



Abbey Primary School - Whole School History Unit Plan

Substantive Concepts: **Settlements** - **Powerful Figures** - **Invasion** - **Development**

At Key Stage 1 pupils will learn about:

- changes within living memory, including aspects of change in national life;
- 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.
- significant historical events, people and places in their own locality.

At Key Stage 2 pupils will learn about:

- changes in Britain from the Stone Age to the Iron Age;
 - the Roman Empire and its impact on Britain;
 - 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 local history study (coal mining - comparison of Victorian mining and mining in the 1980s)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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;
- Ancient Greece - a study of Greek life and achievements and their influence on the western world;
- 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.

The disciplines and procedures of History are secured by progressively planned teaching and application of the **second order concepts** of:

**Chronological
Understanding**

Significance

Evidence

**Similarity and
Difference**

**Continuity
and Change**

**Cause and
Consequence**

Interpretation

Substantive Concepts: Settlements - Powerful Figures - Invasion - Development

ELG Statements:

- Children talk about past and present events in their own lives and in the lives of family members.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Texts for Supporting the Development of Historical Concepts and Learning

Autumn	Spring	Summer
Once There Were Giants by Martin Waddell - Development and Chronological Understanding	The House That Once Was by Julie Fogliana & Lane Smith - Settlements - Development	Counting On Katherine by Helaine Becker - Development, Powerful Figures and Significance
Peepo by Janet & Allan Ahlberg - Chronological Understanding	The Castle the King Built by Rebecca Colby - Invasion, Powerful Figures, Development	The Very First Americans by Cara Ashrose - Settlement and Invasion
		Coming to England By Floella Benjamin - Settlement and Significance

Armistice Day: Where The Poppies Now Grow by H. Robinson (Armistice Day) - Cause and Consequence and Significance

Black History Month: Little People, Big Dreams Books: Martin Luther King and Rosa Parks - Development, Powerful Figures, Significance

Vocabulary Progression:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
yesterday today tomorrow old new days of the week months of the year	past present future before after change significant	event era earlier later artefacts time order timeline evidence monarch/y	historian chronological development compare/contrast influence BC/AD BCE - before the common era CE - common era civilisation pre-history source of evidence	invasion religion culture conflict primary source cause consequence effect monarchy legacy	hierarchy secondary source account preservation bias community ancient ancient world excavate archaeologist	allied / axis powers democracy dictatorship antisemitism persecution propaganda genocide ideology oppression prejudice

Age-Related Statements	Key Knowledge	Learning
<u>Understanding the World</u> <u>Past & Present</u> <u>25-30 months</u> Can identify significant people in their lives and talk about this in response to stimuli. Responds to photographs or digital media showing shared events/familiar people or places. <u>37-42 months</u> Is able to talk about events in personal history and present lives, using relevant vocabulary for example discussing experiences/interests. <u>49-54 months</u> Able to talk with increasing awareness about the similarities of themselves and other families, their role and routines. Beginning to develop an awareness of some of the differences between these. <u>55-60 months</u> Talks about similarities and differences between themselves and others and among families and communities. Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community. <u>61-66 months</u> Talk about the lives of the immediate people around them and their roles in the wider community. Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes. <u>67+ months</u>	<u>Autumn</u> • Know that the visual timetable shows events within the school day in time order. • Know an event that happened in their own life and can talk about it. • Begin to understand the meaning of Armistice. <u>Spring</u> • Begin to know that the past is an event which has already happened. • Begin to know that the present is now. • Begin to know that future has not happened yet. • Know the words yesterday, today and tomorrow and use them correctly. <u>Summer</u> • Know the days of the week in order. • Know that the days of the week always repeat in the same order. • Know the difference between weekdays and weekend. • Know the months of the year in order. • Know that the months of the year always repeat in the same order. • Know some different events in the school year and can talk about them. • Describe events in some detail. (<i>Communication & Language</i>)	Time and chronology -Describe an event in their own life -Understand and use the daily visual timetable -Understand that we can remember the past through specific events -Use the words yesterday, today and tomorrow correctly - Recite the days of the week and understand that these repeat in the same order -Understand the difference between weekdays and weekends -Recite the months of the year and understand that these repeat in the same order -Recall different events in the school year

