Long Term History Coverage

The History Curriculum at Ashersley North Primary School intends to offer all pupils the opportunity to act as historians and think critically about the past and engage in their own community heritage.
Pupils at Ashersley North Primary School will have the opportunity to develop their enquiry and reasoning skills using primary and secondary sources. This will allow them to make their own conclusions about significant historical events which have shaped and influenced their local community and wider world.
The chronology of the past will be one of our main focuses in order to showcase how societies and cultures have developed over time. This will allow pupils to make their own connections to significant chronological historical events.
The newly developed long-term planning for the history curriculum ensures that chronology skills are developed to a high standard. Throughout the year, each year group studies history topics in chronological order where possible. The Key Stage Two history curriculum also ensures that the content of the history National Curriculum in each key stage is taught in chronological order where possible. This will enable pupils at Ashersley North Primary School to embed an understanding of "deep time" and have a good understanding of when and where important historical events took place.
Our history curriculum will encourage pupils to respect and build strong relationships within their community and in turn develop a strong and positive outlook for the pupil's own future.
At Ashersley North Primary, we have chosen six areas of history which we believe will engage pupils in their history learning. We have developed these into disciplinary knowledge progression stands and believe that these six progression areas will enable pupils to embed a strong understanding of the history curriculum and in turn leave Ashersley North as "historians".
Progression areas:
A: To Communicate Historically and to Understand Chronology
B: To Build an Overview of the World
C:Significance of events / people
D:Continuity and change in and between periods
E:Cause and consequence
F:Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)

Each progression strand is evident in a range of topics and is progressive throughout year groups.
Pupils have the opportunity to answer a key enquiry question about a specific history topic. Pupils will be able to use enquiry to support their understanding of the key question and this in turn will support the pupil's understanding of our six progression areas.

National Curriculum Objectives

Key Stage 1	Key Stage 2
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes in Britain from the Stone Age to the Iron Age
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]	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
	The Roman Empire and its impact on Britain
	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Significant historical events, people and places in their own locality.	A local history study
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]	Britain's settlement by Anglo-Saxons and Scots
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Lower Key Stage 2

