilisation, including an accurate system of weights and measures. They will consider why having a uniform system of measure is important and apply this to different units of measurement used around the world today.	<ul style="list-style-type: none"> <li>Do children understand the Indus Valley civilisation had advanced systems of measure compared to other civilisations at the time?</li> <li>Can children say why agreeing on a uniform system of measure is useful?</li> <li>Can children compare the Indus Valley civilisation with Bronze Age Britain?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Weight Cards (FSD? activity only)</li> <li>Length Cards (FSD? activity only)</li> <li>Rulers, card, weighing scales, objects to weigh</li> </ul>
<b>Lesson 6</b>	To find out about the decline of the Indus Valley civilisation.	Children will recognise why historians are unsure about the decline of the Indus Valley civilisation. They will identify the different theories behind the disappearance of the Indus before making decisions about which they think is most likely, giving reasons for their choices.	<ul style="list-style-type: none"> <li>Can children list the theories why the Indus Valley civilisation declined?</li> <li>Can children say the evidence that supports and opposes the theories on the decline of the Indus Valley civilisation?</li> <li>Can children say which theory they think is most likely and why?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Theory Cards</li> <li>Evidence Cards</li> <li>Worksheet 6A/6B</li> <li>EUQ (plenary only)</li> </ul>



# Invaders and Settlers: Romans : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline	Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline.	<ul style="list-style-type: none"> <li>Do children understand the terms 'invade' and 'settle'?</li> <li>Can children explain reasons why people have invaded and settled in Britain in the past?</li> <li>Can children place the Romans on a timeline?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Calculators (optional)</li> <li>Worksheet 1A/1B/1C</li> <li>Fact Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out why and how the Romans successfully invaded Britain	Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier.	<ul style="list-style-type: none"> <li>Can children suggest some reasons why the Romans invaded Britain?</li> <li>Can children describe what the Roman army was like?</li> <li>Can children try to imagine what life was like for Roman soldiers?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>The Equipment of a Roman Soldier Sheet</li> <li>Information Sheet</li> <li>Question Cards</li> <li>Case Study: Emperor Septimius Severus (FSD? activity only)</li> <li>Discussion Cards (FSD? activity only)</li> <li>Worksheet 2C (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out who was in Britain when the Romans invaded and learn about their way of life	Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions. They will be given some brief information about who the Celts were before carrying out their own research to find out more about everyday life for the Celts.	<ul style="list-style-type: none"> <li>Do children know when the Celts lived in Britain?</li> <li>Can children use sources to find out about Celtic life?</li> <li>Can children describe in their own words what Celtic daily life was like?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet A/B</li> <li>Access to books, the internet, etc.</li> <li>Crazy Celts Board Game (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> <li>Dice and counters (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore who Boudica was from different points of view	Children will be introduced to Boudica and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudica from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view.	<ul style="list-style-type: none"> <li>Do children know who Boudica was and what she did?</li> <li>Do children know that history is represented in different ways by different people?</li> <li>Can children represent their understanding in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Boudica Description (FSD? activity only)</li> <li>Boudica Portrait sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the results of Boudica's revolt	Children will learn more about Boudica's revolt, exploring why it was initially so successful, but then ultimately failed. Children will discuss and explain their views and opinions of Boudica.	<ul style="list-style-type: none"> <li>Can children explain the events of Boudica's revolt?</li> <li>Do children know why Boudica's revolt failed?</li> <li>Can children explain their own point of view?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Word Bank</li> </ul>
<b>Lesson 6</b>	To find out about life in Roman Britain	Children will first look at some Picture Cards in groups and discuss what they tell us about daily life in Roman Britain. They will then find out about different aspects of Roman life, including Roman towns, roads, construction, public baths and entertainment.	<ul style="list-style-type: none"> <li>Can children explain some aspects of Roman life?</li> <li>Can children ask and answer questions?</li> <li>Can children select and record information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Information Cards</li> <li>Worksheet 6A/6B/6C</li> <li>Group Challenge Cards (FSD? activity only)</li> <li>Roman Life Booklet Pages (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To know how the Romans have influenced our lives today	Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.	<ul style="list-style-type: none"> <li>Can children explain some of the things the Romans invented or introduced to Britain?</li> <li>Can children identify aspects of our lives that are affected by the Roman rule in Britain?</li> <li>Can children suggest what life would have been like in Britain if the Romans had never arrived?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Letter to the Emperor (FSD? activity only)</li> </ul>

