



## **Bromesberrow St. Mary's History Curriculum**

### **Intent**

At Bromesberrow St. Mary's school our intent for history is (as for the whole curriculum) to build knowledge 'cumulatively', so that children build on their knowledge of history through substantive and disciplinary concepts, shining together and reaching for the stars in their learning. Our core drivers for history are to ensure children develop:

- A strong sense of historical enquiry. We want to hear children asking questions and being curious about history
- A good sense of understanding of **cause** and **consequence** (why events happened and what happened as a result of)
- A strong understanding of chronology (knowing when events happened in history and in what order compared to other events).
- A good understanding of their local history as well as history in other places.

It is our aim that children gain an appreciation for the idea that it is the past that shapes our future, that we learn from what we have experienced and this helps us grow and develop as a society.

### **Implementation**

We have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum for History based around these core foci:

- Substantive knowledge (children's knowledge about the past)

- Disciplinary knowledge (children's knowledge about how historians investigate the past and construct historical claims, arguments and accounts).
- Chronological understanding (children's understanding of when events occurred in history and in what order compared to others)
- Local history

The following are golden 'substantive' threads, which will repeat throughout, building children's cumulative knowledge:

**Monarchy**

**Empire**

**Invasion**

**Tax and trade**

**Change and evolution**

**Beliefs and cultures**

The following are golden disciplinary threads which weave throughout our curriculum, enabling children to develop their understanding of 'being historians', learning about what they do in practice:

- **Cause and consequence**
- **Change and continuity**
- **Similarity and difference**
- **Historically significant people, places and events**
- **Sources and evidence**
- **Historical interpretations**

Our curriculum is constructed with Class One having a one year cycle; Class Two, a two year cycle and Class Three, a three year cycle.

**Features of history at Bromesberrow:**

- 1) Each area of history has hook questions to support an enquiry led approach to learning about history e.g. what was life like in Viking times? These lines of enquiry are open ended and chosen provide a purpose for the history learning.
- 2) Each block of learning has a front cover, which shares core vocabulary and enquiry questions.

- 3) Posters are up for children and adults to refer to and build their understanding of what it means to be a historian. This supports the development of important vocabulary that can be used across the curriculum as well as disciplinary knowledge.
- 4) A display board is dedicated to history learning, with key vocabulary displayed. We have decided that 'red' vocabulary words are our non-negotiable language that we need our children to know and additional vocabulary is there for breadth and depth (particularly helpful to support our Greater Depth Historians).
- 5) Substantive concepts are mapped showing where they occur in the curriculum. This makes it explicit to adults the opportunities available to develop these concepts. Adults are in turn able to 'drip' these concepts in across the school, so that children's knowledge of these builds.
- 6) Local history is carefully and knowledgeably planned in, with trips, visits and experiences in place to enrich learning and provide context and experience. We are aware that our children's experiences are not all the same and we work to ensure equity in this and build on their cultural capital.
- 7) Our history curriculum is enriched with diversity and significant figures and events that support this understanding. This is important to our school to again build upon cultural capital and support Fundamental British Values.
- 8) We place strong emphasis on chronology and timelines are used and built upon in terms of detail and focus throughout the school.
- 9) We use 'build your own' knowledge organisers to support children knowing and remembering more. These are personalised and built by adults and children.
- 10) Our Big Books capture the parts of history that the books may not e.g. child voice and ideas.
- 11) We use activation stations at the start of lessons to support retrieval as well as specific retrieval time. The history lead has built resources to support adults in delivering these, but the adults who work with the children are the ones who know what to revisit when.

### **How we support vulnerable groups (SEND, PP, GD)**

We use adaptive teaching through quality first teaching to enable our learners to thrive as historians. This involves being proactive (planning for adaptations) e.g. use of Clicker or Widget images to enable access or questions to extend greater depth learners; and being reactive (adapting in the moment) e.g. using questioning, explicit modelling and chunking to enable support and challenge.

### **Impact**

In order for our History Curriculum to have had an impact, we would want to be able to see that children have a well-developed knowledge, skills and understanding, preparing them for the next stage of their education:

- Children who are questioners, who have a curiosity, confidence and enthusiasm to learn about and from the past
- Children who know how to investigate history, using a range of sources and evidence, drawing on the historical interpretations of others and making their own arguments based on cause and effect, change and continuity, similarity and difference

- Children who have a strong understanding of chronology, being aware of when events happened in time and how these events connect with others.
- Children who have a good understanding of significant British and Global history events, places and people; which enables them to engage with 'cause and consequence', understanding the impact of history and how this has shaped our world (in particular Britain)
- Children who have a good understanding of their local history, being able to connect with and understand their own community by learning about its history
- Children who understand the significance of the substantive concepts: monarchy, empire, invasion, change and evolution, and beliefs and cultures.

**Class One (EYFS and Y1)**

<b><u>Autumn term One</u></b>	
<p><b>Focus: Now and Then (Toys and Transport)</b>  <b>Change and evolution, belief and culture</b>  <b>Questions:</b>  <b>How have our toys changed?</b> <i>Change and continuity, and similarity and difference</i>  <b>How can we tell if something is from the past?</b> <i>Sources and evidence</i>  <b>How has transport changed?</b> <i>Change and continuity, and similarity and difference</i>  <b>Who made these changes happen?</b> <i>Historically significant people and events, and historical interpretations</i></p>	
	<b>Knowledge of the World</b>
<b>Preschool (3-4 yr olds)</b>	<p><b>Children:</b>            Begin to make sense of their own life-story and family's history.            Are able to share and learn from the life story of other families            Begin to understand the concept of past and present <b>e.g. noticing that trains from the past are different to the trains of today</b>            Explore and describe artefacts from the past, using taught and known descriptive vocabulary <b>e.g. using taught vocabulary to describe old teddies</b>            Use developing taught vocabulary to describe objects from the past and present            Learn about the past from different experiences <b>e.g. books, hands on visits (Perrygrove Railway), from visitors, artefacts, videos and internet resources (Merrythought Factory)</b>            Connect with the past in their local area            Connect with the past through stories and non-fiction texts <b>e.g. Lost in the Toy Museum, Dogger, Old Bear and Nothing</b></p>
<b>Reception (4-5 yr olds)</b>	<p><b>Children:</b>            Are able to understand chronology in relation to a life timeline and they can demonstrate this understanding by creating their own timelines <b>e.g. timelines of families and of transport</b>            Understand the chronology of yesterday, today and tomorrow            Begin to gain an understanding of time words beyond this e.g. weeks, months and years</p>

Use clues from the past **e.g. when looking at artefacts and photographs to explain why something is from the past, they didn't have plastic in the past or we don't have planes like that now.**

Use developing taught vocabulary and from their own experiences to describe objects from the past and present **e.g. it is an old bear as it is ragged and has a bald patch near his eye.**

Learn about the past from different experiences **e.g. books, hands on visits (Perrygrove Railway), from visitors, artefacts, videos and internet resources (Merrythought Factory)**

Connect with the past in their local area and be able to recognise things from the past **e.g. The Viaduct was built before my gran was born. It carries the train across, like a bridge.**

Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations **e.g. Lost in the Toy Museum, Dogger, Old Bear and Nothing.**

### Vocabulary

Preschool: **Now, then, old, new, past, present, older, younger**, mother, father, grandmother, grandfather, brother, sister (and other) different, same, history, time, toy, special, **teddy descriptive language**: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean; **toy use verbs**: push, pull, cuddle, play, **toy materials**: wood, metal, paper, train, car, plane,

Reception: **Now, change, then, old, new, past, present, older, younger**, mother, father, grandmother, grandfather, brother, sister (and other) different, same, history, time, timeline, **teddy descriptive language**: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean, shiny, smooth, fuzzy, velvety, hard, silky; **toy use verbs**: push, pull, cuddle, play, twist, spin, slide, wood, metal, paper, clay, plastic and rubber, train, car, plane, **viaduct, inventor, steam engine**, coupler, railway tracks, **change**

## **Year One**

### **Year One NC Objectives**

#### **Children need to learn about:**

#### **Changes within Living Memory**

Where appropriate, these should be used to reveal aspects of change in national life

**Prior learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Our School if covered); Revisit timeline in terms before living memory and after living memory in terms of chronology.

