



Kingfisher History Curriculum

Our vision is that the teaching of history gives pupils an understanding of the past through learning about human achievements and experiences.

We will investigate sources such as pictures, stories, writing and artefacts to ask and answer questions about the past and how these impact the world we live in today.

We will examine the children's own personal history, and develop their sense of chronology throughout the study of topics through EYFS and Key Stages 1 and 2.

We aim to give our children a history curriculum which enables them to become confident, creative and independent learners.


We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery.

We believe that within history lessons, our children acquire a range of knowledge and skills, which they can then apply to other subjects and in a variety of situations.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We use a mixture of Historical Association and Key Stage History units as a key part of our planning framework.

In order to have a full understanding of the History curriculum, children must have a wide ranging geographical vocabulary that is built upon year on year. Key vocabulary for each unit is displayed in classrooms, and is explicitly taught by teachers.

There are 4 key ribbons that are threaded through our History curriculum. These are: Settlement, Belief, Legacy and Conflict.


	Kingfisher History Curriculum – Units to be studied 2021-2022					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Our history journey begins in the EYFS where children will have the opportunities to explore familiar situations in the past, as well as meet characters from the past (both fictional and real). They will have opportunities to listen to stories set in different times, look at pictures and photographs and explore historical artefacts from a range of periods and cultures. Skills that children learn in the EYFS will provide the building blocks for their history as they go into KS1 and beyond.					
Robins and Skylarks (Inc' Reception*)	Weather and Seasons	Great Fire of London		Louis Braille	Our Local Area	Our Local Area
Woodpecker	Hot and Cold	Scot of the Antarctic	Vikings	Vikings	South American and Rio	South American and Rio
Mallards and Barn Owls	Rainforests	Romans	Anglo-Saxons		The Mayans	Rivers
Swans and Golden Eagles	Ancient Greeks	Ancient Greeks	European Region	European Region	Local Area	Local History Dunwich




Kingfisher Ribbons


	Great Fire of	Louis Braille	Scott of the	The Romans	Anglo-Saxons	Vikings	The Mayans	Ancient Greece	Local History Unit
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	London		Antarctic						
Settlement	#		#	#	#	#	#	#	#
Conflict				#	#	#		#	
Belief				#	#		#	#	#
Legacy	#	#	#	#	#	#	#	#	#

	Kingfisher History Curriculum – Units to be studied 2022-2023					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Our history journey begins in the EYFS where children will have the opportunities to explore familiar situations in the past, as well as meet characters from the past (both fictional and real). They will have opportunities to listen to stories set in different times, look at pictures and photographs and explore historical artefacts from a range of periods and cultures. Skills that children learn in the EYFS will provide the building blocks for their history as they go into KS1 and beyond.					
Robins, Skylarks and Woodpecker (Inc' Reception*)	Hot and cold		History unit Mary Seacole		Continents and Oceans	History unit Seaside Holidays
Mallards and Barn Owls	Climate zones	South America and the Amazon	History unit Ancient Egypt		North America	History unit Stone Age to Iron Age
Swans and Golden Eagles	History Unit Crime and Punishment		Volcanoes and Earthquakes		The UK	History Un World War 2

	Kingfisher Ribbons					
	Seaside Holidays	Mary Seacole	Egyptians	Stone Age to Iron Age	Crime and Punishment	WW2
Settlement	#		#	#		#
Conflict		#				#
Belief			#	#	#	
Legacy	#	#	#	#	#	

Kingfisher History Curriculum – Units to be studied 2023-2024 (Year C for EYFS/KS1)					
R/1/2	Zambia	History unit Remembrance	History unit Toys	History unit Toys	The United Kingdom

	Kingfisher History Curriculum – Unit detail					
	What do the children need to know and be able to do?					
Unit	Kingfisher Ribbons	Rationale	Skills	Vocabulary	Knowledge	Assessment