Understand that lives were different in the past drawing on information shared from different sources. ELG Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. People, Culture & Communities 25-30 months Through self-initiated play experiences, using a range of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs or culture. 37-42 months Talks about and responds to events/experiences and interests in their lives, building on relevant vocabulary.	Autumn • Know that they used to be a baby. • Know that they will grow up to be an adult. • Know the sequence of baby, toddler, child, teenager, adult . • Begin to make sense of their own life-story and family's history. Spring • Know that things were different in the past. • Know whether something is old or new and give simple reasons for their opinion. • Know that there haven't always been cameras to capture pictures of the past Summer • Compare and contrast characters from stories, including from the past. • Develop a positive attitude about the differences between people. • Think about the perspectives of others. (PSED)	Chronological Understanding Similarity and Difference Cause and effect -Understand the sequence of baby, toddler, child, teenager, adult -Explain that things were different in the past -Identify whether something is old or new and give simple reasons -Begin to develop empathy for characters in the past and stories
Talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families. Natural World 49-54 months Looks closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences. 67+ months/Exceeding Profile	Autumn • Know what a museum is and talk about something you might see there. • Know whether a photo is old or new and give reasons for their opinion. • Comment on images of familiar situations in the past. Spring • Know that we can get information from people, books, technology and photographs.	Evidence -Understand that we don't always have photos of past events because cameras/phones weren't invented -Explain what a museum is and what you might find there -Identify whether a photo is old or new and give a reason why they think that -Understand that we can get information from people, books, technology and photographs -Develop a range of vocabulary from books and discussion.

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past	<u>Summer</u> - Use a wider range of vocabulary. <i>(Communication & Language)</i> - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. <i>(Communication & Language)</i>	
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Vocabulary Progression						
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Year 1

Inventors and Explorers

Who are significant figures in history?

What makes some people in history so significant?

Historical Enquiry Question	Knowledge	Learning Objectives	Year 1 Vocabulary
Why is Amelia Earhart a significant figure in history?	To identify key events from my life e.g. birth, first steps, starting school, moving house etc. To know that some people are remembered for the brave acts that they do. To know that some people are brave enough to do things that might cause them to be injured or killed. Amelia Earhart was the first woman to fly across the Atlantic. To know that Amelia Earhart's dream was to fly around the world. To know that Amelia Earhart disappeared during her flight around the world.	To create a timeline of my life so far To research key information and about Amelia Earhart	past present future before after change significant
Why are Amelia Earhart and the Wright Brothers	To know that the Wright Brothers (Wilbur and Orville Wright) and Amelia Earhart existed at around the same time	To research the Wright Brothers	

remembered as significant people?	The Wright brothers were inventors who pioneered in flight technology The Wright Brothers used methods of trial and error to improve They arose from a humble family, had no formal training in engineering, yet built the world's first working aeroplane in four years. The brothers overcame many things such as accidents, sickness, gales, swarms of mosquitoes and blistering heat before finally taking to the air in their flying machine.	To identify the characteristics of Amelia Earhart, the Wright Brothers and the contributions they made.	
What impact did Isambard Kingdom Brunel have upon Britain?	To know that Brunel lived at the same time as Amelia Earhart and the Wright Brothers. To know that Brunel was influenced by his father who was also an engineer To know that Brunel was an inventor and engineer who designed ground-breaking constructions such as bridges, railways and ships.	To research Isambard Kingdom Brunel To identify the achievements of Isambard Kingdom Brunel	
Who were significant women who achieved great things in medicine?	To know that Florence Nightingale is famous for helping soldiers during the Crimean War. To know that Mary Seacole was a nurse who travelled independently to help the soldiers in the Crimean War.	To research Florence Nightingale To research Mary Seacole Florence Nightingale BBC Bitesize	
How have Florence and Mary impacted medicine?	To know that Florence and Mary both helped soldiers in the Crimean War	To compare the lives of Florence and Mary.	

