

Rowdown Medium Term Overview for History 2024-2025

Reception & EYFS

"Exploring the Past Through Play"

· "All About Me and My Family"

Key Focus: Personal history and family connections.

- Explore how children have grown and changed from babies to now.
- Talk about family members and their roles in daily life.
- Use family photos to discuss changes over time.

"Past and Present in Everyday Life"

Key Focus: Understanding past and present through familiar objects.

- Compare and contrast old and new gadgets (e.g., telephones, cameras).
- Explore traditional toys and games, discussing how they've changed over time.
- Use stories and nursery rhymes to explore life in the past.

· "Traditions and Celebrations"

Key Focus: How cultural traditions connect us to the past.

- Discuss and celebrate cultural holidays or events with historical roots.
- Reflect on changes over time through food, clothing, and stories.
- Create simple timelines

Cross-Curricular Links:

- Communication & Language: Storytelling, vocabulary development.
- Expressive Arts & Design: Role play, crafts, and song performances.
- Understanding the World: Exploring family, community, and technology.

Year 1

Autumn - Changes within living memory - Homes

Unit Outcome: What is the impact of technology related to changes in roles at home?

Spring – Changes within living memory - Toys
Unit Outcome: How have the toys changed overtime?

Summer – Famous for more than five minutes – Grace Darling and Ellen MacArthur

Unit Outcome: How did Grace Darling and Ellen MacArthur change how people viewed women?

Curriculum Content

LO: How was everyday life different in the 1950's?

Knowledge:

- How school was different to our school today
- Daily routines in the 1950's
- Family homes in the 50's
- Including items in the home and roles of family members.

LO: What do we know about toys today?

Knowledge:

- Using pictures, clips or their own toys children to discuss why they have toys
- The materials that their toys are made of
- How are they used/played
- If their parents played with similar toys

LO: What was Grace Darling's every day like?

Knowledge:

- Who Grace Darling was
- What the lighthouse used for
- What Grace Darling and her family had to do to keep the lighthouse working

<https://rnli.org/youth-education/education-resources/lower-primary/topic-pack>

LO: What are the different stages of Washday in the past?

Knowledge:

- The different process involved in washing clothes in the past
- What tools were used to wash clothes
- How has washing clothes changed

LO: How to recognise old and new toys

Knowledge:

- Understand the meaning of old and new
- Sort toys (their own and those of parents and grandparents) into old and new, and create a time line.
- the ways children played with the old toys
- The similarities and differences between old and new toys

LO: What did Grace Darling do to make her famous?

Knowledge:

- What Grace Darling learned from her father
- Why Grace Darling rescued people from the shipwreck
- Retell the events of the rescue using a story map

LO: How was transport different for our grandparents?

LO: How have the materials from which toys are made have changed over time?

LO: How did Grace Darling become famous?

<p>Knowledge:</p> <ul style="list-style-type: none"> - What the main methods of transport were -Developments in transport during this era such as the first Mini Cooper, first section of motorway and first jet aeroplane to carry passengers. 	<p>Knowledge:</p> <ul style="list-style-type: none"> -Recognise and identify a range of everyday materials, describing their properties. -identify patterns between age of toy and material (plastic/softer materials for modern and more metal/wood for older) -Explore and make decisions about the fitness for purpose of various materials used to make toys 	<p>Knowledge:</p> <ul style="list-style-type: none"> -How people knew about what Grace Darling did - What the girls of Grace Darling's age were expected to do -How Grace Darling's time was different for girls than the present time -How Grace Darling changed people's opinions
<p>LO: What was invented in the 1950's?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Important items invented within this era - First computer, hula hoop, pocket radio, video tape recorders, microwaves 	<p>LO: How have the toys changed over time?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -sort toys (their own and those of parents and grandparents) into old and new -create a timeline of toys 	<p>LO: Who is Ellen MacArthur?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What Ellen MacArthur was like as a child -What era Ellen MacArthur was born -What made Ellen MacArthur become a sailor <p>PSHE KS2 / KS3: Becoming a record-breaking yachtswoman - BBC Teach</p> <p>Ellen MacArthur Facts for Kids (kiddle.co)</p>
<p>LO: How were the kitchens different in the Victorian era?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -how was the food prepared in a Victorian kitchen -washing up, fetching water, plumbing, storing food -What has changed in our kitchens over the years? 	<p>LO: What are the features of different toys?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Explore and make decisions about the fitness for purpose of various materials used to make toys. -Identify who the toys were aimed for and their purpose; educational, fun, exercise, explore - Label old and new toys for different purposes 	<p>LO: What is Ellen MacArthur famous for?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What solo sailing is - What challenges Ellen MacArthur faced -What inspired her to Solo Circumnavigate around the globe -Why Ellen MacArthur's achievement is significant
<p>LO: How have the homes changed over the years?</p> <p>Knowledge:</p>	<p>LO: How to design and make a traditional toy</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What age group the toy is for -what materials needed 	<p>LO: What can we learn from Grace Darling and Ellen MacArthur?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Understand why Grace Darling became famous

