Long Term History Coverage

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)

				Long Term History Coverage			
The pupils at Athersle	h Primary School will have the opportunity to develop their enqui ey North will develop their enquiry skills through the process of ans	wering a key question within their history topic. Each lesson within a topic will act as a stepping stone in	nake their own conclusions about significant historical events which have shaped and influenced the world. norder to help pupils answer the main enquiry question and form their own opinion at the end of a topic.		Progression are A: To Communicate Historically and to B: To Build an Overview o	Understand Chronology	
	o driven by our eight key concepts of substantive knowledge. We	understanding of the history curriculum and in turn leave Athersley North as "historians" be believe that these key substantive concepts act as the "golden nuggets" of history and will help to deve	relop a pupil's understanding of vital moments from the past. A strong understanding of these eight substantive		C:Significance of event D:Continuity and change in and conso	d between periods	
Within Key Stage Two, the	The e chronology of the past will be studied in order to showcase how		er during Key Stage Two. to significant chronological historical events. Throughout the year, both Lower and Upper Key Stage Two study		E:Cause and consec F:Similarity / Difference within a period / situation (socio		
		oupils at Athersley North Primary School to embed an understanding of "deep time" and have a good un ourage pupils to respect and build strong relationships within their community and in turn develop a stron		Pupils have the opportunity to answer a k	Each progression strand is evident in a range of topics ey enquiry question about a specific history topic. Pupils will be able to use enquiry to suppor		anding of our six progression areas.
	Reception		v Stage 1		Key Stage		
	Past and Present.	The lives of significant individuals in the past who have contributed to national	al and international achievements. Some should be used to compare aspects of life in		Changes in Britain from the Stone civilizations – an overview of where and when the first civilizations appeared and a depth stone. The Roman Empire and its im	udy of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang	Dynasty of Ancient China
Curriculum	Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between	and LS Lowry, Rosa Parks and Emily Davison, Mary	lumbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder ry Seacole and/or Florence Nightingale and Edith Cavell] eeople and places in their own locality. xample, the Great Fire of London, the first aeroplane flight or events commemorated ivals or anniversaries]		Ancient Greece – a study of Greek life and achievemen	ts and their influence on the western world	
	things in the past and now, drawing on their experiences and what has been read in class.	Events beyond living memory that are significant nationally or globally [for exc		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	*Understand the past through settings, characters and events encountered in books read in class						
	and storytelling.						
	Reception Key Stage 1		v Stage 1	Lower Key Stage 2			Stage 2
	Reception	KS1 (Cycle A)	KS1 (Cycle B)	Autumn Term LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (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	Britain's settlement by Anglo-Saxons and Scots	Ancient Greece – a study of Greek life and achievements and their influence on western world
Topic		Local History Study of Cannon Hall (Victorians including Doomsday book) Topic Title-		Stone Age to Iron Age	Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Egypt	Angle Savens	Ancient Greeks
Substantive	To talk about how they have	The Wonders of Cannon Hall	Transport through time Topic Title-Terrific Transport	Stone Age to Iron Age	Ancient Egypt	Anglo-Saxons	Ancient Greeks
Concepts	changed since they were a baby. (Au1)	Monarchy/ Identity & Diversity/ Law	Invasion	Settlements Key question: What impact did the Stone Age, Bronze Age and Iron Age have on our lives? Session 1- What does prehistory mean?	Monarchy/Religion/Tax & Government	Monarchy/ Invasion/ Identity & Diversity/ Settlements	Religion/ Identity & Diversity/ Law
	To be able to talk about the different jobs that adults do and how they		Key question: How has transport changed through time and how has this impacted our lives? (Note-specific lessons taken from Twinkl unit. Lessons	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 gaes.			