#### **School Objectives:**

Children can recognise toys from the past and the present day and are able to place these on a timeline, gaining an understanding of change over time (visit to Toy Museum Bromyard or virtual visit to Merrythought in Ironbridge)

Children build their vocabulary in relation to the past, in terms of chronology (days, weeks, months, years ago) and in terms of adjective use to describe, compare and contrast objects from the past and present

Children can create a life timeline, showing a good understanding of 'what has come before' in terms of the recent past in their family

Children are able to recognise the materials used in toy making and how and why this has changed over time e.g. tools, plastic development...

Children know the different modes of transport and how these have developed over time from the stone age wheel to horse and cart, to modern motor vehicle.

Children need to know about the evolution of the locomotive, how this has evolved and changed over time (visit to Perrygrove Railway in the Forest of Dean)

Children need to learn also about the evolution of sea and air travel, learning about the pioneers in this e.g. the Wright brothers and Amelia Earhart and Bessie Coleman (first Black American woman to fly)

## Vocabulary

Then, now, old, new, past, present, timeline, special, favourite, museum, play, **teddy descriptive language**: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean, shiny, smooth, fuzzy, velvety, hard, silky threadbare, bright-eyed; **toy use verbs**: push, pull, cuddle, play, twist, spin, slide, sound; **toy materials**: wood, metal, paper, clay, plastic and rubber; train, locomotive, car, automobile, plane, viaduct, inventor, steam engine, coupler, railway tracks, change, aeroplane, flight, travel, take off, land, engine, ship, sailor, captain, motor, vehicle, horn, road, sky

## Summer Term One

### Focus: Explorers through Time

Covering- Christopher Columbus, Jeanne Baret and Neil Armstrong

**Change and evolution, belief and culture, monarchy and empire**

### Questions:

**Q: What do explorers do?** *Historically significant people and sources and evidence*

Exploring in our own area, being investigative and enquiring and finding out about the achievements of famous explorers.

**Q: What do explorers need?** *Similarity and difference and change and continuity* Looking at the equipment, clothing and transport needed by explorers to complete their journeys now and then.

**Q: What have explorers discovered?** Looking at different discoveries and new lands and understanding the significance of these

**Q: Was Columbus' discovery a good or bad thing?** *Cause and consequence and historical interpretations* Debating whether Columbus' arrival/invasion in the Americas was a good or bad, taking into account the impact on the indigenous people and the Spanish Empire.

	Knowledge of the World
Preschool (3-4 yr olds)	<b>Children:</b> Begin to make sense of their own life-story and family's history <b>e.g. what different occupations have the people in their family now and in the past</b> Are able to share and learn from the life story of other families <b>e.g. sharing the occupations of different people now and then</b> Begin to understand the concept of past and present <b>e.g. know that there were explorers in the past and explorers now</b> Explore and describe artefacts from the past, using taught and known descriptive vocabulary Use developing taught vocabulary to describe objects from the past and present e.g. objects used by and found by explorers



**Reception (4-5 yr olds)**

Learn about the past from different experiences e.g. books, hands on visits, from visitors, artefacts, videos and internet resources e.g.  
Connect with the past in their local area  
Connect with the past through stories and non-fiction texts **e.g. The Great Explorer by Chris Judge**  
**Children:**  
Begin to gain an understanding of time words beyond this e.g. weeks, months and years  
Use clues from the past **e.g. using maps to learn about places explored and discoveries found by explorers like Christopher Columbus and Jeanne Baret.**  
Use developing taught vocabulary and from their own experiences to describe objects from the past and present **e.g. using descriptive vocabulary to describe some of Columbus's discoveries like yams, potatoes, pineapple, peppers, cocoa, vanilla, papaya, squash corn, tomatoes, peanuts, cotton and avocados**  
Learn about the past from different experiences e.g. books, hands on visits, from visitors, artefacts, videos and internet resources  
Connect with the past in their local area and be able to recognise things from the past **e.g. understanding that the potato (one of Herefordshire's main crops) came from Columbus's discoveries and that the tomatoes grown in school are from the Americas too.**  
Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations **e.g. The Great Explorer by Chris Judge**

**Vocabulary**

Preschool: **explore, explorer, now, then, past, present, change**, describe, equipment, journey, travel, jobs (occupations)  
Reception: **explore, explorer, now, then, past, present, describe, change**, equipment, journey, travel, Christopher Columbus, Jeanne Baret, maps, ship, sail, travel, ocean, America, yams, potatoes, pineapple, peppers, cocoa, vanilla, papaya, squash corn, tomatoes, peanuts, cotton and avocados,

**Year One**

**NC Objectives**

**Children to learn about:**

**Events Beyond Living Memory**

That are significant nationally or globally.

### **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.

**Prior learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Our School, Toys and Transport if covered); Revisit timeline in terms within living memory and beyond living memory in terms of chronology.

### **School Objectives**

Children need to be able to know what it means to be an explorer, for example they know that Christopher Columbus would have needed to read maps and plan his exhibition. He would have needed to be well organised and know key geographical and navigation skills e.g. knowing the map of the world, being able to use a compass. Children are able to apply their geographical knowledge to this.

Children need to know about the equipment, clothing and transport needed by explorers to complete their journeys of discoveries.

### ***Christopher Columbus***

Children need to know that Christopher Columbus was a famous explorer, a sailor who lived approximately 500 years ago (use timeline to illustrate this chronology)

Children are able to share the purpose and reason behind Christopher Columbus' journey e.g. he wanted to prove that you could sail west to the Indies and China to gain access to riches, proving that the world was round and that this was in fact a quicker route.

Children need to be introduced to the concept of Empire, as being groups of countries being ruled by one monarch (through the Spanish Empire and King Ferdinand)

Children are able to recall and describe the key events leading up to the Columbus' discoveries e.g. the King of Spain backed his voyage, lending him three ships, the Pinta, the Nina and the Santa Maria

Children need to know the journey Christopher Columbus took in his voyage and be able to plot this on a world map.

Children to know that Columbus is famous for discovering the Americas (for Europeans)

Children know about some of the products that Columbus brought back with him from the Americas and how these influence our lives in Britain now.

Children know that people were already living in the Americas before it was discovered.

Children are able to understand that this discovery opened up the Americas to the rest of the world and that Europeans have settled here since.

Children to learn about Jeanne Baret (who was the first woman to circumnavigate the world), as another pioneer traveller/explorer, knowing that her journey was possible due to Columbus's earlier discovery of the Americas.

### **Vocabulary**

Past, present, explorer, invasion, trade, change, Empire, monarch, voyage, Atlantic Ocean, discovery, Renaissance, America, map, ship, the Pinta, the Nina and the Santa Maria, sailor, navigate, compass, new world, North and South and America, colonies, continent, Christopher Columbus, Jeanne Baret, artefact

### **Autumn term Two**

#### **Focus: Now and Then (Our school)**

**Change and evolution, belief and culture and monarchy**

#### **Questions:**

**How has our school changed?** *Change and continuity and similarity and difference.* Investigating, comparing and contrasting the school we know today and the school of the Victorian times, 1950's and more recent past.

**How can we tell if something is from the past?** *Sources and evidence.* Looking at different historical sources and artefacts to investigate, compare and contrast 'old and new' and 'past and present' based on what we already know about old objects and new knowledge taught.

**How many monarchs have we had since the school first opened?** *Significant people and events and historical interpretation.* Investigating and learning about the monarchy.

