

History

Intent

The history curriculum is intended, in key Stage 1, to enable children to acquire an understanding of time and of events and people in their and their parents' living memory. It is designed chronologically in reverse. Young children have very little concept of time, so we have devised a curriculum which starts at events in their own personal history and then moves back in decades to their parents' and grandparents' histories. In key stage 1, the aim is for pupils to handle artefacts, listen to first-hand evidence and testimony and to watch video clips to gather information together about the past.

In Key Stage 2, the intent is to follow topics in chronological order so that they can develop a sense of time and how civilizations were inter-connected. The curriculum builds pupils' understanding of time, chronology, how people lived. Historical skills and concepts build progressively across the key stage. We will follow part of the national curriculum but will go past the reign of Edward the Confessor to modern Britain.

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Theme: Chronology	Personal history. Events and changes since they were born	The Royal Family's personal history. Idea of a family tree.	Female and male Explorers in the 21 st and 20 th century.	1980s TV and inventions such as mobile telephones	Local history from the 1970s	1970s holidays, music, television and home life
Year 2 Theme: Modern Britain	Key people in the 1960s.	1960s television, fashion and music.	Key people in the 1950s.	1950s television, inventions and way of life.	1940s rationing, famous people and key events.	1940s transport and fashion. 1948 Olympics.
Year 3 Theme: Ancient civilizations	Ancient Egypt. Art and architecture.	Ancient Egyptian rulers, beliefs, education and life.	Ancient Greece and its buildings and city states.	Ancient Greek life, legacy and myths.	Bronze Age and its artefacts.	Ancient British tribes such as Celts
Year 4: Theme: Invaders and settlers	Roman government, beliefs and rulers.	Roman Britain, baths and the Scots	Britain's settlement by Anglo-Saxons and Scots	Local history from the time of the Romans to the Vikings	The Viking and Anglo-Saxon struggle for the Kingdom of England	Viking rulers and early English Kings.
Year 5 Theme: 16 th and 17 th centuries	The wars of the Roses and the rise of the Tudors. Henry vii and Henry viii	Elizabeth I and the Armada.	The Aztecs and the age of piracy.	The Inca and the conquest by Spain	The Stuarts and the rise of puritanism.	The English Civil War, the plague, the great fire of London.
Year 6 Theme: economic history	Georgians. The making of America. Bonny Prince Charlie.	Victoria and key Victorians. How people lived. Her legacy.	Victoria's family. The Russian revolution. The fore ward to war.	The suffragettes, inventions at the start of the 20 th century	The Great War	The treaty of Versailles and the 1920s.

implementation

Year 1 autumn

Key vocabulary: old, older, oldest, new, past, present, recent, history, decade

Key concepts: changes in living memory, timeline of events, chronological order

Lesson 1: Share read 'when I was little' by Jamie Lee Curtis. Identify when they were born. The day, month and year. Plan a timeline from today's date, going backwards in time. Learn the idea of history is going back in time. Understand that some people were born before others. Label people older, younger. Write sentences using older and younger.

Lesson 2: Share read 'when I was little' by Jamie Lee Curtis. Use the term old, older, oldest, young, younger to describe people that they know. Continue their own personal timeline and add some facts to it. Learn the idea of chronological order. Label pictures/photos with words of time e.g. past, present, recent. Write some simple sentences about their own history.

Lesson 3: Share read 'when I was little' by Jamie Lee Curtis. Learn about how we label years e.g. 2018, 2010. Know that sometimes we label things in decades e.g. the 1990s, the noughties, the 2010s. Identify something that has happened in each of the last 8 years e.g. Mr Browne becomes headteacher. Learn how to put events in order for the year in which they happened. Create a timeline of recent events. Write a sentence about each event.

Lesson 4: Share read 'when I was little' by Jamie Lee Curtis. Research things that have happened in their lifetimes e.g. marriages, births, christenings, holidays, nurseries. Create their own timeline. Write sentences about events in their own history.

Lesson 5: Share read. Understand that time can be shown in different ways. Demonstrate the idea of a family tree e.g. with the Queen.

<http://www.bbc.co.uk/history/0/23493076> Know that some names have meaning in the past e.g. some link to jobs baker, butcher, smith, and some relate to who their dad was e.g. Johnson, Erikson, Peterson. Look at the family tree of someone they know. Write some sentences linked to family titles e.g. The Queen's father was George. George had two daughters Elizabeth and Margaret.

Lesson 6: Share read 'when I was little' by Jamie Lee Curtis . Revise the key vocabulary and key concepts. Use this information to interpret someone else's timeline/family tree. Write sentences using words of time.

Year 1 autumn 2

Key vocabulary: old, older, oldest, new, past, present, recent, history, decade

Key concepts: changes in living memory, significant people and events, timeline of events, chronological order

Lesson 1: Share read about the Queen. Compare photos of her through her reign. Create a timeline for the Queen including her children. Identify who would come next as king/queen and why. Identify dates in the past and write some sentences about them e.g. she became Queen in 1952. Learn how we read years ie 19, 52 not 1,9,5,2.

Lesson 2: Share read about the Queen. Create a simple family tree to show the Queen and King Georges/Edwards back to Queen Victoria. Using photos, create sentences using key vocabulary about how the royal family has changed in the last 10 years e.g. William and Kate getting married, prince George etc.

Lesson 3: Share read about the Queen. Explain that for many years there have been people who have ruled over the land where we live. Show children some images/paintings of Kings and Queens in the past. Discuss how we can tell they are Kings/Queens- what clues are in the pictures? Explain a crown is a symbol for royalty. Show children a picture of Queen Elizabeth II. Explain that a long time ago there was another Queen called Elizabeth. Show a picture of the coronation of Elizabeth I and explain that when somebody becomes a king or a queen they wear a crown and ring, sit on a throne and hold a sceptre and orb. Children to draw and label a picture of Queen Elizabeth I and write sentences using the key vocabulary.

Lesson 4: Share read about the Queen. Locate the 25 and the 50th jubilees on the timelines. Look at photos from both and draw comparisons. Plot on the timeline in relation to when they were born. Understand how things have changed since 1977. Ask family members or older people about what they remember from 1977 silver jubilee and the golden jubilee. Use the key words to describe how the jubilees have changed.

Lesson 5: Share read about the Queen. Understand that the Queen has very little power now but prime ministers have most say in laws and rules. Learn about the prime ministers since 1997. Locate them on a timeline. Show photos, video clips, and clips of key things about the office of prime minister e.g. number 10 Downing Street, where they stand/sit in the house of commons. Show a clip of the Queen and the PMs at different state openings of parliament. Put PMs into chronological order. Learn about how we refer to and write key events e.g. Tony Blair PM 1997 – 2008. Write sentences using the language and symbols of time.

Lesson 6: Share read about the Queen. Put monarchs in chronological order since 1900. Identify clues around the city which link to different monarchs e.g. post boxes, coins, stamps, paper money. Look at old coins etc and put them into chronological order by looking at different clues. Write sentences using the language of time.