# Anglo-Saxons, Picts and Scots : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out how we know about the past.	Children explore the idea that our understanding of the past is based on a range of historical sources, including artefacts made at the time, written accounts and environmental evidence. During the session, children will learn about the excavation at Sutton Hoo and about what was found there. They will examine some of the artefacts found at the site and use these to ask and answer questions about the Sutton Hoo burial.	<ul style="list-style-type: none"> <li>Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time?</li> <li>Do children understand what an archaeologist does and why they excavate certain sites?</li> <li>Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Artefact Cards</li> <li>Artefact Analyser 1A/B/C/D</li> <li>Sorting Challenge (FSD? activity only)</li> <li>Sorting Challenge Sheet 1A/B/C (FSD? activity only)</li> <li>Blank Sorting Sheet</li> </ul>
<b>Lesson 2</b>	To find out about Anglo-Saxon migration.	In this session, children find out who the Anglo-Saxons were, where they came from, and when and why they came to Britain. Children will bust some common myths about Anglo-Saxon Britain as they learn that Anglo-Saxon kingdoms took more than a century to form and that many different tribes lived in Britain at that time. Children will review evidence and decide whether they think the Anglo-Saxons invaded Britain by force or settled peacefully.	<ul style="list-style-type: none"> <li>Can children explain the terms migrate, invade and settle?</li> <li>Can children use a timeline to establish the beginning, end and duration of the Anglo-Saxon period in Britain?</li> <li>Can children name some of the historical and archeological sources that tell us about Anglo-Saxon migration?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 2A/B/C/D</li> <li>Evidence Cards 2A/B</li> <li>Information Sheet</li> <li>Record Sheet 2A/B/C</li> <li>Answer Sheet 2A/B/C</li> <li>Anglo-Saxon Story Builder (FSD? activity only)</li> <li>Answer Cards 2A/B (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out who the Picts and Scots were and where they lived.	Here, children will find out who the Picts and Scots were and where they lived in Britain. Children will use environmental evidence from settlements, forts and monuments, as well as artefacts from the time, to find out about the lives of the different tribes. They will also consider the limitations of accounts written by Anglo-Saxons and Romans, including bias. Children apply their knowledge by creating and answering quiz questions about the Picts and Scots based on the given ebook resources.	<ul style="list-style-type: none"> <li>Do children know who the Scots and Picts were, where they lived and why they are important?</li> <li>Can children describe what they know about the lives of the Picts and Scots?</li> <li>Can children name historical sources which tell us about the lives of the Picts and the Scots?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Question Cards</li> <li>Question Sheets 3A/B/C</li> <li>Answer Sheets 3A/B</li> <li>Picts/Scots eBooks</li> <li>Design Sheet (FSD? activity only)</li> <li>Instructions Sheet (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> <li>Ogham Alphabet Sheet (FSD? activity only)</li> <li>Clay, clay tools, paint (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To use a range of artefacts to find out about Anglo-Saxon life.	Children are challenged to identify three mystery objects from Anglo-Saxon Britain. They will learn how to question what the artefacts are for, who might have used them and what these can tell us about life in Anglo-Saxon times. To apply their understanding, children will sort artefacts into different categories relating to everyday life: clothes, work, food, buildings and leisure. Then, children will describe and evaluate an artefact in detail using an archeological record form.	<ul style="list-style-type: none"> <li>Can children generate questions relating to everyday life in Anglo-Saxon times?</li> <li>Can children use artefacts to find out about everyday life in Anglo-Saxon Britain?</li> <li>Can children compare the lives of rich and poor Anglo-Saxons?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Archeological Record Form 4A/B</li> <li>Information Sheet 4A/B</li> <li>Picture Cards</li> <li>Activity Sheets (FSD? activity only)</li> <li>Ingredients listed in recipes, onion skins, water, salt, wool, cardboard looms, counters for games (FSD? activity only)</li> </ul>

# Anglo-Saxons, Picts and Scots : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 5</b>	To explore Anglo-Saxon society and culture.	In this session, children use the story of Beowulf to explore how Anglo-Saxon society was organised. Children make notes as they listen to a shared read of Beowulf and discuss what they can infer about Anglo-Saxon culture and society. Children will then create storyboards to retell Beowulf in their own words and pictures before using their understanding to decide whether the person buried at Sutton Hoo was a king, thane or peasant.	<ul style="list-style-type: none"> <li>Do children know what the term 'culture' means?</li> <li>Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf?</li> <li>Do children understand why stories like Beowulf were important in Anglo-Saxon Britain?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Storyboard 5A/B/C</li> <li>Beowulf Story Sheet</li> <li>Story Cards</li> <li>Challenge Cards</li> <li>Riddle Challenge (FSD? activity only)</li> <li>Riddle Cards (FSD? activity only)</li> <li>Riddle Solutions sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To know about paganism and the spread of Christianity in Britain.	During this session, children explore the concepts of change and continuity while looking at religion. Children will use timelines to discuss the two major shifts in religious beliefs and practices during the Anglo-Saxon era: the introduction of Anglo-Saxon paganism and the spread of Christianity from centres such as Iona, Lindisfarne and Canterbury. Children will use their knowledge of Christian and pagan practices to help them identify the religion of the person buried at Sutton Hoo.	<ul style="list-style-type: none"> <li>Do children understand the terms 'change' and 'continuity'?</li> <li>Can children describe how religious beliefs and practices changed during the Anglo-Saxon period?</li> <li>Can children describe some of the differences between the beliefs and practices of pagans and Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Fact Sheet 6A/B/C</li> <li>Answer Sheet 6A/B</li> <li>My Life in Objects 6A/B (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.	