<p>Great Fire of London EYFS KS1</p>	<p>Legacy Explore the rebuilding of London/St Pauls, the Monument, Better fire fighting equipment.</p> <p>Settlement Explore the impact of building wooden houses so closely together)</p>	<p>It gives children an excellent contrast of then and now.</p> <p>It uses accessible forms of historical resources to reconstruct the past (diaries, paintings, newspapers artefacts)</p> <p>Develops children's understanding of cause and consequence</p>	<p>Suggested Activities EYFS</p> <p><i>Prearrange visits to museums to give children hands on experiences.</i></p> <p><i>Use a range of resources (photos/artefacts/diaries to find out about the past</i></p> <p><i>Sort a range of images into now and before.</i></p> <p><i>Listen to a range of stories about life in the past.</i></p> <p><i>Engage with past events through role play and small world.</i></p> <p><u>Chronology</u> Make comparisons between 1666 and now Sequence the events of the great fire.</p> <p><u>Historical Enquiry</u> Use a range of resources (photos/artefacts/diaries to find out about the past</p> <p><u>Interpretations</u> Evaluate the usefulness of different types of sources</p> <p>Understand the different viewpoints about how the fire started</p>	<p>London, fire, Samuel Pepys, bakery, wood, leather bucket, diary</p> <p>Artefact, cause, chronology, king, significance, consequence Bakery, monument, St Paul's Cathedral, fire break, diary, leather bucket, fire squirt, settlement,</p>	<p>Many years ago in London the houses were made of wood. A fire started in a bakery and burnt down lots of the houses. Samuel Pepys wrote down what happened in his diary. People collected water from the river to try and put it out.</p> <p>The Great Fire of London happened between 2-5 September in 1666.</p> <ol style="list-style-type: none"> The fire began in a bakery in Pudding Lane. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry. In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together. We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary. Artists who were alive in 1666 painted pictures of the fire afterwards, so we know what it would have looked like if we'd been there too. To fight fires during this time, people would have used leather buckets, metal hooks and water squirts. When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren't built so close together. Sir Christopher Wren designed a monument to remember the Great Fire of London, which still stands today. 	<p><i>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do.</i> <i>Observations are recorded on tapestry</i></p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment task: Sort firefighting equipment into then and now.</p>
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<p>Louis Braille EYFE KS1</p>	<p>Legacy Invention of the Braille system</p> <p>Braille's work challenges perceptions on disability</p>	<p>It introduces a historical figure that triumphed over adversity, and questions how we view disability.</p> <p>Links with our value of Creativity.</p> <p>It gives children a good contrast of the lives of children in the past and now.</p> <p>Contrasts well with Capt. Scott and importance of how we keep ourselves safe.</p>	<p><u>Chronology</u> <i>Make comparisons between early 1800s and now</i> <u>Historical Enquiry</u> <i>Suggest which artefacts might feature in a Louis Braille museum.</i></p> <p><i>Suggested Activities EYFS</i></p> <p><i>Prearrange visits to museums to give children hands on experiences.</i></p> <p><i>Use a range of resources (photos/artefacts/diaries to find out about the past</i></p> <p><i>Sort a range of images into now and before.</i></p> <p><i>Listen to a range of stories about life in the past.</i></p> <p><i>Engage with past events through role play and small world.</i></p> <p><u>Chronology</u> Make comparisons between early 1800s and now Sequence the events of Louis's life</p> <p><u>Historical Enquiry</u> Suggest which artefacts might feature in a Louis Braille museum.</p> <p><u>Interpretations</u> Evaluate the usefulness of different types of sources</p>	<p>Accident, awl, workshop, infection, blind</p> <p>Artefact, cause, chronology, significance, consequence Accident, awl, workshop, infection, blind, scholarship, invention, international, code</p>	<p><i>When Louis was a child he had an accident and became blind. Louis invented a system that helped blind people learn to read. People can read by feeling bumps with their hands. Braille is now used all around the world</i></p> <ol style="list-style-type: none"> Louis Braille was born in 1809 in Coupvray in France. When Louis was 3 Years old he had an accident in his father's workshop. He grabbed an awl that slipped and damaged his eye. The eye became infected and the infection spread to his other eye, blinding him in both of the, When he was 10 years old, Louis was granted a scholarship to the Royal Institute for Blind Youth in Paris. Louis invented a system that helped blind people to read. This consisted of arranging 6 raised dots in different ways to make letters and numbers. Louis Braille died in 1852 The Braille system of writing wasn't really used until 1868 The Braille system is now used internationally to help blind people read. 	<p><i>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do.</i> <i>Observations are recorded on tapestry</i> At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment task Evaluate the video of Louis Braille. https://www.youtube.com/watch?v=o9B0Q6lpTSE</p> <p>How useful was it? What facts did it leave out?</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Seaside Holidays EYFS KS1</p>	<p>Settlement Key human features of seaside towns such as piers, promenades,</p> <p>Legacy Punch and Judy Shows, donkeys, entertainment are all part of the Victorian legacy.