Year 1 spring 1

Key vocabulary: century, explore, discover, past, expedition

Key concepts: changes in living memory, significant people and events, timeline of events, chronological order

Lesson 1: Share read about explorers. Learn about Sir Ranulph Fiennes and his explorations. Show TV clips and photos. <http://britainexplorer.com/british-explorers-the-top-ten/> Put his key explorations onto a timeline. Practise putting them into chronological order. Learn the meaning of key words/vocabulary. Write some key facts about his life.

Lesson 2: Share read about explorers. Learn about the achievements of Ann Bancroft. Put them onto a timeline. Look at clips and photos and gather evidence about her expeditions. Put the events into a chronological order. Link time lines with that of Sir Ranulph. Use key words to write about some facts about her expeditions.

Lesson 3: Share read about explorers. Learn about the story of Amundsen and link it on a timeline to the achievement of Sir Ranulph. Show photos and clips and compare both expeditions. Write some key facts about Amundsen.

Lesson 4: Share read about explorers. Learn about the story of Scott. <https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/scott-of-the-antarctic-famous-people/> Show photos and clips. Put the events on a timeline and compare with Amundsen. Use the key words to compare the two expeditions, e.g letter of congratulations from Amundsen to Scott.

Lesson 5: Share read about explorers. The story of Edmund Hillary and Sherpa Tenzing. Show photos and clips. Put the events on a timeline. Use key vocabulary to write about the expedition e.g. a newspaper report describing the triumph

Lesson 6: Share read about explorers. The story of Japanese climber named Junko Tabei. Show photos and clips. Put events on a timeline. Use key vocabulary in writing about the expedition e.g. a letter home.

Year 1 spring 2

Key vocabulary: 20th century, 1980s, past, present, compare, contrast, similarities, differences, evidence

Key concepts: changes in living memory, comparing past with the present, timeline of events, chronological order

Lesson 1: the 1980s. Share/group read about the 1980s. Put 1980s on a timeline with other key events from their own history and family's history. Watch videos which show telephones in the 1970s e.g. mobiles, home telephones. Have a play with 1980s style home phones. Place telephones in a chronological order from 1980s to now. Think about how mobiles were regarded as socially elite but because of changes they are common place. <http://www.knowyourmobile.com/nokia/nokia-3310/19848/history-mobile-phones-1973-2008-handsets-made-it-all-happen> Write a description of the old mobile phones.

Lesson 2: Share read about the 1980s. Recap on the telephone chronology. Repeat the similar exercise with computers. Understand that sometimes history can be improved by inventions and events. Listen to and reflect on people's ideas about computers in the 1980s. Understand how things can change because of inventions. <https://www.timetoast.com/timelines/history-of-the-computer-for-kids> Write a description of old computers

Lesson 3: Share read about the 1980s. Trace how things have changed over time and track it in a timeline e.g. the start of Channel 4 and then channel 5. The start of breakfast TV. Children's hour on TV and some of the old programmes such as Mr Ben, Play school etc. Learn to understand we can improve things all of the time. Listen to older people's reflections about TV in the past. Start to compare the past with the present. Write a few sentences about the start of a new programme e.g. Saturday swap shop.

Lesson 4: Share read about the 1980s. Learn about TV in the 1980s including programmes that still exist e.g. the news, Coronation Street, Emmerdale farm, question of sport. Listen to older people's reflections about TV in the past. Start to compare the past with the present, contrast tv across time. Watch clips and look at photos and use key vocabulary to write about TV programmes in the past taking care not to make incorrect generalisations.

Lesson 5: Share read about the 1980s. Reflect about children's TV in the 1980s. Watch some 1980s TV e.g. Mary Mungo and Midge, Magic Roundabout, The Clangers. Look at how remakes of the programmes look and sound different. Watch Top of the Pops from the 1980s and write notes about clothes, hair, music. Write about, from the evidence they have, what life was like in the 1980s.

Lesson 6: Share read about the 1980s. Revise what they have written last week about what evidence is telling us so far about the 1980s. Look at photos and clips of Sheffield in the 1980s. Compare with today e.g. busier roads, road markings etc. Listen to reflections from older people about Sheffield in the 1980s. Add to their description of life in the 1980s and understand how evidence build a picture about time periods.

Year 1 summer 1

Key vocabulary: 20th century, 1970s, past, present, compare, contrast, similarities, differences, evidence

Key concepts: changes in living memory, comparing past with the present, timeline of events, chronological order

Lesson 1: Share read about Sheffield in the 1970s. Learn about some of the main industries such as steel works and where they are and how they would know they made steel. Develop a chronology for Sheffield from 2018 back to 1970. Place on it some key events. Place events in order from being mixed up. Write a few sentences for an imaginary book about Sheffield in the 1970s.

Lesson 2: Share read about Sheffield in the 1970s. Look at photographs of the same place but in different times e.g. train station in 1970, 1980, 1990, 2000 and 2018 and put them in order. Understand that places change over time. Link their and their families' chronology onto the time line. Write a few sentences for an imaginary book about Sheffield in the 1970s.

Lesson 3: Share read about Sheffield in the 1970s. Look at prime sources such as photographs, artefacts. Use the evidence they have to come up with a view on what the objects tell us about Sheffield in the 1970s. Understand that historians can have different views and interpret sources in different ways. Listen to others' interpretations and see that they are different. Write some sentences about the artefacts that they have e.g. map of before and after Meadowhall was built; toys from the 1970s.

Lesson 4: Share read about Sheffield in the 1970s. Look at some photographs of steel work from the time. Listen to some interviews or view points of those who worked in the steel works. Listen to a visitor talk about Sheffield in the 1970s . Write some sentences about the difference between now and the 1970s and understand that historians look at different evidence to draw conclusions about the past. Write about steel works in the past.

Lesson 5: Share read about Sheffield in the 1970s. Show photographs of key aspects of Sheffield in the 1970s e.g. shops, cars, the bus station, demonstrations, furniture and inside houses. Write some simple sentences to say what life was like in the 1970s.

Lesson 6: Share read about Sheffield in the 1970s. Listen to some music from the 1970s and some iconic photos of fashion and music. Watch Top of The Pops from 1970s. Write some sentences about life in the 1970s from everything they have learnt so far.

Year 1 summer 2

Key vocabulary: 20th century, 1970s, past, present, compare, contrast, similarities, differences, evidence

Key concepts: changes in living memory, comparing past with the present, timeline of events, chronological order

Holidays in the past

Lesson 1: Share read about the 1970s and about holidays. Look at photos about holidays in the 1970s. Compare past and present features of holidays. Using sources, write a few sentences comparing holidays now and in the 1970s.

Lesson 2: Share read about holidays in the past. Listen to people talk about holidays in the 1970s and 1980s. Add to their evidence they have collected so far about holidays in the 1970s. Write an evidence fact sheet from interviews and photo clips.

Lesson 3: Share read about holidays in the past. Watch video clips about holidays in the 1970s including new package holidays abroad. Add to what they have found so far about holidays in the 1970s. Understand that historians gather evidence from a range of sources before making their mind up.

Lesson 4: Share read about holidays in the past. Look at artefacts from the 1970s e.g. bucket and spade, beach ball, old postcards. Myth bust disinformation e.g. if it is wooden it is old, if it is colourful it is modern. Write a postcard.

