Long Term History Coverage

The History Curriculum at Athersley 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 Athersley North Primary School will have the opportunity to develop their enquiry and reasoning skills using primary and secondary sources as well as artefacts. This will allow them to make their own conclusions about significant historical events which have shaped and influenced the

Children will visit the National Coal Mining Museum.

The pupils at Athersley Nor At Athersley North Primary Our history curriculum is also	In the listory Curriculum of Affersiaey North Primary School will have the opportunity to develop their enquiry and reasoning skills using mineral sand accordary sources as well as artefacts. This will allow them to make their own conclusions about significant historical events which have shaped and influenced the world. Progression areas: world. Progression areas: world. A: To Communicate Historically and to Underst and Chronology the Primary we have chosen seven disciplinary areas of history which we believe will engage pupils in their history learning. We have developed these into disciplinary knowledge progression areas will enable pupils to embed a strong understanding of the history curriculum and in turn leave Athersley North as "historicas". S: Significance of events of substantive knowledge. We believe that these key substantive concepts act as the "golden nuggets" of history and will help to develop a pupil's understanding of these eight							
Within Key Stage Two, the	The Key chronology of the past will be studied in order to showcase how two study history topics in chronological order. This will enable	as and links between a range of historical events. Our key substantive concepts are: Government and Stage One history curriculum introduces pupils to a range of topics and concepts that they will concept sow societies and cultures have developed over time. This will allow pupils to make their own connecte pupils at Athersley North Primary School to embed an understanding of "deep time" and have a gage pupils to respect and build strong relationships within their community and in turn develop a str	ver during Key Stage Two. ctions to significant chronological historical events. Throughout the year, both Lower and Upper Key Stage good understanding of when and where important historical events took place.	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.				
	Reception	-	Stage 1	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. Key Stage 2				
1	Past and Present. Talk about the lives of the people around them and their roles 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 read in class and storytelling. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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] 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]			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 is tudy of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China The Roman free makes impact on Britain Ancient Greece – a study of Greek life and achievements and their influence on the western world A local history study 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				
Objectives								
	Reception	Reception Key Stage 1		Lower K Autumn Term	ey Stage 2	Upper Key	Upper Key Stage 2	
	Reception	KS1 (Cycle A)	K\$1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B) The achievements of the earliest civilizations – an overview of where and when the first	UKS2 (Cycle A)	UKS2 (Cycle B) Ancient Greece – a study of Greek life and achievements and their influence	
Objective Topic		Significant historical events people and places in own locality Local History Study of Cannon Hall (Victorians including Doomsday book) Topic	Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future, Transport through time Topic Title-Terrific Transport	Changes in Britain from the Stone Age to the Iron Age Stone Age to Iron Age	civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Egypt	Britain's settlement by Anglo-Saxons and Scots Anglo-Saxons	on the western world Ancient Greeks	
Substantive	To talk about how they have changed since they were a baby.	Title- The Wonders of Cannon Hall Monarchy/ Identity & Diversity/ Law	Invasion	Settlements	Monarchy/Religion/Tax & Government	Monarchy/ Invasion/ Identity & Diversity/ Settlements	Religion/ Identity & Diversity/ Law	
_	(Au1) To be able to talk about the different jobs that adults do and		Key question: How has transport changed through time and how has this impacted our lives? (Note-specific lessons taken from Tw inkl unit.	Key question: What impact did 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	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.			
	fights/postman/ shop assistant	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	Lessons in blue are added in lessons). Session 1-How to we travel? Which mode of transport do we like the best? What makes themsafe? Are they fast/slow? Session 2- How has transport changed? To develop an aw areness 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 framew ork; to ask and	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. After learning about how Stone Age artists created their cave paintings, pupils will have the chance to get creative with their own versions of prehistoric cave art.	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-	Key question: What impact have the Anglo-Saxons had on our lives? Session 1- Why did the Romans leave?	Key question: What impact have the ancient Greeks had on our lives?	
	etc.). To know that adults do a variety of jobs. (Au1)	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.	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 easier? Session 4- A History of Cars: To develop an aw areness 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 4- W hat 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	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	Session 2- Who were the Anglo-Saxons? and Timeline of Anglo-Saxons Session 3- Sutton Hoo Session 4- Anglo Saxons deliky life	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	
Coverage	To know that the emergency services exist and what they do. (Au1)	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 5- George Stephenson and Trains. Role play a train journey. Act inrole. 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 aw areness of the past, through finding out about changes within living memory and to develop an aw areness 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 aw areness of the past, through finding out about changes within living memory and to develop an	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 boxes.	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?	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	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.	