</p>	<p>This introduces children to the concept of change and continuity.</p> <p>Children will be given opportunities to handle real artefacts and make deductions from them.</p>	<p><u>Chronology</u> <i>Order events into then and now.</i></p> <p><u>Historical Enquiry</u> <i>Talk about what's the same and what is different between seaside holidays now and in the past.</i></p> <p><i>Suggested Activities EYFS</i></p> <p><i>Prearrange visits to museums to give children hands on experiences.</i></p> <p><i>Use a range of resources (photos/artefacts/diaries to find out about the past</i></p> <p><i>Sort a range of images into now and before.</i></p> <p><i>Listen to a range of stories about life in the past.</i></p> <p><i>Engage with past events through role play and small world.</i></p> <p><u>Interpretations</u> Interpret a range of photographs and pictures and make deductions about the past.</p> <p><u>Chronology</u> Order a sequence of pictures in chronological order.</p> <p><u>Historical Enquiry</u> Recognize key differences and similarities between seaside holidays and in the past.</p>	<p><i>old new past present promenade, bathing machine, beach hut, pier</i></p> <p>old new past present sequence same different change poor rich entertainment, promenade, bathing machine, beach hut, pier,</p>	<p><i>People have been going on seaside holidays for over a hundred years.</i></p> <p><i>People used to like watching punch and judy shows, riding donkeys, making sandcastles and going for a swim in the sea.</i></p> <p>People have been going on seaside holidays for over a hundred years. In the past, most people travelled to the seaside by train,</p> <p>Punch and Judy was a popular puppet Show featuring Mr Punch, his wife, a crocodile and some sausages</p> <p>Many things we see at the seaside now such as donkey rides, fairgrounds and buckets and spades have been enjoyed by people for over a hundred years.</p>	<p><i>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do.</i> <i>Observations are recorded on tapestry</i></p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve. Optional assessment task, Postcard activity, see end of MTP.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mary Seacole EYFE KS1</p>	<p>Conflict Understand that in the past, there have been many wars, and there was little care for wounded soldiers.</p> <p>Legacy She was been judged to be one of greatest black Briton's due to her kindness. But for a long time her achievements weren't recognized, this is possible due to her race.</p>	<p>Children are introduced to a black woman who had an impact on nursing. They will have the opportunity to explore Race and how people of colour were discriminated against in the past.</p>	<p><u>Chronology</u> <i>Sequence main events of Mary's life.</i></p> <p>Suggested Activities EYFS</p> <p>Prearrange visits to museums to give children hands on experiences.</p> <p>Use a range of resources (photos/artefacts/diaries to find out about the past</p> <p>Sort a range of images into now and before.</p> <p>Listen to a range of stories about life in the past.</p> <p>Engage with past events through role play and small world.</p> <p><u>Chronology</u> Sequence main events of Mary's life.</p> <p><u>Interpretations</u> Make suggestions as to why Mary was treated differently to Florence Nightingale.</p>	<p>War, nurse, soldiers, hospital, infection</p> <p>Autobiography, Crimean War, disease, British Hotel, cholera, infection, soldiers,</p>	<p>Mary Seacole was born in Jamaica on 1805 She travelled to Crimea to help soldiers who had been hurt in the war.</p> <p>She was awarded a medal for her bravery</p> <p>Mary Seacole was born: 23 November 1805 Kingston, Jamaica Died: 14 May 1881 Paddington, London. When she was 10 she helped her mother look after sick people. She took over a hotel in Jamaica to look after sick soldiers. In 1854, she wanted to help sick soldiers in the Crimean War. She paid for herself to get to Scutari. In 1805, she opened the British Hotel Mary was awarded bravery medals from Britain, Turkey and France. She wrote an autobiography to help support herself after then end of the war.</p>	<p>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do. Observations are recorded on tapestry</p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment opportunity, prepare a speech for why Mary Seacole should be remembered today.</p>
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<p>Remembrance EYF KS1</p>	<p>Conflict An introduction to the idea of conflict and war and how soldiers lose their lives as a consequence.</p> <p>Legacy Explore why we wear a poppy and celebrate remembrance.</p>	<p>An introduction to the idea of conflict and war and how soldiers lose their lives as a consequence.</p> <p>Children relate this to our own services or remembrance.</p>	<p>Suggested Activities EYFS</p> <p>Prearrange visits to museums to give children hands on experiences.</p> <p>Use a range of resources (photos/artefacts/diaries to find out about the past</p> <p>Sort a range of images into now and before.</p> <p>Listen to a range of stories about life in the past.</p> <p>Engage with past events through role play and small world.</p> <p><u>Interpretations</u> Interpret a range of photographs and pictures and make deductions about the past</p> <p><u>Chronology</u> Order a sequence of pictures in chronological order.