	To know that Florence improved the cleanliness and hygiene of hospitals to prevent the spread of diseases e.g. washings wounds, less overcrowding of patients, cleaning of rooms, feeding of wounded - generally improved care of the wounded in the war To know that Mary Seacole was turned down by the British Army (as a result of her skin colour) in her quest to assist in the Crimean War. To know that Mary Seacole's determination and resilience to help others led to her self-funding a British Hotel near to the frontline so that she could help the soldiers. Any profits were used to find the medicine for their care. To know that Mary Seacole's knowledge of medicines and cures helped the treatment of illnesses such as cholera, diarrhoea and fever.	To explain the impact Florence and Mary had on the future treatment of soldiers.	
What makes some historical figures so significant?	Final Outcome: To add details to photographs of significant people including what their achievements were and the personal qualities that helped these to happen.		
Toys and Games How have toys, games and pastimes changed over time?			
Historical enquiry question	Knowledge	Learning Objectives	Year 1 Vocabulary

What toys and games did my grandparents play with?	To know that our families include people of different ages, some are older and some are younger. To know that the toys we use today can be different to the toys our older relatives played with.	To create a questionnaire to ask grandparents /older relatives what toys they had as children. To research toys and games our older relatives played with as children.	past present future before after change significant
What toys and games were played with in the past?	To know that humans have always sought entertainment and recreational activities. To know that toys and games have changed over time To know that children now have multiple toys to play with, and in the past children would have had less.	To play with toys and games from the past. To use primary sources to explore toys and games from the past.	
What were toys and games like in the Victorian Era?	To know that Victorian children came from a range of backgrounds, and this determined the type of toys they played with. To know that over time the materials toys are from has changed. To know that toys in the Victorian era didn't need to meet safety regulations.	To find out what games children played with in the Victorian Era. To explore and play with Victorian toys and games.	
What were holidays like in the Victorian Era?	To know that holidays, in Victorian times, were considered a luxury that only rich people could afford. To know that people were expected to dress modestly on the beach in Victorian times. E.g. bathing suits To know that Victorian bathing machines were invented with the purpose of preserving modesty. To know whilst some things were different in Victorian times, some things are the same e.g. people enjoy time	To compare photographs of Victorian holidays to modern day holiday destinations To record the differences between holidays in Victorian time and the modern day.	

	at the seaside, ice cream, donkey rides, fairground rides (merry-go-rounds), games, Punch and Judy shows, piers		
How have toys, games and pastimes changed over time?	Final Outcome: To sort a variety of toys and pastimes into their correct eras: Victorian, times of our grandparents and modern day		

Year 2

The Great Fire of London

How did the Great Fire of London Spread?

How did the Great Fire of London change London?

Historical enquiry question	Knowledge	Learning Objectives	Year 2 Vocabulary
What was the Great Fire of London and when did it happen?	To know that The Great Fire of London started in Pudding Lane in 1666. To know that the fire started at Thomas Faryner's bakery when sparks ignited	To research the Great Fire of London and when it started. To identify where the Great Fire of London happened on existing timeline.	event era earlier later artefacts time order timeline evidence monarch
Why did the fire spread so quickly?	To know that fire was started in a bakery in Pudding Lane. To know that the medieval city of London was constructed of wooden buildings built closely together with straw roofs. To know that the summer of 1666 had been hot and dry. To know that the fire spread for four days - only stopped by the River Thames which acted as a natural barrier to prevent further spreading.	To examine a map of London in 17th century. To identify factors in the spread of the great fire.	
Who was Samuel Pepys and what did he know about the great fire?	To know that Samuel Pepys was a respectable figure in London,	To research Samuel Pepys to find out about his life To explore the diary of Samuel Pepys as a primary source of evidence	