	<b>Knowledge of the World</b>
<b>Preschool (3-4 yr olds)</b>	<b>Children:</b> Begin to make sense of their own life-story and family's history. Are able to share and learn from the life story of other families Begin to understand the concept of past and present <b>e.g. that school children in the Victorian times dressed differently to today's school children.</b> Explore and describe artefacts from the past, using taught and known descriptive vocabulary <b>e.g. an old typewriter, ink well, chalk board, Victorian playground games.</b> Use developing taught vocabulary to describe objects from the past and present Learn about the past from different experiences <b>e.g. books, hands on visits, from visitors, artefacts, videos and internet resources.</b>

**Reception (4-5 yr olds)**

Connect with the past in their local area **e.g. visiting the Butcher's Row museum to look at how objects have changed**

Connect with the past through stories and non-fiction texts

**Children:**

Are able to understand chronology in relation to a life timeline and they can demonstrate this understanding by creating their own timelines **e.g. Bromesberrow School then and now**

Understand the chronology of yesterday, today and tomorrow

Begin to gain an understanding of time words beyond this e.g. weeks, months and years

Use clues from the past **e.g. when looking at artefacts and photographs to explain why something is from the past, like we don't wear clothing like that now.**

Use developing taught vocabulary and from their own experiences to describe objects from the past and present **e.g. being able to compare school from the past and present**

Learn about the past from different experiences

Connect with the past in their local area and be able to recognise things from the past **e.g. The bath tub in the Butcher's Row museum isn't like mine at all- we have running taps and electricity to power the shower.**

Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations

**Vocabulary**

**Preschool:** Now, then, old, new, past, present, change, school, king, queen, typewriter, chalk board

**Reception:** Now, then, old, new, past, present, change, belief, school, king, queen, typewriter, chalk board, cup and ball, marbles, rocking horse, rolling hoops, kaleidoscope

## Year One

### Year One NC Objectives

**Children need to learn about:**

#### Changes within Living Memory

Where appropriate, these should be used to reveal aspects of change in national life

**Prior learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Toys and Transport if covered); Revisit timeline in terms within living memory and beyond living memory in terms of chronology.

#### School Objectives:

Children know how Bromesberrow school has changed over time(Victorian times and since)

Children need to know that Queen Victoria was English monarch during the Victorian times when the school was built in 1872.

Children need to know about inventor, David Brewster's famous kaleidoscope.

Children need to compare Victorian toys, games and school equipment to school today (visit to the Black Country museum, Butcher's Row or heritage centre)

Children are able to place toys on a timeline and see how these have changed

#### **Vocabulary**

Then, now, new, old, past, present, compare, change, timeline, belief, school, king, queen, monarch, typewriter, chalk board, cup and ball, marbles, thaumatrope, rocking horse, kaleidoscope. David Brewster

Summer term Two

**Focus: Explorers (Neil Armstrong, first man on the moon and Valentina Tereshkova, first woman in space; )**

**Change and evolution, and belief and culture**

Questions:

**What it is like to be a space explorer?** *Change and continuity and similarity and difference.* Learning about space explorers in the past compared to space explorers today.

**Tell me about a famous space explorer?** *Significant people and events and historical interpretation*

	<b>Knowledge of the World</b>
<b>Preschool (3-4 yr olds)</b>	<b>Children:</b> Begin to make sense of their own life-story and family's history. Are able to share and learn from the life story of other families Begin to understand the concept of past and present <b>e.g. learning about explorers from the past and their achievements (Neil Armstrong, first man in space; and Valentina Tereshkova, first woman in space)</b> Explore and describe artefacts from the past, using taught and known descriptive vocabulary <b>e.g. equipment used to climb mountains and to travel into space (space food)</b> Use developing taught vocabulary to describe objects from the past and present <b>e.g. spacecraft, astronaut, summit,</b> Learn about the past from different experiences <b>e.g. books, hands on visits, from visitors, artefacts, videos and internet resources (virtual rocket experience and Laika the Space Dog book)</b> Connect with the past in their local area <b>e.g. being a wildlife explorer- a modern day explorer</b> Connect with the past through stories and non-fiction texts <b>e.g. Laika the Space Dog and The Story of Neil Armstrong</b>
<b>Reception (4-5 yr olds)</b>	<b>Children:</b> Are able to understand chronology in relation to a life timeline and they can demonstrate this understanding by creating their own timelines <b>e.g. recognising that Valentina Tereshkova travelled into space before Neil Armstrong landed on the moon!</b> Understand the chronology of yesterday, today and tomorrow

Begin to gain an understanding of time words beyond this e.g. weeks, months and years  
 Use clues from the past **e.g. when looking at artefacts and photographs to explain why something is from the past, comparing space equipment now and then**  
 Use developing taught vocabulary and from their own experiences to describe objects from the past and present  
 Learn about the past from different experiences **e.g. beginning to describe the space experience of Neil Armstrong compared to Tim Peake's more recent mission, using taught specific vocabulary.**  
 Connect with the past in their local area and be able to recognise things from the past **e.g.**  
 Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations **e.g. Laika the Space Dog and The Little Girl who Wanted to Become an Astronaut**

**Vocabulary**

Preschool: **Change, Now, then, old, new, past, present,** space, rocket, astronaut, planet, moon, sun, stars  
 Reception: **Change, Now, then, old, new, past, present,** space, rocket, astronaut, planet, moon, sun, stars, Neil Armstrong, Valentina Tereshkova, Laika, space suit

**Year One**

**Year One NC Objectives**

**Children need to learn about:**

**Events Beyond Living Memory**

That are significant nationally or globally.

**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.

**Prior learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Explorers if covered); Revisit timeline in terms within living memory and beyond living memory in terms of chronology.

**School Objectives:**

***Neil Armstrong, Valentina Tereshkova, Laika***

Children know that Neil Armstrong is famous for being the first man to walk on the moon in 1969 and that he was American.

Children to understand the importance of cooperation and a 'team effort', knowing that Neil Armstrong wouldn't have been able to complete his journey without his crew members (Buzz Aldrin and Michael Collins)

Children know that Valentina Tereshkova was the first woman in space and that she was Russian.

Children are able to recount what life was like in space e.g. navigating Apollo 11, Vostok 6, and space food, toileting, activities and clothing.

Children are able to describe and recall the key events of the first Lunar Landing and Neil Armstrong's voyage.

Children to understand the significance of the Neil's words 'this is one small step for man, but one giant leap for mankind', gaining an understanding of this event as an international achievement for mankind.

Children gain an understanding of animals role in space exploration, learning about Laika, the Russian space dog, who made the first orbital flight around the Earth on Sputnik 2

Children can compare the more recent space exploration of British astronaut Tim Peake, to that of the early astronauts of the 1960's.

**Vocabulary**

**Change, belief, Neil Armstrong**, Buzz Aldrin, Michael Collins, **Valentina Tereshkova**, space, explore, mission, Apollo 11, Vostok 6, Sputnik 2, Russia, America, moon, lunar, landing, rocket, space suit, Nasa, Astronaut, orbit, achievement, planet, Sun, Earth, orbit, **Tim Peake**, crew,



## Class Two (Year 2 and 3)

### Autumn A

**Topic: Prehistoric Adventures**

**Covering: Stone Age, Iron Age and Prehistoric times**

**Change and evolution, and belief and culture**

**Q: Were dinosaurs real?** *Historical interpretation and sources and evidence.* How do we know about history? Thinking in terms of fossil finding, archaeology and historical interpretation and opinion e.g. the assumption that stegosauri plates were used to scare off predators. Explore the different ideas of different historians. Learning about the different types of dinosaurs, their habitats, diet and appearance.

**Q: What was it like to be a stone age human?** *Historical interpretation and sources and evidence.* Learning about the discoveries of Skara Brae and Stonehenge and their historical significance. Thinking in terms of how they have helped shape our understanding of the inhabitants of Skara Brae (and similar people of that time) and the significance and purpose of stone circles.

**Q: What are the differences between Bronze and Iron Age?** *Similarity and difference and historically significant people, places and events*  
Herefordshire Beacon as a local study.