</p>	<p>War army poppy remembrance soldiers</p> <p>War army poppy remembrance soldiers home front Front line Trenches Courage memorial</p>	<p>A war is when two or more countries send their armies to fight each other Lots of soldiers have died in wars whilst fighting for their country. We remember the soldiers who died by wearing a poppy</p> <p>The First World War started in July 1914 and ended in November 1918. Remembrance Sunday is the day when people take time to remember those who died in the First World War and all other wars since. It is on 11th November each year. During the war soldiers dug big ditches called trenches to protect themselves against enemy fire. People are remembered with memorials, medals and poppies. There is a two-minute silence on Remembrance Sunday.</p>	<p>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do. Observations are recorded on tapestry</p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment opportunity, prepare a speech for why Mary Seacole should be remembered today.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Toys EYFS KS1</p>	<p>Legacy Lots of the toys that we play with today, were similar to the ones our grandparents played with. Some of our toys are new inventions</p>	<p>This introduces children to the concept of change and continuity.</p> <p>Children will be given opportunities to handle real artefacts and make deductions from them.</p>	<p>Suggested Activities EYFS</p> <p><i>Prearrange visits to museums to give children hands on experiences.</i></p> <p><i>Use a range of resources (photos/artefacts/diaries to find out about the past</i></p> <p><i>Sort a range of images into now and before.</i></p> <p><i>Listen to a range of stories about life in the past.</i></p> <p><i>Engage with past events through role play and small world.</i></p> <p><u>Interpretations</u> Interpret a range of photographs and pictures and make deductions about the past</p> <p><u>Chronology</u> Order a sequence of pictures in chronological order.</p> <p><u>Historical Enquiry</u> Recognize key differences and similarities between past and present toys</p>	<p><i>Baby, toddler, child, parents, grandparents, old, new, worn, rusty, wood , metal, plastic</i></p> <p>Baby, toddler, child, parents, grandparents, old, new, worn, rusty Photograph Museum modern Wood, metal, plastic, electronic</p>	<p>Children like to play with different toys as they get older. Our parents and grandparents might have played with teddies and dolls just like us. Soe of our toys hadn't been invented when our parents were small.</p> <p>Children have been playing with toys for thousands of years. Toys were mainly made of wood, paper and metal during the Victorian age. Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. Lots of toys today use batteries (electricity) to be able to work. We may be able to tell if a toys is old or modern by looking at it.</p>	<p><i>Children will be given lots of opportunities in the continuous provision areas, ie role play and small world to demonstrate what they know and can do.</i> <i>Observations are recorded on tapestry</i></p> <p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment opportunity, prepare a speech for why Mary Seacole should be remembered today.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Scott of the Antarctic</p>	<p>Settlement Consider why an explorer would want to go to such an inhospitable place. What are there no settlements in the Antarctic?</p> <p>Legacy Consider why the expedition was so dangerous and understand what safety measure would be put in place for a dangerous journey today.</p>	<p>It explores the key concepts of cause and consequence. Why would people set off on such a dangerous journey and what were the consequences of this decision?</p> <p>There are lots of opportunities for children to sequence events.</p> <p>Great links to other topical areas such as mapping and climate change.</p> <p>Encourages discussion about how we keep ourselves safe when we go on a trip or a journey.</p>	<p><u>Chronology</u> <u>Make comparisons between 1666 and now</u> <u>Sequence the events of the Scott's expedition.</u></p> <p><u>Historical Enquiry</u> <u>Use artefacts such as photographs to make inferences about the time period.</u></p> <p><u>Use evidence such as diary extracts to understand the thoughts and motivations of Scott and his crew.</u></p> <p><u>Interpretations</u> <u>Understand why Scott and Amundsen prepared for the expedition so differently.</u></p> <p><u>Discuss whether children think Scott was a hero or naïve.</u></p>	<p>Artefact, cause, chronology, Consequence, expedition, explorer, Antarctica, crevasse, frostbite, husky, rations,</p>	<ol style="list-style-type: none"> 1. Captain Scott was born in Plymouth in 1868. 2. He led two expeditions to the Antarctic. 3. Scott set out for his second expedition in 1910. He wanted to be the first man to get to the South Pole. 4. A Norwegian called Roald Amundsen was also trying to become the first man to reach the Antarctic. 5. Soon after landing, the dogs and ponies had to be left behind because of the cold. 6. Scott and 4 other men continued. 7. Capt. Scott reached the South Pole in January 1911, only to discover that Amundsen had got there a month earlier. 8. Capt. Scott and the rest of his team died in March 1912 from the extreme cold. 9. After his death Capt Scott became a National Hero. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment task, design a poster to recommend how to keep safe on an expedition to the Antarctic (consider what Scott could have done to make his voyage safer)</p>