	To know that he wrote his diaries over the course of 9 years. To know that the diaries of Samuel Pepys are a primary source of evidence. To know that historians have had to transcribe the shorthand version of Samuel's diaries so that we can read them today.		
How did the great fire change London for the better?	To know that positive changes occurred as a result of the fire e.g buildings with a more modern style of architecture found in other areas of Europe -bringing it more up to date. To know that lessons that were learnt e.g. building materials and construction methods that would make future fires less damaging. To know that Christopher Wren was a key figure in redesigning new London. To know that the great fire also put an end to the spread of the plague in London at that time.	To research ways in which London changed after the fire. To make comparisons between London before the fire and after the fire.	
How did the Great Fire of London Spread?	Final Outcome: To write an information text about the Great Fire of London with some key questions to support subheadings		
The Victorians What was school like in Victorian times?			

Historical enquiry question	Knowledge	Learning Objectives	Year 2 Vocabulary
When in history did the Victorians live?	To know that the Victorian Era is named after the ruling monarch of that era, Queen Victoria.	To research when the Victorian Era was in history. To identify the Victorian Era on a timeline of events in history.	event era earlier later artefacts time order timeline evidence monarch
How was Queen Victoria different to Queen Elizabeth?	To know that Queen Victoria was Queen for almost 64 years - the second longest reigning monarch. To know that Queen Elizabeth II was Queen for over 70 years.	To research facts about Queen Victoria. To compare Queen Victoria to Queen Elizabeth II using sources.	
What was Victorian life like for ordinary people?	To know that some Victorian children started work from as little as 5 years of age. To know that working conditions for adults and children were hard and dangerous with low pay and long hours. To know Victorian life was harsh and options for work included mining, chimney sweep and the workhouse.	To research the different jobs adults did in the Victorian Era. To research the different jobs children did in the Victorian Era.	
What was School like in the Victorian Era?	To know that only rich children attended school in the Victorian Era, and these were mostly boys. Boys and girls were separated at Victorian school. Victorian classrooms were often dark and windowless, compared to classrooms today.	To use primary sources to explore what it was like in Victorian schools. To explore whether all children went to school in the Victorian Era.	
Local History Study- Victorian Schools in Mansfield.	To know that some local schools were built during the Victorian Era (King Edward Primary School and Saint Edmunds Church of England School).	Final Outcome:	

What local schools were built during the Victorian Era?		Two week research project Lesson 9-10 To use primary sources (photographs) to explore what Victorian schools looked like.	
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Year 3			
Prehistoric Britain			
How did the use of tools and materials impact on human settlements?			
Historical enquiry question	Knowledge	Learning Objectives	Year 3 Vocabulary
What did Stone Age Britain look like?	To know that evidence for this period of time comes from archeological excavations, cave drawings and prehistoric sites To know that the Paleolithic era was the 'early stone age' To know that the Mesolithic era is known as the 'middle stone age' To know that the Neolithic era was the 'new stone age' To know that humans living in the Palaeolithic era were hunter gatherers - nomadic	To research what life in Stone Age Britain was like. To place the eras within the Stone Age on a timeline.	historian chronological development compare/contrast influence BC/AD BCE - before the common era CE - common era civilisation pre-history legacy source of evidence
How did people live in Mesolithic Britain?	To know that the Mesolithic era is known as the 'middle stone age' To know that humans living in the Mesolithic era began to settle for short periods of time and build homes using natural materials (see sources for a Mesolithic house reconstruction photograph) To know that people who lived in this area used stone for tools, weapons and to build homes.	To examine a range of evidence discovered by archaeologists from the Mesolithic era (the middle Stone Age) To label a Mesolithic settlement.	