	can help us (paramedics/nurses/ doctors/fire fights/postman/ shop		in blue are added in lessons). Session 1-How to we travel? Which mode 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	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?	Key question: What impact have the ancient Egyptians had on our lives? Note- sessions 1 and 2 focuses on when and where the first civilizations appeared. Overview of the first civilizations. Session 1- What were the earliest civilizations? Part 1. Children to research the Ancient Sumer and The Indus Valley- what were these	Key question: What impact have the Anglo-Saxons had on our lives? Session 1- Why did	
	assistant etc.). To know that adults do a variety of	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-	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	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.	Session 2- What were the earliest civilizations? Part 2. Children to research The Shang Dynasty of Ancient China. What were these ancient	the Romans leave? Session 2- Who were the Anglo-Saxons? Where did the come from? Timeline of Anglo-Saxons. Also research the Scots. Who were they? Where did they come from? Why did	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 of
	jobs.	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	travel? Why was it easier? 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	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	civilizations? Where? When? Research key facts and mind map key facts/ dates and pictures. Whole class timeline and plot key dates. Session 3- 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.	they choose to settle in the North of the UK? Session 3- Sutton Hoo	compare the chronology of the Ancient Greeks to other civilizations that they have previously learnt about. Sessi What was daily life for the Ancient Greeks like? Research using sources of evidence and artefacts. Session 3- Who the Ancient Greeks believe in? Children to research Greek gods and celebrations. Session 4- What did the Ancient Greeks believe in?
Coverage	(Au1) To know that the emergency	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?	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 a train journey. Act in role. 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	record what different artefacts tell us about the Stone Age. Session 5. What was Skara Brae?	Session 4- 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 5- What was Ancient Egyptian government like? Children will find out about Pharaohs, Viziers and Government Officials. Session 6- King Tutankhamen, the Boy King. Who was he? Why is he famous? What happened to him? A research lesson. Use sources of	Session 4- Analysing artefacts Session 5 - Anglo-Saxons daily life	Greeks do for fun? Children to research leisure activities. Using sources of evidence etc. Children to learn about Olympics. Session 5- Children to learn about the role of the theatre in Ancient Greece. Session 6- What did the Ancients invent? Children to research important inventions- e.g. medicine/ maps etc. Session 7- What did the Ancient Greeks invent?
	services exist and what they do. (Au1)	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	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	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?	evidence. Are the sources reliable? Session 7- What did the ancient Egyptians believe in? Children will find out about their religion, gods, afterlife and mummification. Session 8- What did the ancient Egyptians invent? Children will learn about Hieroglyphics/ scribes/science/technology. Use a range of sources of	Session 6 - Religion during Anglo-Saxon times Session 7- The Story of Beowulf Session 8- Saxon Kings focus on Alfred The Great	Greeks invent? Follow up session to session 6. Session 8- Children to learn about Athens and Sparta. Compare both cities. Session 9- Children to create a non-chronological report about life in Ancient Greece. Research, plan and compare to answer key question above. Session 10- Children to present their reports to another class. Show case to the compare to the compare to the comparent to the com
		past and cooks present. Session 8-making comparisons to job roles from the Victorian times and now. Similarities and	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.	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	evidence/ artefacts. NOTE- lesson may be spanned over two sessions to ensure content is fully covered. 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- 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	they have learnt and form own opinions of the key question. Session 11-REVISIT OF PREVIOUS LEARNING. Complete test activity.
		important person at Cannon Hall and why. Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	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-	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	documentary	newspaper article. Answer the key question. Session 11-REVISIT OF PREVIOUS LEARNING. Complete minitest activity.	
			REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	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 the Bronze Age were buried alongside some objects that were important to them. Pupils will	Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test 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 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 Chronolo
	C:Significance of events / people	A1: To Communicate Historically and to Understand Chronology	A1: To Communicate Historically and to Understand Chronology				
rogression	D1: Continuity and change in and between periods	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
	F:Similarity / Difference within a period / situation (social diversity including beliefs	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
	and attitudes)					Artefact, Primary Source, Secondary Source, Historian, Archaeologist,	Artefacts, primary source, secondary source, archaeologist,
	young, old, before, after, past, present, future,	Artefact, time order, evidence, locality, local history, period in time, century,	Artefact, time order, period in time, history, evidence, transport, travel, old, new,	Time line, Artefacts, Pre-history, source of evidence, chronological, Hunte gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal,	r- Artefact, source of evidence, historical, historian, chronological, Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife,	Century, Invasion, Settler, Religion, Culture, Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo,	chronology Greeks, Greek Empire, Alphabets, Olympics, Classic Civilisation, Democracy, Acropolis, City-state, Parthenon,
Vocabulary	then, now, important, change, discuss	decade	before, after, here, now, then, next, soon, in the past/present/future	Homosapiens, Pelt Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate	Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone	Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great,	Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column,
						Aethelred the Unready, Britain	Hoplite, Peninsula, Oracle, Terraced
Cultural Capital	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 job roles.	Children will complete a Cannon Hall Virtual Victorians learning experience.	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.	Children will experience using an Anglo-Saxon artefact box.	Children will complete an Ancient Greek theme day.
