

St. John's CE Primary School

History Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Enquiry 1: How have I changed since I was a baby?		Enquiry 2: Why do we wear different clothes at different times of the year?		Enquiry 3: What are our favourite celebrations each year?	
Year 1	<p>Changes within living memory.</p> <p>Toys</p> <p>KQ1: What are our toys like today?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Use everyday words and phrases to describe toys. <p>KQ2: What are other people's toys like?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Use oral sources and museum displays to find out about the past. <p>KQ3: How can we tell toys are old?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Ask and answer everyday questions about objects from the past. 		<p>Significant individuals in their own locality:</p> <p>How significant are Josiah Wedgwood, Clarice Cliff and Emma Bridgewater in the pottery industry?</p> <p>KQ1: Why was the pottery industry important to Stoke-on-Trent?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> Understand how the local area is different from a long time ago. <p>KQ2: Who was Josiah Wedgwood and when did he live?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous. To locate Josiah Wedgwood on a timeline. 		<p>Events beyond living memory.</p> <p>What happened to London during the Fire of 1966?</p> <p>KQ1: How can we work out how the Great Fire started?</p> <p><u>Learning objectives –</u></p> <ul style="list-style-type: none"> Ask valid questions relevant to the enquiry and extract information from sources. <p>KQ2: What actually happened during the Great Fire and how can we know for sure, 350 years later?</p> <p><u>Learning objectives –</u></p> <ul style="list-style-type: none"> Sequence at least 5 main events in chronological order. <p>KQ3: Why did the Great Fire burn down so many buildings?</p> <p><u>Learning objective –</u></p>	

<p>KQ4: What sort of toys did our grandparents play with and how do we know? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Understand how toys have changed over time. <p>KQ5: Who played with these toys in the past and how can we know? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Become familiar with toys from long ago. • Find out about the past from a range of sources of information. <p>KQ6: How can we set up our own toy museum? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Organise toys into different categories and by age. • Share knowledge of old and new. 	<p>KQ3: How and why should Josiah Wedgwood be remembered? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Use sources to find out about Wedgwood's achievements. • Design a memorial to celebrate Wedgwood's services to the pottery industry. <p>KQ4: Who was Clarice Cliff and why was she important? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Know the name of a famous person from their local area. • Locate Clarice Cliff on a timeline. <p>KQ5: What is special about Wedgwood, Cliff and Emma Bridgewater? <ul style="list-style-type: none"> • Make comparisons between Wedgwood, Cliff and Emma Bridgewater identifying similarities and differences over time. </p> <p>KQ6: What impact have Josiah Wedgwood and Clarice Cliff had on the pottery industry? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Describe how Josiah Wedgwood's and Clarice Cliff's 	<ul style="list-style-type: none"> • Identify at least 3 reasons why the Great Fire burned down so many buildings. • Compare contrasting accounts and discuss the similarities and differences. <p>KQ4: Could more have been done to stop the Fire? <u>Learning objectives –</u></p> <ul style="list-style-type: none"> • How significant were the methods used. <p>KQ5: How did people manage to live through the Great Fire? <u>Learning objectives –</u></p> <ul style="list-style-type: none"> • Give examples of what people did to survive. <p>KQ6: How shall we rebuild London after the Great fire? <u>Learning objectives –</u></p> <ul style="list-style-type: none"> • Discuss appropriate design features to ensure a fire of that size never takes hold again. • Consolidate understanding to re-design London
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		work impacted on Stoke-on-Trent and the Pottery industry.	
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • where the people and events they study fit within a chronological framework. • some of the ways in which we find out about the past. <p>Children should be able to:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time. • identify similarities and differences between ways of life in different periods. • use sources to answer questions about the past. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • where the people and events they study fit within a chronological framework. • the main features of their local area. • some of the ways in which we find out about the past. <p>Children should be able to:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time. • identify similarities and differences between ways of life in different periods. • use sources to ask and answer questions about the past. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • how and why the fire spread and finally stopped. • the key events of the Great Fire of London. • that our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. <p>Children should be able to:</p> <ul style="list-style-type: none"> • explain and sequence the key events of the Great Fire of London. • discuss how and why the fire spread and finally stopped and what changed afterwards. • identify differences and similarities between ways of life in different periods.
Year 2	<p>Significant events both nationally and globally.</p> <p>Why do we remember? KQ1: Why are people wearing poppies this week?</p>	<p>Significant Individuals</p> <p>Who were significant were Inventors and how did these inventions impact on Stoke-on-Trent?</p>	<p>Significant Individuals</p> <p>Who was Walter Tull? KQ1: Who was Walter Tull and when did he live? <u>Learning Objectives</u> –</p>