	1	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	aw areness of the lives of significant individuals in the past w ho 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 aw areness of the past, through finding out about changes w ithin living memory in the context of discussing how travel and transport w as different in the past and w ill continue to develop in the future in comparison	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 w as made. Pupils will find out why bronze w as so important and they will create their own flow charts to record the process of how it w as made. Session 8- What do grave goods tell us about the Bronze Age?	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-	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 OF PREVIOUS LEARNING. Complete mini test activity.	Compare both riv al 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 OF PREVIOUS LEARNING. Complete mini test activity.	
		entails. Session 10- Children debate who they think was the most important person at Cannon Hall and why. Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	with present day. Children to create their own futuristic vehicle. Children to design and make (junk modelling) their own vehicle. Session 11- REVISITOF PREVIOUS LEARNING. Complete minitest activity.	Pupils will find out about how people in the Bronze Age were buried alongside some objects that 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 this historical setting and reflect on how life in this period might have been different to life today, making a story board to record their ideas. As an extension	Children will learn about the Egyptian pyramids. Children will develop their understanding of ancient 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 OF PREVIOUS LEARNING. Complete mini test activity.			
	C:Significance of ovents / people	A 1: 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	A3: To Communicate Historically and to Understand Chronology	A3: To Communicate Historically and to Understand Chronology	
Progression	C:Significance of events / people D1: Continuity and change in and	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	B3: To Build an Overview of the World	B3: To Build an Overview of the World	
	between periods F:Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)	D1: Continuity and change in and between periods	D1: Continuity and change in and between periods	E2: Cause and consequence	E2: Cause and consequence	E3: Cause and consequence C3:Significance of events / people	D3: Continuity and change in and between periods	
Vocabulary	young, old, before, after, past, present, future, then, now, important, change, discuss	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	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,	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,	
	Children will take part in a walk around the local area. They will visit a local shop and post office in order to find about out about different	C NIIGRAN WIII COMNIALA O C GNNON HOII VILLIGI VICLOIGNS IAGMING AYNAIANCA	Children will complete a bus and train journey.	Children will complete a Barnsley Museum half day workshop- Stone Age- Iron Age	Children will experience using an Ancient Egyptian artefact box.	Augustine, Alfred the Great, Aethelred the Unready, Britain Children will experience using an Anglo-Saxon artefact box.	Mythology, Column, Hoplite, Peninsula, Oracle, Terraced Children will complete an Ancient Greek theme day.	
Cupilai	job roles.			Spring Term				
		KS1 (Cycle A) Events beyond living memory: time, long ago, many years, during, period,	KS1 (Cycle B) Events beyond living memory: time, long ago, many years, during, period, century	LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (Cycle B)	
Objective		century and Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future, Topic Title- We Will Remember Them		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	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		George V- WWI George Vi -WW2	The Great Fire of London	Roman Empire	Vikings	Maya Civilization	Victorians	
Substantive Concepts		Invasion/ Tax & Government/ Law/Trade/Monarchy	Monarchy/ Law	Monarchy/Invasion/ Religion/ Tax & Government/ Identity & Diversity/Trade/ Settlement	Invasion/ Religion/ Trade	Identity & Diversity/ Settlement/ Trade	Monarchy/ Identity & Diversity/ Tax & Government/ Trade	
		Key question: What was life like for a child during WW2? Session 1- Children will develop their understanding of what Remembrance Day is and why it is celebrated. They will develop their own opinions of why this is an important event from the past. Session 2-Recap Remembrance Day. Children to create a role on the wall of how a WW1 soldier might feel when	Key Question: How did London change as a result of the Great Fire of London? Session 1- How can we work out why the Great Fire started? Children will use clues from sources of evidence and information given to work out how and why the Great fire started. Session 2- Part 1 of 2. What actually happened during the Great Fire and how can we know for sure 350 years later? Children will develop an understanding of the main events of the Great Fire of London by using a range of sources of evidence. Children will be able to sequence			Key question: What contributions have the Maya made to life as we know it?		