#### NC Objectives:

**Pre- Roman Britain (Y3)** Pupils should be taught about changes in Britain from the Stone Age through to the Iron Age.

#### **Events Beyond Living Memory**

That are significant nationally or global.

**Prior learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Our School, Toys and Transport if covered); Revisit timeline in terms within living memory and beyond living memory in terms of chronology. Make specific connections with toys as precious objects, connecting to precious objects within prehistory. Connect to early transport when looking at how stone circles were transported.

**Local History (Y3, 4,5,6)** Pupils should be taught about an aspect of local history

#### School Objectives

Children to understand how we have learnt about the existence of dinosaurs (archaeology) and how this has led to what we know about dinosaurs today.

Children to be able to recognise and name some key dinosaurs, and to be able to describe their appearance, diet and habitats. They are able to discuss, debate historians' assumptions and interpretations of body part usage and function.

Children need to know where Skara Brae is located, how it was discovered and how old it is (being able to place on a timeline)

Children need to gain an understanding of how Stone Age people lived, focusing on: food, clothing, living space, tools and rubbish

Children to know where Stonehenge is located and how old it is (being placed on a timeline)

Children need to understand how Stonehenge was constructed and its significance/use/purpose.

Children to gain an understanding of the way of life for Stone Age people through cave paintings e.g. through looking at the world famous Lascaux paintings

Children to know when the Bronze Age was and be able to place this on a timeline

Children to know that the Bronze Age signified a change from man working with stone, to working with tin and copper to form bronze in a furnace (introduced by the Beaker People)

Children to learn about tin and copper mining and children's role in this, learning from the Great Orme Copper Mine in North Wales

Children need to recognise the importance of the development of Bronze Age tools and how this made it easier for people to farm and grow crops.

Children to learn about the invention of the loom in Bronze Age times and how this was used to make woollen clothing.

Children to know when the Iron Age was and be able to place this on a timeline

Children to learn about the daily lives of Iron Age people through their tools and how these had evolved from Stone Age (\*visit to Eastnor Forge)

Children to learn about the prehistory of the Herefordshire Beacon (British Camp) as an Iron Age Hill Fort (\*visit the site)

## **Vocabulary**

Y2- **Change, evolve, belief, prehistoric**, carnivore, herbivore, omnivore, habitat, diet, appearance, prey, scales, teeth, claws, bone, egg, skull, **fossil, archaeology, Skara Brae, Stone Age**, tools, clothing, **cave paintings, stone circles, Stonehenge**, clothing, **Bronze Age, Iron Age**, bronze, tin, copper, iron, mammoth, sabretooth tiger, woolly rhino, weapons, spear, fur pelt, hunter, gatherer arrow, flint, jewellery, antler, cave, camp, hill fort

Y3- **Change, evolve, belief, prehistoric**, carnivore, herbivore, omnivore, habitat, diet, appearance, prey, scales, teeth, claws, bone, egg, skull, **fossil, Skara Brae, Stone Age**, tools, clothing, **cave paintings, Lascaux paintings, stone circles, Stonehenge, Bronze Age, Iron Age**, tin, copper, iron, **Iron age hill fort, Herefordshire Beacon, Neolithic** man/woman, mammoth, sabretooth tiger, woolly rhino, weapons, spear, fur pelt, hunter, gatherer, arrow, flint, jewellery, antler, cave, camp, warriors, hammerstone, borer, **Neanderthal, homo sapiens**, round house, **wattle and daub**,

## Summer A

### Topic: Fearsome warriors!

**Invasion, Monarchy, Empire, tax and trade, belief and culture**

**Covering Anglo Saxons, Scots and Vikings**

**Q: What was life like in Anglo-Saxon times?** *Cause and Consequence, Sources and evidence and historical interpretation* Learning about life in Anglo Saxon Britain and how this came to be.

**Q: What was it like to be a Viking?** *Sources and evidence and historically significant people, places and events.* Using artefacts and other sources to learn more about what it meant to be a Viking, exploring culture beliefs and traditions.

**Q: Who were the Picts?** *Historically significant people, places and events, and cause and consequence* Understanding that there was a different rule in Scotland and that there existed ongoing conflict between the Gaelic tribes and the English rule.

### NC Objectives

**Anglo- Saxons and Scots (Y3)** Pupils should be taught about Britain's Settlement by Anglo-Saxons and Scots.

**Anglo Saxons and Vikings (Y3)** Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

**Prior learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Our School, Toys and Transport from Class One or Prehistory if covered); Revisit timeline in terms within living memory and beyond living memory in terms of chronology. Connections with belief and culture in terms of prehistory- compare and contrast; refer back to invasion in prehistory and compare clothing, jewellery, food, weaponry and trade within this.

### School Objectives

#### **Anglo-Saxons**

Children to know where the Anglo Saxon period occurred on a timeline (AD410 to 1066) and how this relates to other periods they have studied (particularly the departure of the Romans and the Norman Conquest).

Children to understand the terms 'invader' and 'settler'.

Children know that the Anglo Saxons originated from Germany, the Netherlands and Denmark and the main tribes were the Angles, the Saxons and the Jutes.

Children to map out the invasion routes travelled by these invaders and where they settled.

Children to gain an understanding of what life was like in Anglo Saxon times, learning about clothing, food, homes, jewellery, weaponry.

Children to learn about and explore writing kennings and sagas

Children learn about the Anglo-Saxon runic alphabet

Children to learn about important Saxon kings e.g. King Ethelred, King Alfred and King Offa

Children to know about the significance of Edward the Confessor's death leading to the end of Anglo-Saxon rule and the beginning of Norman rule (Battle of Hastings, 1066)

Children to use the Bayeux Tapestry to learn about the events of the Battle of Hastings, learning about the battle between King Harold and William the Conqueror

### ***Vikings***

Children to know that the Viking period in Europe and Britain was between AD700 to 1100 and be able to place this on a timeline.

Children to know that the Vikings came from Scandinavia (Norway, Sweden and Denmark) and be able to locate these places on the map and follow the Viking journey to Britain.

Children to know that the Vikings travelled by longboat and what these looked like e.g. look at famous discoveries and excavations as well as online reproductions.

Children to compare Viking life and traditions with that of the Anglo Saxons, learning about similarities and differences in food, clothing, beliefs and settlements.

Children to use artefacts to learn what life was like in Viking times.

Children to learn about the significance of Alfred the Great and his peace treaty with the Vikings, knowing that the people to the west of the UK were Anglo- Saxon ruled and the East of the country governed by the Vikings and Dane law.

### **Scots**

Children to know that the Picts were around before the first Roman invasion (mention in records from AD296) and that they continued to be around until the 11<sup>th</sup> Century when they became the Scottish as we know today.

Children to know that there were two tribes in Scotland, the Scotti and the Picts (named for their painted bodies), both farmers.

Children to know that these tribes spoke different languages and were geographically separated by the Grampian Mountains.

Children to learn about the lives of the Picts, looking at metal work, carvings and jewellery.

Children to know that the Picts often rose up against the Anglo Saxons and English rule, noting some significant battles e.g. Battle of Brunanburh and Carham

### **Vocabulary**

Y2-invader, monarchy, belief, trade, settler, Viking, Anglo-Saxon, Jute, Britain, tribe, Scot, carving, jewellery, Grampian Mountains, Scotland, England, Romans, Normans, Battle of Hastings, longboat, discovery, artefact, weaponry

Y3- invader, monarchy, belief, culture, trade, settler, Viking, Anglo-Saxon, Jute, Britain, tribe, Scot, carving, jewellery, Grampian Mountains, Scotland, England, Romans, Normans, Battle of Hastings, longboat, discovery, excavation, archaeology, weaponry, Scotti, Pict, Battle of Brunanburh and Carham, geographically isolated, William the Conqueror, Scandinavia, Denmark, Germany, Sweden, Norway, Alfred the Great, Edward the Confessor, William the Conqueror, King Harold, peace treaty,

## Autumn B

### Topic: The Great Fire of London

#### Change and evolution and monarchy

**Q: What was life like in Stuart and Tudor England?** *Similarity and difference, and sources and evidence* Comparing city and country life (using Ledbury as an example to visit some Tudor buildings/museums). Learning about housing, food, clothing, traditions and how people lived. Compare this to today.