Autumn Term

	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)
Objective	**Significant historical events people and places in own locality**	**Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future,**	**Changes in Britain from the Stone Age to the Iron Age**	**The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**
Topic	**Local History Study of Cannon Hall (Victorians including Doomsday book)** Topic Title- The Wonders of Cannon Hall	**Transport through time** Topic Title-Terrific Transport	**Stone Age to Iron Age**	**Ancient Egypt**
Coverage	**Key question: Why is Cannon Hall an important place in Barnsley? What were the roles of the people working at Cannon Hall during the Victorian times? How have they changed over time?** Session 1- What was the Victorian times? Who was important? What was it like? How is it different to now? What might life have been like for use in Victorian times? Session 2-Finding out key facts about Cannon Hall. Where is Cannon Hall? What is its Purpose? Who build it? How old is Cannon Hall? Dates it was built and plot onto a timeline. Session 3-What was life like for different people working/ living at Cannon Hall? Who lived at Cannon Hall? Who worked at Cannon Hall? Link to the Victorian period. Use sources of evidence such as the Doomsday book. Session 4- Who had the most important job at Cannon Hall during the Victorian times? Focus on the cook. Why did the cook have an important job? Role play. Session 5-Who had the most important job at Cannon Hall during the Victorian times? Focus on the farmer. Why did the farmer have an important job? Role play. Session 6- Who had the most important job at Cannon Hall during the Victorian times? Focus on the maid. Why did the maid have an important job? Role play. Session 7-making comparisons to job roles from the Victorian times and now. Similarities and differences between cooks in the past and cooks present. Session 8-making comparisons to job roles from the Victorian times and now. Similarities and differences between farmers in the past and farmers present. Session 9- Create a job advertisement for a new job at Cannon Hall- link to Victorian times. Describe the role and what it entails. Session 10- Children debate who they think was the most important person at Cannon Hall and why. Session 11- REVISIT OF PREVIOUS LEARNING, QUIZ AND MIND MAP WHAT WE ALREADY KNOW.How does it link with new learning?	**Key question: How has transport changed through time and how has this impacted our lives?** (Note- specific lessons taken from Twinkl unit. Lessons in blue are added in lessons). Session 1-How to we travel? What made of transport do we like the best? What makes them safe? Are they fast/slow? Session 2- How has transport changed? To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. Children will learn about the different methods of travel that have developed over time. Session 3- Early Travel: The Viking Longboats To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively. Why did the Vikings use boats? How did they make them efficient? Where could they travel? Why was it safe? Session 4- A History of Cars: To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. Why have cars changed? Why are cars better now? Session 5- George Stephenson and Trains: Role play or hot seating. As a class, what can we see/hear? How do we feel? We've never been on a train before! Session 6- George Stephenson and trains continued. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century. Session 7- A History of Flight. To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane. Session 8- A History of flight continued- developing role play and empathy relating to the Wright Brothers and their achievements. Speech bubbles/ thought bubbles. Session 9/10- Comparing the Past, Present and Future. To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day. Children to create their own futuristic vehicle. Children to design and make (junk modelling) their own vehicle. Session 11- REVISIT OF PREVIOUS LEARNING, QUIZ AND MIND MAP WHAT WE ALREADY KNOW.How does it link with new learning?	**Key question: What was the Stone Age, Bronze Age and Iron Age have on our lives?** Session 1- What does prehistory mean? Introduce the period of British history from the Stone Age to the Iron Age. Pupils will make a timeline to set this period into the wider context of British History and they will discover how we break up this period into distinct ages. Session 2- How did hunter-gatherers survive in the Stone Age? Children will find out who the 'hunter-gatherers' were and how they survived in Stone Age Britain. Pupils will learn the difference between threats and assets provided by the natural habitat and go on their own survival treasure hunt around the school grounds. Session 3- What was Stone Age cave art? This lesson gives pupils the opportunity to examine images of cave art from the Stone Age. Pupils will identify common images in the cave paintings and consider what they tell us about life in the