What changes were there in Neolithic Britain?	To know that the Neolithic era was the 'new stone age' To know that Stone henge was built over hundreds of years and took incredible manpower. To know that Stonehenge was built at the same time as the Egyptian pyramids To know that historians believe that Stonehenge was a monument that used the sun to measure time - they believe that Stonehenge may have been a 'calendar', linked to the study of the stars. To know that Skara Brae is a primary source of evidence of a pre-historic settlement. To know that Neolithic settlements were permanent dwellings made from stone and Skara Brae evidences that people at this time had settled into communities and were farming the land.	To research Stonehenge as an ancient monument built in the Neolithic Era To research Skara Brae to find out how settlements had developed by the Neolithic Era	
What does the archaeological evidence tell us about Bronze Age Britain?	To know that in Bronze Age Britain, humans had begin to smelt iron ore from rocks to create metal. To know that metal was used to make tools and personal belongings such as jewellery. To recognise that the use of pottery indicated more permanent settlement. To know that humans had begun to enclose areas of land to keep cattle.	To use a range of artefacts to interpret facts about Bronze age Britain	
How did human settlements change throughout prehistory?	Final Outcome: To produce a fold-out pamphlet to show how settlements developed throughout pre-history		

Roman Britain What impact did the Roman invasion have on Britain?			
Historical enquiry question	Knowledge	Learning Objectives	Year 3 Vocabulary
Who were the Romans?	To know that the Roman Empire was an ancient civilisation To know that the Roman civilisation existed before the common era (BC) and continued into the common era (AD) To know that the Roman civilisation existed during the iron age	To research who the Romans were and where they lived To create a timeline to show where the Romans came in history	historian chronological development compare/contrast influence BC/AD BCE - before the common era CE - common era civilisation pre-history legacy source of evidence
How did the Romans live in Rome?	To know that Roman towns were built with roads, were vastly populated and included buildings for performance and entertainment (e.g. the Colosseum and the Forum) To know that wealthy Romans lived in a domus and poorer Romans lived in an insulae - to be able to list some differences	To research what Roman towns looked like To explain the differences between the housing of wealthy Romans and poor Romans	
How did the Romans' skills enable them to expand their empire?	To know that the Roman Empire stretched over 1/3 of the world - predominantly but not exclusively Europe To know that the Roman Empire spread as far as North Africa To be able to name some of the European countries invaded e.g., Spain, France (Gaul)	To explore and map the growth of the Roman Empire to its height in 117CE To explain how roads aided the expansion of the Roman Empire	

	To know that the success of the Romans could partly be attributed to the roads they built due to being able to transport their legions, animals and weapons more easily and directly because they were built in straight lines.		
What impact did the Roman invasion have upon Britain?	To know that the Romans invaded Britain when it was divided into separate Celtic tribes To know that the Romans built roads, aqueducts and sanitation systems into Britain. These developments are part of the Roman legacy in Britain.	To describe British settlements at the time of the Roman invasion. To identify ways in which the Romans changed Britain.	
How effective was Boudicca's revolt against the Roman invasion?	To know that Boudicca was Queen of the Iceni tribe, a Celtic Tribe in East Anglia. To know that Boudicca revolted against the Romans as an act of rebellion against their authority over Celtic Tribes. To know that Boudicca travelled to Colchester, attacking villages and killing many people along the way.	To research who Boudicca was and where she came from. To explain what happened after Boudicca's revolt.	
What impact did the Roman invasion have on Britain?	Final Outcome: To create an information page to detail the legacy of the Romans in Britain.		

Year 4

Early Medieval Britain

What impact did the Viking invasion have on Anglo-Saxon Britain?
How did the Viking era come to an end?

Historical enquiry question	Knowledge	Learning Objectives	Year 4 Vocabulary
Where did the Vikings come from?	To know that Vikings came from Sweden, Norway and Denmark (Scandinavia) and invaded Britain around 793CE/AD, with significant raids at Lindisfarne, Northumbria. To know key facts about the Viking invasion-they were excellent sea navigators and travelled in longboats, they had pagan beliefs, were efficient warriors-including women- and used runes as a written form of communication.	To research key facts about when and where the Vikings came from. To create a timeline showing key events, including when the Viking Era began in Britain.	invasion religion culture conflict primary source cause consequence effect monarchy
What do Viking raids reveal about their religious beliefs?	To know that at the time the Vikings raided, Britain was a Christian nation, divided into 7 kingdoms, each with its own ruler. To know that the Vikings believed in many Gods, and Anglo Saxons believed in one God.	To explore the Viking raid at Lindisfarne in 793CE. To compare the religious beliefs of Anglo-Saxons (Christians) and Vikings (pagans).	
What does the archaeological evidence (found at Sutton Hoo and in the Staffordshire Hoard) tell us about Anglo-Saxon Britain?	To know that Britain was divided into 7 kingdoms ruled by kings at the time of the Viking invasion. To know that King Redwald was possibly buried at Sutton Hoo.	To describe the burial at Sutton Hoo To use primary sources to understand the significance of the burial at Sutton Hoo	