Cupii ui	order to find about our about amererii job foles.			Spring Term			
		KS1 (Cycle A)	KS1 (Cycle B)	LKS2 (Cycle A)	LKS2 (Cycle B)	UKS2 (Cycle A)	UKS2 (Cycle B)
		Events beyond living memory: time, long ago, many years, during, period, century	Events beyond living memory: time, long ago, many years, during, period, century and			A non-European society that provides contrasts with British history – one study chosen from:	
Objective		and Changes within living memory: time, last (yesterday, week, month, year, seasons), here, now, then, before, after, next, soon, in the past/present/future,		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	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		Topic Title- We Will Remember Them	The Great Fire of London	Roman Empire	Vikings	Maya Civilization	Victorians
ТОРІС		George V- WWI George Vi -WW2					
Substantive		Invasion/Tax & Government/Law/Trade/Monarchy	Monarchy/ Law	Monarchy/Invasion/ Religion/ Tax & Government/ Identity & Diversity/Trade/ Settlement	Investor / Policion / Trade	Identity & Diversity/ Settlement/ Trade	Monarchy/ Identity & Diversity/ Tax & Government/ Trade
Concepts		, , , , , , , , , , , , , , , , , , , ,	Key Question: How aid London change as a result of the Great Fire of London?	Mondicity/invasion/ keligion/ rax & Government/ Identity & Diversity/frade/ Selliement	Invasion/ Religion/ Trade	idenily & Diversity Semement, fidde	Mondicity/ Identity & Diversity/ Tax & Government/ Indde
		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. Children to answer the mini question: What is war?	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 what				
		Session 2-Recap Remembrance Day. Children to create a role on the wall of how a WW1 soldier might feel when 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- Announcement of WW2. How might people feel	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	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 timeline to set this period into the wider context of world history. The they will learn two contrastings stories about the founding of Rome, discussing the difference between legends and historical fact.	Key Question: What impact have the Vikings had on Britain? Session 1- Who were the Vikings? Where did they come from? Children to find	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.	Key question: How did Britain change during the Victorian era? How have these changes impacted on modern Brita
		answer: who was going to war? Why? Who were the allies? Who were the enemies? Session 5- Conscription. Children develop their understanding of what conscription is and how a child would feel saying goodbye to a loved one. Referring	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 wooden	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. 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	Britain? Did the Vikings settle in Britain? Why? Session 3- Who did they fight against? How did they invade? Children look at sources of	Session 2- Mayan culture. Session 3- Mayan society. Session 4- Mayan creation story.	Session 1- Who was Queen Victoria? When did she live? Children will research key facts/dates and plot on to a time Session 2- Children will compare the chronology of Queen Victoria's reign to other topics they have learnt about. Session 4- What was the industrial revolution? How did it change Britain? Use sources of evidence to research. Session 4- What was the industrial revolution?