		fighting and when celebrating Remembrance Day. Session 3- Children learn about who was king (George V/VI) during the time of WWI and WII. (link to previous learning about the Victorian times). Session 4- AAnnouncement 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	what happened in order. Children will compare sources of evidence. Session 3- Part 2 of 2. Learning completed over two sessions. What actually happened during the Great Fire and how can we know for sure 350 years later? Children will develop an understanding of the main events of the Great Fire of London by using a range of sources of evidence. Children will be able to sequence what happened in order. Children will compare sources of evidence. Session 4- Why did the Great Fire burn down so many buildings? Children will identify at least 4 reasons e.g. the long hot summer, the nature of the	Key Question: What lasting impact did the Romans leave in Britain? 1. Where did the Roman Empire come from? This lesson introduces the Roman Empire in its historical and geographical contexts. Pupils will make a fimeline to set this period into the wider context of world history. Then they will learn two contrasting stories about the founding of Rome, discussing the difference between legends and historical fact. 2. How did the Roman army help to expand the Roman Empire? This lesson invites pupils to discover how the Roman Empire spread across many different countries. Pupils will research the Roman army and analyse why it was so powerful. They will then be able to design and make their own Roman shield and use it to role play being part of a Roman legion. 3. What was Britain like before the Romans invaded? This lesson explores what Britain looked like just before the Roman invasion and it provides key background to analysing the impact of the Roman invasion in subsequent lessons. Pupils will explore an Iron Age tribal map and consider how the geography affects invasion strategies. Then pupils will become Roman 'spies', reporting on key aspects of the culture, landscape and lifestyle of Iron Age Britain.	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. Why might the Vikings have wanted to leave? Session 2- Why did the Vikings invade Britain? Did the Vikings settle in Britain? Why? Session 3- session 2 follow up- Who did they fight against? How did	Session 1- The rise of the Mayan empire in comparison with British history. Session 2- Mayan culture. Session 3- Mayan society.	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	
Coverage		child during WW2?" Session 6- Rationing. Rationing. What is rationing? Why did people have to ration? Looking at sources of evidence- ration books. Making a rationed meal. Session 7- Children will learn about what an air raid was. Children to learn about what people during WWII had to do when the air raid siren went off. Children will focus on the emotions of a child at this time.	wooden buildings with thatch roofs, the cramped nature of the buildings often overhanging. Most able can explain which were the exceptional factors that made it such a devastating fire i.e. the strength and direction of the wind. Session 5- Could more have been done to stop the Fire? Children will understand that there was initial hesitation They grasp that most citizens were then more concerned about saving their belongings than putting out the fire When they did try hard (Tues-Thurs) they met with some success.	4. How did Britain become part of the Roman Empire? This lesson addresses the question of why the Romans wanted to invade Britain. Pupils will be introduced to the different invasion attempts and discover which one was successful. Then pupils will put themselves in the position of the Celts and they will take part in a class debate to decide whether they should fight bac against the Romans or not. 5. Who was Boudica and how did she rebel against the Romans? In this lesson, pupils will develop their skills of working with historical sources in order to find out about the character of Boudica. They will be introduced to primary and secondary sources to help them to learn the story of Boudica's rebellion against the Romans. Then they will have the opportunity to make a comic strip of the story and to learn a humorous song about Boudica. 6. What did the Romans build after they settled in Britain? This lesson looks at the different buildings and structures that the Romans introduced to Britain to improve the efficiency of society. Pupils will be introduced to new vocabulary and then research Roman roads and aqueducts. There is a choice of activities; pupils will either map out some key Roman roads or they will	they inv ade? Children look at sources of evidence showing how the Vikings inv aded 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). Where did the Vikings settle? Session 4- What was life like for a Viking? What did a Viking settlement look like? 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. Link to religion. Session 7- What did the Vikings invent? Children to look at	Session 4- Mayan creation story. Session 5-Story of chocolate. Session 6- Mayan everyday life. Session 7-Mayan religion and beliefs.	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. Compare education then to now. Session 5- How did the Victorians trade with China, Africa and India? What was imported/exported? 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	
