





























Autumn - Year 1	
Themes	School Days I'm making History! 
PoS NC Links	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Overview	How do I find out about me? Pupils will have discussed babies/ me/ in EYFS, build on previous knowledge. Begins the study of history for pupils by looking at personal chronology and the ways we might discover information about the past. It moves gradually to look at the past within living memory and involves a series of source investigations with a big emphasis upon chronology, oral history and artefact handling. Use an interview with an older person as an introduction to oral history and pupils designing and asking their own questions as part of an enquiry.
Review / Previous learning	EYFS - Understanding the world <ul style="list-style-type: none"> • Talk about the lives of people around them and their role in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books and storytelling.
Themes	Throughout each unit there will be four themes covered. These are: <ol style="list-style-type: none"> 1. Significant events/ places/ people and their influence. 2. Achievements and their impact on this time-period (or the next). 3. Civilisation - Focusing on where people lived and what they wore. 4. Beliefs - Focusing on key beliefs and similarities and differences between other time periods that the children have been taught.
Skills	<ul style="list-style-type: none"> • Develop an awareness of the past by beginning to use dates to show where people and events fit into a chronological framework. • Sequence events in their life. • Create timelines. • Remember parts of stories and memories about the past. • Begin to understand some ways we find out about the past. • Discover about the past through role play/drama. • Identify similarities and differences between ways of life in different periods, including their own lives. • Talk about what was important at a particular time.
Vocabulary	<ul style="list-style-type: none"> • after, before, childhood, clues, interview, memory, past, present, timeline, today.
Suggested texts	Past in Pictures: A Photographic View of Schools, Children in Victorian Times. 
Theme 3 	What is my history? Oracy - Exploratory - As a class, discuss the timeline of important milestones that the children have reached so far. Pupils develop a timeline from present to past of their own life. Add to the timeline school start dates, special events they can remember, pets/toys etc. Timeline, pictures, labels, artefacts. To order information on a timeline. Assessment: Oracy - Exploratory - Describe important events in their life and order information on a timeline. Purpose - Talk to gather and share information.





<p>Theme 3 & 4</p>  	<p>How can I find out more about me? Oracy - Exploratory - In groups, discuss memories that the children have. Purpose - Talk to gather and share information. Ask home to send in a baby picture, a card, letter or some other written source, ask parents to fill in a memory card. Discuss the sources in small groups. Can we add any more events to the timeline? Discuss the memories pupils have, where appropriate, pupils can record their favourite memory or annotate a copy of a photograph. What else was happening? Use photographs and or headlines to show the class UK and world events from the time they were born. Pictures, variety of sources, memory card. To describe important events in my life.</p>
<p>Theme 1</p>  	<p>Who was here before me? (Extending the chronology back 50 years) Oracy - Exploratory - In groups, create questions that they could ask a visitor about their life. Purpose - Talk to understand and reason. Arrange for an older visitor to school who will be happy to answer questions about childhood in the past. Ask if they could bring photos from their younger days. With the class, plan the questions to be asked of the visitor about when, where and to gather some information about aspects of childhood - school, toys, home, special events and Christmas. When the visitor comes, record the visit if possible and take photos. Visitor, photos. To describe an aspect of everyday life within or beyond living memory.</p>
<p>Theme 1 & 3</p>   	<p>What did we learn from our interview? Oracy - Presentational - To ask a visitor question about their life. Purpose - Talk to understand and reason. Pupils use the information from the interview to complete a simple table about aspects of childhood and what they found out. Some pupils may be able to comment on similarities and differences between now and then. Table. To use a range of historical sources to find out about the past. Assessment: Oracy - Presentational - To interview an older visitor.</p>
<p>  Additional</p>	
<p>What was Christmas like in the past? Oracy - Presentational - To present information cards to the class about what Christmas was like in the past. Discuss with the class what happens at Christmas today - pick out the key features. If you had the chance to ask any of these questions during the interview, and then use this information, maybe reproduce the answers as short information cards. Look at images and photographs of Christmas in the past. What do pupils notice? What was the same? What has changed? Images, artefacts, information. To identify similarities and differences between ways of life within or beyond living memory. Assessment: Oracy - Presentational - To describe everyday life beyond their memory and use historical terms.</p>	
<p>End Point</p>	<p>Hold a class quiz to test the children's learning from the project. Either share the quiz presentation or quiz with the children holding up a true or false card. Recap any key knowledge and address any mistakes or misconceptions. Quiz, presentation, true or false cards.</p>