-Timeline of homes, what were the old homes like - How are our homes different from the homes in the past? -Our roles at home – who does what? How have the roles at home changed?	-The purpose of the toy -How children play with it	-Explain the challenges Ellen MacArthur had to overcome -Identify the similarities and differences
Vocabulary		
Decade, Era, Past, Present, Compare, Washday, Artefacts, Mangle, Dolly-stick Contrast, Significant, Change, Invention, transport, Domestic life	Old, Past, Present, Era, New, Materials, Wooden, Plastic, Past, Traditional, Timeline, Compare, Purpose	Lighthouse, Rescue, Victorian Era, Famous, Solo Sailing, Solo Circumnavigation, Navigate, Shipwreck, Media,
Coverage of National Curriculum		
Changes within living memory with aspects of change in national life	Changes within living memory with aspects of change in national life	The lives of significant individuals in the past who have contributed to national and international achievements
Coherence (links to other subjects, core knowledge needed for the unit)		
Prior Learning – Subject Links – PSHE, Science, English, Music, British Values	Prior Learning – Subject Links – Science, DT	Prior Learning – Subject Links – PSHE, Geography, British Values
Year 2		
Autumn: The Great Fire of London Unit Outcome: ‘Although the Great Fire was a catastrophe, it did cleanse the city’ to what degree do you agree with this statement	Spring: – Famous for more than five minutes; Florence Nightingale and Mary Seacole Unit Outcome: What impact did Florence Nightingale and Mary Seacole have on nursing?	Summer: Magnificent Monarchs Unit Outcome: Why is the Victorian era so significant in British history?
Curriculum Content		
LO: How do we know about the Great Fire of London?	LO: Who was Florence Nightingale? Knowledge:	LO: Why is it called the Victorian era? Knowledge:

<p>Knowledge:</p> <ul style="list-style-type: none"> -Understand what the primary and secondary sources are -What the primary sources are for the Great Fire of London -What the secondary sources are for the Great Fire of London 	<ul style="list-style-type: none"> -She lived in the Victorian era -She came from a wealthy Victorian family -What the expectations were of her in Victorian times -What Florence Nightingale's ambitions were 	<ul style="list-style-type: none"> -Who the Queen Victoria was -How she became the queen -How old she was when she were crown -What the significant events were in her life
<p>LO: What is the modern approach to the risk of fire, compared with 350 years ago?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What a fire drill is for and how we respond to the risk of fire today -What people did 350 years ago to fight against the risk of fire -How tackling with fire has changed overtime 	<p>LO: Why did Florence Nightingale go to Scutari and what she thought about the conditions there?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Why did she travel to Scutari Hospital -What the conditions were at the hospital -What the nurses did at the hospital 	<p>LO: Why was the British Empire so powerful during the Victorian era?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What the word empire means -What countries were part of the empire -If they all wanted to be part of the empire -How the empire was controlled and ruled
<p>LO: Why did the Great Fire happen?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Who/What started the fire -Why people didn't call the fire brigade -Why the Lord Mayor was not concerned about the fire 	<p>LO: To find out about improvements Florence made at Scutari.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What difficulties she had to endure -What she changed at the hospital -How these changes helped the patients at the hospital -What the hospital was like before and after her arrival 	<p>LO: What was the industrial revolution and how did it change Britain?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -How the steam, steel used and the number of factories were established -How the population moved from the countryside to the towns -How the new technology changed the way of life for poor and rich
<p>LO: What Happened during the Great Fire of London?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Who Samuel Pepys was -Why he is significant -Who Charles II was 	<p>LO: Who was Mary Seacole?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -When and where she was born -What her mother taught her -Why she travelled to England 	<p>LO: What changes took place for poor children during the Victorian era?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Life was very different for a poor and a rich Victorian child? -How a poor child had to work from a very young age -What kinds of they were expected to do