**Q: Fire, Fire! What happened?** *Cause and consequence, historical interpretations; and historically significant people, places and events* Looking at the events that led up to the fire and what happened during. Using the first hand account of Samuel Pepys.

**Q: How did London rise from the ashes?** *Change and continuity and cause and consequence* Looking at the redesigning and rebuilding of London and how the city learnt from the fire.

### NC Objectives

#### Events Beyond Living Memory

That are significant nationally or global.

**Prior learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Our School, Toys and Transport from Class One or Prehistory, Anglo-Saxons, Scots and Vikings if covered); Revisit timeline in terms within living memory and beyond living memory in terms of chronology. Begin to plot in specific events on a timeline previously covered in relation to this e.g. Christopher Columbus, prehistory, Anglo-Saxons, Scots and Viking. Connections with significant people: Christopher Columbus, Jeanne Baret, Neil Armstrong and Valentina Tereshkova (explorers). Refer back to Queen Victoria as monarch studied when learning about our school as part of monarchy focus with Charles II.

### School Objectives

Children need to know when the Great Fire happened (1666) and see where this is on the timeline.

Children are able to identify and Tudor house by its features in their local area. They can then compare this to their own homes.

Children know a little about what it was like to live in these times and are able to compare this to modern day life e.g. clothing, food, toys, hobbies and jobs.

Children understand more about their local town (Ledbury-the Market House, Painted Room, The Master's House) and their capital city through its museums and buildings (The Tower of London, Lady Chapel in Westminster Abbey, Lambeth Palace, St. Katherine Cree, All Hallows by the Tower).

Children are able to recall the events leading up to, during and after the great fire.

Children to understand King Charles II role as a monarch in these events e.g. ordering the pulling down of shops and homes in an attempt to create a 'fire break'.

Children to learn about the birth of the fire service after the Great Fire, recognising that this was the beginnings of the fire service we see today.

Children understand the importance and significance of Samuel Pepys' diary as a primary source of information and eye witness account.

Children to understand how London was redesigned and rebuilt by Christopher Wren, learning from the fire, e.g. wider streets, different building materials and the Pudding Lane commemorative monument.

### **Vocabulary**

Y2-Ledbury, **Change, Monarchy, Tudor, history, past, present, change, museum**, building, **beams**, black and white, **wattle, daub**, fireplace, **thatched**, jobs, hobbies, **Pudding Lane, baker, Samuel Pepys, eye-witness account, materials, St. Paul's Cathedral, Christopher Wren.**

Y3- Ledbury, **Change, Monarchy Tudor, history, past, present, change, museum** (Butcher's Row, Heritage Centre, Painted Room,), building (Market House, Talbot Hotel, The Master's House), **beams**, black and white, **wattle, daub**, fireplace, **thatched, timbered**, occupations, hobbies, Lady Chapel (Westminster Abbey), Lambeth Palace, **Samuel Pepys, diary, primary source, eye-witness account**, materials, Pudding Lane Commemorative Monument, Christopher Wren, St. Paul's Cathedral, the Sister's Houses

## **Summer B**

### **Rotten Romans!**

**Empire, Monarchy, invasion, tax and trade, belief and culture**

**Q-What was Ancient Rome like?** *Sources and evidence and historical interpretation* Learning about the Ancient Rome civilisation

**Q- How did Rome become an Empire?** *Cause and consequence and significant people, places and events* Learning about how Rome came to attain such power

**Q- What was it like to live in Roman Britain?** *Cause and consequence, change and continuity and similarity and difference* Looking at the changes and influence of the Roman invasion and the lasting images still seen today.

## **NC Objectives**

Roman Britain (Y3) Pupils should be taught about the Roman Empire and its impact on Britain.

Extended Chronological Study (Y3) Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066

Local History (Y3, 4,5,6) Pupils should be taught about an aspect of local history

**Prior Learning to activate:** Revisit concepts: past, present, then and now; discuss 'change' and how things change over time (refer back to Our School, Toys and Transport from Class One or Prehistory, Anglo Saxons, Scots and Vikings if covered); Revisit timeline in terms within living memory and beyond living memory in terms of chronology. Connections with belief and culture in terms of prehistory- compare and contrast; refer back to invasion in prehistory and Vikings and Scots; Compare clothing, jewellery, food, weaponry and trade within this. Recap the concept of Empire as introduced during Anglo-Saxons, Scots and Vikings.

## **School Objectives**

Children to know that the Romans ruled Britain from 43-410 AD and be able to place significant events on a timeline

Children to understand that the Romans invaded Britain from Rome and that the Roman Empire was vast (ruling over 45 million across Europe, North Africa and Asia)

Children to learn about the legend of Romulus and Remus and how this is the story of how Rome was born

Children to learn about how Rome and subsequently the Roman Empire was ruled, from kings, to senators (republic of Rome), to Emperors (Roman Empire).

Children to learn about some of the key figures and rulers of Rome, e.g. Julius Caesar and Emperor Augustus

Children to learn about the beliefs of the Romans, from their Gods and Goddesses through to their conversion to Christianity.

Children to learn about life in Rome, exploring clothing, buildings (Colosseum, Basilica, Pantheon and amphitheatre), artwork (mosaics), inventions (aqueducts, concrete, water wheel, oil lamps) diet, family life, work, money (coins) and hobbies (e.g. chariot racing and gladiators)

Children to gain an understanding of the power of the Roman Empire, learning about its army e.g. legionaries, auxiliaries and centuries



Children to know the facts of the Roman Invasions on Britain, learning about the initial failed attempts by Julius Caesar, the success of Emperor Claudius 100 years later and the rebellion of Boudicca.

Children to connect their previous learning on Celtic Britain and learn about what life was like for the British people under Roman rule.

Children to understand the influence of the Roman rule in Britain had e.g. learning about roman roads, aqueducts, public baths, sewerage

Children to learn about the roman life in Britain in our area e.g. through learning about or visiting either the Corinium Museum in Cirencester, Cirencester Amphitheatre or Chedworth Roman Villa.

Children to learn about what life was like in Roman Britain, comparing rich and poor and man, woman and child roles.

### **Vocabulary**

Y2-**Roman, Invasion, trade, belief, Empire**, Britain, Julius Caesar, **Emperor, conquer**, Romulus, Remus, gods and goddesses (Diana, Mars, Mercury, Venus, Saturn, Neptune, Apollo, Cupid, Pluto, Uranus, Jupiter), Christianity, Toga, tunic, sandals, inventions, coins, grapes, roads, candle, harp, temple, soldier, mosaic, arch, villa, army, sewer, chariot, armour, gladiator, baths, helmet, Celt, feast, **slave**, rich, poor, Barbarian,

Y3- **Roman, invasion, tax and trade, belief, culture, Empire**, Britain, Julius Caesar, **Emperor, conquer**, Romulus, Remus, gods and goddesses (Diana, Mars, Mercury, Venus, Saturn, Neptune, Apollo, Cupid, Pluto, Uranus, Jupiter), Christianity, Toga, tunic, sandals, inventions, coins, grapes, roads, candle, harp, temple, soldier, mosaic, arch, villa, army, sewer, chariot, armour, gladiator, baths, helmet, Celt, feast, **slave**, rich, poor, Barbarian, Boudicca, Aquila (eagle symbol), amphitheatre, aqueduct, **Colosseum**, Roman road, Basilica, Pantheon, Centurion, Republic, Senate, senator, Emperor Claudius, legion, legionaries, auxiliaries and centuries,

## Class Three (Y4, 5 and 6)

### Autumn A

#### Topic: Being Human

#### **Change and evolution, Empire, Invasion and Monarchy**

**Q: What did it mean to be a suffragette?** *Change and continuity, significant people, places and events* Suffragette movement

**Q: Is Racism still alive today?** *Change and continuity, significant people, places and events* Comparing and contrasting racism from Walter Tull's experience compared to the racism experienced today. Have we moved forward in this or is change still needed?