<p>Autumn - Year 2</p>	
<p>Themes</p>	<p>Famous Explorers </p>
<p>PoS NC Links</p>	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some ways in which we find out about the past and identify different ways in which it is represented. • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.
<p>Overview</p>	<p>This unit begins by introducing the children to images of different explorers: explorers that explore different parts of the world. The children will discuss where in the world these explorers may have been and the special equipment that they need to survive. Over the next few lessons, children will be introduced to some famous explorers from the past. They will find out more about their lives and the reasons why they became explorers. During this unit, they will 'meet' Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary. They will have the opportunity to ask and answer questions about them and make simple comparisons between their explorations. At the end of the unit, children will consider modern day explorations and whether or not humans will still explore the Earth and beyond in the future.</p>


<p>Review / Previous learning</p>	<p>EYFS - Understanding the world</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their role in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books and storytelling.
<p>Themes</p>	<p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> 1. Significant events/ places/ people and their influence. 2. Achievements and their impact on this time-period (or the next). 3. Civilisation - Focusing on where people lived and what they wore. 4. Beliefs - Focusing on key beliefs and similarities and differences between other time periods that the children have been taught.
<p>Skills</p>	<ul style="list-style-type: none"> • Place the time studied on a timeline. • Use evidence to find out how any of these may have changed during a time - period. • Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.
<p>Vocabulary</p>	<p>after, astronaut, before, change, continuity, different, exploration, explore, explorer, mountaineer, monument, now, oceanographer, past, present, same, significant, then</p>
<p>Teaching sequence</p>	
<p>Theme 3 & 4</p> 	<p>Lesson 1 - KQ - How can we find out about the past? Oracy - Exploratory - In quads, the children will explore different artefacts and talk about how the different objects can tell you about the past. Purpose - Talk to generate and gather ideas and opinions. Vocabulary: explore - to travel to (or through) an unfamiliar area to find out something about it explorer - a person who explores a new or unfamiliar area exploration - the action of exploring a new or unfamiliar area significant - someone important, worthy of our attention Assessment: Can you name three ways we can find out about the past?</p>
<p>Theme 1 & 2</p> 	<p>Lesson 2 - KQ - Why do people explore? Oracy - Exploratory - Trios - Using pictures of different explorers, identify different types of explorations and what were the explorers trying to do. Purpose - Talk to generate and gather ideas and opinions. Vocabulary: astronaut - a person trained to travel in a spacecraft oceanographer - a person who studies the oceans and all that lives in it mountaineer - a person who climbs mountains Assessment: Can you name three reasons why humans explore?</p>
<p>Theme 1 & 2</p> 	<p>Lesson 3 - KQ - Who are the important explorers from the past? 1. Ibn Battuta Oracy - Exploratory - In pairs, the children will be given a key question. They need to research the question and then share their findings with the rest of the class. E.g Why did Ibn explore? Where did he go? Did he face any challenges? What did he achieve? They will listen to each other's answers and create a story map of his life. Purpose - Talk to generate ideas and opinions. Talk to organize and structure ideas. Vocabulary: before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, at this time monument - a statue or other structure to celebrate a notable person or event Assessment: Why do we remember Neil Armstrong? Why do we remember Charles Darwin?</p>
<p>Theme 1 & 2</p> 	<p>Lesson 4 - KQ - Who are the important explorers from the past? 2. Christopher Columbus Oracy - Exploratory - In pairs, the children will be given a key question. They need to research the question and then share their findings with the rest of the class. E.g Why did Christopher explore? Where did he go? Did he face any challenges? What did he achieve? They will listen to each other's answers and create a story map of his life. Purpose - Talk to generate ideas and opinions. Talk to organize and structure ideas. Vocabulary: before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, at this time monument - a statue or other structure to celebrate a notable person or event</p>