Lesson 5: Share read about holidays in the 1970s. Learn about beach huts. Lidos, Chalets, holiday camps. Write an opinion piece based on all of their information so far about holidays in the 1970s.

Year 2 autumn 1

Key vocabulary: 20th century, 1960s, civil rights, segregation, diversity, iron curtain, communism, the west, president, flower power, division, apartheid equality

Key concepts: changes in living memory, comparing past with the present, timeline of events, chronological order

Lesson 1: Share read about the 1960s. Locate the 1960s on a timeline. Revise key elements of the 1970s taught in Year 1. Put their own family events into the 1960s. Research some events that match key events in their own personal histories. Write some sentences about their own personal history in the 1960s.

Lesson 2: Share read about the 1960s. Learn about the lives of some key people in the 1960s. Rosa Parks. Understand the idea of segregation in the USA and in the UK. Plot some key events of her life through the 1950s and 1960s. Learn the term civil rights. Write a newspaper report about the incident. <http://www.historyforkids.net/civil-rights.html>

Lesson 3: Share read about the 1960s. Learn about Martin Luther King. Learn aspects of one of his speeches and listen to how it was read. Repeat the tone and his style in reading out his speech "I have a dream". Understand the term civil rights. Write their own dream speech and perform it.

Lesson 4: Share read about the 1960s. Learn about Nelson Mandela in South Africa. Learn about apartheid. Think about similarities between him and Rosa Parks and the action they took. Re-visit their dream speech and see if it would fit with Nelson Mandela.

Lesson 5: Share read about the 1960s. Learn about Paul Stevenson (Bristol) who led a protest against employing different ethnicities as bus drivers. Look at clips from the 1960s in the UK and video clips. Write a few sentences using key words such as equality, segregation, civil rights.

Lesson 6: Share read about the 1960s. Learn about the Berlin wall in 1961. Understand the idea of a city being divided and its repercussions. Write a letter from one side of the wall to the other. Show video clips and photos to gather evidence.

Year 2 autumn 2

Key vocabulary: 20th century, 1960s, the west, president, flower power,

Key concepts: changes in living memory, comparing past with the present, timeline of events, chronological order

Lesson 1: Share read about the 1960s. Revise what they know so far about the 1960s. Show some video clips and photos of music in the 1960s. Show Top of the Pops clips. Write a few sentences using key words about music in the 1960s.

Lesson 2: Share read about the 1960s. Learn about the Beatles from video clips, photos etc. Put key events onto a timeline. Write a few sentences about the popularity and the music of the Beatles.

Lesson 3: Share read about the 1960s. Look at some video clips and photos of some music stars from the 1960s and some popular dances and unusual ways of dancing e.g. the stroll, the twist http://www.the60sofficialsite.com/Dance_Crazes_of_the_60s.html the mashed potato and the monster mash. Write some instructions about how to do one of the dances.

Lesson 4: Share read about the 1960s. Look at some video clips and some music of Motown. <https://www.youtube.com/watch?v=J1Q5-TIC5pc> Gather information they have so far and think about what it would be like to be young or a teenager in the 1960s. Learn about decriminalisation of LGBT. Listen to the views of someone who is older who can remember. Write questions for them and write up their answers.

Lesson 5: Share read about the 1960s. Look at some photographs and video clips of fashion in the 1960s from different view points e.g. bowler hats, flower power shirts, tie dye, Mary Quant. <https://www.vam.ac.uk/collections/1960s-fashion> Gather evidence from the V and A site. Write about fashion in the 1960s trying not to generalise.

Lesson 6: Share read about the 1960s. Was it the decade that shook Britain? Were the 60s swinging? Look at magazine and newspaper articles and photos. Look at photos and clips of the 1960s and explore their thinking about swinging 60s. Write an answer to the question.

Year 2 spring 1

Key vocabulary: 20th century, 1950s, transport,

Key concepts: changes in living memory, comparing past with the present, timeline of events, chronological order

Week 1: share read about cars since 1950. Video clips of 1950s, 60s and 70s Britain – compare and contrast the roads and the cars. Look at photos, talk to others about cars and roads in the 50s. Write a description/comparison about modern and 1950s/60s cars.

Week 2: share read about transport. Video clips about airports and planes in the 1950s and 60s. Discuss the impact of cheap air travel on the UK. Look at photos, discuss with older people what it was like to travel by air. Write a postcard from someone travelling by air for the first time.

Week 3: share read about transport. Learn about Amelia Earhart. Video clips, photo images. Put events from her life into chronological order. Write a description of her journey.

Week 4: share read about transport. Learn about Amy Johnson. Video clips, photo images. Compare with Amelia Earhart. Put events of her life into chronological order. Write a description of her journey

Week 5: share read about transport. Learn about the space race in the 1950s and 1960s. Video clips, photo images of the first person on the moon. Learn about Yuri Gagarin, Neil Armstrong and about the Russian first female astronaut. Watch the clip from Neil Armstrong bounding on the moon. Put events into order on a timeline. Write a few sentences about why they think the space race happened.

Week 6: share read about transport. Learn about Helen Sharman. Put events in her life into a timeline and compare with other astronauts. Write a brief history of Helen Sharman and her achievements

Year 2 spring 2

Key vocabulary: 20th century, 1950s, rock and roll, teenagers, words describing the passing of time

Key concepts: changes in living memory, comparing past with the present, timeline of events, chronological order, people and historians have different views, changes have an impact on life

Lesson 1 – Share read about the 1950s. Learn about contrasting opinions about rock and roll. Learn about features of rock and roll, clothes. Look at clips to show pro- and anti-rock and roll songs and music. Understand that people have different views,. Watch video clips from 1950s music. Write a few sentences to show support of the new music and against the new music.

Lesson 2 – Share read about the 1950s. Learn about Elvis Presley. Put events of his life into chronological order onto a timeline. Watch video clips and look at photos of Elvis in the 1950s. Write about his life using words passing of time.

Lesson 3 – share read about 1950s. Listen to reviews and opinions from older people about TV in the 1950s. Interview older people about like in the 1950s. Watch clips such as Muffin the Mule, Andy Pandy. Write about TV in the 1950s comparing the past with the present.

Lesson 4 - share read about the 1950s. Understand how shops and shopping changed from the grocers, butchers etc to supermarkets for the first time. Moving from shopkeeper's service to self-service. Show video clips of the 1950s shopping. Write a letter to describe change to shopping.

Lesson 5: Look at adverts from 1950s e.g. appliances such as fridges, washing machines. Understand the impact of fridges and what people had before, inside toilets, washing machines. Write about the impact of the changes, particularly for refrigeration. Understand the concept of how change can have an impact.

Lesson 6: share read about 1950s. Show video clips of 1950s houses and furnishings. Look at some artefacts from the 1950s from houses. Pretend to be archivists and identify what an artefact was used for, e.g. LP record player. Compare different views and understand the idea historians can have different views. Write about houses in the 1950s.

Year 2 summer 1

Key vocabulary: 20th century, 1950s, 1940s,

Key concepts: comparing past with the present, timeline of events, chronological order, people and historians have different views, changes have an impact on life

Lesson 1: Share read about the 1950s. Learn about the life of Albert Einstein. Understand how events in history can change people's lives. Put events in his life in chronological order. Write a short biography of Einstein.