**Q: Why do we have Remembrance Day?** Children to understand the significance of Remembrance Day and the war memorial in Bromesberrow. Children to understand the experiences of soldiers like Walter Tull and how their sacrifice has helped shape the Britain of today

#### **NC Objectives:**

**Extended Chronological Study** Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066

**Extended Chronological Study (Y3, 4,5,6)** Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066

**Prior Knowledge to Activate:** Revisit concepts: Change and evolution using prehistory (Stone Age, Bronze Age and Iron Age, Romans and Anglo-Saxons, Scots and Vikings). Make specific links here to show how things changed and evolved e.g. tools, homes or clothing. World timeline to be introduced, plotting what has been studied so far and adding in significant events and figures. Make connections with the Roman Empire and British Empire and refer back to monarchs previous studied and their time period e.g. Queen Victoria and King Charles II. Focus in on invasion when looking at Remembrance, referring back to Anglo Saxon, Scots and Vikings.

#### **School Objectives**

#### **Suffragette Movement**

**Y4/ 5/6-** Children need to :

Know that the word 'suffrage' means to have the right to vote in elections

Understand that the suffragettes and suffragists campaigned for women to have the right to vote equal to men.

Know the role and significance of Emmeline Pankhurst and her daughters in leading the British suffragette movement

Know about the key events surrounding the suffragette movement e.g. Emily Wilding Davison as a martyr in 1913

Know that some women won the right to vote from 1918 and all women from 1928

**Y5/6- Children need to:**

Understand the political purpose, gains and losses of the suffragette actions e.g. Emily Pankhurst trial

Be able to debate whether political violence and protest is justified dependent on the cause

Understand the differences between the suffragette and suffragist movement

**Y6- Children need to:**

Be able to debate whether political violence and protest is justified dependent on the cause and connect this to modern day protests e.g. climate change and veganism.

Understand the differences between the suffragists and suffragette movements and debate peaceful and violent protest

**Walter Tull**

**Y4/5/6 Children need to-**

Know that the word racism means: Racism is when people are treated unfairly because of their race. A race is a group of people who share the same skin colour, religious beliefs or background.

Be able to recall key facts about the life of Walter Tull and why he is significant in history

Be able to compare their lives as children with Walter Tull's childhood

Understand the hardships of Walter's early life, appreciating the barriers he overcame and the tenacity it would have taken to achieve this

Understand the significance of the War Memorial in Bromesberrow and understand the importance of Remembrance Day.

**Y5/6 Children will need to-**

Be able to use timelines to explore the key British black history movement from Walter Tull's time to the present day

Use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them e.g. is Racism still a problem today?

**Y6 Children will need to-**

Children to understand the sacrifice of soldiers like Walter Tull and how this has impacted and helped to shape life in modern Britain

Understand and be able to discuss and debate the differences between footballing life when Walter Tull was alive compared to present day (linking with Marcus Rashford and the black rights movement to explore racism in the modern day).

## Vocabulary

### Suffragette Movement

Y4: Suffrage, suffragette, suffragist, vote, election, right, Emmeline Pankhurst, Emily Wilding Davison

Y5: Suffrage, suffragette, suffragist, vote, election, right, equality, Emmeline Pankhurst, Emily Wilding Davison, political, protest, cause

Y6: Suffrage, suffragette, suffragist, vote, election, right, equality, Emmeline Pankhurst, Emily Wilding Davison, political, protest, cause political violence, political protest, peaceful protest, climate change, veganism

### Walter Tull

Y4: mixed race, orphanage, Clapham Football Club, Tottenham Hotspur, league, racism, professional, invasion, World War I, battle, Military Cross, No Man's Land, Member of Parliament (MP), Remembrance, war memorial, chronology

Y5: mixed race, orphanage, Clapham Football Club, Tottenham Hotspur, league, racism, professional, invasion, World War I, battle, battalion, regiment ranks, private, sergeant, promotion, officer, Military Cross, No Man's Land, Member of Parliament (MP), Remembrance, war memorial, chronology

Y6: mixed race, orphanage, Clapham Football Club, Tottenham Hotspur, league, racism, professional, invasion, World War I, battle, battalion, regiment ranks, private, sergeant, promotion, officer, Military Cross, No Man's Land, Member of Parliament (MP), Remembrance, war memorial, Battle of the Somme, Battle of River Piave, posthumously, chronology

## Summer A

### **Topic: Brilliant Benin**

#### **Belief and culture, trade, monarchy, invasion and empire**

**Q: What was the Benin Kingdom?** *Change and continuity, similarity and difference* Understanding that the Benin Kingdom evolved from 900BC and how it grew to be powerful Kingdom and empire

**Q: What was life like in the Benin Kingdom?** *Sources and evidence, historical interpretations.* Exploring artefacts and sources of evidence (e.g. the Benin Brass and other craft/art, and learning about beliefs, myths and legends from Benin.

**Q: How has the Benin Kingdom influenced the world today?** *Significant people, places and events, Cause and consequence and sources and evidence* Discussing and debating the concept of empire and invasion, learning about trade influences and how these have influenced our lives today e.g. spices

## **NC Objectives**

**Non European Study (Y4,5,6)** Pupils should be taught about a non-European society that provides contrasts with British history-one study chosen from: early Islamic civilisation, including a study of Bagdad c. AD 900; Mayan civilisation c. AD 900; or Benin (West Africa) c.AD 900-1300.

**Prior Knowledge to Activate:** Revisit concepts: trade, belief and culture, re-activating knowledge from previous learning such as Romans, Ancient Egyptians, Ancient Greeks, Anglo Saxons and Vikings. Specifically focus on clothing, food, traditions, jewellery, homes and weaponry to compare and contrast. Build upon the world timeline- it is especially important that children recognise that the Benin Kingdom is not Ancient and that it began at the end of the Viking period and ended within Queen Victoria's rule (1100-1897) It was still around when our school was built. Make connections with the Roman Empire and British Empire, building on the concept of empire.

## **School Objectives:**

year 4/5/6- children need to:

- Locate the Benin Kingdom on a map of Africa and place its significance on a timeline of African history.
- Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.) as well as important dates in history.
- Examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom.

Year 5/6- children need to:

- Describe some of the beliefs and rituals of the people of the Benin Kingdom.
- Discuss the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them.
- Develop an understanding of the oral tradition of African history.
- Recall key facts about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom.
- Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th century.

Year 6-children need to:

- Compare and contrast the artwork and artefacts created in the Benin Kingdom with those created simultaneously in European civilisations.
- Question the validity of historical sources recorded by European travellers to the Benin Kingdom from the 15th century onwards.
- Compare and contrast the oral tradition of African history with the European preference for written records.
- Evaluate their understanding of the significance of the Benin Kingdom within African and world history and identify areas for further study.