	<p>Assessment: Oracy - Exploratory - Who had the safest journey Christopher Columbus or Ibn Battuta?</p>
<p>Theme 1 & 2</p> 	<p>Lesson 5 - KQ - Who are the important explorers from the past? 3. Matthew Henson Oracy - Exploratory - In pairs, the children will be given a key question. They need to research the question and then share their findings with the rest of the class. E.g Why did Ibn explore? Where did he go? Did he face any challenges? What did he achieve? They will listen to each other's answers and create a story map of his life. Purpose - Talk to generate ideas and opinions. Talk to organize and structure ideas. Vocabulary: before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, at this time monument - a statue or other structure to celebrate a notable person or event Assessment: Oracy - Exploratory - What challenges did Matthew face?</p>
<p>Theme 1 & 2</p> 	<p>Lesson 6 - KQ - Who are the important explorers from the past? 4. Neil Armstrong Oracy - Exploratory - In pairs, the children will be given a key question. They need to research the question and then share their findings with the rest of the class. E.g Why did Neil explore? Where did he go? Did he face any challenges? What did he achieve? They will listen to each other's answers and create a story map of his life. Purpose - Talk to generate ideas and opinions. Talk to organize and structure ideas. Vocabulary: before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, at this time monument - a statue or other structure to celebrate a notable person or event Assessment: Oracy - Exploratory - Why do we remember Neil Armstrong's exploration more than Matthew Henson's?</p>
<p>Theme 3 & 4</p> 	<p>Lesson 7 - KQ - Can we compare different explorations? Oracy - Exploratory/ Presentational -Would you rather be Matthew Henson or Christopher Columbus? Debate Purpose - Talk to influence. Vocabulary: same - the same, not different different - not the same as another explorer - a person who explores a new or unfamiliar area exploration - the act of exploring a new or unfamiliar area Assessment: Can you name two explorers that are similar/different? Why is the Apollo 11 mission similar to the 'race' to the South Pole?</p>
<p>Theme 3</p> 	<p>Lesson 8 - KQ - How have explorations changed over time? Oracy - Presentational - In the role of different explorers that we have explored, explain how explorations have changed. Eg If you were Christopher Columbus or Ibn Battuta how would the journey look different today? Purpose - Talk to share ideas. Vocabulary: before - at an earlier time after - later in time past - having happened or gone by at an earlier time present - happening now, at this time change - make different continuity - similar things that carry on then - at that past time now - in these times, or at this time Assessment: How have explorations changed over time? What do you think is different about the Artemis space missions of the present day and the 1969 Moon landing mission?</p>