Lesson 2: Share read about the 1950s. Learn about the life and inventions of Christopher Cockerall. Understand how events in history can change people's lives. Put events in his life in chronological order. Write a short biography of Cockerall.

Lesson 3: Share read about the 1950s. Learn about some key inventions e.g. credit card by Frank McNamara. Understand how inventions have changed people's lives. Write short fact file about the new inventions.

Lesson 4: Share read about the 1940s. Show photos from the 1940s. As historians what can they detect about that time in Britain? Introduce contrasting photos of the same place/event e.g. does this make their evaluation different? Understand that sometimes historians come up with theories but it may not be a full picture. Write some sentences about life in 1940s.

Lesson 5: Share read about post-war Britain. Understand the idea of rationing and why it had to be maintained after the war. Compare modern meals with a rationed meal. Listen to people's views about rationing. Taste a rationing food e.g. powdered egg, spam. Write some sentences about rationing.

Lesson 6: Share read about post-war Britain. Look at photos and films about the inside of 1940s houses. Examine some artefacts from the 1940s. Pretend to be historians to use evidence from the artefact to decide how it is used. Compare to understand historians often have different views about the same object. Write some sentences about the inside of a post-war house.

Year 2 summer 2

Key vocabulary: 20th century, 1940s, post-war, evidence

Key concepts: comparing past with the present, timeline of events, chronological order, how historians gather then interpret evidence

Lesson 1: Share read about post-war Britain. Look at clothes e.g. bowler hats, tank tops, knitted swimwear, make do and mend. Look at photos, films and artefacts. Gather information together. Understand that historians draw conclusions from a set of evidence. Write a few sentences about post-war Britain.

Lesson 2: Share read about the 1940s. Learn about transport horses and carts, trolley buses, bikes, milk carts etc. Look at photos, films and artefacts. Gather information together. Understand that historians draw conclusions from a set of evidence. Write a few sentences about post-war Britain.

Lesson 3: Share read about the 1940s. Learn about life in the 1940s. Look at artefacts and primary sources. Gather information together. Understand that historians draw conclusions from a set of evidence which might differ from each other. Write a few sentences about what they think they object is and why they think that.

Lesson 4: Share read about the 1940s. Learn about the 1948 Olympics. Compare this with the 2012 Olympics in London. Compare what events were on, the results of the races and events to see if they notice any patterns. Write a news report about some of the events of the 1948 event. Watch some clips and see photos.

Lesson 5: Share read about the 1940s. Learn about the 1948 Olympics. Compare this with the 2012 Olympics in London e.g. marathon, 100m sprint. Write a news report about some of the events of the 1948 event. Watch some clips and see photos.

Year 3 autumn 1

Key vocabulary: BC; AD; ancient; empire, civilization, hieroglyphics,

Y3 autumn 1 key words: heart; height; heard; breathe; exercise; experience; experiment; extreme; medicine; eight; eighty; weight; minute; reign

Key concepts: significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies, frame historically-valid questions and create their own structured accounts, methods of historical enquiry, how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Lesson 1: Share/group read about Ancient Egypt. Learn about where Egypt is. Understand that the first of the great civilizations was in Africa.

<http://www.historyforkids.net/ancient-egypt.html> Create a timeline which identifies today, the birth of Christ and the span of the Ancient Egyptian civilization. Learn about AD and BC and how we use them. Assign AD and BC to events/years. Learn about hieroglyphics. See examples and photos. Write a historical claim about what a set of Egyptian writing means. Write a fact file/explanation.

Lesson 2: Share/group read about Ancient Egypt. Look at images of Egyptian clothing and Egyptian art work which depicted the lives of people. From the evidence they have write what they know about how Egyptians lived. Compare with others and understand from the same set of evidence historians' views may differ. Write a fact file/explanation.

Lesson 3: Share/group read about ancient Egypt. Look at images of temples, pyramids, sphynx etc. Pose questions they would like to find out. Using these questions conduct research to find the answers to their own questions. Write the questions and answers. Write a fact file/explanation.

Lesson 4: Share/group read about ancient Egypt. Learn about the function of pyramids. Learn about the life and the finds of Howard Carter. Write a fact file/explanation.

Lesson 5: Share/group read about ancient Egypt. Video clips, images and photos of find from the pyramids including wall paintings. Use the different forms of evidence they look at to draw conclusions. Share with others and understand historians can have differing views about the same evidence. Write a fact file/explanation.

Lesson 6: Share/group read about ancient Egypt. Understand the notion of more than one god. Introduce some of the Egyptian gods and what they looked like in paintings, artefacts and hieroglyphics (Amun, Ra, Anubis, Osiris). Understand that people worshipped different gods. Write a fact file/explanation.

Year 3 autumn 2

Key vocabulary: BC; AD; ancient; empire, civilization, mummification, after life, rites, rituals, pharaohs, archaeology

Y3 autumn 2 key words heart; height; heard; breathe; exercise; experience; experiment; extreme; medicine; eight; eighty; weight; minute; reign

Key concepts: significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies, frame historically-valid questions and create their own structured accounts, methods of historical enquiry, how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Lesson 1: Share/group read about ancient Egypt. Understand the idea of the after-life. Share clips about mummies from TV and film e.g. scooby-doo, carry on screaming, Night at the Museum. Introduce the idea and system, rites and rituals around mummification and preparation for the next life. Write an advertisement.

Lesson 2: Share/group read about ancient Egypt. Learn about rites and rituals and beliefs about death. Ba and the Ka. Book of the Dead. Canopic Jars. Write an advertisement.

Lesson 3: Share/group read about ancient Egypt. Learn about the system of government including pharaohs. Learn about the life of Cleopatra, Nefertiti, Tutankhamun. Learn about some of the disabilities of the pharaohs. Write an advertisement.

Lesson 4: Share/group read about ancient Egypt. Take a virtual tour of the valley of the kings, Petra, etc. Imagine they were archaeologists and found these for the first time what would they write home to describe what they have found. Write an advertisement.

Lesson 5: Share/group read about ancient Egypt. Learn about Egyptian games and schools. Learn the Egyptian method of multiplication.

<http://www.historyforkids.net/ancient-egypt.html> Write an advertisement.

Lesson 6: Share/group read about ancient Egypt. Look at artefacts from Egypt e.g. amulets. Visit Weston park museum in Sheffield and look at artefacts. Write about what they think each object is. Compare notes. Understand that historians look at evidence but may interpret it in different ways. Compare with real historian's views. Write an advertisement.

Year 3 spring 1

Key vocabulary: BC; AD; ancient, civilization, archaeology, city state, temple, agora, column, acropolis, Doric, Corinthian, ionic

Y3 spring 1 key words February; fruit; island; difficult; different; popular; library

Key concepts: significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies, frame historically-valid questions and create their own structured accounts, methods of historical enquiry, how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Lesson 1: Share read about ancient Greek state of Athens. <http://www.ancientgreece.co.uk/> Understand the idea of city state. Share draw a timeline identifying the year of Christ's birth, 2018, and the birth of the city state of Athens around 508 BC and events in ancient Egypt from the autumn term. Learn about how connected Egypt and Greece could have been. Learn about trade between Egypt and Greece and boats/ships. Write a modern leaflet/pamphlet for a Greek exhibition/museum.