Stone Age. Children will understand how Stone Age artists created their cave paintings, pupils will have the chance to get creative with their own versions of prehistoric cave art. Session 4- What kind of sources tell us about the Stone Age? This lesson addresses the question of how we can know about a period of British history with a lack of written primary sources of evidence. Pupils will be introduced to the concept of making deductions from evidence and they will use an information table to record what different artefacts tell us about the Stone Age. Session 5. What was Skara Brae? Pupils will find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae. This lesson allows pupils to conduct their own research online about the discovery of Skara Brae and helps them to systematically organise their notes so that they can make a presentation. Session 6- Why are there so many mysteries about Stonehenge? Pupils take a virtual tour of Stonehenge and suggest answers to some related questions that still puzzle historians today. Pupils will explore different theories about why Stonehenge was built and then they will construct their own models of Stonehenge using biscuits, clay or bowls. Session 7- How did bronze replace stone in the Bronze Age? This lesson looks at the changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made. Pupils will find out why bronze was so important and they will create their own flowcharts to record the process of how it was made. Session 8- What do grave goods tell us about the Bronze Age? Pupils will find out about how people in Bronze Age Britain buried their dead and what items they felt were important to them. Pupils will reflect upon how artefacts found in Bronze Age burial sites can give us information about what life was like in this period. This lesson also introduces the idea that not all artefacts survive over time and invites pupils to sum up their learning by exploring the grave of the Amesbury Archer. Session 9- What was life like in an Iron Age hill fort? Pupils will discover what life was like in an Iron Age hill fort in Britain. This lesson encourages pupils to engage imaginatively with the historical setting and reflect on how life in this period might have been different to life today, making a storyboard to record	**Key question: What impact have the ancient Egyptians had on our lives?** Session 1- Who were the Egyptians? Finding out key facts/ dates linking to the Ancient Egyptians. Creating a timeline and comparing this to points in history children have already learnt about. Session 2- What was life like as an Egyptian? Children will find out about the daily lives of people in Egypt (homes/school). Use sources of evidence to support. Session 3- What was Ancient Egyptian government like? Children will find out about Pharaohs, Viziers and Government Officials. Session 4- King Tutankhamen, the Boy King. Who was he? Why is he famous? What happened to him? A research lesson. Use sources of evidence. Are the sources reliable? Session 5- What did the ancient Egyptians believe in? Children will find out about their religion, gods, afterlife and mummification. Session 6- Follow up lesson to session. 5. Children will continue to develop their understanding of what the ancient Egyptians believed in. Mummies/ tombs. Session 7- What did the ancient Egyptians invent? Children will learn about Hieroglyphics/ scribes. Use a range of sources of evidence/ artefacts. Session 8- What did the ancient Egyptians invent? Children will learn about science and technology. Use a range of sources of evidence/ artefacts. Session 9- Children will learn about the Egyptian pyramids. Children will develop their understanding of Egyptian architecture. Session 10- Children will apply what they have learnt about the ancient Egyptians by creating a report. Either a written report or documentary. Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?
Progression	A1: To Communicate Historically and to Understand Chronology	A1: To Communicate Historically and to Understand Chronology	**A2: To Communicate Historically and to Understand Chronology**	**A2: To Communicate Historically and to Understand Chronology**
	B1: To build an overview of the world	B1: To build an overview of the world	B2: To Build an Overview of the World	B2: To Build an Overview of the World
	D1: Continuity and change in and between periods	D1: Continuity and change in and between periods	E2: Cause and consequence	E2: Cause and consequence
Vocabulary	**Artefact, time order, evidence,** locality, local **history, period in time,** century, decade	**Artefact, time order, period in time, history, evidence,** transport, travel, old, new, before, after, here, now, then, next, soon, **in the past/present/future**	**Time line, Artefacts**, Pre-history, **source of evidence, chronological**, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate	**Artefact, source of evidence, historical, historian, chronological**, Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone

Upper Key Stage 2

	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	**Britain's settlement by Anglo-Saxons and Scots**	**Ancient Greece – a study of Greek life and achievements and their influence on the western world**
Topic	**Anglo-Saxons**	**Ancient Greeks**
Coverage	**Key question: What impact have the Anglo-Saxons had on our lives?** Session 1- Why did the Romans leave? Session 2- Who were the Anglo-Saxons? and Timeline of Anglo-Saxons Session 3- Sutton Hoo Session 4- Analysing artefacts Session 5 - Anglo-Saxons daily life Session 6 - Religion during Anglo-Saxon times Session 7- The Story of Beowulf Session 8- Saxon Kings focus on Alfred The Great Session 9- The arrival of the Vikings/invasion on the Anglo-Saxons/end of the Saxon era Session 10- Applying what they have learnt about the Anglo-Saxons by creating a newspaper article. Answer the key question. Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?	**Key question: What impact have the ancient Greeks had on our lives?** Session 1- Who were the Ancient Greeks? Children to map out key dates/ facts. Children to create a timeline and compare the chronology of the Ancient Greeks to other civilizations that they have previously learnt about. Session 2- What was daily life for the Ancient Greeks like? Research using sources of evidence and artefacts. Session 3- What did the Ancient Greeks believe in? Children to research Greek gods and celebrations. Session 4- What did the Ancient Greeks do for fun? Children to research leisure activities. Using sources of evidence etc, Children to learn about the olympics. Session 5- Children to learn about the role of the theatre in Ancient Greece. Session 6- What did the Ancient Greeks invent? Children to research important inventions- e.g. medicine/ maps etc. Session 7- What did the Ancient Greeks invent? Follow up session to session 6. Session 8- Children to learn about Athens and Sparta. Compare both rival cities. Session 9- Children to create a non-chronological report about life in Ancient Greece. Research, plan and create. Children to answer key question above. Session 10- Children to present their reports to another class. Show case what they have learnt and form own opinions of the key question. Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?
Progression	**A3: To Communicate Historically and to Understand Chronology**	**A3: To Communicate Historically and to Understand Chronology**
	B3: To Build an Overview of the World	B3: To Build an Overview of the World
	E3: Cause and consequence C3:Significance of events / people	**D3: Continuity and change in and between periods**
Vocabulary	**Artefact, Primary Source, Secondary Source, Historian, Archaeologist, Century**, Invasion, Settler, **Religion, Culture**, Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready, Britain	**Artefacts, primary source, secondary source, archaeologist, chronology** Greeks, Greek Empire, Alphabets, Olympics, Classical, Civilisation, Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced

Lower Key Stage 2

Spring Term

	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)
Objective	**Events beyond living memory: time, long ago, many years, during…, period, century and** **Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the**	**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 period**	**The Roman Empire and its Impact on Britain**	**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
Topic	**WW1 Remembrance day Topic Title- We Will Remember Them** **George VI -WW2**	**Comparing Amelia Earhart and Neil Armstrong (explorer)** Topic Title- Famous Exploers	**Roman Empire**	**Vikings**
Coverage	**Key question: What was life like for a child during WW2?** Session 1- Children will learn key information about WW1 and the Poppy Appeal. Why is the poppy appeal important? Session 2- Children learn about who was king (George VI) during the time of WW1 and WII. How was he similar/ different to Queen Victoria (link to previous learning about the Victorian times). Children will learn about the events that took place on the wall of how a WW1 soldier might feel when fighting and when celebrating Remembrance Day. Session 4- Announcement of WW2. How might people feel when hearing the radio broadcast? Predicting what people might do now they know their country is at war. Session 5- Conscription. Children develop their understanding of what conscription is and how a child would feel saying goodbye to a loved one. Referring back to key question 'What was life like for a child during WW2?' Session 6- Rationing. What is rationing? Why did people have to ration? Looking at sources of evidence- ration books, video clips. Making a rationed meal. Session 7- Air raids- making an Anderson Shelter. Thinking about how children would feel during an Air Raid. Focus on emotions. Session 8- Evacuations/ The Blitz. Seperation from family members. Packing a suitcase. Session 9- Victory in Europe Day (VE Day). Creating their own street party. Focus on emotions. Ask the question: Who would be at the street party? Look at sources of evidence of photos from street parties. Why are there still no men? Where are their? Session 10- Comparing life for a WW2 child to children's own lives. How are they similar/ different? Research the toys children played with during WW2 and now. How are they similar/ different? Summarising learning by creating a diary entry of a day in the life of a child during WW2. Answer key questions. Session 11-REVISIT OF PREVIOUS LEARNING, QUIZ AND MIND MAP WHAT WE ALREADY KNOW.How does it link with new learning?	**What did Amelia Earhart and Neil Armstrong achieve in their life time? What impact has this had on today's society?** Session 1- finding out key facts about Amelia Earhart. Why is she important? What are her achievements? Session 2-Creating a journey for Amelia Earhart. Where did she go? What might have happened to her? Session 3- finding out key facts about Neil Armstrong. Why is he important? What are his achievements? Session 4- Creating a mind mapped story of Neil Armstrong's journey. Session 5- Comparing AE and NA. When they lived, where they studied, what they travelled on. Similarities and differences between them both. Session 6- How has Amelia Earhart helped us? What changes have been made since? Session 7- Create a fact file about Amelia Earhart. Session 8- How has Neil Armstrong helped us? What changes have been made since? Session 9- Creating a fact file about Neil Armstrong Key facts/ important information. Session 10- Answering key question. Acting in role. Role play/ news report. Session 11-REVISIT OF PREVIOUS LEARNING, QUIZ AND MIND MAP WHAT WE ALREADY KNOW. How does it link with new learning?	**Key question: How did the Roman invasion change Britain?** Session 1- Who were the Romans? Where did they come from? Children will find out key facts about the Roman Empire. Children to develop their understanding chronology and create a timeline of when the Romans invaded Britain to when they left. Session 2- What is an invasion? Why might Britain be the perfect sport for an invasion? Session 3- Why did the Romans invade Britain? Who did they fight against? How did they invade? Children learn about sources of evidence showing how the Romans invaded Britain and who they fought against. Session 4- What was life like for a Roman soldier? Similarities and differences between Roman soldiers and soldiers now. Session 5- What did the Romans believe in? Children will learn about gods/ festivals etc. Session 7- What did the Romans invent? Children to look at key inventions during their time in Britain. (E.g. Aqueducts, Roman numerals, newspapers etc). Use sources of evidence/ artefacts. Session 7- What did the Romans invent? Follow up session to session 6. Use sources of evidence/ artefacts. Session 8- What did the Romans do for fun? Children will learn about the different leisure activities Romans liked to do. E.g. Gladiator games/ Roman baths. Session 9- Children will apply what they have learnt about the Romans and create a presentation. Session 10 -present to KS1. Children will answer the key question above. Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?	**Key question: What impact have the Vikings had on Britain?** Session 1- Who were the Vikings? Where did they come from? Children to find out key facts about the Vikings. Children to develop their understanding of chronology and create a timeline of when the Vikings invaded Britain to when they left. Session 2- Why did the Vikings invade Britain? Session 3- session 2 follow up- Who did they fight against? How did they invade? Children look at sources of evidence showing how the Vikings invaded Britain and who they fought against. Link to Lindisfarne. What happened when the Vikings went to Lindisfarne? How do we know? (look at artefacts/ sources of evidence). Session 4- What was life like for a Viking? Session 5- Similarities and differences between a Viking and someone present. Session 6- What did the Vikings believe in? Children will learn about gods/ festivals etc. Session 7- What did the Vikings invent? Children to look at key trades, weapons etc. Sources of evidence/ artefacts. Session 8- How did Britain change as a result of the Vikings invading? Children will research using different sources of evidence. Session 9- Children will apply what they have learnt about the Vikings to a final activity. Children to create a presentation about the Vikings. Children to choose how they will present their work e.g. using the laptops, mind maps, iPads etc. Children to answer the key question above.Ensure children are answering the key questions.Session 10- present their findings. Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?
Progression	A1: To Communicate Historically and to Understand Chronology	A1: To Communicate Historically and to Understand Chronology	**A2: To Communicate Historically and to Understand Chronology**	**A2: To Communicate Historically and to Understand Chronology**
	B1: To build an overview of the world	B1: To build an overview of the world	**D2: Continuity and change in and between periods**	**D2: Continuity and change in and between periods**
	D1: Continuity and change in and between periods	D1: Continuity and change in and between periods	**F2:Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)**	**F2:Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)**
Vocabulary	Armistice, Armed Forces, Army, **Artefact**, Battle, Bomb, Brave Century, Decade, Heroic, Evacuate, Enemy, Kingdom, **History**, Government, Evidence	**Artefact, time order, evidence**, voyage, explore, **travel, land,** space, astronaut,	**Dates, time period, era, change, chronological**, **artefact, source of evidence** Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary	**Artefact, source of evidence, historian, archaeologist, century,** Invasion, settlers, Longboat ,Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla

Upper Key Stage 2

	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	**A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**
Topic	**Maya Civilization**	**Victorians**
Coverage	**Key question: What contributions have the Maya made to life as we know it?** Session 1- The rise of the Mayan empire in comparison with British history. Session 2- Mayan culture. Session 3- Mayan society. Session 4- Mayan creation story. Session 5-Story of chocolate. Session 6- Mayan everyday life. Session 7-Mayan religion and beliefs. Session 8- Formation of numbers and letters. Session 9- Applying what they have learnt to creating a report about Mayan life. This could be written/ a documentary/ a PowerPoint presentation/ a report/learning to another class. (Note- if artwork has been completed that links to the Maya, could you put on a showcase?) Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?	**Key question: How did Britain change during the Victorian era? How have these changes impacted on modern Britain?** Session 1- Who was Queen Victoria? When did she live? Children will research key facts/ dates and plot on to a timeline. Session 2- Children will compare the chronology of Queen Victoria's reign to other topics they have learnt about. Session 3- What was the Industrial revolution? How did it change Britain? Use sources of evidence to research. Session 4- What was education like during the Victorian era? Children to research using sources of evidence and artefacts. Session 5- Comparing education then to now. Session 6- What did the Victorians invent? Research using different sources of evidence/ artefacts where possible. Session 7- How did these inventions improve our lives? Session 8- Children will learn about Victorian medicine and diseases. Think about how new medicine helped us. Session 9- What did the Victorians do for fun? Children will learn about Victorian leisure activities. Session 10- How did the Victorians impact our society? Children to apply what they have learnt throughout their topic to answer key question. They will choose a presentation to show what impact changes during the Victorian times and how they have changed Britain. Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?
Progression	**Significant historical events people and places in own locality**	**A3:To Communicate Historically and to Understand Chronology**
	D3: Continuity and change in and between periods	B3: To Build an Overview of the World
	F3:Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)	E3: Cause and consequence C3 Significant of events/ people
Vocabulary	**Civilization, Ancient, Historical, Significant, artefact, primary source, secondary source,** Hieroglyph, Calendar, Warrior, Tribe, Priest Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huipil, Popol Vuh, Tzolk'in	**Era, Century, Decade,** Rule, **Monarchy, Historians, source of** evidence, Primary Source, Secondary Source, Industrial Revolution, British Empire, Factory, Abacus, Coal, Coal Mine, **Census**, Governess, Orphans, Steam Engine, Workhouse, Slates, Reign, Nursery