Coverage		back to key question "What was life like for a 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.	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.	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 back 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. 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	ev idence showing how the Vikings invaded Britain and who they fought against. Focus on Alfred the Great- the first king of England. Also link to Lindisfame. What happened when the Vikings went to Lindisfame? How do we know? (look at artefacts/ sources of evidence). Session 4- What was life like for a Viking? What did a Viking settlement look like? Where did the Vikings settle? Session 5- Similarities and	Session 5-Story of chocolate. Session 6- Mayan everyday life.	was education like during the Victorian era? Children to research using sources of evidence and artefacts. Compose 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 when
		Children will focus on the emotions of a child at this time. 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.	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.	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 conside 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 site 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.	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 tools, 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	Session 7-Mayan religion and beliefs. Session 8- Formation of numbers and letters. Session 9-Applying what they bay a legent to greating a report about Mayan life. This could be	possible. Session 7- How did these inventions improve our lives? Session 8- Children will learn about Victorian medic and diseases. Think about how new medicine helped us. Session 9- How did Parliament and the Monarchy changed during the Victorian times? (Link to the rise of power of Parliament and the diminishing power of the Monarchy). Ses
		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 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 from any more great fires. Children to complete this learning over two sessions.	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 let in Britain. They will find out about everyday things that the Romans 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.	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 OF PREVIOUS LEARNING. Complete mini test activity.	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, could you put on a	10- How did the Victorians impact our society? Children to apply what they have learnt throughout their topic t answer key question above. They will create a presentation to showcase changes during the Victorian times and they have changed Britain. Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.
		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	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. Session 10- Comparing London then and now. How are the buildings safer now? What services are available now if there was another fire? How would			showcase?) Session 11-REVISIT OF PREVIOUS LEARNING. Complete minitest activity.	
		the life of a child during WW2. Answer key questions. Session 11-REVISIT OF PREVIOUS LEARNING. Complete mini test activity.	Session 11- Assessment. Create a poster answering the key question. Show pictures of changes. People living in camps etc.	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 Chronolog
		A1: To Communicate Historically and to Understand Chronology	A1: To Communicate Historically and to Understand Chronology.	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
Progression		B1: To build an overview of the world	C1: Significance of events/ people	D2. Commony and change in and between pendas	bz. Commony and change in and between penoas	25. Commony and change in and between pendas	bo. 10 bolla all Overview of the world
			E1: Cause and consequence	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)	E3: Cause and consequence
		D1: Continuity and change in and between periods	F1: Similarity / Difference within a period / situation				C3 Significant of events/ people
			Progressive Vocabulary- artefact evidence, period in time, change,	Dates, time period, era, change, chronological, artefact, source of	Artefact, source of evidence, historian, archaeologist, century, Invasion,	Civilization, Ancient, Historical, Significant, artefact, primary source,	Era, Century, Decade, Rule, Monarchy, Historians, source of
Vocabulary		Armistice, Armed Forces, Army, Artefact , Battle, Bomb, Brave Century, Decade, Heroic, Evacuate, Enemy, Kingdom, History ,	result, important Substantive Vocabulary- Great Fire, London, housing, witness, cause	evidence Empire, Aqueduct, Mosaic, tribes, Celts, invasion Roundhouse, Villa, Insulae, Domus, Archaeologist Bathhouse, leisure,	settlers, Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl,	secondary source , Hieroglyph, Calendar, Warrior, Tribe, Priest Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade,	evidence, Primary Source, Secondary Source, Industrial Revolution, British Empire, Factory, Abacus, Coal, Coal Mine,
		Government, Evidence	The state of the s	Palaestra, Frigidarium, Caldarium, Tepidarium	Karl, Figurehead, Chainmail, Valhalla	Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huipil, Popol Vuh, Tzolk'in	Census , Governess, Orphans, Steam Engine, Workhouse, Slate Reign, Nursery
Tillfared Carry		Children will experience a day in the life of an evacuee. Children	Children will be wisited by the first of	Children will complete a Romans theme day. Children will experience a	Children will be visited by a Viking expert.	Children will wist Verda Charles	Children will complete a Victorian theme day. Children will
ultural Capital		will complete a Cannon Hall WW2 workshop.	Children will be visited by the Fire Services.	day in the life of a Roman. Children come to school in Roman dress. Create their own Roman shield.	https://www.vikingschooldays.com/	Children will visit York Chocolate story.	experience what it was like as a Victorian school child. Childre will dress in Victorian theme clothes.
			1/05 / 6	Summer Term	1700 (0. 1. 7.)		