		Children will create their own Anderson Shelter and talk about why it was a safe place. Session 8- Children will develop their understanding of WWII further by learning about evacuation. Children will use the suitcase and evacuee belonging artefact box. They will look at evidence from the past and develop empathy for a child having to move away from their parents. Session 9- Children will develop their understanding of what Victory in Europe Day is.	Session 6- How did people manage to live through the Great Fire? How did the third largest city in the world manage to lose just half a dozen citizens in the massive fire? Children understand that there was little government help available, so they had to find their own salvation. They know that most set up camp outside the city in tented fields often living their in make shift accommodation for year. Session 7- A day in the life of a Londoner. Children take on the role of someone who has lost their house. Children to build empathy and focus on how they might feel, what they might see and smell. Children create speech bubbles and create a role on the wall. Session 8- Part 1 of 2. How shall we rebuild London? The King has offered a prize for the best plan that would rebuild London and make it safe	make their own aqueduct model and test it out with running water. 7. What were houses like in Roman Britain? Pupils will learn about the different houses found in Roman Britain and what sort of people might live in each house type. After comparing house types, pupils will consider what sort of evidence survives today from Roman building, with a focus on floor mosaics. Pupils will then design their own floor mosaic fit for a wealthy Roman villa. 8. What can archaeological sites tell us about Roman Britain? Pupils will play a fun game to find out about the way in which archaeologists conduct excavations. They will develop their knowledge of key Roman sites that can be visited in Britain today. Pupils will make a tourist brochure to explain what key sites tell us about life in Roman Britain. 9. How did bathhouses provide leisure for Romans in Britain? Pupils will find out about the different parts of a public bathhouse and then work in groups to turn their classroom into a Roman bathhouse ready for a Roman day trip! 10. What lasting impact did the Romans leave in Britain? Pupils will consider what kind of legacy the Romans left in Britain. They will find out about everyday things that the Romans	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	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 video documentary. Session 10- presenting report/learning to another class. (Note- if artwork has been completed that links to the Maya,	medicine and diseases. Think about how new medicine helped us. Session 9- How did Parliament and the Monarchy change during the Victorian times? (Link to the rise of power of Parliament and the diminishing power of the Monarchy). Session 10- How did the Victorians impact our society? Children to apply what they have learnt throughout their topic to answer key question above. They will create a presentation to showcase changes during the Victorian times and how they have changed Britain.	
		They will learn about what this might have been like for children in different situations. E.g. children who have lost loved ones, children who have both of their parents with them etc. 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.	from any more great fires. Children to complete this learning over two sessions. Session 9- Part 2 of 2. How shall we rebuild London? The King has offered a prize for the best plan that would rebuild London and make it safe from any more great fires. Children to complete this learning over two sessions.	introduced to Britain and will analyse the significance of different legacies in a card sorting activity ready for a balloon debate. Pupils will finish by recording selfies of modern everyday activities made possible because of the Roman legacy. Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	answering the key questions. Session 10- present their findings. Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	could you put on a showcase?) Session 11-REVISITOF PREVIOUS LEARNING. Complete mini test activity.	Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	