In this final session, children bring together everything they know to solve the mystery: who is buried at Sutton Hoo? Children will learn about six kings who ruled territories in seventh-century Britain and use evidence packs to draw a conclusion about which of these kings was buried at Sutton Hoo. Children will consider the reliability and relevance of the evidence in their pack.	<ul style="list-style-type: none"> <li>Can children summarise and organise historical evidence?</li> <li>Can children draw a conclusion based on historical evidence?</li> <li>Can children evaluate the reliability and relevance of different sources of evidence?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Record Sheet 7A/B/C</li> <li>Evidence Sheets 7A/B/C/D/E</li> <li>Picture Cards (FSD? activity only)</li> <li>End of Unit Quiz and Answers</li> </ul>

# The Maya: History : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand how we know about the ancient Maya civilisation.	In this first lesson, children will discover where and when the ancient Maya civilisation developed. They will learn how historians and archaeologists have used the temples, pyramids stone monuments and other artefacts left by the Maya to find out about their society and way of life. Children then apply their understanding by studying a range of historical artefacts and interpreting what these reveal about the past.	<ul style="list-style-type: none"> <li>Do children know when and where the ancient Maya civilisation developed?</li> <li>Can children name and discuss some of the sources that historians and archeologists study to find out about the ancient past?</li> <li>Can children discuss the nature and usefulness of a range of sources?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Artefact Cards</li> <li>Question Cards</li> <li>Connection Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out how the society of the ancient Maya was organised.	Now children understand the context of the ancient Maya civilisation, they will learn about how its society was governed and organised. Children will learn about the Maya city-states, their social hierarchy and the roles, power and status of each social group. Then, children will reflect on how people's lives and experiences would have differed according to their social group and why we have more information about the lives of some social groups than others.	<ul style="list-style-type: none"> <li>Do children know that the ancient Maya lived in city-states ruled by powerful ajaws?</li> <li>Can children identify and name the different social groups with ancient Maya society?</li> <li>Can children discuss how the daily lives and experiences of the ancient Maya varied based on their social group?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Social Pyramid</li> <li>Pyramid 2A/2B/2C</li> <li>Palenque Map (FSD? activity only)</li> <li>Information Sheet (FSD? activity only)</li> <li>Visitor Guide Template (FSD? activity only)</li> <li>Building Notes (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the religious beliefs of the ancient Maya.	Children begin this lesson by generating questions they have about the religious beliefs and practices of the ancient Maya. They will develop their understanding of the role that gods and goddesses played in different areas of the daily lives of the Maya and explore the different ways that the Maya worshipped their deities. Children apply their understanding by designing their own deity for modern times or by reenacting the Maya creation story.	<ul style="list-style-type: none"> <li>Do children know that the ancient Maya believed in multiple deities?</li> <li>Can children discuss some of the religious beliefs and practices of the ancient Maya?</li> <li>Can children discuss how the religious beliefs and practices of the ancient Maya varied based on their social group?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Deity Cards</li> <li>Information Sheet</li> <li>Design Sheet</li> <li>Extension Sheet</li> <li>Maya Creation Story (FSD? activity only)</li> <li>Story Planner (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the achievements of the ancient Maya.	In this lesson, children will learn about the achievements of the ancient Maya, including their writing and number systems and the development of accurate calendars based on their astronomical observations. They will consider the significance of these achievements and how their impact on future societies and generations.	<ul style="list-style-type: none"> <li>Do children know that the ancient Maya had their own calendars, writing and number systems?</li> <li>Can children consider what these achievements tell us about the knowledge and skills of the ancient Maya?</li> <li>Can children discuss the significance of these achievements?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Invention Cards 4A/4B</li> <li>Ranking Sheet</li> <li>Glyph Sheet (FSD? activity only)</li> <li>Clay, boards and tools (FSD? activity only)</li> <li>Information Sheet 4A/4B (FSD? activity only)</li> <li>Haab Calendar Resources (FSD? activity only)</li> <li>Tzolkin Calendar Template (FSD? activity only)</li> <li>Maya Maths Challenge 4A/4B/4C (FSD? activity only)</li> </ul>

# The Maya: History : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 5</b>	To find out how the Maya civilisation developed over time.	For this lesson, children will learn about the key periods in the development of the Maya civilisation: preclassic, classic and postclassic and will explore themes of change and continuity. They will also learn how to practically construct timelines, including how to use bars to represent periods of time and arrow to mark distinct events.	<ul style="list-style-type: none"> <li>Do children know how historical events and periods are presented and recorded on a timeline?</li> <li>Can children accurately sequence key events in the development Maya civilisation in chronological order?</li> <li>Can children discuss aspects of change and continuity in the Maya civilisation over time?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Timeline Template 5A/5B/5C</li> <li>Event Cards 5A/5B</li> <li>Kaboom Cards (FSD? activity only)</li> <li>Kaboom Instructions (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To compare and contrast the Maya civilisation with Britain c.900CE.	