Autumn - Year 3	
Themes	<p>Stone Age Rocks Who were Britain's first builders?</p> 
PoS NC Links	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. • Bronze Age - how did tools change over time. • Iron Age hill forts: tribal kingdoms, farming, art and culture.
Overview	<p>In this unit, children learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.</p>
Review / Previous learning	<p>Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.</p>
Themes	<p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> 1. Significant events/ places/ people and their influence. 2. Achievements and their impact on this time-period (or the next). 3. Civilisation - Focusing on where people lived and what they wore. 4. Beliefs - Focusing on key beliefs and similarities and differences between other time periods that the children have been taught.
Skills	<ul style="list-style-type: none"> • Place the time studied on a timeline. • Develop chronological knowledge of the long arc of time, century and millennia, BC / AD. • Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes. • Use evidence to find out how any of these may have changed during a time - period. • Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.
Vocabulary	<p>agriculture, alloy, archaeologist, artefacts, beaker, burial, construct, continuity, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement, significant.</p>
Teaching sequence	
<p>Theme 3 & 4</p>    	<p>Lesson 1 - KQ - What was life like in the Palaeolithic and Mesolithic?</p> <p>Vocabulary: excavation - the act or process of digging out artefacts. artefact - an object made by human beings. archaeologist - somebody who finds out about the past by studying artefacts. prehistory - a period in time before written history.</p> <p>Assessment: How do we find out about prehistory? What came first, the Palaeolithic or the Mesolithic? Oracy - Exploratory - How did humans survive at this time? Purpose - Talk to acquire new knowledge</p>
<p>Theme 1 & 2</p>  	<p>Lesson 2 - KQ - How did the search for food change in the Neolithic?</p> <p>Oracy - Exploratory</p> <p>Vocabulary: agriculture - farming domestication - the adaptation of wild plants and animals for human use Neolithic - New Stone Age significant - important</p> <p>Assessment: What changed in the Neolithic Period? What was built to measure the times of the sun? How did Neolithic people domesticate plants and animals?</p>

<p>Theme 1 & 2</p> 	<p>Lesson 3 - KQ - How did tools change after the Neolithic? Vocabulary: mine - a deep hole made in the earth ore - a type of rock alloy - a substance made from mixing two or more metals bronze - a type of metal Assessment: Oracy - Exploratory - How is bronze made? Purpose - To give instructions. How did they find tin and copper ore? What were the main changes to tools after they discovered how to make bronze?</p>
<p>Theme 1 & 3</p> 	<p>Lesson 4 - KQ - How did the Bronze Age move into the Iron Age? Vocabulary: iron ore - a rock which can be used to make iron bronze - an alloy metal made of molten tin and copper deposit - an area filled with natural resources like iron ore, copper ore or tin. Assessment: Why did iron become the most common metal? Oracy - Exploratory - Can you explain two differences between iron and bronze? Purpose - To gather and share information. Who would own bronze weapons and jewellery?</p>
<p>Theme 3 & 4</p> 	<p>Lesson 5 - KQ - What are roundhouses? Oracy - Exploratory Purpose - Talk to learn new vocabulary. Vocabulary: excavation - finding artefacts and remains construct - building and putting together settlement - a place where people live Assessment: What is a roundhouse? When were roundhouses made popular? How do we know Iron Age people lived in roundhouses?</p>
<p>Theme 3</p> 	<p>Lesson 6 - KQ - What was life like in the different regions of England during the Stone Age? Oracy - Presentational - Create a presentation to show what it was like to live during Stoneage? Purpose - To gather and share information. Vocabulary: vegetation - a group of plants that live in an environment that are able to stay alive. unpopulated - having no inhabitants. No one lives there. excavate - to uncover by digging Assessment: Which area was covered by a forest during the Palaeolithic times? Where was one of England's first homes discovered? What sources are we using to find out about this moment in time?</p>

	<p>Autumn - Year 4</p>
<p>Themes</p>	<p>Roman Invasion How did the Romans invade?</p> 