Lower Key Stage 2

Summer Term

	KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)
Objective	**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 period**	**Events beyond living memory: time, long ago, many years, during…, period, century**	**Significant historical events people and places in own locality**	**Significant historical events people and places in own locality**
Topic	Topic Title- Women Who Changed the World **Comparing Elizabeth I and Queen Victoria (Monarchy)** **Rosa Parks and Emily Davison (Victorian)** **Mary Seacole and/or Florence Nightingale and Edith Cavell (War time**	**The First Aeroplane Flight** **The Wright Brothers** Topic Title- Amazing Inventors.	**Local History Study** **Dorothy Hyman/Barnsley FC**	**Local History Study** **Locke Park**
Coverage	**Key questions: How have these important women impacted on/ changed our lives?** Session 1-Learning about Queen V.ictoria. What are her achievements? Session 2- Learning about Queen Elizabeth's achievements. Session 3- Comparing Queen Victoria to Queen Elizabeth. How were they the same how were they different? How have their achievements impacted our lives? Session 4- Understanding who Rosa Parks was and her achievements. How have these achievements improved our lives? Session 5- Comparing Rosa Parks with Emily Davidson. How are the similar? How are they different? How has Emily Davison impacted upon our lives? Session 6- Understanding who Mary Seacole was and why she was important. Discuss what has changed as a result of her actions. Session 7- Understanding who Florence Nightingale was and how her achievements have changed our lives. Session 8-Comparing Mary Seacole/ Florence Nightingale with Edith Cavell. How are they similar? How are they different? Why are they equally important? Session 9-Summary of learning. Who do you think had the most impact on our lives? Why? Session 10 What might have happened if hadn't done what they did? Session 11-REVISIT OF PREVIOUS LEARNING, QUIZ AND MIND MAP WHAT WE ALREADY KNOW.How does it link with new learning?	**Key Question: How how the Wright Brother's changed our lives?** Session 1- Creating our own journey on an aeroplane. Where would we like to go? What would we see? Story map. Session 2- Learning about the "Wright Borthers". Who they were, what they did, how they did it, when they did it. Session 3- Studying sources of evidence- images of the first aeroplane. When was it invented? What did it look like? How did people feel about it? Labelling. Session 4- Comparing the first aeroplane to a new aeroplane. How are the similar/ different? Session 5- Continue to develop understanding of how aeroplanes have changed over time. Session 6-Research and link to previous learning about WW1 and WW2 (fighter planes). How did aeroplanes help during the war? Session 7- How have aeroplanes got better? Why have they got better? Sharing own experiences of travelling on an aeroplane. Session 8- Role play first aeroplane flight. Can children set the scene? Acting with props. Session 9/10- Creating a newspaper report/ poster showing and explaining what happened during the first aeroplane flight. Thinking about the impact that this has had on our lives. Session 11- REVISIT OF PREVIOUS LEARNING, QUIZ AND MIND MAP WHAT WE ALREADY KNOW. How does it link with new learning?	**Key question: How has Dorothy Hyman/ Barnsley FC impacted/ changed our community?** Session 1- Gathering information, key dates and facts about Joseph Locke. Create a timeline- plot his birth date and date he died. Children make predictions about why he is an important person. Session 2- Research Joseph Locke's early life and lead up to his jobs. Session 3- Plot key achievements onto a timeline. Why are these achievements significant? Session 4- Identify important places in Barnsley that were relevant to Joseph Locke. Session 5- Visit to Locke Park. Find statue dedicated to Joseph Locke and Locke tower. Children to learn about why the park was created, who created it and when it was created. Session 6- Create a write up about the trip. What we saw, why it was important. What developments have been made to the park? Session 7- Develop an understanding of who Robert Stevenson was. How did Joseph Locke and Robert Stevenson know each other? Session 8- Children to compare Joseph Locke with Robert Stephenson. Both men were friends and were both engineers. Session 9- Children to explain how Joseph Locke impacted on their community and wider area (railways). What happened as a result of what Joseph Locke built? Session 10- Children to create a factual report about Joseph Locke. Children to include key facts/ dates and also explain his achievements and how Barnsley may have changed as a result. Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?	**Key question? Who was Joseph Locke? How did he impact/ change our community?** Session 1- Gathering information, key dates and facts about Joseph Locke. Create a timeline- plot his birth date and date he died. Children make predictions about why he is an important person. Session 2- Research Joseph Locke's early life and lead up to his jobs. Session 3- Plot key achievements onto a timeline. Why are these achievements significant? Session 4- Identify important places in Barnsley that were relevant to Joseph Locke. Session 5- Visit to Locke Park. Find statue dedicated to Joseph Locke and Locke tower. Children to learn about why the park was created, who created it and when it was created. Session 6- Create a write up about the trip. What we saw, why it was important. 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Progression	**A1: To Communicate Historically and to Understand Chronology.**	**A1: To Communicate Historically and to Understand Chronology.**	**A2: To Communicate Historically and to Understand Chronology**	**A2: To Communicate Historically and to Understand Chronology**
	C1: Significance of events/ people	**C1: Significance of events/ people**	**B2: To Build an Overview of the World**	**B2: To Build an Overview of the World**
	E1: Cause and consequence	**E1: Cause and consequence**	**C2:Significance of events / people**	**C2:Significance of events / people**
	F1: Similarity / Difference within a period / situation	**F1: Similarity / Difference within a period / situation**		
Vocabulary	**Artefact, period in time, history, evidence, changes,** monarchy, heir, queen, Armada, wartime, medicien, hygiene, activist, rights, beliefs, achievements	**History, artefact, evidence, past, beofre, after, changes,** developments, achievement, dedicated, aeroplane, flight	**artefact, culture, chonology, past, historical, history,** enquiry, **source of evidence**, locality, local history, century, decade, achievements, developments, impact.	**artefact, culture, chonology, past, historical, history,** enquiry, **source of evidence**, locality, local history, century, decade, achievements, developments, impact.