<p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Describe what a poppy looks like and say why people wear them. Discuss the significance of the white poppy. List other events celebrated throughout the year. Begin to describe the event people are remembering by wearing poppies. <p>KQ2: Who do we remember on Remembrance Day?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Describe some of the features of a photo of a soldier from WWI. Begin to describe what the trenches were like in WWI. Describe how the trenches have changed over time. <p>KQ3: Why do we have Remembrance Day?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Remember some of the things that my parents and carers do for me. Explain who we are remembering on Remembrance Day. 	<p>KQ1: Who was Da Vinci and what did he invent?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> To use sources and make simple inferences. <p>KQ2: How significant was James Watt?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Identify why his achievements were significant. Identify how life was different for different people in history. <p>KQ3: How significant was George Stephenson?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Identify why his achievements were significant. Make comparisons to James Watt Identify the significance of the Rocket. Describe the impact the Rocket had on future innovations. <p>KQ4: Who were the Wright Brothers?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> To explore the achievements of the Wright brothers. <p>KQ5: Why was Reginald Mitchell significant?</p> <p><u>Learning Objectives</u> –</p>	<ul style="list-style-type: none"> Discuss the terms famous and significant and the difference between the two. Use sources and information to make comparisons and inferences. To locate Walter Tull on a timeline. <p>KQ2: Did Walter have a happy or terrible childhood?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Describe key events in Walter Tull's childhood. Sequence key events. Make decisions on whether Walter Tull's life was happy or sad. <p>KQ3: Using historical sources, can we spot the differences between Walter's life and the lives of footballers today? Can we compare his life to that of Sir Stanley Matthews?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Describe how football kits have changed over time. Compare football matches from 1900's to today. <p>KQ4: What was it like for Walter when he played football at a match in Bristol?</p>
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	<p>KQ4: What happens on Remembrance Day? <u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Begin to describe some of the features of a WWI memorial by finding out features from own investigation. • Describe what a wreath looks like. - Describe how people should act at a war memorial on Remembrance Day. <p>KQ5: Why is it important to remember? <u>Learning Objective</u> –</p> <ul style="list-style-type: none"> • Explain why it is important to remember the people who died in WWI. • 	<ul style="list-style-type: none"> • To explore and discuss the achievements of Reginald Mitchell. • Compare the inventions of the Da Vinci, The Wright Brothers and Reginald Mitchell. <p>KQ6: What is significant about Watt, Stephenson and Mitchell both nationally and locally? <u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Describe how the inventions of Watt, Stephenson and Mitchell impacted on Stoke-on-Trent and the Pottery industry. 	<p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Devise questions. • Understand what is meant by the term Racism. • To make comparisons over time. <p>How did Walter help our country during WWI? <u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • To use sources to find out about Walter Tull's experiences in WW1 • Design a medal to celebrate Walter's services to his country including his achievements in battle. <p>What is special about Walter Tull and Nicola Adams? <u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Make comparisons between Walter Tull and Nicola Adams identifying similarities and differences over time.
	<p>By the end of this topic, children should know: -</p> <ul style="list-style-type: none"> • why people in this country wear poppies in November. • there are events beyond living memory that are significant nationally and globally and that 	<p>By the end of this topic, children should know: -</p> <ul style="list-style-type: none"> • what an engineer is. • the works of significant engineers. <p>Children should be able to:</p>	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • the key events in Walter Tull's life. • Why Walter Tull was different from most people of his time.