<p>PoS NC Links</p>	<p>The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica.
<p>Overview</p>	<p>This unit looks at the Romans and their achievements from 43 CE to 410 CE. The first lessons explore what life was like in early Rome, who was in charge and held the power across the Empire and how the emperors trained up their powerful armies. This moves onto the Roman invasion of Britain; a comparison between the existing Celtic villages and the new Roman settlements, alongside finding out how the Romans protected their new lands and an introduction to significant historical figures of the time such as Boudicca. The unit finishes with a study of the final years of the Roman Empire and the events that led to its downfall.</p>
<p>Review / Previous learning</p>	<p>Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children will have a basic understanding of monarchy from the unit 'Castles, kings and queens'. Children will have a clear chronological understanding of Ancient Britain. They will know that the Celts lived in round houses and developed strong defensive systems called hill forts. Children will know how we find out about prehistory and know how to use sources to inform their historical interpretations.</p>
<p>Themes</p>	<p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> Significant events/ places/ people and their influence. Achievements and their impact on this time-period (or the next). Civilisation - Focusing on where people lived and what they wore. Beliefs - Focusing on key beliefs and similarities and differences between other time periods that the children have been taught.
<p>Skills</p>	<ul style="list-style-type: none"> Place events from period studied on timeline. Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Use evidence to reconstruct life and identify key features and events of time studied. Describe how the Roman Invasion affects life today. Identify and give reasons for historical events, situations and changes. Understand the difference between primary sources and interpretations.
<p>Vocabulary</p>	<p>annexe, military alliance, fleet, conquer, advanced, empire, emperor, Peninsula, revolt, occupation, outnumbered, governor, Roman fort, thoroughfare, excavating.</p>
<p>Teaching sequence</p>	
<p>Theme 1</p> 	<p>Lesson 1 - KQ - Who was in charge of the Roman Empire?</p> <p>Vocabulary:</p> <p>annexe - to make part of an existing nation or city military alliance - a group of people that agree to work together and protect each other during a war fleet - a group of navy ships under one command.</p> <p>Assessment:</p> <p>Who was in charge of early Rome? Can I name some of the leaders of early Rome?</p> <p>Oracy - exploratory- What do I know about the Battle of Actium, and why was this significant to the Roman Empire?</p> <p>Purpose - Talk to generate ideas and opinions. Talk to acquire new language.</p>
<p>Theme 1 & 4</p> 	<p>Lesson 2 - KQ - Why did Romans invade Britain? Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar?</p> <p>Vocabulary:</p> <p>conquer - to gain control through force advanced - far on or ahead in development or progress. empire - a large group of countries ruled by a single monarch.</p> <p>Assessment:</p> <p>Why did the Romans invade Britain? Why did the Romans invade Italy?</p> <p>Oracy - presentational- debate - Who was more successful Caesar or Claudius?</p> <p>Purpose - Talk to influence.</p>

<p>Theme 1, 2 & 3</p> 	<p>Lesson 3 - KQ - How powerful was the Roman Army? Oracy -exploratory Purpose - Talk to influence. Vocabulary: emperor empire - the male ruler of an empire Empire - a group of nations under one ruler or government Peninsula - a piece of land surrounded on nearly all sides by water Assessment: What do we know about early Rome? Who was in charge of the Roman Empire? How powerful was the Roman army?</p>
<p>Theme 1 & 4</p>  	<p>Lesson 4 - KQ - Who was Boudicca and why did she take revenge on the Romans? Vocabulary: Revolt - to rise up and fight against a leader occupation - the act of taking over an area of land that does not belong to you outnumber - to be larger in number than another Assessment: Why did she take revenge on the Romans? Why did Boudicca's rebellion fail? Oracy - presentational - hot seating - Who was Boudicca? Purpose - Talk to entertain.</p>
<p>Theme 2 & 3</p> 	<p>Lesson 5 - KQ - How did the Romans protect their land? Oracy -exploratory Vocabulary: revolt - to rise up or fight against a government conquer - to gain control through force governor - Chief Administrator of a part of the Roman Empire Assessment: How did the Romans protect their land? What was the purpose of the Roman forts? How do we know about this? What evidence is there?</p>
<p>Theme 2 & 3</p> 	<p>Lesson 6/7 - KQ - What was lifelike in the Northeast region during Roman times? Vocabulary: Roman fort - strong building used during battles for protection and defences thoroughfare - a passage or way through from one place to another. excavating - the act or process of digging out. Assessment: What can you tell me about the Temple of Mithras? What does this tell you about the Roman way of life? Why are there a lot of Roman forts in this region? What sources are we using to find out about this moment in time? Oracy - presentational - tour guide of what England looked like at the height of the Roman Empire. Purpose - Talk to share information.</p>