-What people did during the fire	-Why she was turned down to join Florence Nightingale as a nurse	-What a workhouse is -What kinds of things a child in a rich house was able to do
LO: Who was responsible for the Great Fire of London? Knowledge: -What the conditions of the buildings were like -How the use of firefighting and equipment were poor -How the Lord Mayor's delay caused the fire to spread	LO: To think about how soldiers were treated by Mary Seacole and how they are treated today. Knowledge: -Why and where Mary Seacole built a hotel -Who William Howard is -What the soldiers thought about Mary Seacole -What happened to Mary Seacole after the war	LO: How did Queen Victoria and Prince Albert promote invention? Knowledge: -What invention is and why is important -How people felt about the inventions in the Victorian era -What Queen Victoria did to encourage new inventions -What inventions still exists today
LO: What impact did the Great Fire of London Have? Knowledge: -How the fire destroyed many parts of London -Who Christopher Wren was -Events that happened after the fire -How the rebuilding of the city helped to shape modern London	LO: How did Florence Nightingale and Mary Seacole change nursing? Knowledge: -What the health conditions were like during the Crimean War -How Florence Nightingale and Mary Seacole improved the care of the wounded soldiers during the war -What today's nursing owe Florence Nightingale and Mary Seacole	LO: What did British people think of Queen Victoria? Knowledge: -Her marriage to Prince Albert -Their children and family life -What she did after the death of Prince Albert -What British people think of her after her death
Vocabulary		
Primary Source, Secondary Source, Lord Mayor, Timber, River Thames, Rebuild, Demolish, Destroyed, Spread Thatched Roof, Baker, Bakery, Pudding Lane	Nursing, Conditions, Victorian Era, Nursing, Crimean War, Prejudice, Reject, Establish, Patience , Lantern	Reform, British Empire, Population, Parliament, Industrial Revolution, Reform, Workhouse, Victorians, Coronation, Rich, Poor, Wealthy
Coverage of National Curriculum		

-Significant historical events, people and places in their own locality.	-The lives of significant individuals in the past who have contributed to national and international achievements	-The lives of significant individuals in the past who have contributed to national and international achievements
Coherence (links to other subjects, core knowledge needed for the unit)		
Prior Learning – Y1 Autumn - Homes Subject Links – Science, Geography, RE	Prior Learning – Y1Autumn - Homes Subject Links – Science, Geography, PSHE	Prior Learning –Y1 Autumn – Homes, Y2 Spring – Florence Nightingale and Mary Seacole Subject Links – Geography, Science, PSHE
Year 3		
Spring- Prehistoric Britain Unit Outcome: How was the prehistoric period different to life today?	Spring – Ancient Greece Unit Outcome: How did the Ancient Greeks leave their mark on the world?	Summer –Roman Britain Unit Outcome: “The Romans changed the world forever.” How far do you agree with this statement?
Curriculum Content		
LO: To ask historically valid questions about the Stone Age? Knowledge: -How do we know about the Stone Age? -Where did the Stone Age people live? -what did they eat? -What evidence do we have and how it can help us understand prehistoric period	LO: How do we know about Ancient Greece? Knowledge: - What is a civilization - What can we learn from the artefacts	LO: Who were the first Romans and how were they ruled? Knowledge: - How Rome began - How Rome became a Republic
LO: To put historical events in chronological order. Knowledge: - When the prehistoric period was -Understand the dinosaurs and humans did not exist in the same time period -Who studies this period of history -What was life like for the first humans -What the prehistoric Britain was like	LO: How was Greece organised? Knowledge: -Where Ancient Greece was -The different city states that existed in Ancient Greece -How the different states were governed and ruled	LO: Why was the Roman army so powerful? Knowledge: -Who could join the Roman army - What tools and equipment they used - How was the Roman organised - What did the Roman soldier wear/carry -What types of weapons they used