	<p>these are commemorated through anniversaries.</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> ask relevant questions about WWI and deduce facts about the war based on their own investigations. attempt to empathise with people who lived through the war and to use this knowledge to explain why it is important to remember significant past events, like WWI. 	<ul style="list-style-type: none"> explain the similarities and differences between engineers of the past. ask and answer questions about the past. identify different ways the past is represented. use common words and phrases relating to the passing of time. show knowledge and understanding of key features of events and where they fit within a chronological framework. demonstrate understanding of a significant individual from the past. 	<p>Children should be able to:</p> <ul style="list-style-type: none"> explain the similarities and differences between Walter Tull, Sir Stanley Matthews and Nicola Adams. ask and answer questions about the past. identify different ways the past is represented. use common words and phrases relating to the passing of time. choose and use parts of a story to show knowledge and understanding of key features of events and where they fit within a chronological framework. develop an understanding of an event using a range of sources. demonstrate understanding of a significant individual from the past.
Year 3	<p>How did the life of Ancient Britons change from the Stone Age to Iron Age</p> <p>KQ1: What was 'new' about the New Stone Age?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Understand what Britain was like after the last Ice Age. 	<p>What was the impact of the Romans on Britain?</p> <p>KQ1: Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Understand the meaning, size and timescale of the Roman 	<p>How did the civilisation of Egypt wax and wane?</p> <p>KQ1: Who built the Great Pyramid at Giza?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> Select and combine information from different sources.

	<ul style="list-style-type: none"> • Know how few people lived in Britain at the time. • Explain how the Ancient Britons fed and clothed themselves during the Stone Age. • Explain why they were nomadic. <p>KQ2: Which was better, bronze or iron?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Understand how bronze was made. • Explain where copper and tin come from. • Describe how bronze tools and weapons were made. <p>KQ3: If you were Julius Caesar, would you have invaded Britain in 55BC?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Explain what buried hoards tell us about Britain at the time. • Explain what bog bodies tell us about life at the time. • Explain what the written sources from the time tell us about Britain. • Explain what life was like in our local area during this time. 	<p>empire by drawing conclusions from maps and timelines.</p> <ul style="list-style-type: none"> • Links ideas with concept of empire, eg: secure border, gain slaves. <p>KQ2: Why did Boudica stand up to the Romans and what image do we have of her today?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • understand the personal motivation of Boudica and can link to actions taken by the Romans. <p>KQ3: How were the Romans able to keep control over such a vast empire?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Explain why the Roman army was so powerful including organisation, conditions, pay etc. <p>KQ4: How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Identify the most significant changes. • Create links to the local area (Fort at Chesterton) 	<p>KQ2: Why did Hatshepsut send an expedition to Punt?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> • Give reasons for and results of the main events in the period studied. <p>KQ3: What did Akhenaten do that made him so hated?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways. <p>KQ4: What happened to Akhenaten's successors?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> • Describe characteristic features of past societies and identify changes within periods. <p>KQ5: How significant was Ramesses II?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> • Understand that some events have been interpreted in different ways and suggest reasons for this. <p>KQ6: How did Ptolemy contribute to trade?</p>
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	<p>KQ4: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p><u>Learning objective</u></p> <ul style="list-style-type: none"> Produce living graphs showing the attractions and difficulties of the Stone Age, Bronze Age and Iron Age. 	<p>KQ5: How can we solve the mystery of why this great empire came to an end?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> ask as well as answer questions to structure their enquiry. <p>KQ6: How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> describe a range of legacies. 	<p><u>Learning objective</u></p> <ul style="list-style-type: none"> Describe features of past societies and begin to make links between them <p>KQ7: How did the civilisation of Egypt end?</p> <p><u>Learning objectives</u></p> <ul style="list-style-type: none"> Know that some events and people have been interpreted in different ways and suggest possible reasons for this. Use knowledge and understanding to select and organise information to produce structured work.
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> immigrants brought new animals and crops to Britain and the impact this had on settlement. most of our evidence for the Stone Age comes from archaeologists. archaeologists disagree with each other. some recent discoveries are changing the way we think about the Stone Age. where iron comes from. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> the meaning, size and timescale of the Roman Empire the reasons for Claudius' personal motivation. the apprehension of the Celts. the personal motivation of Boudica. how diverse the lifestyle was.. that the Romans were ahead of their time for legacies to have lasted over 2,000 years. <p>Children should be able to:</p>	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> how the pyramids came to be built. they used different ships for different purposes. why Egyptians traded. how the ancient Greek civilisation became fused with that of Egypt. who key figures in Ancient Egyptian civilisation were, e.g., Cleopatra. <p>Children should be able to:</p> <ul style="list-style-type: none"> evaluate the usefulness of Herodotus as a source.