	To know that the discovery of Sutton Hoo (and the associated artefacts) have led to a revolution in historians' use of the term 'Dark Ages' The Staffordshire Hoard (discovered in 2009) revealed the intricate workmanship carried out by Anglo-Saxon Britons		
What did Anglo-Saxon and Viking Britain look like?	To know that the Vikings eventually integrated into Anglo-Saxon Britain and settled in villages To know that the Vikings blended their Pagan beliefs with Christian beliefs To know that King Alfred the Great was a significant figure in unifying the Viking and Anglo-Saxon civilisations following many years of conflict.	To explore the Viking impact by examining British place names. To research King Alfred the Great	
What happened after the Viking invasion?	To know that the Bayeux tapestry is a valuable source of evidence in telling the story of the Norman Conquest of 1066 To know that an invasion by the Normans led to further unification of the Vikings and Anglo-Saxons in a bid to protect British territory To know that the Normans succeeded in conquering Britain - led by William the Conqueror	To analyse the Bayeux tapestry to understand the Norman Conquest	
What changes did the Viking invasion have on Anglo-Saxon Britain?	Final Outcome: To create a storyboard in the style of the Bayeux tapestry that depicts key events of the Viking Era		

The Tudors

Who were the Tudors and what did they do??

Historical enquiry question	Knowledge	Learning Objectives	Year 4 Vocabulary
What did Tudor dynasty in Britain look like?	To know that the Tudors were a royal family who ruled Britain from 1485-1603. To know that Henry VII was succeeded by his son Henry VIII. Henry VIII was succeeded by 3 of his children, Edward VI, Mary I and Elizabeth I	To create a timeline showing key events of the Tudor Era. To create a family tree of the Tudor dynasty.	invasion religion culture conflict primary source cause consequence effect monarchy
The King in the car park: How did the Battle of Bosworth lead to Henry VII becoming King?	To know that Henry VII became king of England after defeating King Richard III at the Battle of Bosworth in 1485. To know that the skeleton of Richard III was discovered in 2012. This discovery proved that Richard III had lived with scoliosis and his body had evidence of mutilation and humiliation marks.	To explain what happened at the Battle of Bosworth in 1485. To explore archaeological evidence of the burial of Richard III.	
Why did Henry VIII marry 6 times?	To know that Henry VIII married 6 times in his lifetime. To know that Henry VIII married 6 times in pursuit of a son as an heir. To know that Henry VIII had 3 children by his wives and each one of them became a ruling monarch of England.	To research key information about Henry VIII. To explain why Henry VIII had six wives.	

	To know that Henry VIII broke with the church in Rome and became Head of the English Church in order to marry Anne Boleyn.		
Why did Henry VIII create The Reformation?	To know that Henry the VIII initiated the religious split with Rome, called the Reformation so that he could divorce and remarry. To know that the Reformation was a direct result of the pope's refusal to allow him to divorce Catherine of Aragon. To know that when Henry VIII initiated the Reformation, he became supreme head of the Church of England.	To describe what The Reformation was. To explain the effect of the Reformation on the monks at Rufford Abbey? (Rufford Abbey - dissolved in 1537)	
How much authority did Queen Elizabeth I have?	To know that Queen Elizabeth I was the daughter of Henry VIII and Anne Boleyn (Henry's 2nd wife). To know that Elizabeth entitled herself supreme governor of the Church of England. To know that Elizabeth I successfully defeated the Spanish Armada in 1588	To research the Spanish Armada To interpret Elizabeth's authority throughout her reign using primary sources	
What were the key events in the Tudor era?	Final Outcome: L.O. To create a timeline to record key events in the Tudor era including how the Tudor dynasty ended.		