For this lesson, children will investigate the similarities and differences between the daily lives of people living in the ancient Maya civilisation and Anglo-Saxon England c.900 CE. Children will use research and role-play to find out, compare and contrast what life was like for ordinary citizens in both societies.	<ul style="list-style-type: none"> <li>Do children know some similarities and differences between the ancient Maya civilisation and Anglo-Saxon society c.900CE?</li> <li>Can children use research and role-play to find out what life was like for ordinary people in the ancient Maya civilisation?</li> <li>Can children compare and contrast the experience of the ordinary Maya with the experiences of ordinary Anglo-Saxons c.900CE?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Role Cards 6A/6B</li> <li>Information Sheet 6A/6B</li> <li>Writing Template 6A/6B</li> <li>Example Diary</li> <li>Challenge Card (FSD? activity only)</li> <li>True or False? Cards (FSD? activity only)</li> <li>Explanation Sheet (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To investigate the decline of the ancient Maya civilisation.	In the last History lesson of the topic, children will investigate some of the reasons for the decline of the ancient Maya civilisation and its city-states. They will consider different interpretations and perspectives of the historical events associated with the arrival of the Spanish conquistadors in Mesoamerica. Children will also discover that, although the last city-states were abandoned to the jungle in the sixteenth century, the Maya still live in Mesoamerica today.	<ul style="list-style-type: none"> <li>Do children know some of the causes of the decline of the ancient Maya civilisation?</li> <li>Do children understand that the city-states of the ancient Maya civilisation did not decline all at once?</li> <li>Can children consider the significance of these different causes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Cause Cards</li> <li>Ranking Sheet 7A/7B</li> <li>Storyboard 7A/7B (FSD? activity only)</li> <li>Interview Sheet (FSD? activity only)</li> <li>Tablets and green screen (optional)</li> </ul>



# Vikings vs Anglo-Saxons : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore what Britain was like before the first Viking invasions.	Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.	<ul style="list-style-type: none"> <li>Can children explain how the Anglo-Saxons came to Britain?</li> <li>Do children know why this period is often referred to as the Dark Ages?</li> <li>Can children give an overview of what life was like in the 8th century before the Viking invasions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fact Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the Viking invasions of Britain.	Children will recap the seven Anglo-Saxon kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.	<ul style="list-style-type: none"> <li>Do children know when the Vikings first invaded Britain?</li> <li>Can children offer reasons for why the Vikings invaded?</li> <li>Can children recognise and describe the different perspectives of the Viking invasions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Information Sheet A/B</li> <li>Viking Invasion Song (FSD? activity only)</li> <li>Viking Invasion Backing Track (FSD? activity only)</li> <li>Viking Invasion Song Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.	Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.	<ul style="list-style-type: none"> <li>Do children know that the Vikings settled in Britain after the first raids in the 8th century?</li> <li>Can children use a variety of sources to gather information?</li> <li>Can children describe how the Vikings gained control of the northeast of England?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Timeline Cards</li> <li>Information Sheet</li> <li>Timeline Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out why King Alfred was dubbed 'Alfred the Great'.	Children will recap the agreement between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.	<ul style="list-style-type: none"> <li>Can children describe the role King Alfred played in making England a unified country?</li> <li>Can children suggest reasons why he was dubbed 'Great'?</li> <li>Can children use a variety of sources of information to find out the life of King Alfred?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore what life was like for Vikings living in Britain.	Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.	<ul style="list-style-type: none"> <li>Can children describe what life was like for Vikings in Britain?</li> <li>Can children identify differences between Viking and Anglo-Saxon life?</li> <li>Can children identify similarities between Viking and Anglo-Saxon life?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Sentence Cards A/B</li> <li>Challenge Cards (FSD? activity only)</li> <li>Beowulf Story Sheet (FSD? activity only)</li> <li>Runic Alphabet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out how and when England became a unified country.	Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.	<ul style="list-style-type: none"> <li>Do children know that by 1016, England was a unified country under the control of a single king?</li> <li>Can children name the key historical figures and describe their role in events?</li> <li>Can children discuss causes and effects of historical events?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Sentence Cards</li> <li>Character Cards</li> <li>Digital cameras, props, costumes - optional (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To find out about the end of the Anglo-Saxon and Viking era in Britain.	Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.	<ul style="list-style-type: none"> <li>Do children know why the Battle of Hastings took place?</li> <li>Can children describe the main events surrounding the Norman conquest?</li> <li>Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>Challenge Card (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Who Were the Ancient Greeks? : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To begin to find out who the ancient Greeks were, and place their civilisation in time	In this first lesson, children will become familiar with some of the different ages, or periods, of ancient Greece. In their independent activities, children will apply this knowledge to help them complete a timeline showing important information about, or the main events of, each age or period. In the alternative activity, children will be challenged to answer as many questions about the different ages or periods of ancient Greece as they can.	