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The Romans	<p>Legacy The impact of roads, aqueducts, baths, buildings, money, the calendar have today</p> <p>Settlement – the push or pull factors that make people invade and settle in other places.</p> <p>Conflict: Explore the might of the roman army and how it continued to be so successful for so long.</p>	<p>It follows directly on from the Iron Age.</p> <p>It develops children’s understanding of Cause and Consequence- the reason for the invasion and the impact on Britain at the time.</p> <p>It introduces key historical personalities, such as Caesar, Claudius and Boudicca and their motivations</p> <p>It creates the background information for when children go on to look at the Anglo Saxon Invasion.</p>	<p><u>Chronology</u></p> <p><u>Place events studied from period on a time line.</u></p> <p><u>Use terms related to the period and begin to date events.</u></p> <p><u>Historical Enquiry</u></p> <p><u>Use evidence to reconstruct life in time studied</u></p> <p><u>Identify key features and events of time studied.</u></p> <p><u>Interpretations</u> <u>Distinguish between different sources- compare different versions of the same story.</u></p> <p><u>Ask a variety of questions</u> <u>HI) Use the library and internet for research</u></p>	<p>Artefact, BC, AD, Ancient civilisation, century, primary, Slavery, empire, emperor</p> <p>Caledonia, Celts, Iceni, legion, rebellion, villa, mosaic, aqueduct, baths,</p>	<p>Roman Britain was part of a huge empire ruled from Rome</p> <p>2. Rome’s interest in Britain was the country’s wealth, principally gold and silver.</p> <p>3. Julius Caesar tried to invade and settle twice in BC56 and BC54</p> <p>4. Claudius led the successful invasion of Britain in 43AD</p> <p>5. The Roman Army was a highly disciplined and effective due to organisation, pay, conditions</p> <p>6. The Ancient Britons objected to the Roman invasion, and Boudicca led a revolt again the empire.</p> <p>7. The Romans contributed much in both town and in countryside, roads, baths, aqueducts, amphitheatres</p> <p>8. There were many social classes including slaves. Rich and poor led very different lives.</p> <p>9. There are still many fine examples of their building works which have survived for 2,000 years such as the Romans baths, Hadrian’s wall and Fishbourne palace.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment task: Order different aspects of the Roman Legacy from most important to least important. Justify reasons.</p>
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The Anglo Saxons	<p>Settlement – the push or pull factors that make people invade and settle in other places. What features of the landscape make a good place for a settlement.</p> <p>Belief</p> <p>Explore the impact of Christianity on the Anglo-Saxons.</p> <p>Legacy</p> <p>The impact the Saxons had on the language and faith of people living in Britain.</p>	<p>It develops understanding that the Saxons could easily invade and settle due to the void left by the Romans.</p> <p>Gives context to the coming of Christianity to Britain.</p> <p>Children understand that we are still finding out about Britain’s past due to recent archaeological finds.</p>	<p><u>Chronology</u></p> <p><u>Locate key periods on a timeline and show how they overlap.</u></p> <p><u>Use terms related to the period and begin to date events.</u></p> <p><u>Historical Enquiry</u></p> <p><u>Use maps to understand the common features of a Saxon settlement.</u></p> <p><u>Identify key features and events of time studied, ie belief, justice</u></p> <p><u>Interpretations</u></p> <p><u>Use different clues to work out who may have been buried at Sutton Hoo.</u></p> <p><u>Use a range of sources to work out why King Alfred was called great.</u></p>	<p>Invader, settler, push and pull factors, Vikings, raiding, missionary, pagan, Christianity, Sutton-Hoo, evidence, law & order, justice, punishment</p>	<p>The Anglo-Saxons are made up of three tribes who came to England from across the North Sea around the middle of the 5th century: the Angles, Saxons and Jutes. The two most famous Anglo-Saxon kings are Alfred the Great and Canute the Great. The Anglo-Saxon period covers about 600 years, and Anglo-Saxon kings ruled England for about 300 years. We know how the Anglo Saxons lived because archaeologists have found old settlements and excavated artefacts like belt buckles, swords, bowls and even children’s toys. We can also read about what happened during Anglo-Saxon times in the Anglo-Saxon Chronicles. Anglo-Saxons once worshipped lots of different gods that they believed controlled all areas of life, but around the 7th century many converted to Christianity after the arrival of the missionary St. Augustine from Rome. Some of our modern English words, such as the days of the week, come from the Anglo-Saxon language (sometimes called Old English). Anglo-Saxons lived in small villages near rivers, forests and other important resources that gave them everything they needed to care for farm animals, grow crops and make things to sell.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Assessment opportunity: Sort a range of statements into True/Not true/partially true</p>
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The Vikings	<p>Settlement – the push or pull factors that make people invade and settle in other places. What features of the landscape make a good place for a settlement.</p> <p>Conflict Understand why the Vikings have been portrayed as vicious. Compare Viking invasion with the Roman Invasion.</p>	<p>It allows children to compare Viking Britain with societies at the same time, Mayans, Saxons</p> <p>Children will question whether Viking's deserve their reputation as being vicious, from looting at the evidence.</p> <p>Gives key knowledge that children will need when they come to studying the Normans in KS3</p>	<p><u>Chronology</u></p> <p><u>Compare and contrast Vikings with other civilisations that existed in the same period (Mayans)</u></p> <p><u>Use terms related to the period and begin to date events.</u></p> <p><u>Historical Enquiry</u></p> <p><u>Use maps to understand the common features of a Saxon settlement.</u></p> <p><u>Identify key features and events of time studied, ie Danelaw</u></p> <p><u>Interpretations</u> <u>Distinguish between a Saxon and Viking account of the attack on Lindisfarne.