		KS1 (Cycle A)	KS1 (Cycle B)	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/ Monarchy	Invasion/ Religion/ Identity & Diversity/ Tax & Government
1		Topic Title- Women Who Changed the World Comparing Elizabeth I and Queen Victoria (Monarchy)	Women who changed medicine	Tudors	Stuarts	Local History Study	Local History Study
Topic	To talk about the moon and people who have visited it	Rosa Parks and Emmeline Pankhurst	Mary Seacole and/or Florence Nightingale			Mining	WWII
	(Su1)	Edith Cavell (War time nurse)		How did life in England change as a result of the Tudors? Session 1- Children will be able to explain the answers to these questions.	Socian 1 What was the Charles and the Charles	Key Question: How has mining impacted/ changed our community?	
	To describe how vehicles have changed over fime (Su1)			Who were the Tudors? How did they come to power in 1485? Children will learn key facts linking to the Tudors and place on a whole class timeline. Children will learn about the Battle of Bosworth field and Henry VIII.	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, how he links to the Tudors.	Session 1- Hook for learning - hire mining box from the National Coal Mining Museum (Victorian miner) Children	
	To talk about how the vehicles parents and grandparents have used have changed over time (Su1)		Florence Nightingale and Mary Seacole	Children will learn about the Battle of Bosworth field and Henry VII. Children to story map the events into a comic strip style. Reflective question: Why was Henry VII important? Session 2- Throughout the session, the children will learn about different sources of evidence.	clothes/older, age when he became king, what he did before he became king, 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.	studying artefacts, predicting what different things might be used for and why. Create a fact file of different artefacts.	Key Question: How did WWII impact/ change Britain and our community? Session 1- Introduction to WWII. Children le
	To know about the moon and Neil Armstrong (Su1)	Women Who Changed the world Key questions: How have these important women impacted on/ changed our lives? Session 1. Legraing about Ouean Elizabeth I. Children will legra about her achievements and why she was a significant	Key question- How did Florence Nightingale and Mary Seacole improve our lives? 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?	evidence. Primary and secondary. They will use this understanding in order to form opinions about significant figures from the past. Children will piece together what type of a person king Henry VII and Henry VIII was.Session 3-How did the Tudors change religion in	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	Session 2- Children and animals (pit ponies, canaries) 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—Children will understand what happened at Huskar Pit near Silkstone. Children will	about key facts/ dates. What happened? Why did it happen? Who was involved? Children will listen to the rac broadcast announcing the start of the war. How did people feel? Children to predict what would happen next. Se 2 - What was rationing? Looking at sources of evidence such as ration books. Learn about the impact that rationing
	To know facts about vehicles past and present (Su1)	Session 1- Learning about Queen Elizabeth I. Children will learn about her achievements and why she was a significant person. Children will know when she lived and. Session 2- Learning about Queen Victoria and why she was significant. Comparing Queen Victoria to Queen Elizabeth. How were they the same how were they different? How have their achievements impacted on our lives?		England? What happened during the reformation of the church? Why did it happen? Throughout this session, the children will learn about how King Henry VIII separated from the catholic church in Rome.	equally. Session 4-What can sources tell us about Charles I? Who was he? When did he become king? Why was he so unpopular? What happened to him? Why?	recreate the inquest to take into consider different points of view and understand whether this was an accident or if it could have been prevented. They will learn why there is a memorial erected at	on our community. Look at the "Dig for Victory" campaign. Where possible, interview people from Lindhurst Lodge. TI own experiences of rationing. Create rationed meals. Session 3- What was the Blitz? Children look at a range of may The UK. Research what happened during the Blitz and the cities that were bombed. Children to come to own
Coverage		were they the same how were they different? How have their achievements impacted on our lives? Session 3- Understanding who Emmeline Pankhurst was and their achievements. How have these achievements improved our lives? Session 4- Understanding who Rosa Parks was and her achievements. How have these achievements improved our lives?	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 8- How did life change for Mary after the Crimea war? Timeline of events.	They will develop their understanding of why he chose to do this and understand the impact that this had on Britain. Session 4- Throughout the session, the children will develop their understanding of the characteristics of Elizabeth I.	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?	the site and understand why legislation was passed to improve conditions for women and children. Session 4- 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	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 WI How and where children were evacuated to. Children to create a diary in the role of an evacuee. Session 5- What