<ul style="list-style-type: none"> <li>Do children understand the terms 'BC' and 'AD'?</li> <li>Can children name, and place in chronological order, the main time periods of ancient Greece?</li> <li>Can children discuss some of the main events from each time period they have looked at?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Timeline Cards A/B</li> <li>Information Sheets</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To understand the different types of government in ancient Greece	Children will explore the three main types of government of ancient Greece: monarchy, oligarchy and democracy. In their independent activities, children will discuss the advantages and disadvantages of two of these types of government: monarchy and democracy. In the FSD? activity, children will be challenged to put themselves in the shoes of a given character and express their thoughts and feelings about the type of government they live under.	<ul style="list-style-type: none"> <li>Can children explain the difference between a democracy, oligarchy and a monarchy in ancient Greece?</li> <li>Can children discuss some of the advantages and disadvantages of democracies and monarchies?</li> <li>Can children discuss their own opinions of which type of government they think is best?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Advantage and Disadvantage Cards A/B</li> <li>Worksheet 2A/B</li> <li>Types of Government Sheet</li> <li>Thought Bubble Sheets A/B/C/D/E/F/G</li> </ul>
<b>Lesson 3</b>	To compare and contrast the two city-states of Athens and Sparta	Children will find out about the two powerful city-states of Athens and Sparta. Through their own reading and research, they will learn about the similarities and differences between them. Children will be challenged to put themselves into the shoes of an ancient Greek, and think about how they would view each city-state. In the alternative activity, children write statements about each city-state, then organise themselves into a 'life-size' Venn diagram!	<ul style="list-style-type: none"> <li>Can children list some similarities and differences between the two city-states of Athens and Sparta?</li> <li>Can children put themselves 'in the shoes of' an ancient Greek and discuss the two city-states?</li> <li>Can children explain their own views and opinions of the two city-states?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheets</li> <li>Postcard Template A/B</li> <li>Letter Template</li> <li>Talk Show Labels and Instructions</li> <li>Question Sheet</li> <li>City-State Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To use sources to find out about daily life in ancient Greece	In this lesson, children will first explore the different types of sources we have about the past, and learn how to distinguish between a primary and secondary source. In their independent activities, they will use both types of source to research different aspects of the daily life of the ancient Greeks.	<ul style="list-style-type: none"> <li>Do children understand the difference between primary and secondary sources?</li> <li>Can children use given sources to gather or find specific information?</li> <li>Do children have a developing knowledge of what daily life in ancient Greece was like?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheets</li> <li>Worksheet 4A/4B</li> <li>Challenge Cards (FSD? activity only)</li> <li>Worksheet 4C (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To know about religion in ancient Greece	Children will find out about the polytheistic religion of ancient Greece, and the important role the gods and goddesses played in everyday life, from worshipping and festivals to helping to explain natural events through the telling of myths. In their independent activities, children will find out more about the twelve Olympians, and be challenged to recall facts, answer questions and create their own questions. In the alternative activity, children will make their own mini-booklet about the twelve Olympians.	<ul style="list-style-type: none"> <li>Can children explain why ancient Greece had a polytheistic religion?</li> <li>Can children explain the importance of religion in the everyday life of ancient Greeks?</li> <li>Can children use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Greek Gods Information Cards</li> <li>Greek Gods Game A/B</li> <li>Greek Gods Question Sheet</li> <li>Multiple Choice Quiz Sheet</li> <li>Template for Mini Booklet Sheets 1 &amp; 2 (FSD? activity only)</li> <li>Folding Instructions Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about the ancient Greek scholars and philosophers	In this lesson, children will begin by discussing the terms 'philosopher' and 'scholar'. They will then explore the lives, ideas and beliefs of six of ancient Greece's most famous philosophers and scholars. In their independent activities, children will be encouraged to discuss, ask and answer questions about Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes.	<ul style="list-style-type: none"> <li>Can children explain the terms 'scholar' and 'philosopher'?</li> <li>Can children discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about?</li> <li>Can children voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Information Cards</li> <li>Quote Cards</li> <li>Worksheet 6A/6B/6C</li> <li>Challenge Cards (FSD? activity only)</li> <li>Hippocratic Oath (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To know how modern-day life has been influenced by the ancient Greeks	In this final lesson, children will explore the legacy of ancient Greece. They will find out about some of the many ways that ancient Greek ideas and developments still influence our lives today. In groups, children will take part in a carousel activity where they will find out about and discuss the legacy of the ancient Olympic Games, the Greek language, Greek myths, and Greek government.	<ul style="list-style-type: none"> <li>Can children name some ancient Greek ideas or developments that still influence us today?</li> <li>Can children use given sources to further their own learning?</li> <li>Can children express and explain their own views and opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>The Olympics Pack</li> <li>The Language Pack</li> <li>The Myths Pack</li> <li>The Government Pack</li> <li>Research Cards (FSD? activity only)</li> <li>Access to internet, books on ancient Greece</li> </ul>