</u></p> <p><u>Use a range of sources to work out to make inferences about the Vikings.</u></p>	Invader, settler, push and pull factors, Scandinavia, Norse, runes, monastery, Lindisfarne, Danelaw, Long ship, treaty, excavation, society,	<p>The Vikings are also called Norsemen, and came from Scandinavia. They spoke Norse, which had an alphabet made up of characters called runes. They travelled over the sea in long ships, which are long, narrow wooden boats that could be sailed in both deep and shallow water.</p> <p>The Vikings left their homeland because they were looking for better places to farm than the kind of terrain that Scandinavia had.</p> <p>The Vikings first attacked Britain in 787 AD, but didn't start to invade and settle in the British Isles until 793.</p> <p>The attack on the monastery at Lindisfarne was seen as one of their most brutal raids.</p> <p>In 878, King Alfred the Great defeated the Vikings in battle and had them sign a treaty saying they had to keep to their own land in England – this section of land was called Danelaw.</p> <p>Jorvik was a large Viking kingdom around York; the last king of Jorvik was Eric Bloodaxe in 954.</p> <p>Viking warriors believed that when they died in battle, they went to Valhalla – this is where the king of the gods lived, named Odin.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional Assessment</p> <p>See drive for fact sorting quiz on the Vikings.</p>
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<p>The Mayans</p>	<p>Belief Explore how Mayans believed that sacrifices were needed to appease the Gods.</p> <p>Settlement The arrangement of cities and the hierarchy in them.</p> <p>Legacy Explore mathematics, astronomy, the calendar, cocoa.</p>	<p>Children are given an understanding of Mayan achievements, especially when they compare it to the same time period of the Saxons.</p> <p>It allows children to compare the Mayans with other civilizations, Egyptians and Greeks, as well how toys/entertainment were important to civilizations and is still important today.</p> <p>Links with Key Geographical ideas, rainforests, and children understand who the Mayans managed to live successfully in an inhospitable terrain.</p>	<p><u>Chronology</u></p> <p><u>Compare and contrast Mayans with other civilisations that existed in the same period (Vikings)</u></p> <p><u>Use terms related to the period and begin to date events.</u></p> <p><u>Historical Enquiry</u> <u>Use a range of sources to find out about key cultural features of the Mayans, ie Hierarchy, architecture, leisure, Were the Egyptians the only ones who built pyramids)</u></p> <p><u>Interpretations</u> <u>Use a range of sources to discuss whether the Mayans were civilised or not(mathematics, sciences, slavery, sacrifice)</u></p> <p><u>Make a plausible suggestion as to why the Mayan empire ended so quickly.</u></p>	<p>Hierarchy, slaves, priests, architecture, pyramids, temple, sacrifice, ruler, mathematics, eclipse, science, leisure, scribes, nobles, slaves</p>	<ol style="list-style-type: none"> 1. The Mayans were a successful Ancient civilisation that lived between 2000 BC and AD 1500 in Central America. 2. Mayan society was hierarchical At the top of Maya society were the King and Royal family who were believed to be closely linked to the gods. 3. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city. 4. Priests were revered as it was thought they could communicate with the Gods. 5. Sacrifices were often made to appease the Gods. 6. Key achievements include having invented a number system, calendar, observatory to map the stars and find a way to use chocolate. 7. No one knows for sure why the Maya civilisation went into decline. Possible explanations involve the overuse and exhaustion of farming land, prolonged drought, misrule, warfare and disease. 	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment opportunity. Choose from a selection of Mayan artefacts. Annotate to explain what they tell us about Mayan life.</p>
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Ancient Egypt	<p>Settlement Explore how a successful civilization was able to grow up along the banks of the Nile.</p> <p>Belief Explore the role of the Egyptian gods and what part their beliefs played in their attitude to the afterlife.</p> <p>Legacy Explore mathematics for architecture, belief in the afterlife and paper</p>	<p>Children can make comparisons to what was happening in Egypt and in Britain at the same time. They will question why in some ways, the Egyptians were technologically ahead of Bronze Age Britons.</p> <p>Children will be able to compare Egyptian life to other Ancient societies, ie Mayans.</p>	<p><u>Chronology</u> <u>Place the Ancient Egyptian Civilization in context on a timeline to other Historical Eras.</u></p> <p><u>Interpretations</u> <u>Identify common features of Ancient Egypt and anachronisms.</u></p> <p><u>Historical Enquiry</u> <u>Make deductions using maps and photographs.</u></p> <p><u>Historical Enquiry</u> <u>Make deductions based on looking at a wide range of artefacts.</u></p> <p><u>Interpretations</u> <u>Compare ancient Egypt to other ancient civilizations.</u></p>	<p>BC, AD, irrigation, silt, hieroglyphics, pharaoh, embalming, mummification, Tutankhamun Civilization , canopic jars, Sphinx, slaves,</p>	<p>The river Nile was essential to life in ancient Egypt Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.</p> <p>The Egyptians built pyramids as places to bury their kings and queens, who were called pharaohs. The Egyptians were very good at maths – they had to be, to work out how to build pyramids so perfectly! The process of burying a king was called mummification. This prepared the body for the afterlife.