Lesson 2: Share read information about the state of Athens. Learn about the buildings. Draw comparison with Egyptian temples and sites. How are they the same, or different? Look at photographs of Greek buildings and start making ideas about what they were used for. Write a modern leaflet/pamphlet for a Greek exhibition/museum.

Lesson 3: Share read about ancient Greece. Look at photos and video clips of remains of temples and Greek cities. Label them with the names of the columns and likely use. Write a modern leaflet/pamphlet for a Greek exhibition/museum.

Lesson 4: Share read about ancient Greece. Look at examples of pots and draw conclusions about the scenes on the pots and what it says about life in Athens. Write an archaeological report of the 'finds' in the pots from the images. Write a modern leaflet/pamphlet for a Greek exhibition/museum.

Lesson 5: Share read about ancient Greece. Imagine they have found a broken pot, try to finish the image on the pot and write a description of what the image shows. Write a modern leaflet/pamphlet for a Greek exhibition/museum.

Lesson 6: Share read about ancient Greece. Compare and contrast Sparta and Athens. Write a modern leaflet/pamphlet for a Greek exhibition/museum.

Year 3 spring 2

Key vocabulary: BC; AD; ancient, civilization, archaeology, city state, temple, agora, column, acropolis, Doric, Corinthian, ionic, trojan, spartan, Athenian, democracy

Year 3 spring 2 key words: quarter; potato; continue; arrive; appear; answer; address; question

Key concepts: significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies, frame historically-valid questions and create their own structured accounts, methods of historical enquiry, how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Lesson 1: Share read about ancient Greece. Learn about the siege of Troy and the Trojan horse. Learn about different opinions about the siege of Troy. Imagine they were there at the siege on the beach waiting for the gates to open. Describe the scene. Write their points of view/critique.

Lesson 2: share read about ancient Greece. Learn about how the marathon came into being. Establish a timeline to show the development and events in ancient Greece. Put on it the events studied so far and continue adding this term. Show how the story led to the modern marathon. Show clips from marathons in the past. Imagine what Pheidippides had written in his notes to the King. Write their points of view/critique.

Lesson 3: Share read about ancient Greece. Learn about the bull/minotaur myths of Crete. Archaeology – look at pictures of objects uncovered in Crete. Write their conclusions and compare and contrast with archaeologists and other historians. Show how historians can differ in their views. Write their points of view/critique.

Lesson 4: Share read about Socrates and Greek philosophers. Look at pictures and images of famous ancient Greeks. Identify what it would be like to live as a woman, man or a child in ancient Greece. Learn about how the study of physics came from studying the stars. From images, pictures and pots describe what it would be like to be a citizen in Greece. Compare this with what they wrote about Egypt. Write questions they want to find out about ancient Greece. Complete some research and record the answers. Write their points of view/critique.

Lesson 5: Share read about ancient Greece. Learn about the system of Athenian democracy and look at some clues from the past. Learn about LGBT in Greek life. Compare and contrast their democracy and that operates in the UK. Learn about who could and who could not vote on issues. Understand that the world's view on democracy emanates from Greece. Write their points of view/critique.

Lesson 6: Share read about ancient Greece. Visit a museum to look at Greek artefacts <http://www.ancientgreece.co.uk/> Write a description as a historian of the 'finds' and what they can conclude about the evidence. Share with others and understand historians have differing views. Write their points of view/critique.

Year 3 summer 1

Key vocabulary: BC; AD; ancient, civilization, archaeology, bronze age, stone age,

Year 3 summer 1 key words: opposite, decide, describe, recent, regular, circle, centre, certain

Key concepts: significant aspects of the history of the wider world: the nature of ancient civilisations, frame historically-valid questions and create their own structured accounts, methods of historical enquiry, how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Lesson 1: Share read about the Bronze age. Draw a timeline and identify where the Bronze age is in relation to modern day and other civilizations such as Egyptians and Greeks. Revise some of the key points from the previous topics. Using the British museum resource, show pupils photos of artefacts and suggest what they are and what they are used for. https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/bronze_age_britain.aspx Compare notes and learn that historians have different views about the same object. Write a section for a reference book/fact file.

Lesson 2: Share read about the Bronze age. Using the British museum resource, show pupils photos of artefacts and suggest what they are and what they are used for. https://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/bronze_age_britain.aspx Compare notes and learn that historians have different views about the same object. Write a section for a reference book/fact file.

Lesson 3: Share read about the Bronze age. Introduce vocabulary associated with the objects such as materials (e.g. silver, stone, pottery), technical terms (e.g. constructed, carved, cast), name of object (e.g. statuette, hoard, tombstone), function of object (e.g. conflict, eating and drinking, religious expression). Discuss archaeological evidence. What sorts of factors determine whether an object survives? Print out the objects and distribute around groups. Ask students to consider why these objects have survived. Compare other archaeological evidence for the period. Provide students with samples of the real materials used to make the objects. Use these to investigate properties, such as weight, flexibility, floating/sinking, magnetism. Print out all the images on to card, chop them up into pieces and then rebuild as jigsaws. Use as a starting point to talk about archaeology and reconstructing objects from the past. Write a section for a reference book/fact file.

Lesson 4: Share read about the Bronze age. Interrogate the images. Use Visual Thinking Strategies when looking at one of the images in depth, eg What's going on in this picture? What do you see that makes you say that? For more information: www.vtshome.org Use Thinking Routines such as "I see / I think / I wonder" or "colours, shapes, lines" which are very well suited to exploring and appreciating images, as well as helping the students to improve their critical thinking skills. For more information: www.pzartfulthinking.org/routines.php Who would have been involved with the life of this object from the raw material being obtained, through its manufacture, decoration, sale, purchase, use, breakage, loss, excavation, rediscovery to its exhibition in a museum? Write a section for a reference book/fact file.

Lesson 5: Share read about the Bronze age. Classify the images. Imagine that they are organizing the objects in a display cabinet for people to look at. Ask them to research the objects to find out how large they are (or you could supply this information) and then ask them to design a cabinet (deciding how many shelves to have and how big to make the cabinet) and then arrange the objects appropriate to their size and shape. Print out the objects. Research the date of each object and use them to make an object timeline or group them according to date. Use a website such as Pinterest (or just use Word) to create a pin board of your favourite objects from the image bank. Research these and write captions. Now add other objects from outside the Museum, and any relevant or interesting facts. Write a section for a reference book/fact file.

Key vocabulary: BC; AD; ancient, civilization, archaeology, bronze age, stone age, tribe, Celts, Celtic

Year 3 summer 2 key words: though, thought, experiment; enough; although; through; extreme; famous; Earth; early; learn; favourite

Key concepts: significant aspects of the history of the wider world: the nature of ancient civilisations, frame historically-valid questions and create their own structured accounts, methods of historical enquiry, how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Lesson 1: share read about the last bronze age. Learn about the Celts <http://www.primaryhomeworkhelp.co.uk/celts.htm> and where they lived. Understand there were no recognised countries of England or Scotland or Wales at this time. Learn about how the Celts lived and where they came from. Compare with Egypt and Greece. Write a diary entry/journal.