# The Kingdom of Benin : History : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out where the Kingdom of Benin was and about time period we will be exploring.	Children will find out where modern-day Benin is and which countries are near it in West Africa. They will discover that the Kingdom of Benin was located in modern day Nigeria and think about what was happening in Britain during the time of the Kingdom of Benin.	<ul style="list-style-type: none"> <li>Do children know the area of Africa in which Benin was located?</li> <li>Can children order and discuss the main eras and events of the Benin Empire?</li> <li>Can children comment on how the borders of African countries were set?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Timeline Cards 1A/1B</li> <li>Information Sheet 1A/1B</li> <li>Timeline Sheet 1A/1B/1C/1D/1E (FSD? activity only)</li> <li>Selection of history books or internet access</li> </ul>
<b>Lesson 2</b>	To explore how we know about The Kingdom of Benin from AD 900 to 1300.	Children will recap when and where the Kingdom of Benin was before gaining a brief overview of the civilisation from 900 to 1300. Children will consider how we know about Benin and what different sources can tell us. They will focus particularly on the difference between archaeological finds and oral histories.	<ul style="list-style-type: none"> <li>Do children understand the difference between oral histories and archaeological evidence?</li> <li>Can children compare the oral histories and archaeology of Benin?</li> <li>Can children discuss which source they think is most reliable, giving reasons for their choice?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Story Sheet 2A/2B</li> <li>Information Sheet 2A</li> </ul>
<b>Lesson 3</b>	To find out about the leaders of The Kingdom of Benin.	Children will consider what we can learn about the leaders of Benin from bronze artefacts. They will find out about the Obas of Benin and the dates and key features of their reigns.	<ul style="list-style-type: none"> <li>Do children know how the Oba was treated in Benin?</li> <li>Do children know what the brass heads were used for?</li> <li>Can children ask and answer questions about artefacts to find out about Benin?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet 3A/3B/3C</li> <li>British history books</li> <li>Game Sheet 3A/3B (FSD? activity only)</li> <li>Picture Card 3A/3B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the lives of the people of the Kingdom of Benin.	Children will recap what they know about Benin royalty before comparing this with the lives of ordinary people. They will explore different jobs in Benin, including artists, craftsmen and builders. They will make inferences for what everyday life was like at this time.	<ul style="list-style-type: none"> <li>Do children know which jobs people had in Benin?</li> <li>Do children know which crops and animals were farmed in Benin?</li> <li>Can children say what life would have been like for people in Benin?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Information Sheet 4A/4B</li> <li>A range of cookery books or access to the internet</li> <li>Picture Card 4A/4B (FSD? activity only)</li> <li>Accounts of Benin 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the trade network of the Benin Empire.	Children will explore the effects of different trade routes on the Benin Empire. They will discover what commodities Benin imported in and exported out, and some of the ways in which Europeans carried out trade with Benin. They will identify the importance of trade to the Benin Empire.	<ul style="list-style-type: none"> <li>Do children know some of the items exported by the Benin Empire?</li> <li>Do children know some of the items imported by the Benin Empire?</li> <li>Can children say why trade was important to the Benin Empire?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Trade Cards 5A/5B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about the Benin Empire's Golden Age.	Children will identify what a Golden Age and place Benin's Golden Age on a timeline. They will find out some of the reasons why this period is known as the Golden Age and identify key features of the period. They can also compare this with what was happening in Britain at the same time.	<ul style="list-style-type: none"> <li>Do children know when Benin's Golden Age was?</li> <li>Do children know why this time period is described as Benin's Golden Age?</li> <li>Can children come to conclusions about life in Benin based on artefacts?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Statement Card 6A</li> <li>Information Sheet 6A</li> <li>Picture Cards 6A/6B/6C/6D/6E/6F/6G (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To find out about the decline of the Benin Empire.	Children will investigate the decline of the Benin Empire. They will think about the effect of civil war on a civilisation and some of the reasons why Benin's fortunes changed thanks to the abolition of slavery, the 'Scramble for Africa' and other factors.	<ul style="list-style-type: none"> <li>Do children know when the Benin Empire began to decline?</li> <li>Do children know why the Benin Empire began to decline?</li> <li>Do children know who destroyed Benin and what the reasons were?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Cause Cards 7A</li> <li>Timeline Sheet 7A</li> <li>Information Sheet 7A/7B/7C</li> </ul>