-What the important events are in the Stone Age -sequence events in chronological order		
LO: To know the 3 different periods of the Stone Age? Knowledge: -The three periods of the Stone Age: Palaeolithic, Mesolithic and Neolithic -What the characteristics of these periods are -Why the Stone Age divided into these periods -What the historical evidence of these periods are	LO: What was life like in Ancient Greece? Knowledge: -Daily life in Athens and Sparta. -Roles of men, women, and children in different city-states. -The importance of education, military training, and trade.	LO: What was the Romanisation of Britain? Knowledge: - Roman towns, cities and buildings -Roman roads -Government and taxes -Roman plumbing and sewage - Roman coins - What mining did the Romans do in Britain
LO: What type of clothes did the Stone Age people wear? Knowledge: -What materials were available -How the Stone Age clothes changed in each period -What different types of clothes they wore	LO: What did the Greeks believe? Knowledge: -The major Greek Gods -How Athens got its name -What Greeks believed happen when people died	LO: What types of buildings did the Romans leave behind? Knowledge: -What different purposes the building had -What a villa is and its features -What mosaics are -Why the colosseums were used for -What the Roman baths were used for -Why the amphitheatres were used for
LO: What was invented in the Stone Age? Knowledge: -What an invention is -What was invented in which period -How the inventions changed through each period and why	LO: What is the significance of the Peloponnesian Wars? Knowledge: - The difference between Athens and Sparta -The Spartans elite army -How Athens tried to defend itself	LO: Why did Boudicca lead a revolt against the Romans? Knowledge: -How Boudicca defeated the Romans in several battles -Boudicca a true legend or a fiction -What reliable evidence we have that she existed -Why Boudicca important in British history

-The Stone Age inventions that are still used today	-What happened as a result of the Peloponnesian Wars?	
LO: What was life like in the Stone age? Knowledge: -How life is different now to in the Stone Age -How humans hunted in the stone age -What life was like in a Stone Age settlement -What a stone age child's day was like	LO: What were the achievements of the Ancient Greeks? Knowledge: - Key contributions: architecture (e.g., Parthenon), philosophy, theatre, and the Olympics. -The lasting impact on the modern world.	LO: How did the Roman Empire fall? Knowledge: -The collapse of the Roman Empire -How the empire has become too big to support itself -What changes occurred in Europe after the fall of the Roman Empire
Vocabulary		
Period, Existed, Archaeologists, Excavate, Palaeontologists, Settlement, Hunter, Homo sapiens, The Ice Age, Palaeolithic Era, Mesolithic Era, Neolithic Era, Neanderthals, Gatherer, Evolved, Invention	Hellas/Hellenes, Polis, BCE, Golden Age, Pythagoras, Socrates, Plato, Aristotle, Alexander the Great, Agora	Amphitheatre, Aqueduct, Barbarian, Centurion, Citizen, Republic, Client King, Culture, Dictator, Emperor, Empire, Government, Impact, Latin, Legion, Paganism, Rebellion, Taxes, Toga, Villa, Mosaics
Coverage of National Curriculum		
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	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	-The Roman Empire and its impact on Britain -The significant historical events, people and places in their own locality. -Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Coherence (links to other subjects, core knowledge needed for the unit)		
Prior Learning – Subject Links – Science Geography	Prior Learning – Y3 History Autumn – Prehistory Subject Links – Geography, PSHE	Prior Learning – Y3 History Spring Prehistoric Britain – end of the iron age related to the Roman Invasion Subject Links – PSHE, Geography, RE

Year 4

Autumn - Anglo-Saxons and Scots
Unit Outcome: How did the Anglo Saxons and Scots change life in Britain?

Spring – Vikings
Unit Outcome: How did the Vikings change Britain?

Summer – Mediaeval Britain and 1066
Unit Outcome: Who was the greatest mediaeval monarch?

Curriculum Content

LO: How do we know about the Anglo Saxons and Scots?

Knowledge:

Children examine a range of replicas of Anglo Saxon Artefacts.

What are they made of?

What might they be used for?

What do they tell us about Anglo Saxon life?

LO: Why did the Vikings raid and invade Britain?

Knowledge:

-Where the Vikings came from

-What life was like in the Viking homelands

-What Britain had to offer to invaders

-How the Vikings settled in Britain

LO: In 1066 who was the rightful heir to the throne

Knowledge:

-learn about the aftermath of the death of Edward the Confessor

-find out who were the claimants to the throne

-reasons why each of the claimants should be the next king

LO: Who invaded Britain after the Romans left?

Knowledge:

-The Scots invasion from Ireland

-The Picts invasions from the north

-The Angles, Saxons and Jutes

LO: Why were the Viking longships so important?

Knowledge:

-What were the longships used for?

How were they built and what materials were used?

-What made it so sturdy and powerful?

-What was life at sea like for the crew?

-What did they eat?

-Where did they sleep?

-How did they navigate?

LO: In 1066, who was the rightful heir to the throne?

Knowledge:

- The events leading up to and during the Battle of Hastings

-Why William's army overpowered the Saxons

- The different claims to the throne

LO: What was life like for the Anglo-Saxons?

Knowledge:

- What Anglo-Saxons ate

LO: Why have the Vikings gained such a bad reputation?