### Vocabulary

Yr 4: Invasion, monarchy, trade, culture, belief, empire, Africa, Queen Idia, Benin City, Ogiso, Igodomigodo/Edo, Igodo, Owodo, Ohen Artefacts, continent, AD, Chronology, River Nile, River, Niger, Yoruba, Nigeria, Ife, Dynasty, Warriors, wood and ivory carving, Benin art, Bayeux tapestry, Double bell, Brass Head, Mbira instrument, chronology

Yr 5: Invasion, monarchy, trade, culture, belief, empire Africa, Queen Idia, Benin City, Ogiso, Igodomigodo/Edo, Igodo, Owodo, Ohen, Artefacts, Continent, AD, Chronology, River Nile, River Niger, Yoruba, Nigeria, Ife, Dynasty, Warriors, wood and ivory carving, Benin art, Bayeux tapestry, Double bell, Brass Head, Mbira instrument, rituals, Benin Bronzes, Oba, Eweka, Jacob Egharevba, Diversity, slave trade, Ceremonies, Human sacrifice, reincarnated, animists, spirits, European, 21st century, civilisation, chronology

Yr 6: Invasion, monarchy, trade, culture, belief, empire Africa Queen Idia, Benin City, Ogiso, Igodomigodo/Edo, Igodo, Owodo, Ohen, Artefacts, Continent, AD, Chronology, River Nile, River Niger, Yoruba, Nigeria, Ife, Dynasty, Warriors, wood and ivory carving, Benin art, Bayeux tapestry, rituals, Benin Bronzes, Oba, Eweka, Jacob Egharevba, Diversity, Battle of Hastings (William the Conqueror), declare independence, slave trade, Ceremonies, Human sacrifice, reincarnated, animists, spirits, European, 21st century, civilisation, Benin Punitive expedition (punishment), chronology

### Autumn B

**Topic: Long Live Bromesberrow!**

**Empire, monarchy, trade, belief and culture, change and evolution**

**Q: Where did Bromesberrow estate come from?** Who built Bromesberrow Place and estate and why? Learning about the Georgian period and King George III influence on Britain and the local area. Knowing the founders of the estate, and their role and responsibility in building the church and school.

**How did Bromesberrow school come to exist?** Exploring the links between the estate, church and school, and knowing the legacy today (Dinah Albright and the Albright Fund)

**Q: How has Bromesberrow estate evolved?** Comparing and contrasting the lives of the people who lived and worked at the estate, knowing about some of the changes to the building and estate machinery and why? Putting this information on a timeline.

### NC Objectives

**Children need to learn about:**

**Local History (Y3, 4,5,6)** pupils should be taught about an aspect of local history

**Extended Chronological Study (Y3, 4,5,6)** Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066

**Prior Knowledge to Activate:** Revisit concepts: Change and evolution: remind children that they have learnt about our school and that this was built in 1872 (when Queen Victoria was on the throne). Explain that the school is part of Bromesberrow estate. Remind children of buildings and architecture they have learnt about (prehistory, Anglo-Saxons, Romans, Ancient Egypt and Greece). Focus on clothing, ways of life in the countryside, use of tools on the estate, referring back to Anglo-Saxon tools.

### **School Objectives**

#### **Local Study-Bromesberrow Place**

Y4/5/6-Children need to:

Know when Bromesberrow Place and Estate was first built (1768) and how the building has evolved over the years.

Learn about the Georgian period and King George III, through visiting Bromesberrow Place, looking at artwork, artefacts and heirlooms.

Learn about how Bromesberrow estate and village life has changed over time.

Learn about the estate's role in founding the church and church's role in the community over time

Learn about the church of St. Mary's and its history as a place of worship.

Know how the school is connected to Bromesberrow Estate, when it was built and how it has changed over time.

Y5/6-

Children know the importance of Bromesberrow Place and Estate to the development of the Bromesberrow Settlement.

Learn about the estate's role in founding the church and church's role in the community over time

Y6-

Children to explore the changes in occupation over time in the village, recognising the impact of transport, migration and education on local people's opportunities and prospects.

### **Vocabulary**

Y4: Empire, monarchy, trade, belief, culture, change, Bromesberrow Place, Bromesberrow Estate, Georgian, labourer, farm hand, artwork, artefact, time period, change, evolve, Bromesberrow St. Mary's church, village, agriculture, forestry, chronology

Y5: Empire, monarchy, trade, belief, culture, change, evolution, Bromesberrow Place, Bromesberrow Estate, Georgian, labourer, farm hand, artwork, artefact, time period, change, evolve, Bromesberrow St. Mary's church, village, Regency, chronology

Y6: Empire, monarchy, trade, belief, culture, change, evolution, Bromesberrow Place, Bromesberrow Estate, Georgian, labourer, farm hand, artwork, artefact, time period, change, Bromesberrow St. Mary's church, Regency, interconnected, dependent, chronology

## Summer B

### Topic: Ancient Egypt:

#### Empire, monarchy, trade, belief and culture

**Who is Tutankhamun?** *Significant people, places and events, sources and evidence, historical interpretations* Learning about the life of the boy king, the treasures and plunders of tombs of the Valley of the Kings

**How and where the ancient Egyptians lived?** *Significant people, places and events, cause and consequence, change and continuity* Building, types of homes and the influences of the Egyptians on the present day

**What was important to the daily lives of ancient Egyptians?** *Significant people, places and events, Sources and evidence* Gods, traditions, trade.

### NC Objectives:

#### Children need to learn:

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

#### **Prior Knowledge to activate:**

Revisit: Belief and culture from prehistory, Romans, Vikings, Anglo-Saxons, Ancient Greeks, compare and contrast. Focus in on jewellery, homes, gods and goddesses, traditions, food and clothing. Revisit chronology using world timeline, exploring gaps and overlaps in time (Bronze Age Britain). Remind children of empires studied (Roman, Egyptian and Benin) to understand and further explore this concept.

#### **School objectives:**

Year 4/5/6:

- Place the Ancient Greeks, Ancient Sumer; The Indus Valley; Ancient Egypt and The Shang Dynasty of Ancient China on a timeline and map out where in the world they occurred.
- Understand what was important to people during ancient Egyptian times (Wealth, power, education?)
- Compare the powers of different Egyptian gods (Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris, Hathor, Anubis, Sekhmet).
- Find Egypt and the River Nile on a map.
- Ask questions when shown artefacts in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording (The Rosetta Stone, Cartouches).



- Gather information about mummification. What is it? Why is it done?

Year 5/6:

- Place the Ancient Greeks, Ancient Sumer; The Indus Valley; Ancient Egypt and The Shang Dynasty of Ancient China on a timeline and map out where in the world they occurred Know where and when the Egyptians lived by using maps and artefacts to gain this information (King Menes uniting two Egyptian Kingdoms 3100BC – 30BC).
- Understand the importance of the River Nile to the ancient Egyptian people (irrigation) (transport, food, trade, crops, building, and papyrus).
- Research and gather information about mummification and Egyptian gods carefully (Hapi, Imesty, Duamatef and Qebehsenuf). Use this information to understand traditions in Egyptian times.

Year 6:

- Place the Ancient Greeks, Ancient Sumer; The Indus Valley; Ancient Egypt and The Shang Dynasty of Ancient China on a timeline and map out where in the world they occurred Address and sometimes ask historically valid questions about change, cause, similarity when learning about the daily lives of many ancient Egyptian people.
- Produce informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time (Howard Carter).
- Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.

### **Vocabulary**

**Yr 4:** Empire, monarchy, trade, belief, culture, Egypt, artefacts, ancient, King Menes, wealth, education, River Nile, Queen Cleopatra, Mummies, Mummification, Purified, Canopic Jars, Natron, Linen, Amulet, Book of the Dead, Tomb, Pyramid, Sarcophagus, Treasury, Entrance, Burial Chamber, Antechamber, Annex, Tutankhamun, Mr Howard Carter, Egyptian Pharaoh, hieroglyphs, Cartouches, The Rosetta Stone, Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris, Hathor, Anubis, Sekhmet, chronology.