Upper Key Stage 2

	UKS2 (Cycle A)	UKS2 (Cycle B)
Objective	**Significant historical events people and places in own locality**	**Significant historical events people and places in own locality**
Topic	**Local History Study** **Mining**	**Local History Study** **WWII**
Coverage	**Key Question: How has mining impacted/ changed our community?** Session 1- Hook for learning (possibly hire mining box from the National Coal Mining Museum/ talking box from Barnsley museum) Children studying artefacts, predicting what different things might be used for and why. Create a fact file of different artefacts. Session 2- Children and animals working down the mine. Debate- why was this allowed? What would you do in this situation? Why did people think it was ok? Session 3-Research Huskar Pit near Silkstone. What happened? Why is there a memorial? Session 4- What happened as a result of the Huskar Pit disaster? Link to legislation. Session 5- What was the Oak's colliery disaster? Developing an understanding of what happened during the Oak's Colliery disaster. How were the people of Barnsley affected? Key dates/ facts. (Lots of websites for this). Session 6- Researching what happened as a result of the Oak's Colliery disaster. Linking to how mining changed over time- safety regulations. Session 7- The Miner's strike. Key dates/ facts. Children research the cause for the strike. Session 8- Linking back to the miner's strike. How did this affect our community? Children to develop an understanding of the consequences of the miner's strike. Can children interview any ex-miners? How did the miners strike affect them? Session 9- A day in the life of a miner (during miner's strike). Children to then present what they have found out linking to the key question. Children to possibly visit the NCMM. Afterwards, write diary entries/ stories of what it was like to be a miner. ****POSSIBLE TRIP TO NCMM**** Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?	**Key Question: How did WWII impact/ change Britain and our community?** Session 1- Introduction to WWII. Children learn about key facts/ dates. What happened? Why did it happen? Who was involved? Children will listen to the radio broadcast announcing the start of the war. How did people feel? Children to predict what would happen next. Session 2 - What was rationing? Looking at sources of evidence such as ration books. Learn about the impact that rationing had on our community. Look at the "Dig for Victory" campaign. Where possible, interview people from Lindhurst Lodge. There own experiences of rationing. Create rationed meals. Session 3- What was the Blitz? Children look at a range of maps of The UK. Research what happened during the Blitz and the cities that were bombed. Children to come to own conclusions of why specific cities were bombed using a range of research strategies. Children to discuss how this impacted on Barnsley and near by cities e.g. Sheffield. Session 4- What was evacuation? Children learn about Why, How and where children were evacuated to. Children to create a diary in the role of an evacuee. Session 5- What was the holocaust? Research- sources of evidence/ artefacts. Session 6-Compe life in Britain to life in Europe during WWII. Focus on people in hiding and trying to escape. Session 7- Propagonda. Session 8-Women during the war- make do and mend/ land army. Session 9-VE Day. Children research what happened on VE Day. Create own VE Day celebration. Session 10-Present information to another key stage. Children have choice of how they will present what they have learnt about during this topic. Children to answer key question above. ****POSSIBLE TRIP TO EDEN CAMP** Session 11- Revisit learning. Quiz/ reflection. How does it link with new learning?**
Progression	**A3: To Communicate Historically and to Understand Chronology**	**A3: To Communicate Historically and to Understand Chronology**
	B3: To Build an Overview of the World	**B3: To Build an Overview of the World**
	C3:Significance of events / people	**C3:Significance of events / people**
	E3:Cause and consequence	
Vocabulary	Cage, Cave in, Risk, Coal, Coke, Colliery, Conditions, Conveyor, Courage, Crush, Danger, Defect, Emission, Environment, Equipment, Excavation, Explosion, Gas, Government, Political, Hazard, Illuminate, Davy Lamp, Legacy, Miner, Safety, Seam, Shaft, Structure, Underground, Void, Wages, Miner's Strike, Warning, **Historical, Locality, Evidence, Primary Source, Secondary Source, Artefact**.	Alliance, Appeasement, Armed Forces, Armistice, Military history, Army, Marlag, Barcks, Battle, Blitzkrieg, Blitz, Bolt hole, Bomb, Brinkmanship, Bunker, Cannon, Capture, Cival War, Commander, Conscription, World War, Counter Offensive, Declare War, Defeat, Democracy, Dulag, En