Knowledge:

LO: Understand the importance of the Bayeux tapestry

Knowledge:

-What the tapestry is and how and why it was made

<ul style="list-style-type: none"> -What Anglo-Saxon villages looked like -The jobs Anglo-Saxons did -How Anglo-Saxon society was organised 	<ul style="list-style-type: none"> -What primary and secondary sources we have about the Vikings -What the monks say about the Vikings and How reliable these sources are -What the Saxon and Viking accounts of the same events -How to analyse the historical evidence to really understand what the Vikings were like 	<ul style="list-style-type: none"> -The significant scenes -How we can learn about the mediaeval period from the tapestry
<p>LO: What did the Anglo-Saxons believe?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -The pagan beliefs of the Anglo-Saxons -The importance of Norse mythology -How Augustine reintroduced Christianity to England 	<p>LO: What do we know about Viking law?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What similarities and differences are there between British law and Viking Law? -Who were the Thing and what was their role? -How were punishments decided? -What happened to people that were outlawed? 	<p>LO: What were Norman castles like?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Why and how were they built' -What features would you expect to see'? - How did they evolve over time? -What were the advantages and disadvantages of motte and bailey castles? -How were stone castles different?
<p>LO: How was Anglo-Saxon Britain ruled?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What the five major kingdoms from Anglo-Saxon Britain were -What the social hierarchy looked like during Anglo-Saxons -What the meaning of local place names that originate from Anglo-Saxon times 	<p>LO: Who were the Norse Gods?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - The similarities between the Norse and Anglo Saxon Gods - The story of Odin's eye - The death of Baldur 	<p>LO: What was the feudal system in Norman Britain and what was the significance of the Domesday book?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What did the hierarchy of the Feudal system look like? -How did the feudal system work? -What was the importance of the Domesday book?
<p>LO: Who was Alfred the Great?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Who King Alfred was - Why King Alfred was a significant figure in Anglo-Saxon history. 	<p>LO: Raiders or settlers: How should we remember the Vikings?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Why the Vikings came back to Britain -What the Vikings brought to Britain 	<p>LO: Who was the worse King: Richard or John?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -The qualities of a good Medieval King - The main events of King Richard's life -The King Richard: fact or fiction

-Why King Alfred was called the Great	-Why the Vikings are important -What legacy the Vikings left behind	-The main events of King John's life -What Magna Carta has established
Vocabulary		
Anglo-Saxons, Picts, Celtic, Britons, Paganism, Christianity, Kingdom, Shire	Vikings, Danelaw, Raid, Longship, Pagan, Monotheist, Polytheist, Invade, Settlement,	Monarch, Government, Democracy, Crusades, Domesday Book, Magna Carta, Feudal system, Feudalism, Baron, Knights, Peasant, Reformations, Mediaeval, Tapestry
Coverage of National Curriculum		
-Britain's settlement by Anglo-Saxons and Scots - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- A study of an aspect of the theme in British history that extends pupils' chronological knowledge beyond 1066. - The lives of significant individuals in the past who have contributed to national and international achievements
Coherence (links to other subjects, core knowledge needed for the unit)		
Prior Learning – Y3 AUT Bronze age Previous conflict Y3 SUM Romans Subject Links – Geography, PSHE, RE	Prior Learning –Y3 AUT Bronze age , Previous conflict Y3 SUM Peloponnesian wars, Y4 AUT Romans, Y4 SPR Anglo-Saxons, Subject Links – Geography, RE, Science	Prior Learning – Y2SUM – Queen Elizabeth I, Queen Victoria, Monarchs through history Subject Links – English, British Values, PSHE, RE, Geography
Year 5		
Autumn - Twentieth Century Conflict WWII Unit Outcome: "The outbreak of World War II was inevitable." To what extent do you agree with this statement?	Spring – Aztecs Civilisation Unit Outcome: Place Aztecs on a timeline along with major historical periods of the same time including British and European history.	Summer – Ancient Egypt Unit Outcome: How did the Ancient Egyptians leave their mark on the world?