Year 5

Our Mining Heritage

How did the Victorian mining industry compare to the 1980s?

Historical enquiry question	Knowledge	Learning Objectives	Year 5 Vocabulary
What did mining look like in Victorian England?	Know that Mansfield has historical connections to mining (Pleasley and Clipstone). Know facts about 19th century mining (including pit ponies and childhood labour). Know that the following primary evidence can be used to find out about mining history (Davey Lamps, photographs, written reports and newspapers, former miners' accounts, pickaxes etc.). Know where the Victorian Era is placed on a chronological timeline.	To research and explore Victorian mining. To create a timeline to show the developments within mining to include the Victorian Era	hierarchy secondary source account preservation bias community ancient ancient world excavate archaeologist
What was it like for the children working in Victorian mines?	To know that Davey Lamps, photographs, written reports, newspapers, former miners' accounts, pick-axes etc. are primary sources of evidence.	To analyse a range of primary sources to construct an understanding of what life was like for children working in the mines. To analyse a range of primary sources (photographs from the time)	
How significant was Lord Shaftesbury in the liberation of child labourers?	To know that Lord Shaftesbury was a influential, authoritative figure (and philanthropist) who worked to improve the lives of Victorian children resulting in the 1842 Royal Commission on Child Labour	To research Lord Shaftesbury, and his work that resulted in the 1842 Royal Commission on child labour. To discuss the impact of the 1842 Royal Commission on child labour	

	To know that although the commission was successful, its level of impact was varied and took time.		
Were ponies always used in mines?	To know that pit ponies were used for a range of purposes in mines from Victorian times until the 1980s. To know that pit ponies were kept down the mines and were subject to harsh conditions.	To find out how and when pit ponies were used using primary sources? To debate whether pit ponies should have been used in mines	
How had mining developed by the 1980s?	To know that machinery somewhat replaced the use of ponies and workers down the mine. To know that child labour was abolished and that only adults worked down mines. To know that although safety measures improved, mining remained a dangerous job.	To research the local collieries e.g. Bilsthorpe, Pleasley and Clipstone To analyse a range of primary sources to understand mining in the 1980s	
How did mining evolve from Victorian times to the 1980s?	Final Outcome: L.O. To create a timeline to include significant events throughout British Mining History		

The Ancient World

How have archaeologists contributed to our understanding of the Ancient World?

What do sacred monuments reveal about the beliefs of the Ancient World?

Historical enquiry question	Knowledge	Learning Objectives	Year 5 Vocabulary
Who were the Egyptians?	To know key facts about Egyptian life - daily life (including use of the Nile), mummification (and the afterlife), construction of the pyramids as burial chambers and the Valley of the Kings.	To research key facts about the Ancient Egyptians To create a timeline to include the Ancient Egyptian era	hierarchy secondary source account preservation