# The World at War: History: Year 5/6



HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate the causes of World War Two.	This initial session looks at when and where World War Two took place, who was involved and why war broke out. Children will explore the difference between historical events and causes before using a diamond nine grid to rank the causes of the Second World War from most to least important.	<ul style="list-style-type: none"> <li>Do children understand the difference between an 'event' and a 'cause'?</li> <li>Can children identify and explain a range of causes which contributed to World War Two.</li> <li>Can children assess the relative significance of a range of causes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Cause Cards</li> <li>Diamond Nine Grid 1A/1B</li> <li>Explanation Sheet</li> <li>Challenge Cards (FSD? activity only)</li> <li>Knowledge Organiser 1A/1B/1C (FSD? activity only)</li> <li>Learning Support Cards 1A/1B/1C (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To know about the different organisations and people who contributed to the war effort.	In this lesson, children will learn about the different organisations and people involved in Britain's war effort from across the British Empire. Children will analyse biographies and chart the similarities and differences between their backgrounds, roles and experiences.	<ul style="list-style-type: none"> <li>Do children know what is meant by the term 'war effort'?</li> <li>Can children describe some of the responsibilities of the organisations involved in the war effort?</li> <li>Can children explain how the experiences of the people who contributed to Britain's war effort varied by their role and background?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Biographies 2A/2B/2C/2D/2E/2F</li> <li>Summary Chart</li> <li>Example Relationships Web (FSD? activity only)</li> <li>Challenge Cards (FSD? activity only)</li> <li>Glossary</li> </ul>
<b>Lesson 3</b>	To understand the impact of rationing during World War Two.	Children move their attention to look at Britain's home front and start by discussing what rationing was and why it was necessary. They will investigate different historical sources to discover what was rationed and how the rationing system worked before bringing the process to life with an engaging rationing role play activity.	<ul style="list-style-type: none"> <li>Can children describe what rationing was and why it was necessary?</li> <li>Can children describe some of the ways that rationing impacted on people (limited choices, reduced quantities, fair access).</li> <li>Can children suggest some of the broader consequences of rationing and the Dig for Victory campaign, such as better health, improved morale?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Rationing Information Sheet</li> <li>Newspaper Template 3A/3B/3C</li> <li>Picture Sheet</li> <li>Challenge Cards</li> <li>Role Cards (FSD? activity only)</li> <li>Rationing Book (FSD? activity only)</li> <li>Grocery Cards FSD? activity only)</li> <li>Ration List (FSD? activity only)</li> <li>Help Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the Blitz and the communities affected by it.	During this lesson, children will learn about the significance of the Blitz, including why Britain was targeted by the Luftwaffe. Children will analyse photographs from the time to apply their learning and generate historically valid inferences and questions about the impact of the Blitz. Alternatively, children can create poems to express their understanding.	<ul style="list-style-type: none"> <li>Can children explain what the Blitz was and which areas in Britain were targeted?</li> <li>Can children describe some of the British military and civilian responses to the Blitz?</li> <li>Can children create historically valid inferences and questions based on photographic evidence?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Photograph Cards</li> <li>See, Think, Wonder, Cards</li> <li>Word Bank</li> <li>Blitz Poem Examples</li> <li>Blitz Poem sheets (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To know about evacuation and its impact on the people involved.	During this session, children will learn about evacuation and explore why the government felt that Operation Pied Piper was necessary. Children will then use oral testimonies from evacuees, parents and host families to look at people's different experiences of evacuation.	<ul style="list-style-type: none"> <li>Can children explain what evacuation was and why it was implemented?</li> <li>Can children use information from oral testimonies to explain how people's experience of evacuation varied?</li> <li>Can children make connections between the past and present and suggest how an evacuation programme today would be different?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Oral Testimony 5A/5B/5C/5D/5E/5F</li> <li>Question Cards 5A/5B</li> <li>Response Sheet</li> <li>Factor Sheet (FSD? activity only)</li> </ul>

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 6</b>	To understand the significance of the Holocaust.	This lesson explores how Hitler's beliefs about race led to the persecution of the Jews across Nazi Europe, culminating in the Holocaust. Children will use the story of Anne Frank and extracts from her diary to understand the impact of the Holocaust on the Jewish people in an age-appropriate manner.	<ul style="list-style-type: none"> <li>Can children explain why Jewish people - and others - were persecuted and killed by the Nazis?</li> <li>Can children explain how Nazi's policies towards the Jewish people changed over time?</li> <li>Can children tell you who Anne Frank was and suggest reasons why her diary is an important historical record?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Policy and Impact Cards</li> <li>Policy Analyser 6A/6B</li> <li>Answer Sheet 6A/6B</li> <li>Word Mat</li> <li>Brochure Template 6A/6B (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To use historical enquiry skills to research, and draw conclusions about, the past.	In this final lesson, children will use and apply the vocabulary, knowledge and skills they have developed during the unit to plan and carry out their own historical research and to draw their own conclusion as to whether the Allies would have won the war without the contribution of the British Empire. Alternatively, children undertake self-led research about the events leading up to the end of the war.  An End of Unit Quiz is also provided.	<ul style="list-style-type: none"> <li>Do children know how to access information relevant to the enquiry? Can children select, organise and communicate reliable and relevant information in response to a historical research question.</li> <li>Can children critically evaluate contrasting interpretations of the past and explain how and why they are different?</li> <li>Can children draw well-informed conclusions about interpretations of the past based on their own historical research, analysis and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Planning Sheet</li> <li>Information Sheet 7A/7B/7C</li> <li>Enquiry Sheet</li> <li>Fact Sheet (FSD? activity only)</li> <li>Picture Sheet (FSD? activity only)</li> <li>Timeline (FSD? activity only)</li> <li>Books, artefacts, computers</li> <li>End of Unit Quiz</li> </ul>