Curriculum Content

<p>LO: Why did Britain have to go to war in 1939?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - About the unification of Germany -The international treaties that existed between different countries -The assassination of Archduke Franz Ferdinand <p>Summarise early events ch create timeline</p>	<p>LO: Who were the Aztecs?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -When and where Aztecs lived -Which period in history was Britain at -Spot the Aztecs civilization on a timeline 	<p>LO: Who were the Ancient Egyptians?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - How we learn about the periods of history that were a long time ago -Understand that our knowledge of past is constructed from a range of resources -What artefacts are -What the artefacts tell us about the past civilisations
<p>LO: How did Hitler rise to power in the 1930's?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -The success of Hitler's book 'Mein Kampf' -The global economic disaster in 1929 -Hitler's talents as an orator 	<p>LO: To observe Aztec artefacts in detail and make inferences.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Where did they come from? -How do we know what they are for? -What artefacts are -What the artefacts tell us about the past civilisations - How can these objects help us understand the Aztecs? 	<p>LO: What was life like in Ancient Egypt?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Why the River Nile was essential to survival for the ancient Egyptians - How life in ancient Egypt was different than life today - What was important to people during ancient Egyptian life
<p>LO: Why were so many lives lost on the Western Front?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - The new weaponry of the First World War 	<p>LO: To find out how the Aztecs everyday lives differ from our own.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Why did the Aztecs move around? -Why did they choose the site for their city? 	<p>LO: To understand the roles in Ancient Egyptian society</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Understand what a society is - examine roles in modern society -understanding the civilisation of ancient Egypt - introduce the roles e.g Slave, priest and Pharaoh

<p>-Trench warfare and the conditions in the trenches</p>	<p>-Compare modern lives to Aztec lives: Social hierarchy, food, clothes, settlements and types of houses</p> <p>LO: How did Hitler rise to power in the 1930's?</p> <p>Knowledge:</p> <p>-The success of Hitler's book 'Mein Kampf' -The global economic disaster in 1929</p> <p>-Hitler's talents as an orator</p> <p>-</p>	
<p>LO: What was life like during the Blitz in London?</p> <p>Knowledge:</p> <p>-How the Blitz affected the daily life of Londoners</p> <p>-What happened to London during the Blitz</p> <p>-What the civilians did during the Blitz</p> <p>-How much of London was destroyed during the Blitz</p>	<p>LO: To learn about Aztecs' beliefs, rites and gods.</p> <p>Knowledge:</p> <p>-What was their religion?</p> <p>-How does this compare to European ancient civilisations?</p> <p>-Did they have one god or many?</p> <p>-What did they believe about their Gods and how they affected their lives?</p> <p>-What rites did they use in connection with their religion?</p>	<p>LO: To describe Egyptian Gods</p> <p>Knowledge:</p> <p>- What was important to people during ancient Egyptian life</p> <p>-Looking at the society and their values and beliefs</p> <p>- Understanding the different deities.</p> <p>-How the states were governed and ruled</p>
<p>LO: Why was it necessary for children to be evacuated?</p> <p>Knowledge:</p> <p>-Who the evacuees were</p> <p>-Who took in evacuees during WW2</p> <p>-Who was evacuated and why</p> <p>-Where evacuees stayed</p> <p>-How old the evacuees were</p>	<p>LO: To understand the importance of Aztec warriors</p> <p>Knowledge:</p> <p>-Were the warriors important?</p> <p>-Were they all the same?</p> <p>-What did they wear?</p> <p>-What weapons did they use?</p>	<p>LO: What is the ancient Egyptian ritual of mummification?</p> <p>Knowledge:</p> <p>-why mummification was important for ancient Egyptians</p> <p>-What is the process of mummification</p> <p>-Who were mummified</p>