Themes	 <p style="text-align: center;">Hola Mexico!</p> <p style="text-align: center;">Who was making history in faraway places in the year 1000?</p>
PoS NC Links	A non-European society that provides contrasts with British history - one study chosen could be, Mayan civilisation c. AD 900.
Overview	The first lessons explore who the Maya people were, when and where in the world they lived and the reasons why they were so successful, particularly in the Classic period. The lessons then move on to discovering how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. The unit finishes with a comparison between the Ancient Maya Civilisation and Anglo-Saxon Britain, with a focus on the similarities and differences between the Maya City States and the Anglo-Saxon Kingdoms; drawing on the archaeological evidence available to us.
Review / Previous learning	<p>Year 4 - Children will have a developed understanding of the substantive concepts of empire, civilisation and monarchy and understand that ancient cultures would need to defend themselves against enemy attack.</p> <p>Year 5 - Children will have studied the Anglo-Saxons so that they are able to make a comparison.</p>
Themes	<p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> 1. Significant events/ places/ people and their influence. 2. Achievements and their impact on this time period (or the next). 3. Civilisation - Focusing on where people lived and what they wore. 4. Beliefs - Focusing on key beliefs and similarities and differences between other time periods that the children have been taught.
Skills	<ul style="list-style-type: none"> • Place the time studied on a timeline. • Develop chronological knowledge of the long arc of time, century and millennia, BC / AD. • Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes. • Use evidence to find out how any of these may have changed during a time - period. • Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.
Vocabulary	historian, archaeologist, artefacts, region , drought, irrigate, crops, porous, limestone, jadeite, settlement , ravine, a jaw, comparing, kingdom, abandoned, obsidian, annex, hostile , invade , trade , port
Teaching sequence	
<p>Theme 3</p>  	<p>Lesson 1 - KQ - Where and when did the Maya live?</p> <p>Vocabulary</p> <p>artefacts - objects made by people in the past</p> <p>BCE - Before Common Era</p> <p>CE - Common Era</p> <p>Assessment:</p> <p>Who were the Maya?</p> <p>When did the Maya live?</p> <p>Oracy - Exploratory - What can we tell from these objects about people from the past?</p> <p>Purpose - Talk to gather and share information.</p>

Theme 2 & 3



Lesson 2 - KQ - **What made the Maya Civilisation so successful?**

Oracy - Exploratory/Presentational - Research and present findings about the Mayans?

Purpose - Talk to gather and share information.

Vocabulary

porous- water can soak through it

irrigate- adding water to farming fields

crops- plants grown to be farmed and eaten

farming- the activity of growing crops and/or raising livestock

cistern- a container used for storing water

Assessment:

What did the Maya invent?

What were their lives like?

Why were they so successful?

Theme 1, 3 & 4



Lesson 3 - KQ - **How do we know about the Maya?**

Oracy - Exploratory.

Vocabulary

artefacts - objects made by people in the past

archaeologist - a person who studies the past through excavation and the study of artefacts

historian - a person who studies the past using documents and images

Assessment:

How do we know about the Mayan?

What Maya artefacts exist?

How was life different for rich and poor Maya?

Theme 1



Lesson 4 - KQ - **How were the Maya ruled?**

Vocabulary

Oracy - Exploratory/Presentational. Would you rather be male or female in the Mayan times? Debate.

Purpose - Talk to influence. Talk to challenge.

ruler - a person who has power and control over a region

empire - a group of states or countries ruled over by a single monarch or ruler

city-states - a city that forms an independent state

council - a group of people who come together to consult, deliberate, or make decisions

king - the male ruler of an independent state

queen - the female ruler of an independent state

Assessment:

How were the Maya ruled?