	<ul style="list-style-type: none"> • how iron tools and weapons were made. • why it took so long for iron to reach Britain. • how bronze and iron tools changed life. • what Roman people said about Britain. • what Romans traded with Britain • what Britons thought about Rome. <p>Children should be able to</p> <ul style="list-style-type: none"> • construct a simple timeline showing some of the changes through the Stone Age. • explain the main changes brought about by bronze and iron. • make a judgement based on the evidence available to them. • build their own interpretation of Iron Age history. <p>make comparisons between different periods in time.</p>	<ul style="list-style-type: none"> • understand that Boudica has been represented in different ways • see why the Roman army was so powerful. • critique a short film evaluating its strengths and weaknesses as an explanation. • see which the most significant changes would have been e.g emergence of towns and villas in countryside. • understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps. • list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. 	<ul style="list-style-type: none"> • recognise that there will be different viewpoints of Akhenaten's actions. • describe characteristic features of Ancient Egyptian society. • why Rameses II ensured that only his version of events should be remembered. • give a simple explanation of Cleopatra's dilemma - rising power of Rome and the decline of Egypt.
Year 4	<p>Who were the Anglo-Saxons and how did their invasion of and settlement in Britain change the landscape and culture?</p> <p>KQ1a: Why did the Anglo-Saxons invade?</p>	<p>Vikings – Raiders or settlers?</p> <p>KQ1: What image do we have of the Vikings?</p> <p><u>Learning Objective</u></p>	<p>Local Study – Transport (links with KS1 units on Josiah Wedgwood and George Stephenson)</p> <p>How did the transport help Stoke-on-Trent to become a ceramic centre?</p>