	-What was the hierarchy of the warriors?	-How mummification helped us to learn about the ancient Egyptians
LO: What was VE Day really like? Knowledge: -How the war ended. -Why is VE day so significant? - Chronology/Timeline -What were the celebrations like?	LO: To find out about the Spanish conquest. Knowledge: -What is Spanish conquest? -Why did the Spanish come? -How did the Aztecs feel about invasion? -How did Spanish invaders feel about the Aztecs? -What happened to the Aztecs after the Spanish conquest?	LO: What is the ancient Egyptian writing system? Knowledge: -How ancient Egyptians invented the alphabet - How the ancient Egyptian writing is different than modern writing -Why writing was important in ancient Egyptians
Vocabulary		
Blockade, , Trench Warfare, Propaganda, Rationing, Western Front, Atomic Bomb, Blitzkrieg, The Holocaust, Nazi Party, The Blitz, Evacuee, Gas Mask	Nation, Civilization, Myth, Settlement, Trade, Discovery, Migration, Navigation, Architecture, Art	Nile, Pharaoh, Sphinx, Hieroglyphics, God, Goddess, Tomb, Pyramid, Canopic Jar, Food and Farming, Science, Technology, Architecture, Beliefs, Ancient, Modern, BC, AD, Mummy, Mummification
Coverage of National Curriculum		
-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - A study of a significant turning point in British history. -The significant historical events, people and places in their own locality.	-A non-European society that provides contrast with British history. -Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	- The achievements of the earliest civilizations; an overview of where and when the first civilizations appeared and a depth study -Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Coherence (links to other subjects, core knowledge needed for the unit)		
Prior Learning – Y2 Spring – Florence Nightingale and Mary Seacole Subject Links – Geography, RE, PSHE	Prior Learning – Y3 SUM Roman Britain, Y3 AUT Stone Age Y5 SPR Egyptians Subject Links - Geography - Y2 Rain Forest, PSHE, RE	Prior Learning – Y3 SUM Roman Empire Subject Links – Geography, PSHE, RE
Year 6		
Autumn –Magnificent Monarchs: Tudors Unit Outcome: Why is the Tudor period one of the greatest turning points of British history?	Spring - Twentieth Century Conflict WWI Unit Outcome: “The First World War destroyed empires, created numerous new nation-states, encouraged independence movements in Europe's colonies.” How true is this statement?	Summer – Civil Rights Unit Outcome: “Civil disobedience was more important than legal decisions during the civil rights movement.” Do you agree?
Curriculum Content		
LO: To understand how the War of the Roses led to the first Tudor king. Knowledge: -What the War of the Roses was and who was involved. -How the Tudor dynasty began. -Who was King Henry VII? Introduce the House of Lancaster and the House of York, the kings involved and the importance of the symbol of the rose. What period is this? What century? Discuss the feud.	LO: To understand some of the causes of the First World War. Knowledge: -Why France and Russia formed alliances in 1894 -The importance of the First German Naval Law -What role the Balkan League played before the war -Why Germany declared war against Russia and France	LO: To know what life in the United States of America was like in the 1950’s Knowledge: -How equal American society was -What the Age of Consensus in America was -What was the middle class of America like at the Age of Consensus CT to show chn timeline which will be used during the topic. CT to introduce America. Where is it? What do you know about it?

<p>LO: To investigate the character and reign of King Henry VIII and test the common interpretation of him through a source enquiry.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -How Henry VIII became the king -What Henry VIII was like in appearance - What Henry VIII was like in personality - How Henry VIII changed over the years and why - How Henry VIII is remembered 	<p>LO: To understand how the system of alliances that built up across Europe led to the first World War.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -Why WW1 started. -What role the British Empire played during the war. - What is an alliance? -Why did some countries form alliances? - How did these alliances affect the state of play in Europe and lead to a world war? - Timeline of alliances leading to the outbreak of war. 19th Century to 20th. 	<p>LO: Why did Oliver Brown take the Board of Education to the Supreme Court?</p> <p>Chn to watch videos on events of Oliver Brown. Discuss at points the way people would have felt and what they would do. Does the new law make it easy for people to move schools? Why / why not?</p> <p>Chn to write a letter to US supreme court in role of black school student.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What Jim Crow Laws were -What the Declaration of Independence and the Constitution of America guaranteed -How schools were segregated -How civil rights campaigners challenged this
<p>LO: To investigate the reasons why King Henry VIII broke with Rome, and the most significant cause of the English Reformation.</p> <p>Knowledge:</p> <p>The relationship between Henry VIII and the Catholic Church.</p> <p>The significance of the Pope.</p> <p>What is meant by the 'Defender of the Faith'</p> <p>What was meant by the English Reformation and the causes of such - the problems Henry VIII encountered in 1533</p> <p>How religion, politics and economics played a heavy part in the English Reformation.</p>	<p>LO: To understand the definition and recruitment process of a World War One soldier.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -What were the main battles fought during WWI and what did the soldiers carry with them as weapons? -What did a WWI soldier look like? (uniform/kit) -What was trench warfare and why was it used? -What were the conditions for soldiers in the trenches? -What were the soldiers' daily routines/problems/diseases in the trenches? -How did the soldiers communicate with their families back home? 	<p>LO: Why didn't Rosa Parks give up her seat on the bus? (took 2 lessons)</p> <p>Chn to look at Rosa Parks slides and the events of the boycott. Discuss the fairness of segregation. Why would she feel it was unfair? Chn to consider the 6 main events from their notes taken during the clip. Create comic strips of events.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> -About Rosa Parks' role in the NAACP -What nonviolent civil disobedience is - What the Montgomery bus boycott was