		Children will then compare Rosa Parks with Emmeline Pankhurst. How are they similar? Session 5- Understanding who Edith Cavell was. Why is she important? What were her achievements?	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	They will use sources of evidence to find out about Elizabeth I's personality, appearance and what she liked to do for fun. Children will recap primary and secondary sources.	Session 6- Who was Charles II? What happened during his reign? Focus on the Great Plague of London. What was it? How 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	of websites for this). Children will create a timeline of the key points of the disaster. They will understand what legislation was passed as a result and understand how	the holocaust? Research- sauces of evidence/ artefacts. Session 6-Compe life in Britain to life in Europe during WW Focus on people in hiding and trying to escape. Session 7- Propaganda. Session 8 Women during the war- make do mend/ land army. Session 9 VE Day. Children research what happened on VE Day. Create own VE Day celebration
		disciplinary knowledge.	or both? Session 11- Create a poster showcasing how both practitioners have improved our lives. Present to class/ group. Complete mini test activity.	Children will then learn about her achievements and why they were significant. Session 5-Throughout the session, children will development their understanding of what life was like for rich and poor people during the Tudor/ Elizabethan times. The children will role play different aspects of Tudor life. They will also debate and discuss the question:	did it spread? What happened to the families who were now homeless? How did they feel? How long were 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	mining changed over time- safety regulations. Session 5- The Miner's strike. Key dates/ facts. Children research the cause for the strike. Session 6- Linking back to the miner's strike. How did this affect our community? Children to develop	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 1 REVISIT OF PREVIOUS LEARNING. Complete mini test activity.
				They will also debate and discuss the question: Was Tudor England a good place to live in? Session 6-Throughout this session, the children will showcase everything that they have learnt about the Tudors. The children will be able to explain why they think the Tudors were such important monarchs and they will understand the impact that	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 is the Bill of Rights? Why is it important? Compare this to parliament and the monarchy now.	an understanding of the consequences of the miner's strike Children to listen to women's accounts and read through first-hand accounts. They will present their findings to explain how the strike	,
				The children will be able to explain why they think the Tudors were such important monarchs and they will understand the impact that the Tudor monarchy had on England. The children will create a double page spread presenting their newly learnt knowledge. Session 7- Complete mini test activity. This is the disciplinary end point assessment.	Session 11- Assessment- double page spread to answer key question. Complete mini test activity.	affected the community. Session 7 – Assessment lesson against the disciplinary concepts identified and related to the mining topic	
	C:Significance of events / people	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	A3: To Communicate Historically and to Understand Chronology	A3: To Communicate Historically and to Understand Chronolog
	D1: Continuity and change in and	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	B3: To Build an Overview of the World	B3: To Build an Overview of the World
Progression	F:Similarity / Difference within a period /	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
	situation (social diversity including beliefs and attitudes)	F1: Similarity / Difference within a period / situation	F1: Similarity / Difference within a period / situation	E2: Cause and consequence	E2: Cause and consequence	E3:Cause and consequence	
							Alliance, Appeasement, Armed Forces, Armistice, Military history, Army,
Vocabulanc	young, old, before, after, past, present, future,	Artefact, period in time, history, evidence, changes, monarchy, heir, queen,		Progressive- century, source of evidence, documents, significant, culture. Substantive- Monarchy, King, Kingdom, Queen, Ruler, Reign, Battle, Church, Religion,	Key Vocab: Progressive- century, source of evidence, documents, significant, culture Substantive- Monarchy, King, Kingdom, Ruler, Reign, Battle, Church, Religion, Protestant,	Cage, Cave in, Risk, Coal, Coke, Colliery, Conditions, Conveyor, Courage, Crush, Danger, Detect, Emission, Environment, Equipment, Excavation, Explosion, Gas, Government, Political, Hazard, Illuminate, Davy Lamp, Legacy, Miner, Safety,	Marlag, Barracks, Battle, Blitzkrieg, Blitz, Bolt hole, Bomb, Brinkmanship, Bunk Cannon, Capture, Civil War, Commander, Conscription, World War, Coun
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, activist, rights, beliefs, achievements			·	·	Marlag, Barracks, Battle, Blitzkrieg, Blitz, Bolt hole, Bomb, Brinkmanship, Bunk