<p><u>Learning Objective</u></p> <ul style="list-style-type: none"> Suggest push and pull factors for the Anglo Saxon invasion. <p>KQ1b: Where did the early Anglo-Saxons live and how do we know?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> Explain where the Saxons first settled. Explain the nature and significance of the Saxons on the local community. (Staffordshire Hoard) <p>KQ2: What does the mystery of the empty grave tell us about Saxon Britain?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Examine burial objects and make inferences from them. Use historical evidence to draw conclusions about the person in the Sutton Hoo burial. Understand the difficulty of being certain in history when using artefacts. <p>KQ3: How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Explain what paganism means. 	<ul style="list-style-type: none"> Describe 3 stereotypical images from today's media and popular perceptions. <p>KQ2: Why have the Vikings gained such a bad reputation?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Understand how the Vikings got their reputation and why reality may have been distorted. Distinguish between a Saxon and Viking account of the same event. <p>KQ3: How have recent excavations changed our view of the Vikings?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Understand the significance of archaeological evidence. Understand that Vikings could be construed as traders as well as raiders. Explain what a historian can infer from a source. <p>KQ4: What can we learn about Viking settlements from a study of place name endings and?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Locate places with different Viking endings on modern maps. Detect patterns of occupation using suffixes. 	<p>KQ1: How did early transport hold back developments in the locality?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> Use key vocabulary linked to early transport. Understand the nature, benefits and limitations of early transport. <p>KQ2: Why were improvements made to transport in the locality?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Discuss the reasons for change to local transport. Understand the factors affecting change and development. Describe attitudes towards the changes. <p>KQ3: Who designed and paid for the local canal?</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> Explain who James Brindley and Josiah Wedgwood were and their roles in the development of canals in Stoke-on-Trent. <p>KQ4: How significant were the railways to the pottery industry?</p> <p><u>Learning objective</u> –</p>
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<ul style="list-style-type: none"> • Sequence the main events in the conversion story, linking it to the present. • Reference evidence of Saxon Christianity. <p>KQ4: How were the Saxons able to see off the Viking threat? <u>Learning Objective</u></p> <ul style="list-style-type: none"> • Sequence events in chronological order. <p>KQ5: How did Alfred of Wessex become great? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Suggest reasons why Alfred the Great was deemed to be 'great'. • Understand that a lack of sources can distort our view of the past, as can interpretations of sources that lack critique. <p>KQ6: How effective was Saxon justice? <u>Learning objectives</u></p> <ul style="list-style-type: none"> • Describe the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes. 	<p>KQ5: What was it like in this area around the Viking times? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Explore the nature and significance of the Vikings on their local community. <p>KQ6: Raiders or settlers: How should we remember the Vikings? <u>Learning objective</u></p> <ul style="list-style-type: none"> • Understand that people differ in their view of the Vikings and demonstrate an awareness of both arguments. 	<ul style="list-style-type: none"> • make enquiries and understand the significance of what was happening at the time. <p>KQ4: How much difference did improvements in transport make to the local area? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Use sources to determine who was most likely to use this form of transport.
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	<ul style="list-style-type: none"> • Speculate as to which were the most effective methods of keeping order. 		
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • the Staffordshire hoard is the largest collection of gold and silver found to date. • by the end of the 4th C, even before the Roman troops left, there were invaders. • where Angles, Saxons and Jutes came from. • the kingdom of Mercia (present day Staffordshire) was the most important kingdom. • Britain was on the cusp of Christianity. • early Saxons worshipped Gods we name our days of the week after. • the meaning of Danelaw. <p>Children should be able to:</p> <ul style="list-style-type: none"> • locate key periods on a timeline, showing how they overlap. • suggest factors for the invasion. • use maps to analyse settlement patterns. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • where Vikings came from and why they attacked. • Vikings were a real threat from the sea. • how the Vikings gained their reputation and that accounts may not be accurate. <p>Children should be able to:</p> <ul style="list-style-type: none"> • locate the Vikings chronologically in relation to the Romans and Saxons. • ask historically valid questions about Viking ships. • identify at least one period when the Vikings were successful and another when they were not. • understand the importance of the Danelaw as an area of Viking settlement. • understand the significance of archaeological evidence. • describe contrasting views about how Vikings should be remembered and suggest reasons for the differences. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • key vocabulary associated with transport. • how transport might be assessed for effectiveness. • how early transport affected local lives. - how the local transport system was changed to support the local community and why. • who James Brindley was and what his role was in the development of local transportation. • who Josiah Wedgwood was and what his role was in the development of local transportation. <p>Children should be able to:</p> <ul style="list-style-type: none"> • discuss which types of transport might have been available in the locality at different times. • sequence types into early and later transport.

	<ul style="list-style-type: none"> • explain how the Christian message was delivered. list King Alfred's main achievements. • describe the 6 main methods of keeping law and order. 		<ul style="list-style-type: none"> • explain why transport might have been needed and used to support the locality. • discuss reasons for the changes to local transport and the impact that this had on the community. • reconstruct situations from a range of source material. • use and evaluate sources. - explain how and why transport has evolved into its present form in the locality. • explain Josiah Wedgwood's contribution to transport in the local community. • explain how and why new forms of transport have impacted the locality.
Year 5	<p>How can we investigate the Indus Valley Civilisation?</p> <p>KQ1: What links the Indus Valley with other early civilisations?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared <p>KQ2: How was the Indus Civilisation discovered?</p> <p><u>Learning Objectives</u></p>	<p>How can we find out about the civilisation of Ancient Greece?</p> <p>KQ1: Who were the Ancient Greeks?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Identify the location, physical features and climate of modern Greece. • Locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance. 	<p>What was the Blitz? (Links to Year 2 topics on Remembrance and Walter Tull)</p> <p>KQ1: How significant was the Blitz and how does it relate to the rest of the war?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • address historically valid questions related to the cause of the Blitz and its wider context.