<p>LO: To understand how and why Elizabeth I controlled the image people had of her.</p> <p>Knowledge: What Elizabeth looked like. How she was perceived. How did people know what she looked like? What portraits were painted of her and why only a few? How did she control her image? Why did her portraits portray her in a certain light? What was different? What was it like being a female monarch?</p>	<p>LO: To empathise with soldiers in WWI through immersive role play.</p> <p>Knowledge: -What was life really like in the trenches? -What jobs did the soldiers have to do? -What decisions did the soldiers have to make? -What happened when the enemy attacked? -How did the soldiers deal with the infestation of rats and other pests? -What sounds could be heard? -What sights were seen? What did it feel like for a soldier living in a muddy trench for days on end? What would happen to the dead bodies?</p>	<p>LO: Why didn't Rosa Parks give up her seat on the bus? (took 2 lessons)</p> <p>Chn to look at Rosa Parks slides and the events of the boycott. Discuss the fairness of segregation. Why would she feel it was unfair? Chn to consider the 6 main events from their notes taken during the clip. Create comic strips of events.</p> <p>Knowledge: -About Rosa Parks' role in the NAACP -What nonviolent civil disobedience is - What the Montgomery bus boycott was</p>
<p>LO: To understand the problems Elizabeth I faced when she became queen in 1558.</p> <p>Knowledge: -How Elizabeth I became queen. -What difficulties did she face? What were her views on marriage? How did she overcome these and how was her popularity affected? -What were significant events during her reign?</p>	<p>LO: How did life at home change?</p> <p>Knowledge: -How people found out about the war, progress and the conditions of the soldiers -How the jobs changed and new jobs created -How the Government gained more power during the war -Why the food waste was controlled</p>	<p>LO: What was Martin Luther King's dream?</p> <p>Knowledge: -Who Martin Luther King Jr was -About the March on Washington -About Martin Luther King's famous 'I Have A Dream' Speech</p>
<p>LO: To understand the importance of the Spanish Armada.</p> <p>Knowledge: A Spanish suitor for Elizabeth?</p>	<p>LO: How did WW1 end?</p> <p>Knowledge: -Why the Armistice Day was a significant event</p>	<p>LO: Why did 3200 people march from Selma to Montgomery?</p> <p>Knowledge: -The ongoing discrimination following desegregation</p>

<p>Who was King Philip II of Spain? How did King Philip behave towards Elizabeth and her country? Catholics vs Protestants. The Spanish army and its intentions. What was the Armada? The journey of the Armada. Sir Francis Drake. The attack and the defence - what took place? How did the events of the Spanish Armada change how Elizabeth was viewed?</p>	<p>- Why Germany lost the war -What the events were that lead up to Germany to cease to fight</p>	<p>-Police brutality against black protestors and activists -The influence of the media on the general public</p>
<p>LO: How did the 'Tudor' period end?</p> <p>Knowledge: -what was the problem when Queen Elizabeth died -What happened after the death of Elizabeth I -Who succeeded her -What is the 'Tudor' legacy</p>	<p>LO: What happened after the war?</p> <p>Knowledge: -What the Treaty of Versailles is -Why Germany became poor after the war -What happened to the soldiers after the war</p>	<p>LO: What was the Bristol bus boycott?</p> <p>Knowledge: -What the struggles of Black and Minority Ethnic people in Britain were -What the events that lead to Bristol Bus Boycott were -The impact of Bristol Bus Boycott in terms of civil rights movements and the British History</p>
<p>Vocabulary</p>		
<p>Tudors, dynasty, the War of the Roses, reformation, Catholic, Protestant, execution, monarch, reign, suitor, foreign policy, poverty, allies, Armada.</p>	<p>No Man's Land, Trenches, Trench Warfare, Rations, Bombing Raids, Shelter, Trench Foot, Shell Shock, Triple Alliance, Gas Mask, Navy</p>	<p>Boycott, Civil Rights, Civil Disobedience, Integration, Segregation, Separate But Equal, NAACP, Non-violence, Racism, Minority, Ethnicity, Declaration</p>
<p>Coverage of National Curriculum</p>		
<p>-The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p>

	<ul style="list-style-type: none"> - A study of a significant turning point in British history. -The significant historical events, people and places in their own locality. 	and create their own structured accounts, including written narratives and analyses
Coherence (links to other subjects, core knowledge needed for the unit)		
Prior Learning – Y2 SPR Mary Seacole Subject Links – PSHE, British Values, English	Prior Learning – Y5 Spring WWII Subject Links – Geography, RE, PSHE	Prior Learning – Black History - Discrimination Subject Links – PSHE