Lesson 2: Share read about the bronze age. Put the Celts onto a time line with events in Greece and Egypt. Learn about the Goidelic Celts (Gaels or Gaelic), the Brythonic Celts (Britons or British). Learn about their clothes and what they ate. Write a diary entry/journal.

Lesson 3: Share read about the bronze age. Learn about houses and forts and weapons. Write a diary entry/journal.

Lesson 4: share read about the late bronze and stone age. Learn about the life of Cartimandua. Compare Britain at this time with Greece and Egypt. <https://www.historic-uk.com/HistoryUK/HistoryofEngland/Cartimandua-Cartismandua/> Understand the concept of tribe and many were led and governed by women. Look at the Stanwick hoard and imagine they had found it. What could they deduce from their find. Write a diary entry/journal.

Lesson 5: share read about the bronze and stone age. Learn about the life of Boudica. <https://www.theschoolrun.com/homework-help/boudica> Put some key events from Cartimandua, Boudica and Ancient Greece on a time line (not the Romans). <http://www.colchestertreasurehunting.co.uk/B/bodica.htm> Look at artefacts about Boudica. Write a diary entry/journal.

Year 4 autumn 1

Key vocabulary: BC; AD; ancient, empire, Roman, legion, centurion, emperor, republic,

Year 4 autumn 1 key words: grammar, notice, forward, perhaps, possession, possible

Key concepts: The Roman Empire and its impact on Britain; clear narratives within and across the periods, connections, contrasts and trends over time, address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information, knowledge of the past is constructed from a range of sources.

Lesson 1: Share read about the Romans. Revise some key knowledge from the late Bronze age and Britain at the time of 40AD. Ask questions about the Romans including about: change, cause, similarity and difference, and significance. Research and answer the answers to questions and present to others. Write a recount/personal recollection.

Lesson 2: Share read about the Romans. Learn about what life was like in Rome itself and where the Romans came from <https://www.bbc.co.uk/education/topics/zwmpfg8> Learn about the buildings in ancient Rome. Compare this with their work on Greece, how was it similar/different? Write a recount/personal recollection.

Lesson 3: Share read about the Romans. Learn about the temples and some of the gods e.g. Janus from whom we named January. <http://www.bbc.co.uk/schools/primaryhistory/romans/religion/> Link the names of the planets to the names of Roman gods. Write a brief fact file about each god.

Lesson 4: Share read about the Romans. Learn about the temples and the gods. Look at artefacts from Rome and wall paintings and mosaics that refer to the gods. <http://www.talesbeyondbelief.com/roman-gods/facts-about-roman-gods.htm> Write a recount/personal recollection.

Lesson 5: Share read about the Romans. Learn about Roman government in that it was once a republic, then a democracy similar to Greece and then with a ruling family an emperor. Learn about Julius Caesar, and Augustus. Look at artefacts e.g. coins, busts, to show his depiction. Link Rome with Greece and with Egypt and Cleopatra. Write a recount/personal recollection.

Lesson 6: Share read about the Romans. Learn about Caesar's quick visit to England. Learn about how he and Mark Anthony tried to create trade alliances. Understand the idea of how an empire grows. Write a recount/personal recollection.

Year 4 autumn 2

Key vocabulary: BC; AD; ancient, empire, Roman, legion, centurion, emperor, republic, conquest

Year 4 autumn 2 key words: various; particular; group; naughty; probably; separate

Key concepts: The Roman Empire and its impact on Britain; clear narratives within and across the periods, connections, contrasts and trends over time, address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information, knowledge of the past is constructed from a range of sources.

Lesson 1: Share read about the Romans. Learn about the Roman interest in and then invasion of England. <http://www.bbc.co.uk/guides/z9j4kqt> Understand the concept of conquest and invasion. Learn how the Romans persuaded tribes to become part of the empire. Imagine what it would have been like for a Briton speaking a different language being met by a Roman wanting to subsume your tribe. Learn that some tribes agreed but others fought. Write a brief list of advantages and disadvantages of joining the empire. Compare this with star wars. Put events onto a timeline. Write a section for a history text book/fact file.

Lesson 2: Share read about the Romans. Learn about what life was like in Roman Britain e.g. roads, forts, houses. <http://www.bbc.co.uk/guides/ztqg4wx> Learn what would be in a Roman town. Write a comparison between a Roman town in Britain and in Rome. Put events onto a time line. Learn about Emperor Hadrian who was LGBT. Write about life in a Roman town. Write a section for a history text book/fact file.

Lesson 3: Share read about the Romans. Learn about the baths. Look at clips from Roman Bath. Understand why these were so important. Learn about aqueducts, central heating, the different plunge pools etc. Write a narrative about town improvements because of Roman baths. Write a section for a history text book/fact file.

Lesson 4: Share read about the Romans. Learn about the Romans and the Scots. Learn about the creation of Hadrian's wall. Look at artefacts from Hadrian's wall. Create their ideas about what they are and what they were used for. Compare with others and with historian's views. Write a section for a history text book/fact file.

Lesson 5: Share read about the Romans. Look at artefacts from Roman times that have been found in the UK e.g. Chester, Colchester, Whirlow Hall Farm <http://www.archaeologicalresearchservices.com/projects/whirlowexcavation.html> British museum. Create their ideas about what they are and what they were used for. Compare with others and with historian's views. Write a section for a history text book/fact file.

Lesson 6: Share read about the Romans. Learn about the fall of the Roman empire and why it fell. <http://rome.mrdonn.org/fall.html> Write about the legacy of the Romans in Britain. Write a section for a history text book/fact file.

Year 4 spring 1

Key vocabulary: AD; ancient, conquest, century, Anglo-Saxon, tribes, kingdom,

Year 4 spring 1 key words: special; strange; position; calendar; therefore; actually; accident; pressure

Key concepts: Britain's settlement by Anglo-Saxons and Scots; clear narratives within and across the periods, connections, contrasts and trends over time, address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information, knowledge of the past is constructed from a range of sources.

Lesson 1: shared read about the Anglo-Saxons. Learn key vocabulary such as Germanic tribes; Saxony. Identify where the migrants came from – key learning is the fact there is no England but different kingdoms e.g. Kingdom of Kent, Northumbria. Construct a timeline of key events and link this to other civilizations e.g. Romans, Vikings. Share write a section for a history book about the origins of Anglo Saxons. Write a report/description of events.

Lesson 2: Share read information about the Anglo-Saxons. Revise Key vocabulary from last week and its meaning – look up new vocabulary. Identify where the Anglo-Saxons were in Sheffield: An Ancient British Celtic fortress was located nearby at Wincobank, now a north Sheffield suburb and other Celtic forts existed at Carl Wark on Hathersage Moor near Dore, to the south west of Sheffield and at Scholes Wood near Rotherham – create a time line for the development of Sheffield. Look at different

interpretations of the same archaeological sources about Anglo-Saxons and how views have changed over time. Write and answer to the question – were the English in fact Europeans? Write a report/description of events.