- Use archaeology to learn about the past.
- Understand chronology and the spans of time.

KQ3: How can we find out what life was like in an Indus City?

Learning Objectives

- Explore evidence that remains from the Indus Valley Civilisation.
- Observe evidence in order to make inferences, hypotheses and formulate questions.
- Make inferences from evidence.
- Understand how descriptions can be interpretations and distinguish facts from opinion, or interpretation.

KQ4: Why have archaeologists disagreed about what the Indus Civilisation was like and why it came to an end?

Learning Objectives

- Understand evidence can be interpreted in several ways.
- Understand why there can be different explanations of what happened, and ideas change as new evidence is discovered.

- Use research to identify similarities and differences between life in Athens and Sparta.

KQ2: What do artefacts tell us about what life was like in Ancient Greece?

Learning Objectives

- Use artefacts to make inferences about what life was like in Ancient Greece.
- Consider the utility and limitations of using artefacts in isolation from other historical sources.

KQ3: What do some of our buildings tell us about how we view Ancient Greece today?

Learning Objectives

- Use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture and make inferences about the influence of the latter.

KQ4: How were the Ancient Greeks governed and are there any similarities with how we are governed today?

Learning Objectives

- Understand and use specialised vocabulary and terminology such as ancient, modern,

KQ2: What happened? Whose war was it?

Learning Objectives

- Develop a coherent narrative of the war including a British and World dimension.

KQ3: What was the impact of World War 2 to the people in our locality?

Learning Objectives

- understand how our knowledge of the impact of the war is constructed from a range of sources.

KQ4: What was it like to be a child in World War 2? What was it like to be an evacuee?

Learning Objectives

- understand how our knowledge of the impact of the war is constructed from a range of sources.
- address questions about similarity and difference through selection and organisation of historical information.

KQ5: How significant was World War 2 on the roles of women

Learning Objectives

	<ul style="list-style-type: none"> • Understand how new scientific understanding can change ideas and knowledge about the past. • Understand that more than one interpretation could be historically valid and might not provide a definitive answer • Compare and contrast evidence from other ancient civilisations 	<p>civilisation, citizens and democracy.</p> <ul style="list-style-type: none"> • Understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today. <p>KQ5: How have the Olympic Games changed since they were first held in Ancient Greece?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Select and combine information from different sources about the recent past and Ancient Greece. • Identify some of the similarities and differences between life in Ancient Greece and today. <p>KQ6: Which is the most important legacy of the Ancient Greeks?</p> <p><u>Learning objectives</u></p> <ul style="list-style-type: none"> • Summarise what you have learned about the Ancient Greeks. • Identify the most important legacy of the Ancient Greeks, justifying choices. 	<ul style="list-style-type: none"> • Address historically valid questions on significance. • Construct responses through careful selection and organisation of information. <p>KQ6: What did men do in the war? Did all men fight?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Explore the different ways men contributed to the war. • Explore the significance of Alan Turing and Reginald Mitchell (local link) to the war.
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	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> the Indus Valley Civilisation is an ancient urban civilisation. <p>Children should be able to:</p> <ul style="list-style-type: none"> locate Indus Civilisation area in South Asia and in relation to world continents introduce the significance of large rivers for agriculture. consider the importance of Indus and other rivers to early civilisations. understand that new discoveries can solve old questions and raise new ones. Make inferences from evidence. discuss what burials might tell us about religious beliefs and other clues 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> that Ancient Greece consisted of city states. How city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today. <p>Children should be able to:</p> <ul style="list-style-type: none"> place Ancient Greece in time. locate Ancient Greece, Athens and Sparta on a map. carry out research using secondary sources of written information. identify some of the similarities and differences between life in Athens and Sparta. discuss the physical features and climate of modern Greece. use artefacts and archaeological sites to infer information about what life was like in Ancient Greece. show some understanding that aspects of the past have been represented and interpreted in different ways. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> the significance of the Blitz and events leading up to it. the similarities and differences between locations affected by the Blitz in their locality and comparable events experiences by Britain's enemies. The major events and war leaders The global nature of the war and people involved. <p>Children should be able to:</p> <ul style="list-style-type: none"> Answer historical questions and select and organise historical information. Understand the links between Britain and the world. select information from a range of historical sources. Understand the impact of the war on local people using a range of sources and deciding how far the above sources reflect this. Understand the way in which evacuee experiences have been represented in fictional stories and the way in which a range of sources can help us
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		<ul style="list-style-type: none"> • identify some of the similarities and differences between life in Ancient Greece and today. • understand and use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens and democracy 	<p>understand the difference between fiction and evidence.</p> <ul style="list-style-type: none"> • discuss the range of experiences of children in Britain, Germany and other contexts affected by the war • refine their understanding of childhood experiences through reflecting on what they learn. • Identify the changes within a period and how this compared with an earlier period in the past. • Identify how this relates to broader changes over time.
Year 6	<p>Benin – A study of a non-European civilisation which is different to their own.</p> <p>KQ1: What is Africa's big picture? <u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> • Use sources to find out about Africa's past. • Create a coherent narrative of Africa's past. 	<p>What was Britain's situation in this 'Age of Revolutions'? (Link to warfare in Years 2 and 5)</p> <p>KQ1: What was Britain like in the late 1700s and what changes had Britain been experiencing? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • show knowledge and understanding of some of the main events and people. 	<p>Thematic Study -Black and British (Diversity – links to Walter Tull, and Roman Slavery)</p> <p>KQ1: How shall we tell the story of the first Black people in Britain? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Understand that the first Black people on the landscape of