		A1: To Communicate Historically and to Understand Chronology	Session 11- Assessment. Create a poster answering the key question. Show pictures of changes. People living in camps etc. Complete mini test activity. A1: To Communicate Historically and to Understand Chronology.	A2: To Communicate Historically and to Understand Chronology	A2: To Communicate Historically and to Understand Chronology	Significant historical events people and places in own locality	A3:To Communicate Historically and to Understand Chronology	
Progression		B1: To build an overview of the world	C1: Significance of events/ people E1: Cause and consequence	D2: Continuity and change in and between periods	D2: Continuity and change in and between periods	D3: Continuity and change in and between periods	B3: To Build an Overview of the World E3: Cause and consequence	
		D1: Continuity and change in and between periods	F1: Similarity / Difference within a period / situation	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)	F3:Similarity / Difference within a period / situation (social diversity including beliefs and attitudes) Civilization Ancient Historical Significant autofact primary	C3 Significant of events/ people	
Vocabulary		Armistice, Armed Forces, Army, Artefact , Battle, Bomb, Brave Century, Decade, Heroic, Evacuate, Enemy, Kingdom, History , Government, Evidence	Progressive Vocabulary- artefact evidence, period in time, change, result, important Substantive Vocabulary- Great Fire, London, housing, witness, cause	Dates, time period, era, change, chronological, artefact, source of evidence Empire, Aqueduct, Mosaic, tribes, Celts, invasion Roundhouse, Villa, Insulae, Domus, Archaeologist Bathhouse, leisure, Palaestra, Frigidarium, Caldarium, Tepidarium	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	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	
Cultural Capital		Children will experience a day in the life of an evacuee. Children will complete a Cannon Hall WW2 workshop.	Children will be visited by the Fire Services.	Children will complete a Romans theme day. Children will experience a day in the life of a Roman. Children come to school in Roman dress. Create their own Roman shield.	I NIMEN WILL DE VISITEM DV M VIKING EXPERT	Children will visit York Chocolate story.	Children will complete a Victorian theme day. Children will experience what it was like as a Victorian school child. Children will dress in Victorian theme clothes.	
		KS1 (Cycle A)	KS1 (Cycle B)	Summer Term LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (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	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	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Significant historical events people and places in own locality	Significant historical events people and places in own locality	
Substantive Concepts		Monarchy/ Identity & Diversity/ Law/ Tax & Government	Monarchy/ Identity & Diversity/ Law	Monarchy/ Tax & Government/ Religion	Monarchy/ Tax & Government/ Religion/ Law	Identity & Diversity/ Law/ Tax & Government	Invasion/ Religion/ Identity & Diversity/ Tax & Government	
Topic	To talk about the moon and people who have visited it	Topic Title- Women Who Changed the World Comparing Elizabeth I and Queen Victoria (Monarchy) Rosa Parks and Emily Davison (Victorian) Edith Cavell (War time nurse)	Women who changed medicine Mary Seacole and/or Florence Nightingale	Tudors	Stuarts	Local History Study Mining	Local History Study WWII	
	(Su1) To describe how vehicles have changed over time	Edith Cavell (war time nurse)			Session 1- Who were the Stuarts? Plot key dates of monarchs onto timeline. Who was the first king of the United Kingdom? How does he link to the Tudors? What did he do before he ruled England? (King James I of England) What can sources tell us about him? (portraits/paintings) Mind map and create a double page spread linking to James I of England. E.g. draw what he might have looked like-expensive clothes/older, age when he became king, what he did before he became king,			
	(Su1) To talk about how the vehicles parents and grandparents have used have changed over time	Women Who Changed the world	Florence Nightingale and Mary Seacole Key question- How did Florence Nightingale and Mary Seacole improve our lives?	How did life in England change as a result of the Tudors? Session 1- Who were the Tudors? How did they come to power? Children will learn key facts and place on a timeline. Children will learn about the Battle of Bosworth field and Henry	how he links to the Tudors. Session 2- What was the gunpowder plot? Why did it happen? Link back to reformation of the Church during the Tudor times and the treatment of Catholics during King James I reign as King of England. Research lesson. Summarise key findings. Who/What/Where/When/How/Why? Create a poster and present findings to the class/group.	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	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?	