</p> <p>In 1922, Howard Carter discovered the tomb of Tutankhamun in the Valley of the Kings.</p> <p>The Egyptians worshiped a number of Gods including Ra, Isis, Osiris and Anubis.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment task. Choose 3 artifacts that you think best sum up life in Ancient Egypt. Justify your decision.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stone Age To Iron Age</p>	<p>Settlement Explore how stone age people went from hunter gatherers to farming and settlement. Look at the evidence of Skara Brae.</p> <p>Legacy The mystery of Stone Henge. How and for what purpose. The impact of becoming farmers, instead of hunters.</p>	<p>Children will learn about continuity and change; and how long it took to move from Hunter-Gatherer to farmer.</p> <p>This units leads on from unit on houses and homes in KS1, and iw a precursor to the work children would do on the Roman invasion.</p>	<p><u>Chronology</u> <u>Understand that The Stone Age goes back in time to such an extent, that it cannot be scaled down enough to fit on our regular timeline.</u></p> <p><u>Historical Enquiry</u> <u>Examine a range of artefacts to make deductions about life in the Stone Age.</u></p> <p><u>Interpretations</u> <u>Speculate as to why Stone Henge was built and come to a reasoned judgment using evidence.</u></p> <p><u>Interpretations</u> <u>Reach conclusions and justify answers using evidence.</u></p>	<p>ancient astronomy, bone marrow, earthwork, flint, hunter-gatherer, prehistoric, Paleolithic, Mesolithic, Neolithic, Skara Brae, Stone Henge,</p>	<p>. The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths,, horse, deer, hares, seabirds and fis.. Every part of the animal was used including bone marrow and the skin for clothing. Seeds, berries, nuts, eggs and insects were also gathered.</p> <p>The earliest settles in Britain were hunter gatherers, but by the end of the Iron Age, many ancient Britons had learned how to farm. Evidence that tells us this is the excavation of Skara Brae.</p> <p>Early houses at Skara Brae contained a fire pit in the middle, beds built into the walls and a set of stone shelves called a dresser. The roofs were possibly made from a timber or whalebone frame covered in seaweed, animal skin or grass. It is believed that the original village was added to later with larger houses being more rectangular. Carved patterns can be found on the walls of one of the buildings.</p> <p>Stonehenge is a very famous, prehistoric monument in Wiltshire, England. Building started around 5000 years ago. It it thought to have been used for ancient astronomy, religious ceremonies or places of healing. Some of the stones were brought from Preseli Hills in South Wales - 240 miles away</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment task, Suggest 2 similarities and 2 differences between Bronze Age life and Life in Ancient Egypt.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Crime and Punishment</p>	<p>Legacy Explore how justice has evolved from painful punishments to the justice system we have today, including the modern police service.</p> <p>Belief, Explore the role of belief systems in determining whether people were guilty or innocent.</p>	<p>Children will complete their first thematic study of how Crime and Punishment have changed over time.</p> <p>They will look at belief systems from the Anglo Saxon times up until modern day crime.</p> <p>They will also consider why people commit crimes, and whether it is ever justifiable.</p> <p>The knowledge gained in this unit, will help them as they go onto KS3.</p>	<p><u>Chronology</u> <u>Place various periods of history on a timeline from Anglo Saxon Times through to the modern era.</u></p> <p><u>Interpretations</u> <u>Examine a range data and artefacts to make deductions about the causes of crime in the past.</u></p>	<p>Bobbies/peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial</p>	<p>Crimes throughout history have often been more common place when the price of wheat/bread is high.</p> <p>In the middle ages, justice was often harsh with trial by combat, stocks/pillory, whipping and branding being common punishments.</p> <p>If you ran away from justice in the middle ages, you would be declared an outlaw.</p> <p>Between 1500 and 1700, vagrancy and witchcraft became crimes. Witches were often burnt at the stake or drowned.</p> <p>In the 19th Century, transportation became a middle punishment (between executions and fines) before the prisons became more common place.</p> <p>The first police force was established in the 19th Century by Robert Peel.</p> <p>Today, common crimes include car theft, cyber crime and drug related offences.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Class discussion, do harsh punishments deter crime, use evidence from what you have learned to support your answer.</p>
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World War 2	<p>Conflict Children will explore some of the causes of the 2nd World war the impact it had on the people living through it in the UK.</p> <p>Settlement The impact of living in cities, and why certain cities were more at risk of bombing. The impact of evacuation and moving to live somewhere safer.</p>	<p>This unit ties together children's understanding of conflict and settlement.</p> <p>They will look on the causes of the 2nd World war, and how to weigh up different sources. Can they be taken at face value, or are they there to give out a specific message?</p> <p>This unit, will also help them understand the world today, in particular the plight of refugees.</p>	<p><u>Interpretations</u> <u>Evaluate a piece of wartime footage/poster and explain how they know it shows censorship or propaganda.