	<ul style="list-style-type: none"> Decide the three most significant times in Africa's past. <p>KQ2: If objects could speak what would they tell?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Use sources to find out about Benin from its bronzes. <p>KQ3: Why was Benin worth visiting in the Tudor and Stuart period?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Discover what Britain and Europe thought of Benin. Find similarities and differences between living in Tudor Britain and Benin. <p>KQ4: When did Benin become part of the British Empire?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Use sources to find out about the British invasion. <p>KQ4: Why is Eweka so important?</p> <p><u>Learning Objectives</u> –</p> <ul style="list-style-type: none"> Compare Eweka's Benin with Saxon and Norman Britain. Decide the importance of Eweka's story on Benin's past. 	<ul style="list-style-type: none"> establish a clear narrative within the period identifying and explaining changes <p>KQ2: Why didn't Britain have a political revolution at this time?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Describe and make links between events and changes. <p>KQ3: What did Britain fear about France?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Give reasons for and results of changes and events <p>KQ4: How did you come to join the army? (Refer to local regiments)</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Give a few reasons for the main events <p>KQ5: Who contributed more to the victory at Waterloo and was Waterloo the most important event that happened?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> show some understanding that our knowledge is constructed from a range of sources. Select and organise information to produce structured work 	<p>Britain were Roman soldiers. (links to Roman Unit Y3)</p> <ul style="list-style-type: none"> Make deductions from clues, knowing how to cite evidence to prove an assertion. Identify the most significant ideas that need covering and select the most compelling evidence. <p>KQ2: What part did Black people play in British life when they started to settle 500 years ago?</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Understand that there had been no Black people in Britain since Roman times and that there were only a few hundred Black Britons living in Tudor times. Investigate a range of sources to draw inferences, especially about the status of featured individuals. Learn to read documents in context, working out what can be said with certainty and what cannot. <p>KQ3: What difference did the slave trade make to the experience of Black people?</p>
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KQ6: What was England like after the Napoleonic wars.

Learning Objectives

- describe and make links between events and changes

Learning Objectives

- Explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations.
- Understand that more than 3 million people were forced into slavery by British traders and appreciate the extent of the horrific suffering this caused to the Black Peoples of Africa.
- Understand that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'.
- Deduce the role Black people played in rich households.
- Understand that Britons, including Black campaigners, led the way in making the slave trade illegal.

KQ4: When Black people rushed to enlist, why has Black peoples' role in

World War One and Two rarely been celebrated?

Learning Objectives

- Understand that there was a bar on Black soldiers fighting in the army in WWI and that this was less stringent in WWII.
- Explain why Walter Tull was an exception.