		Key questions: How have these important women impacted on/ changed our lives? Session 1-Learning about Queen Victoria. 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?	Session 1- Who was Florence Nightingale? When did she live? What was her life like when she was younger? Why is she an important person? Why do we think Florence Nightingale is remembered? Session 2- Why did Florence Nightingale place herself in such danger by going to the Crimea? Session 3- What did Florence do to improve the lives of the soldiers when she got to the Crimea?	VII. Children to story map the events into a comic strip style. Reflective question: Why was Henry VII important? Session 2-Who was Henry the VIII? Who were his six wives? Why? Who? How? Act as historians and research. Session 3- What happened during the reformation of the church? Why did it happen? Session 4- What happened when Henry VIII died? Link to the line of succession. Why weren't women allowed to rule? Was this fair? How does this compare to present day?	Session 3- What is law? Link this session to the trial of those involved in the gunpowder plot. Was the trial fair? Is torture ever ok? What was the punishment? Would this be a fair punishment? Children to role play a trial. Ensure children understand the importance of a fair trial (Habeas Corpus) Hot seating. How would the characters involved feel? Build empathy. Link to Church/religion and not being treated equally. Session 4-What can sources tell us about Charles I? Who was he? When did he become king? Why was he so unpopular?	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	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	
Coverage	To know facts about vehicles past and present (Su1)	Session 4- Understanding who Rosa Parks was and her achievements. How have these achievements improved our lives? Session 5- Understanding who Emily Davidson was and her achievements. How have these achievements improved our lives?	Session 4-What was Florence Nightingale's greatest achievement? Timeline of events. Session 5- Who was Mary Season? Why do we think Mary Seacole is remembered? Why is she famous? What was her life like? Session 6- What were the most important events in Mary Seacole's life? Session 7- What were Mary's greatest achievements and how do we know?	Session 5 and Session 6- Queen Elizabeth I. What were her greatest achievements? What were her challenges? What obstacles did she face? Session 7- How did Elizabeth I defeat the Spanish Armada? What were the successes? Session 8- Society and economy during the Tudor times. What were the problems? E.g. poverty, wars, rebellions due to unemployment.	What happened to him? Why? Session 5- What Charles I a good or bad king? Children form their own opinions and discuss if he was a good/ bad king giving reasons. Use sources of evidence to support this. Create a profile of Charles I. Act in role as the public. What were their opinions of him? Why? What could he have done differently? Session 6- Who was Charles II? What happened during his reign? Focus on the Great Plague of London. What was it? How	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	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	
		Session 10 What might have happened if hadn't done what they did? Choose another important woman.	Session 8- How did life change for Mary after the Crimea war? Timeline of events. Session 9- How are Mary Seacole and Florence Nightingale similar/ different? Compare two significant individuals. Session 10- Debate/ Discussion: Should the stature to Mary Seacole at St Thomas' Hospital be replaced by one for Florence Nightingale? Why/Why not? What reasons do we have for this? Research and create an argument. Could the stature be Mary, Florence or both?	Session 9- Society and economy part 2. What were the successes? E.g. Introducing taxes- parishes had to collect taxes to help provide for vulnerable people. Session 10- Culture during the Tudor times. At the start of the Tudor reign, England didn't produce many books. Henry VIII became patron of the arts. What happened as a result?	did it spread? Use sources of evidence to find out key information. Who/What/Where/When/How? Session 7- What was done to stop the plague? Did Charles II try to help? How did the public feel? Use a range of sources of evidence. Session 8-What happened when Charles II returned to London? Link to Great Fire of London. Why did this happen? How did it happen? How did it spread? What happened to the families who were now homeless? How did they feel? How long were	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 stike. Can children interview any exminers? 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.	the role of an evacuee. Session 5- What was the holocaust? Research-sauces 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- Propaganda. 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	
		Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	Session 11- Create a poster showcasing how both practitioners have improved our lives. Present to class/ group. Complete mini test activity.	Elizabeth I encouraged the theatre and the arts. Opening of the globe theatre and William Shakespeare. Session 11 Assessment- double page spread to answer key question. Complete mini test activity.	they without a home? Session 9- What did Charles II do to help? What was done as a result of the Great Fire? Did Charles II contribute to this? Has Charles' actions changed your view of him? How do we know about these events? Link to sources of evidence and Samuel Pepys. Which sources are most accurate? Why? Session 10- Who was the last Stuart king? What was the Glorious Revolution? Why did it happen? Was this fair/unfair? What	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 OF PREVIOUS LEARNING. Complete mini test activity.	have learnt about during this topic. Children to answer key question above. **POSSIBLE TRIP TO EDEN CAMP** Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	
				A2: To Communicate Historically and to Understand Chronology	is the Bill of Rights? Why is it important? Compare this to parliament and the monarchy now. Session 11- Assessment- double page spread to answer key question. Complete mini test activity. A2: To Communicate Historically and to Understand Chronology	A3: To Communicate Historically and to Understand Chronology	A3: To Communicate Historically and to Understand	
Progression	C:Significance of events / people D1: Continuity and change in and between periods	A1: To Communicate Historically and to Understand Chronology. C1: Significance of events/ people	A1: To Communicate Historically and to Understand Chronology. C1: Significance of events/ people	B2: To Build an Overview of the World	B2: To Build an Overview of the World	B3: To Build an Overview of the World	Chronology B3: To Build an Overview of the World	
Progression	F:Similarity / Difference within a period / situation (social diversity including beliefs and attitudes)	E1. Cause and consequence	E1: Cause and consequence	C:Significance of events / people	C:Significance of events / people	C3:Significance of events / people	C3:Significance of events / people	
		F1: Similarity / Difference within a period / situation	F1: Similarity / Difference within a period / situation	E2: Cause and consequence	E2: Cause and consequence Key Vocab:	Cage, Cave in, Risk, Coal, Coke, Colliery, Conditions, Conveyor, Courage,	Alliance, Appeasement, Armed Forces, Armistice, Military history, Army, Marlag, Barracks, Battle, Blitzkrieg, Blitz, Bolt hole, Bomb, Brinkmanship,	
Vocabulary	young, old, before, after, past, present, future, then, now, important, change, discuss	Artefact, period in time, history, evidence, changes, monarchy, heir, queen, Armada, wartime, medicine, hygiene, activist, rights, beliefs, achievements	Artefact, period in time, history, evidence, changes, monarchy, heir, queen, Armada, wartime, medicine, hygiene, activist, rights, beliefs, achievements	Progressive- century, source of evidence, documents, significant, culture. Substantive- Monarchy, King, Kingdom, Queen, Ruler, Reign, Battle, Church, Religion, Protestant, Catholic.	Progressive- century, source of evidence, documents, significant, culture Substantive- Monarchy, King, Kingdom, Ruler, Reign, Battle, Church, Religion, Protestant, Catholic, treason, plot, gunpowder, plague, Great fire	Crush, Danger, Detect, 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.	Bunker, Cannon, Capture, Civil War, Commander, Conscription, World War, Counter Offensive, Declare War, Defeat, Democracy, Dulag, Enemy, Exile, Field gun, Fire step, Force, Fort, Frontier, Fuhrer, Gestapo, Internment, Infantry, Invasion, Luftwaffe, Machine Gun, Militarism, Nazi, Nissen Hut, Historical, Locality, Evidence, Primary Source, Secondary Source, Artefact	

Cultural Capital

Children will complete a Space theme day.

Children will complete a Space theme day.

Children will complete a Space theme day.

Children will be visited by a community support officer. Children will be visited by a nurse. They will develop an understanding of what important job roles a nurse has.

Children will visit the local Church to learn about the Protestant Christian religion. Children will experience a Guy Fawkes mock trial. Children to act in role. Set up a Children will take part in Tudor dress up theme day. They will experience what entertainment and food would have been like in the Tudor times.

Children will visit the local Church to learn about the Protestant Christian religion. Children will experience a Guy Fawkes mock trial. Children will experience a Guy Fawkes mock trial. Children will experience a Guy Fawkes mock trial. Children will overland to act in role. Set up a community support officer. Children will take part in Tudor dress up theme day. They will experience a Guy Fawkes mock trial. Children will experience a Guy Fawkes mock trial. Children will overland to act in role. Set up a community support officer. Children will take part in Tudor dress up theme day. They will experience a Guy Fawkes mock trial. Children will overland to act in role. Set up a community support officer. Children will take part in Tudor dress up theme day. They will experience a Guy Fawkes mock trial. Children will overland to act in role. Set up a community support officer. Children will take part in Tudor dress up theme day. They will experience a Guy Fawkes mock trial. Children will overland to act in role. Set up a community support officer. Children will take part in Tudor dress up theme day. They will experience a Guy Fawkes mock trial. Children will overland to act in role. Set up a community support officer. Set up a community support officer. They will experience a Guy Fawkes mock trial. Children will overland to act in role. Set up a community support officer. They will experience a G