What did Howard Carter's discovery of Tutankhamun's tomb reveal?	To know that the primary evidence from Ancient Egypt has been excavated by archaeologists (tombs, relics, hieroglyphics, papyrus and sarcophagi) To know that the discovery of the Rosetta stone led to the transcription of Egyptian hieroglyphs and Ancient Greek language. To know that discoveries made by Howard Carter (later in 1922) were better understood as a result of the above.	To explore the archaeological evidence discovered by Howard Carter in 1922 To categorise artefacts discovered by archaeologists (including the Rosetta Stone)	bias community ancient ancient world excavate archaeologist
What did the Egyptians believe?	To know the name of some prominent Egyptian Gods and their significance. To know about the process of mummification as a religious ritual and why pharaohs were preserved for the afterlife (weighing of the heart ceremony, embalming fluids, bandages, canopic jars, sarcophagus).	To analyse Egyptian hieroglyphs depicting mummification To research Egyptian Gods (including Ra, Anubis and Bastet).	
Why were pyramids so important?	To know key facts about the Egyptian pyramids and that they evolved in design over time. To know that the Ancient Maya and Greek civilisations also built sacred temples - in celebration of their gods. (El Castillo at Chichen Itza - Mexico and Temple of Olympian Zeus - Greece)	To explore the development of Egyptian pyramids. To research other sacred temples/monuments in the Ancient World?	
Who else lived in the Ancient World	To know that the Mayan civilisation built impressive temples in honour of their Gods at the same time as the Egyptians - these showed significant similarity in their design and purpose The Ancient Greek civilisation	To explore the Mayan Civilization (with a particular focus on the Mayan temples - compare to the Egyptian pyramids) To analyse a range of primary sources to understand the Ancient Greek Olympic Games	

What do ancient temples reveal about the practices and beliefs of the Ancient World?	Final Outcome: L.O. To create an information sheet about the sacred temples of Ancient Civilisations	
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Year 6

World War II

What was the catalyst for World War II?
How did the events of World War II change the world?

Historical enquiry question	Knowledge	Learning Objectives	Year 6 Vocabulary
Did the Treaty of Versailles mean World War 2 was inevitable?	Know that the Treaty of Versailles ended WWI with heavy penalties against Germany, including a loss of land and overseas territories, financial reparations, and disarmament. The United Nations, including Britain, agreed on the terms of the Treaty.	To explore the Treaty of Versailles, 1919. To create a timeline of events including World War I and the Treaty of Versailles.	allied / axis powers democracy dictatorship antisemitism persecution propaganda genocide ideology oppression prejudice
Would World War II have happened without Hitler?	Know that World War II began in response to Hitler's invasion of Poland, and Britain was joined by their allies against Germany. Know that Hitler was a tyrant, and dictator who promoted genocide in order to create a pure Arian race (euthanasia of the mentally ill, disabled, elderly, Jewish and Romany populace). Know that Hitler's political party was the Nazi Party, who were of the Far-Right persuasion,	Debate: Was the Treaty of Versailles reasonable punishment for Germany's involvement in World War I? To create a profile of Adolph Hitler's rise to becoming Chancellor of Germany in 1933. To explore the rise of the Nazi Party and German Nationhood. To research the Invasion of Poland.	

	Know that Hitler oversaw Eugenics as a scientific step forward.		
Is the Diary of Anne Frank the only surviving memoir written by a child?	Know that children were evacuated out of cities, within Britain, for their own safety. Know that Jewish children were also persecuted (Star of David, not allowed to attend school or enter shops, not allowed to be friends with non-Jews). (Link to the National Holocaust visit.) Know that a primary source, like the Diary of Anne Frank, can be used to illustrate the life of a Jewish child being persecuted under the Nazi regime.	To describe life as a child in pre-war Britain. To describe life as a Jewish child in War time Europe To analyse the Diary of Anne Frank: what does the diary reveal about attitudes towards the Jewish population? Debate: What questions might historians raise over the reliability of Anne Frank's diary as a source of evidence?	
Prejudice and persecution against the Jewish population Do we have a duty to help those in crisis?	Know that the emergence of the concentration camps was aimed at genocide of the Jews on an unprecedented scale.	To research Kristallnacht: The night of Broken Glass. To explore the Jewish Ghettos. To describe life of a Jewish family.	
What role did women play in the War?	Know that the war created a shortage of food, which was limited in the form of rations. Know how propaganda as a source of evidence can be biased.	To research the impact of the war in Britain. To analyse what life was like for women during the war. To explore what jobs women did during the war. To discuss the importance of women during the war.	

How did the War change the World?	Know that the outcome of World War II was the formation of the EU (so that disagreements between nations were addressed around a table rather than on a battlefield).	To summarise the long-term impact of World War 2. To create a timeline of events.	
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