KQ5: How did the arrival of the Empire Windrush change the way Black people were treated in Britain?

Learning Objectives

- Understand why people emigrated to Britain from the Caribbean.
- Grasp the range of differing reactions immigrants experienced.
- Make generalisations based on specific evidence.

KQ6: How far has life improved for Black people living in Britain in the last 60 years?

Learning objectives

- Interpret the likely effects of new laws on Black people.
- Make judgements about the relative significance of

			<p>relevant events, e.g., Brixton riots.</p> <ul style="list-style-type: none"> • Explain the extent to which the experience for Black people living in Britain has improved in the last 60 years. • Understand the influence of the 'Black Lives Matter' campaign.
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • how our knowledge of the past is constructed from a range of sources. • where Benin is located. • about Africa's past including the slave trade. • Benin's history is connected to broader trends and connections with particular reference to Africa and Britain • Benin was taken over by Britain in 1897 during the 'Scramble for Africa' - At this time bronzes for which it is renowned were taken from Benin and ended up in museums in different parts of the world. • Benin's power at the height of its power in the 16th and 17th centuries. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • some of the main events and people (recognise characteristic features of the period) • that this conflict shaped the period and how Britain related to other parts of the world; • that the events of the Napoleonic wars were commemorated in popular songs and both patriotic and satirical images; • that as well as being shaped by past revolutions, this period was also linked to and instrumental in future changes. <p>Children should be able to:</p> <ul style="list-style-type: none"> • establish a clear narrative within the period identifying and explaining changes. • describe and make links between events and changes. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • the first Black people on the landscape of Britain were Roman soldiers. • more than 3 million people were forced into slavery by British traders and appreciate the extent of the horrific suffering this caused to the Black Peoples of Africa. • that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'. • who Walter Tull was and why he was a significant individual. • what the 'Black Lives Matter' campaign is and the influence it has on life today. <p>Children should be able to:</p>

- Traders arrived there from Europe during the 'Voyages of Encounter' from the 15th and 16th centuries
- Benin's power grew of from the time the Eweka came to the throne in the 12th century reaching the height of its power in the 16th and 17th centuries.

Children should be able to:

- Use a range of sources to find out about Africa's past.
- demonstrate that they understand some of the main events in Africa's past.
- select information about Africa's past and justify what they consider were its most significant events.
- construct informed responses that involve thoughtful selection and organisation of relevant historical material.
- suggest reason why it said that the bronzes were not made by people from Benin.
- address and sometimes devise questions from a picture of Benin's conquerors.
- Find similarities and differences between Tudor Britain and Benin.

- show how different elements led to unrest in France or mitigated unrest in England.
- give reasons for and results of changes and events.
- identify ways Britain prepared for invasion and why they think they will be effective. What? Why? Will this work?
- give a few reasons for the main events.
- explain why they think men volunteered for the army.
- use sources to answer the key question.
- become aware different sources may make them draw different conclusions.
- use a range of sources to demonstrate their understanding of the consequences of the battle.
- decide if Napoleon was a hero or a villain.
- demonstrate an understanding of how the events in Manchester were part of a chain of events that led to political change.

- understand that the first Black people on the landscape of Britain were Roman soldiers.
- investigate a range of sources to draw inferences, especially about the status of featured individuals.
- read documents in context, working out what can be said with certainty and what cannot.
- explain the nature of the transatlantic slave trade and how it worked to Britain's benefit
- deduce the role Black people played in rich households.
- Understand that Britons, including Black campaigners, led the way in making the slave trade illegal.
- explain why people emigrated to Britain from the Caribbean.
- make generalisations based on specific evidence.
- interpret the likely effects of new laws on Black people.
- make judgements about the relative significance of relevant events, e.g., Brixton riots.
- evaluate the extent to which the experience for Black

	<ul style="list-style-type: none">• Use different sources to find out how Black people were treated in Britain.• construct informed response to Eweka's story based on thoughtful selection from a range of resources.• decide how important Eweka's story is in Benin's past.		<p>people living in Britain has improved in the last 60 years.</p>
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