Were women allowed to rule the Maya?

How do we know about the Maya queens?

Theme 1 & 4

Lesson 5 - KQ - **How do the leaders of the Maya and the Anglo-Saxons compare?**

Vocabulary



Oracy - Exploratory.

Purpose - Talk to organise and structure information.

King Offa - a powerful Anglo-Saxon king

ravine - a deep, narrow valley

ditch - a narrow channel dug at the side of a road or field **defense** - the action of defending from or resisting an attack **invade** - an armed force enters a region to occupy it

Offa's Dyke - a large earthwork that in the 8th century marked the border between the Anglo-Saxon kingdom of Mercia and the Welsh kingdom of Powys

Assessment:

How did the Maya leaders defend their land?

How did the Anglo-Saxon leaders defend their land?

How did the two leaders compare?

Theme 2 & 4



Lesson 6 - KQ - How did the abandonment of the Southern Maya lowlands help the Northern City States to thrive?

Vocabulary

Oracy - Exploratory.

trade- the act of buying and selling things

port- a place where ships and boats unload

abandoned- left forever/deserted

Assessment

Why were the southern lowlands abandoned?

How did this affect the northern regions?

Autumn -m Year 6

Themes

Lest We Forget





PoS
NC Links










A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- significant turning point in British history, for example, the first railways or the Battle of Britain

Overview

This unit will fully explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and, in lesson 7, complete a local study, looking at various sources from different areas in the West Midlands region, such as Dudley, Wolverhampton, Stoke, etc. They will then compare the inner cities with Shropshire and explore how Britain gained victory in World War Two.

<p>Review / Previous learning</p>	<p>Year 4 - Children will understand the concept of empire by exploring the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion by studying the Romans and the ancient Egyptians, specifically when the Hittites invaded Egypt.</p> <p>Year 5 - Children will understand the struggle for power during the Anglo-Saxon and Viking periods. The children will know that countries must defend themselves against attacking enemies using armies.</p>
<p>Themes</p>	<p>Throughout each unit there will be four themes covered. These are:</p> <ol style="list-style-type: none"> 1. Significant events/ places/ people and their influence. 2. Achievements and their impact on this time period (or the next). 3. Civilisation - Focusing on where people lived and what they wore. 4. Beliefs - Focusing on key beliefs and similarities and differences between other time periods that the children have been taught.
<p>Skills</p>	<ul style="list-style-type: none"> • Place the time studied on a timeline. • Develop chronological knowledge of the long arc of time, century and millennia, BC / AD. • Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes. • Use evidence to find out how any of these may have changed during a time - period. • Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.
<p>Vocabulary</p>	<p>air annexed, anti-Semitism, appeasement, authoritarian, citizen, debt, dictator, evacuee, fascism, force, government, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment,</p>
<p>Teaching sequence</p>	
<p>Theme 1 & 4</p> 	<p>Lesson 1 - KQ - Why did Britain go to War in 1939?</p> <p>Vocabulary</p> <p>Appeasement - the act of giving the opposing side in an argument or war an advantage that they have demanded, in order to prevent further disagreement</p> <p>Treaty of Versailles - peace document signed at the end of World War I</p> <p>Government - the group of people with the authority to govern a country</p> <p>Assessment:</p> <p>Was it right for Chamberlain to follow a policy of appeasement?</p> <p>Oracy - Exploratory/Presentational - Group discussion on whether or not Britain should appease Hitler</p> <p>Purpose - Talk to influence</p>
<p>Theme 1</p> 	<p>Lesson 2 - KQ - How did the Second World War begin?</p> <p>Oracy - Exploratory</p> <p>Vocabulary</p> <p>pact - an agreement or sworn promise</p> <p>natural resources - materials found in nature that people can use in many ways, e.g. coal, wood and iron</p> <p>invasion - attacking an army or area with the intent to take over</p> <p>Assessment:</p> <p>Which country did Hitler invade that led to Britain declaring war?</p> <p>What was the date that Britain declared war on Germany?</p> <p>Which three countries did Germany invade to attack France?</p>