**Yr 5:** Empire, monarchy, trade, belief, culture, Egypt, artefacts, ancient, King Menes, wealth, education, River Nile, Queen Cleopatra, Mummies, Mummification, Purified, Canopic Jars, Natron, Linen, Amulet, Book of the Dead, Tomb, Pyramid, Sarcophagus, Treasury, Entrance, Burial Chamber, Antechamber, Annex, Tutankhamun, Mr Howard Carter, Egyptian Pharaoh, hieroglyphs, Cartouches, The Rosetta Stone Irrigation, papyrus, chronology

**Yr 6:** Empire, monarchy, trade, belief, culture, Egypt, artefacts, ancient, King Menes, wealth, education, River Nile, Queen Cleopatra, Mummies, Mummification, Purified, Canopic Jars, Natron, Linen, Amulet, Book of the Dead, Tomb, Pyramid, Sarcophagus, Treasury, Entrance, Burial Chamber, Antechamber, Annex, Tutankhamun, Mr Howard Carter, Egyptian Pharaoh, hieroglyphs, Cartouches, The Rosetta Stone BC/AD, civilisation, chronology

## Autumn C

### Topic: Ancient Greece

**Empire, monarchy, trade, belief and culture,**

**Who were the ancient Greek people?** *Significant people, places and events, sources and evidence, historical interpretations*

**How did the Ancient Greek people establish their Empire?** *Cause and consequence, change and continuity, Changes made, the people that made it happen.*

**How have political systems changed over time?** *Change and continuity, similarity and difference* Compare between then and now. Similarities/differences.

### NC Objectives:

**Children need to learn:** Ancient Greece – a study of Greek life and achievements and their influence on the western world.

### **Prior Knowledge to activate:**

Revisit: Belief and culture from prehistory, Romans, Vikings, Anglo-Saxons, Ancient Egyptians, compare and contrast. Focus in on jewellery, homes, gods and goddesses, traditions, food and clothing. Revisit chronology using world timeline, exploring gaps and overlaps in time (Iron Age Britain). Remind children of empires studied (Roman, Egyptian and Benin) to understand and further explore this concept.

### School Objectives:

Year 4/5/6:

- Say when the Ancient Greek people lived and order some events from the time on a timeline.
- Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding.
- Talk about some Ancient Greek gods and know some features of Greek myths.
- Show some understanding of how the political system worked.
- Explain the creation of the Olympics, its purpose, and how they have continued throughout time (776BC)

Yr 5/6:

- Explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked.
- Describe elements of the Battle of Marathon and the Trojan War in significant detail and write their own Greek myth containing the relevant elements.
- Examine artefacts in order to draw conclusions about what life was like in Ancient Greece.

Yr 6:

- Compare and contrast modern day political systems with those from Ancient Greece showing a full understanding of the concepts and appreciation of how the Athenian system shaped modern politics. (jury service, lawyers, court)

- Write detailed accounts of key events from the Ancient Greek time and ask and answer questions which extend and deepen their understanding. (Trojan War, Battle of Marathon).
- Analyse a variety of evidence and artefacts and use these to support their conclusions about what life in Ancient Greece was like.

### **Vocabulary:**

**Yr 4:** Empire, monarchy, trade, belief, culture, Greece, ancient, Athens, citizens, vote, Roman Empire, King Phillip 2<sup>nd</sup>, Hippocrates, Odysseys, Homer, Parthenon, Olympic Games, Classical Period, The Ecclesia, The Boule, The Dikasteria, Zeus, King Darius, Battle of Marathon, Persian Empire, General Miltiades, Pheidippides, Sparta, Temples, Gods, Goddess, Mount Olympus, Myths, Legends, Trojan War, Troy, Prince of Troy, King Menelaus, Agamemnon, Trojan Horse, chronology

**Yr 5:** Empire, monarchy, trade, belief, culture, Greece, ancient, Athens, citizens, vote, Roman Empire, King Phillip 2<sup>nd</sup>, Hippocrates, Odysseys, Homer, Parthenon, Olympic Games, Classical Period, The Ecclesia, The Boule, The Dikasteria, Zeus, King Darius, Battle of Marathon, Persian Empire, General Miltiades, Pheidippides, Sparta, Temples, Gods, Goddess, Mount Olympus, Myths, Legends, Trojan War, Troy, Prince of Troy, King Menelaus, Agamemnon, Trojan Horse, Poseidon, Hades, Hera, Ares, Athena, Apollo, Aphrodite, Hermes, Artemis, Priam's Treasure, Politics, government, chronology

**Yr 6:** Empire, monarchy, trade, belief, culture, Greece, ancient, Athens, citizens, vote, Roman Empire, King Phillip 2<sup>nd</sup>, Hippocrates, Odysseys, Homer, Parthenon, Olympic Games, Classical Period, The Ecclesia, The Boule, The Dikasteria, Zeus, King Darius, Battle of Marathon, Persian Empire, General Miltiades, Pheidippides, Sparta, Temples, Gods, Goddess, Mount Olympus, Myths, Legends, Trojan War, Troy, Prince of Troy, King Menelaus, Agamemnon, Trojan Horse, jurors, laws, jury service, courts, chronology

### **Summer C**

#### **Topic: World War Two**

#### **Invasion, Empire, Monarchy, Change and evolution**

**Q: What was World War 2 all about?** *Significant people, places and events*, Thinking about the key events building up to the war and who was involved and why.

**Q: How were people affected during World War 2?** *Sources and evidence, historical interpretations, similarity and difference* Looking at the lives of different people e.g. women's work, rationing and evacuation

**Q: What can we learn from World War 2?** *Sources and evidence, historical interpretations, cause and consequence* Learning from the Holocaust and other significant wartime events about linking these to more recent times.

**Prior Knowledge to activate:**

Revisit: Empire, connecting to Benin Kingdom, Roman, Egyptian. Re activate understanding of invasion as a concept, drawing on prior learning from Romans, Vikings, Benin Kingdom. Make connections with Being Human focus if this has been covered (Walter Tull and Remembrance). Recall knowledge of Victorian Britain and Georgian Britain (Bromesberrow Place) to compare through jobs and way of life. Make connections with previous monarchs through this and place significant people on a timeline to build on chronology.

**School Objectives**

Y4/5/6 Children need to:

- Know when the war started (1 September 1939 – 2 September 1945)
- Know some of the countries and key individuals involved. (Britain, Germany, France, Poland, South Africa, Canada, Australia, New Zealand, Soviet Union, United States of America, China, Japan, Italy). (Neville Chamberlain, Adolf Hitler)
- Recall some details about key events (Hitler's troops invade Poland, The battle of France, The battle of Britain, The Blitz, The evacuation of Dunkirk, Pearl Harbour, D-Day, Hiroshima bomb, VE Day).
- Describe what evacuation and rationing were, explaining how they worked and how different people were affected.
- Describe some of the jobs women did during the war.
- Describe what the Holocaust was and who suffered as a result.

Y5/6 children need to:

- Describe some of the jobs women did during the war and explain how and why the changing role of women was significant to the war effort.

Y6 children need to:

- Evaluate and assess the reason, impact and significance of key wartime events.
- Explain the Holocaust in detail and make links and comparisons to issues today.
- Explain the use of propaganda and its purpose in the war.

**Vocabulary**

**Yr 4:** Invasion, Empire, Monarchy, Change, evolution, Outbreak, Neville Chamberlain, Adolf Hitler, Invade, Britain, Germany, Evacuation, rationing, Holocaust, bullied, concentration camps, Anne Frank, chronology.

**Yr 5::** Invasion, Empire, Monarchy, Change, evolution, Outbreak, Neville Chamberlain, Adolf Hitler, Invade, Britain, Germany, Evacuation, rationing, Holocaust, bullied, concentration camps, Anne Frank, chronology. Allies, Axis, United Nations, Battle of Britain, The Blitz, Active Service, Propaganda, economy, inequality, scapegoat, antisemitism, discrimination, executed, Dunkirk.

**Yr 6:** Invasion, Empire, Monarchy, Change, evolution, Outbreak, Neville Chamberlain, Adolf Hitler, Invade, Britain, Germany, Evacuation, rationing, Holocaust, bullied, concentration camps, Anne Frank, chronology. Allies, Axis, United Nations, Battle of Britain, The Blitz, Active Service, Propaganda, economy, inequality, scapegoat, antisemitism, discrimination, executed, Dunkirk, Lend Lease, Patriotic heroines, conscription, genocide,