Lesson 3: Share read information about Anglo-Saxons. Learn about how the kingdoms formed England and who the first king of England was. Learn to identify key features of an Anglo-Saxon church - The Church of St. Nicholas, Bradfield – farms and houses. Understand the power of the monasteries and religion and the change from paganism to Christianity. Write an evaluation/comparison between Anglo-Saxon and modern churches. Write a report/description of events.

Lesson 4: Share read information about Anglo-Saxon clothes and jewellery. Revise key vocabulary and learn new vocabulary. Compare and contrast clothes and jewellery. Write a comparison between modern and Saxon jewellery. Write a report/description of events.

Lesson 5: Share read about Anglo-Saxons. Revise key vocabulary. Understand the idea of identifying history from artefacts. Look at some found artefacts e.g. Sutton Hoo findings and identify some historic conclusions. Write about artefacts and what they may be. Write a report/description of events.

Lesson 6: Share read about Anglo-Saxons. Revise key vocabulary. Learn about where the people of Scotland migrated from and the migration of the Scots into England. Learn about the Picts. Write an answer to a discussion question e.g. The English are not from England: discuss. Write a report/description of events.

Year 4 spring 2

Key vocabulary: AD; settlement, castle, keep, moat, Domesday,

Year 4 spring 2 key words: interest; important; believe; increase; imagine; mention

Key concepts: local history study; clear narratives within and across the periods, connections, contrasts and trends over time, address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information, knowledge of the past is constructed from a range of sources.

Lesson 1: Share read about: early history of Sheffield from the settlement on the river Sheaf. Create a timeline for the development of Sheffield up to the building of Sheffield castle. Identify some objects found from Sheffield archaeology. Understand different historians have different thoughts about history and these can change. Identify different views about the same object/source e.g. cave art at Cresswell crags; Write about a source/artefact. Know how place names e.g. ley comes from old English meaning clearing in the forest and identify areas such as Longley which would have been an ancient hamlet. Understanding and use terms such as hamlet. Write a modern leaflet/pamphlet for a museum looking back at the past.

Lesson 2: share read about the Domesday book. 'In Hallam, one manor with its sixteen hamlets, there are twenty-nine carucates to be taxed. There, Earl Waltheof had an "Aula" [hall or court]. There may have been about twenty ploughs. This land Roger de Busli holds of the Countess Judith. He has himself there two carucates and thirty-three villeins hold twelve carucates and a half. There are eight acres [32,000 m²] of meadow, and a pasturable wood, four leuvae in length and four in breadth. The whole

manor is ten leuvae in length. In Attercliffe and Sheffield, two manors, Sweyn had five carucates of land to be taxed. There may have been about three ploughs. This land is said to have been inland, demesne [domain] land of the manor of Hallam.' Look at the original inscriptions about Sheffield in the book. Understand how eras can be identified by the rulers at the time e.g. Norman, Roman, Viking, Celt. Learn key vocabulary such as civilization, age, era, epoch, Add to the chronology of Sheffield. Write about what they have learnt from reading the Domesday book. Look at events at Dore which made Egbert the first king of England. Create a chronology of the early kinds of England. Write a modern leaflet/pamphlet for a museum looking back at the past.

Lesson 3: share read about Sheffield castle. Visit the site of the castle. Learn the origins of street names such as Castle gate. Understand the idea of cause and effect in relation to the history of the castle. Look at the surrender agreement for the fall of Sheffield in the civil war. Try to decipher what they mean and understand different historians can interpret the words in different ways. Write a modern leaflet/pamphlet for a museum looking back at the past.

Lesson 4: share read about Sheffield in 1600 the main producer of cutlery outside London and what we know about Sheffield from different sources e.g. 'Daniel Defoe in his book A tour thro' the whole island of Great Britain, wrote: This town of Sheffield is very populous and large, the streets narrow, and the houses dark and black, occasioned by the continued smoke of the forges, which are always at work: Here they make all sorts of cutlery-ware, but especially that of edged-tools, knives, razors, axes, &. and nails; and here the only mill of the sort, which was in use in England for some time was set up, (viz.) for turning their grindstones, though now 'tis grown more common. Here is a very spacious church, with a very handsome and high spire; and the town is said to have at least as many, if not more people in it than the city of York." Look at old maps of Sheffield and write about what the town was like, refer to population data and other sources. Learn to synthesise information together. Write a modern leaflet/pamphlet for a museum looking back at the past.

Lesson 5: Industrial Sheffield. Read about the rise of Sheffield as a steel town. Understand why some building in Sheffield are derelict and the impact of the demise of steel. Think about cause and effect e.g. the rise of Steel and what it did to the population, the invention of canals and railways to Manchester etc. Famous Sheffieldonians. Write a modern leaflet/pamphlet for a museum looking back at the past.

Year 4 summer 1

Key vocabulary: AD; settlement, Danelaw, Viking, Scandinavia,

Year 4 summer 1 key words: consider, promise, purpose, complete, surprise, straight, suppose; strength; guide; guard; build

Key concepts: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ; clear narratives within and across the periods, connections, contrasts and trends over time, address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information, knowledge of the past is constructed from a range of sources.

Lesson 1: Share read about the Vikings. Link the chronology of the Vikings to romans and current day. Draw a timeline. Know and understand where the Vikings came from and lived. <http://www.bbc.co.uk/guides/zcpf34j> Understand that there was no such thing as England, Scotland etc at that time. Understand the idea of raids and conquest. Link it to how the Romans developed and lived. Write an imaginary recount of a raid to the coast. Write a diary entry.

<http://primaryhomeworkhelp.co.uk/viking/timeline.html>

Lesson 2: Share read about the Vikings. Find out what pupils already know or think they know about Viking clothes and how they looked. Watch Shaking hands with the past episode 1 <https://www.jorvikvikingcentre.co.uk/education/education-projects/shaking-hands-with-the-past/> Look at artefacts, and photos to consider what different people wore i.e. women, men, children etc. http://www.bbc.co.uk/schools/primaryhistory/vikings/vikings_at_home/ Disprove common myths about Vikings such as they wore two horned helmets. Write a diary entry. From evidence write about what Vikings wore. <http://primaryhomeworkhelp.co.uk/viking/clothes.html>

Lesson 3: Share read about the Vikings. Find out what pupils already know or think they know about Viking money and trade. Watch Shaking hands with the past episode 2 <https://www.jorvikvikingcentre.co.uk/education/education-projects/shaking-hands-with-the-past/> Look at artefacts, and photos to consider Viking money. <http://www.bbc.co.uk/guides/zw3qmp3> Imagine you are in York and had not seen money before, would you still trade and accept the Viking money? Write a diary entry.

Lesson 4: Share read about the Vikings. Find out what pupils already know or think they know about Viking money and trade. Watch Shaking hands with the past episodes 3 and 4 <https://www.jorvikvikingcentre.co.uk/education/education-projects/shaking-hands-with-the-past/> Look at artefacts, and photos to consider how Vikings lived. Write a diary entry.

Lesson 5: Share read about the Vikings. Find out about how Vikings lived e.g. long houses, long ships, shoes, games, food.