# Medicine and Disease : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn about the medical practices of prehistoric civilisations and Ancient Egyptians.	Begin the topic by investigating the medical practices of prehistoric civilisations and comparing them to the practices and beliefs of the Ancient Egyptians. Discuss the use of historical sources and how a historian could use primary and secondary sources to find out how a prehistoric man might have treated a headache.	<ul style="list-style-type: none"> <li>Can children distinguish between a primary or secondary source?</li> <li>Can children give an example of a primary or secondary source?</li> <li>Can children compare the medical practices of two civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Statement Cards 1A</li> <li>Sources Cards 1A</li> <li>Ailment Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks.	This lesson will teach the children about famous Greek physicians such as Hippocrates and Galen and how they influenced medicine and the theory of diseases. They will look at the rise of the Roman Empire and reflect on the Roman views of keeping fit and healthy, comparing them to more modern views and to civilisations they have previously studied.	<ul style="list-style-type: none"> <li>Can children identify one or more aspects of medicine in the Roman era?</li> <li>Can children describe any aspects which influenced the Roman view of health and medicine?</li> <li>Are children able to compare Roman ideas with the ideas of modern culture or previously studied cultures?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Challenge Card 2A (FSD? activity only)</li> <li>Beanbags (FSD? activity only)</li> <li>Stopwatches (FSD? activity only)</li> <li>Hoops (FSD? activity only)</li> <li>Skipping ropes (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate Medieval medicine and the events during the Black Plague.	The children take a trip back in time through role play and questioning to discover what life was like during the Medieval period. Discover the epidemic of the Black Plague and how it was believed to have spread across the country and the different ways people attempted to cure themselves of this fatal disease.	<ul style="list-style-type: none"> <li>Can children name a medical treatment from the medieval period?</li> <li>Can children describe what happened to people and their beliefs during the plague?</li> <li>Are children able to identify lifestyle aspects which helped the spread of the plague?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 3A/3B/3C/3D/3E</li> <li>Role-play Script</li> <li>Role-play costumes/props (optional)</li> <li>Challenge Card 3A (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore the medical practices of the Tudor period.	This lesson is based on an enquiry in which the children must become archeologists after discovering a strange Tudor artefact. They must question and hypothesise around the object before researching further to confirm if their hypotheses were true or not. They then move on to discover the folk cures used during the Tudor period.	<ul style="list-style-type: none"> <li>Can children pose their own questions about an artefact?</li> <li>Can children come up with possible hypotheses for their own questions, using evidence available to them?</li> <li>Can children name a treatment used in the Tudor period?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Enquiry Sheet 4A</li> <li>Role-play Script 4A</li> <li>Speech Bubbles</li> <li>Folk Cure Cards</li> <li>Plague Mask Template, printed on card (FSD? activity only)</li> <li>String (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To research the medical advancements and significant people during the Victorian period.	Children investigate and research some of the key 19 <sup>th</sup> century figures who changed medical treatments and practices forever. The children have the opportunity to discuss the way diseases were treated and people's ideas about how they spread. They then compare the ideas from the beginning of the Victorian period to the end.	<ul style="list-style-type: none"> <li>Can children describe what medical care had been like before the Victorian era?</li> <li>Can children describe some of the ways in which medical care was improved during the Victorian era?</li> <li>Can children name some of the key individuals who made improvements in medical care during the Victorian era?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 5A/5B</li> <li>Fact Sheet 5A</li> <li>Research sources e.g. books, laptops, tablets etc.</li> <li>A3 paper (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explore medicine in the 20 <sup>th</sup> and 21 <sup>st</sup> century.	This lesson compares medicine today with the ideas and practices from previous lessons. The children learn about how the hospitals and treatments that they know today came to be and explore the important discoveries of the past 100 years.	<ul style="list-style-type: none"> <li>Can children give a brief description of the NHS?</li> <li>Are children able to compare modern medicine with a period of past medicine?</li> <li>Can children name a particular important medical discovery in the past 100 years?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Question Sheet 6A (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To recall information about the history of disease and medicine.	Consolidating the knowledge and understanding of medicine from all the time periods they have studied the children use their understanding to document and record the journey of medicine through time and how it has changed and developed.	<ul style="list-style-type: none"> <li>Can children recall facts about a given period of history's medical understanding?</li> <li>Can children evidence their opinions with facts?</li> <li>Are children able to answer questions based on the history of medicine?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Mind Map Sheets (enlarged to A3)</li> <li>Statement Cards 7A</li> <li>Booklet Instructions</li> <li>End of Unit Quiz</li> <li>Felt tip pens</li> <li>Challenge Card 7A (FSD? activity only)</li> </ul>