</u></p> <p><u>Interpretations</u> <u>Look at data, ie the number of evacuees over the duration of the war, and make deductions about how evacuation was perceived.</u></p>	<p>Allies, axis, Nazi party, atomic bomb, annex, propaganda, active service, air raid shelters, Home Guard, Battle of Britain, rationing, Blitz</p>	<p>in August 1939, Hitler invaded Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.</p> <p>Many children were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. All evacuees had to take their gas mask, ration book and identity card.</p> <p>Rationing meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed.</p> <p>The government used propaganda to keep morale up during the war.</p> <p>Men who were too old to fight formed the Home Guard, or became Air Raid patrol men.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment task: Create a poster for a child that has been evacuated from Germany, explain how to keep safe during the war.</p>
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The Ancient Greeks	<p>Conflict (Explore the significance of the Battle Of Marathon)</p> <p>Legacy (democracy, theatre, alphabet, Olympic Games)</p> <p>Belief Exploring the effect their belief in the Gods had on their daily lives.</p>	<p>It explores contemporary issues such as democracy, rights and freedoms</p> <p>It look sat why Ancient Greece had such a dramatic legacy.</p> <p>It creates debate about the status of women and the poor.</p> <p>Develops knowledge of belief and they can compare and contrast beliefs of other familiar ancient civilisations.</p>	<p><u>Chronology</u> <u>Place current study on time line in relation to other studies.</u></p> <p><u>Use relevant dates and terms</u></p> <p><u>Interpretations</u></p> <p><u>Offer some reasons for different versions of events</u></p> <p><u>Be aware that different evidence will lead to different conclusions.</u></p> <p><u>Historical Enquiry</u> <u>Recognise primary and secondary sources.</u></p> <p><u>Use a range of sources to find out an aspect of time past.</u></p> <p><u>Suggest omissions and the means of finding out.</u></p>	<p>Artefact, BC, AD, Ancient civilisation, century, Gods/Goddesses, primary evidence, Slavery Acropolis, assembly, citizens, democracy, Olympics, myth, architecture, philosophy, politician</p>	<p>The Ancient Greek Empire once included some of the countries we know today, such as Turkey and Syria. Some of our alphabet came from the one that the Ancient Greeks used. Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta.</p> <p>In Athens, Greek styles of art, architecture, philosophy and theatre were developed. Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain.</p> <p>The first Olympic games were held in 776 in the city-state Olympia. The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</p> <p>Religion was very important in Ancient Greece. The Greeks believed there were different <u>gods and goddesses</u> that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit.</p> <p>A sticky quiz is used to review what the children have learned and remembered from this and prior topics.</p> <p>Questioning is used at the start and end of each lesson to check understanding and consolidate learning.</p> <p>Staff provide feedback during the lesson so that pupils know what they need to improve.</p> <p>Optional assessment opportunity. Children debate the legacy of the Ancient Greek. Write a speech to say which aspect is the most important and why.</p>
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Dunwich	<p>Settlement Explore why the city of Dunwich developed, and the importance of its natural harbor. Find out about the features of a Medieval City.</p> <p>Belief Look at the role of the church of everyday lives in Medieval England, and how a day was structured around different church services.</p>	<p>Children will develop knowledge of why people choose certain settlements, and understand the complexities of living in a Medieval Society.</p> <p>It gives children a greater understanding of the impact the early church had on the citizens of England.</p> <p>It is a precursor to what they will learn in the KS3 curriculum.</p>	<p>-</p> <p><u>Children use maps to understand the scale of Dunwich today, and compare it to scaled versions of Ancient Dunwich.</u></p> <p><u>Historical Enquiry</u> <u>Use a range of sources to carry out an independent research on life in Mediaeval Dunwich.</u></p>	<p>Hamlet Town Norman Conquest, friary, pilgrim merchant, natural harbor, coastal erosion, Poor Claire, Spit, shingle, Crusades, pilgrimage</p>	<p>In the 12-13 Centuries Dunwich was a major English City. The natural harbor in Dunwich meant that it was an excellent port for trading and travel to the European Mainland. Medieval cities were normally built near a castle or monastery. They were noisy and unhygienic places. There was no sewage system, and raw waste flowed down the streets. Life for the majority of medieval towns was centered around the monastic day. After some severe storms, the sand and silt were washed down the coastline, which meant that the harbor silted up and was no longer usable. This started the decline in the fortunes of Dunwich. Since this time, much of Dunwich was lost to coastal erosion, leaving the small hamlet that is there today.</p>	<p>At the start of the unit a topic page is created to recap and make links to prior learning. This is then reviewed at the end of the unit. A sticky quiz is used to review what the children have learned and remembered from this and prior topics. Questioning is used at the start and end of each lesson to check understanding and consolidate learning. Staff provide feedback during the lesson so that pupils know what they need to improve.</p>
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