<p>Theme 1 & 2</p>   	<p>Lesson 3 - KQ - How did Britain react to the outbreak of World War II?</p> <p>Oracy - Exploratory</p> <p>Vocabulary</p> <p>civilians - people who are not serving in the armed forces</p> <p>unity - being united and acting as one</p> <p>Home Front - Britain's war effort</p> <p>Assessment:</p> <p>Who was the prime minister who declared war on Germany?</p> <p>What do we mean by Britain's Home Front?</p> <p>Oracy - Exploratory - How did women help the war effort?</p> <p>Purpose - Talk to acquire new knowledge</p>
<p>Theme 2 & 3</p>   	<p>Lesson 4 - KQ - How were the lives of civilians changed during WWII?</p> <p>Oracy - Exploratory</p> <p>Vocabulary</p> <p>evacuation - the removal of citizens from an endangered place</p> <p>rationing - to limit the use or supply of something</p> <p>Operation Pied Piper - the government's operation to evacuate children to safety at the outbreak of war</p> <p>Assessment:</p> <p>Oracy - Exploratory - How were children's lives affected by the war?</p> <p>Purpose - Talk to acquire new knowledge</p> <p>Oracy - Exploratory - Did women have to change their lives during the war?</p> <p>Purpose - Talk to organise and structure ideas</p> <p>Why was food rationed?</p>
<p>Theme 2 & 3</p> 	<p>Lesson 5 - KQ - How did Britain's Home Front cope when under attack?</p> <p>Vocabulary</p> <p>Blitz - the bombing attacks on Britain carried out by the German air force during WWII</p> <p>air raid - a military raid by aircraft</p> <p>blackout - all lights turned off or heavily shaded to reduce the risk of enemy attack</p> <p>Assessment:</p> <p>Oracy - Exploratory - How did people keep themselves safe during an attack?</p> <p>Who made sure that civilians were following the rules?</p>
<p>Theme 1</p>  	<p>Lesson 6 - KQ - What was the impact of the Second World War on the North East region?</p> <p>Oracy - Presentational - Children present the impacts on different part of the North-East to the rest of the class.</p> <p>Purpose - Talk to gather and share information</p> <p>Vocabulary</p> <p>Blitz - the bombing attacks on Britain carried out by the German air force during WWII</p> <p>air raid - a military raid by aircraft</p> <p>blackout - all lights turned off or heavily shaded to reduce the risk of enemy attack</p>

air raid - when bombs are dropped from aircraft onto a ground target
evacuated - remove (someone) from a place of danger to a safer place
munitions - military weapons, ammunition and equipment

Assessment:

Which area was subject to the most bombing?

What is an evacuee?

What sources are we using to find out about this moment in time?

Theme 1. 2 & 4



Lesson 7 - KQ - What major victories led to Britain winning the war?

Oracy - Exploratory

Vocabulary

load - the explosive charge of a bomb

deploy - to move to make ready or effective for a particular purpose

repel - to drive away or force backwards

retreat - the act of withdrawing from a place or situation

intercept - to stop and interrupt the movement or progress of the enemy

squadron - a group of similar military units

Assessment:

Oracy - Exploratory - What role did Britain play in World War II, and how did this impact the outcome of the war?

Purpose - Talk to analyse and evaluate

Theme 1. 2 & 4



Lesson 8 (Follow-up to Lesson 1) - KQ - Why did Britain go to war?

Oracy - Presentational - Were Britain right to go to War?

Purpose - Talk to analyse and evaluate

Vocabulary

Appeasement - the act of giving the opposing side in an argument or war an advantage that they have demanded, in order to prevent further disagreement

Treaty of Versailles - peace document signed at the end of World War I

Government - the group of people with the authority to govern a country