<http://primaryhomeworkhelp.co.uk/viking/houses.html> Write a day in the life in a Viking village. Write a diary entry.

Lesson 6: Share read about the Vikings. Visit Jorvik. Write up what they have found out about people who live in Viking times. Write a diary entry.

Year 4 summer 2

Key vocabulary: AD; settlement, Danelaw, Viking, Scandinavia, fact, fiction, legend, opinion, Wessex, Mercia, Kingdom of the Picts

Year 4 summer 2 key words: busy; business; peculiar; ordinary; often; occasionally; knowledge; caught

Key concepts: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ; clear narratives within and across the periods, connections, contrasts and trends over time, address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, construct informed responses that involve thoughtful selection and organisation of relevant historical information, knowledge of the past is constructed from a range of sources.

Lesson 1: Share read about the Vikings. Revise what we know about the Vikings and what an Anglo-Saxon historian said in 793AD “‘Terrible portents appeared over Northumbria and miserably frightened the inhabitants: these were exceptional flashes of lightning, and fiery dragons were seen flying in the air. A great famine followed these signs; and a little after that, in the same year on 8 June, the harrying of the heathen miserably destroyed God's church in Lindisfarne by rapine and slaughter.’ This 'harrying of the heathen' refers to the first Viking attack on English soil. This was followed for two centuries by a series of regular incursions and wars that lead to the settlement of many Vikings in these islands.’ From their research write a discussion paper as to whether the chronicler was right or wrong. Write a modern newspaper report about a Viking discovery.

Lesson 2: Share read about the Vikings. Learn about the lives of King Aethelred and Egbert. Put the early Saxon kings into chronological order. Link the timeline to the Romans, Vikings etc. Understand that historians sometimes fill in the pieces around the evidence they collect. Understand the difference between fact, fiction, legend, opinion. Label a story of Aethelred the unready with fact, fiction, opinion, legend etc. Write a modern newspaper report about a Viking discovery.

Lesson 3: Share read about the Vikings. Learn about King Alfred. Understand that historians sometimes fill in the pieces around the evidence they collect. Understand the difference between fact, fiction, legend, opinion. <https://www.britroyals.com/kings.asp?id=alfred> What are the similarities and differences between the different kingdoms at this time? Write a modern newspaper report about a Viking discovery.

Lesson 4: Share read about the Vikings. Learn the story of King Canute. Identify what is fact, fiction/myth. Understand that historians sometimes fill in the pieces around the evidence they collect. Look at evidence we have about Cnut. Label a story of Aethelred the unready with fact, fiction, opinion, legend etc. Write a modern newspaper report about a Viking discovery.

Lesson 5: Share read about the Vikings. Learn about some of the legacies of Viking rule <http://thevikingsforkids.weebly.com/legacy-of-the-vikings.html> today e.g. language (days of the week, awkward) <https://vikinggroup2.weebly.com/legacy.html> Answer the questions, what did the Vikings do for us? Write a modern newspaper report about a Viking discovery.

Year 5 autumn 1

Key vocabulary: Tudor, Lancastrian, Yorkist, duke, earl, catholic, protestant, Aragon, Castile, arranged marriage,

Year 5 autumn 1 key words: vegetable; twelfth; system; programme; forty; privilege

Key concepts: Develop a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about the Tudors. Learn about the wars of the Roses and what the Roses were. Look at an extract from writing from the time e.g. 'The same thursday the king come to Roston, whyther come to hym a servaunt of the due of Clarence with a letter lattyng hys highnes wyt that, notwithstanding that he had taken hys ly ve ^ of hym at London, to have goone westward, yit, for to doo hym service in this his journey, he wolde arredeye hym self to com towardes his highenes at suche tyme and place appointed as therle of Warrewike shulde also come, as he hadde promysed the king at London. Wherunto the king then answered, that he was glad, and wrote hym a letre of thanke of hys own hande' Understand how English particularly spelling and punctuation has changed over time. Try to write the translated version. Understand that historians look at evidence but may come up with different answers. Write some imaginary memoirs/personal account.

Lesson 2: Share read about the Tudors. Learn about Henry V11 and about the battle of Bosworth. <http://www.facts-about.org.uk/famous-people-facts-starting-with-k/king-henry-vii.htm> https://kids.kiddle.co/Battle_of_Bosworth_Field Learn about what happened, and the finding of Richard's body in a Leicester car park. Write about what might have happened if he had lost the battle. Understand how historians have disagreed about Richard and Henry. Write some imaginary memoirs/personal account.

Lesson 3: Share read about the Tudors. Put events from 1453 into chronological order and a timeline. Consider what might have happened if... e.g. if Arthur had not died. Learn about how Henry viii came to the throne. Look at artefacts from the time and draw conclusions e.g. Henry's bed, his slippers, his crown, money from the time, pictures. Combine evidence together to write a profile of the king. Write some imaginary memoirs/personal account.

Lesson 4: Share read about the Tudors. Learn about the Young Henry Viii. Learn about the palace of Hampton Court and what life was like there e.g. food, kitchens, balls, extravagance. <https://www.hrp.org.uk/hampton-court-palace/history-and-stories/henry-viii/#gs.NfgKaec> Write a day in the life at the palace. Write some imaginary memoirs/personal account.

Lesson 5: Share read about the Tudors. From paintings of Henry Viii decipher what they can about him. From a description of Henry at the time, 'After dinner, we were taken to the King [Henry VIII], who embraced us, without ceremony, and conversed for a very long while very familiarly, on various s, in good Latin and in French, which he speaks very well indeed, and he then dismissed us, and we were brought back here to London.... His Majesty is the handsomest potentate I ever set eyes on; above the usual height, with an extremely fine calf to his leg, his complexion very fair and bright, with auburn hair combed straight and short, in the French fashion, his throat being rather long and thick. He was born on the 28th of June, 1491, so he will enter his twenty-fifth year the month after next. He speaks French, English, and Latin, and a little Italian, plays well on the lute and harpsichord, sings from book at sight, draws the bow with greater strength than any man in England, and jousts marvelously. Believe me, he is in every respect a most accomplished Prince; and I, who have now seen all the sovereigns in Christendom, and last of all these two of France and England in such great state, might well rest content.' How does this add to or change the characterisation so far? 'We at length reached the King, who was under a canopy of cloth of gold, embroidered in Florence, the most costly thing I have ever witnessed. He was leaning against his gilt throne, on which there was a large gold brocade cushion, where the long gold sword of state lay. He wore a cap of crimson velvet, in the French fashion, and the brim was looped up all around with lacets, which had gold enamelled tags. His doublet was in the Swiss fashion, striped alternately with white and crimson satin, and his hose were scarlet and slashed from the knee upwards. Very close round his neck he had a gold collar, from which there hung a round cut diamond, the size of the largest walnut I ever saw, and to this was suspended a most beautiful and very large round pearl. His mantle was of purple velvet, lined with white satin, the sleeves being open, and with a train verily more than four Venetian yards in length.' What do we know about how he looked? Can the accounts be trusted? Write some imaginary memoirs/personal account.

Lesson 6: Share read about the Tudors. Understand that historians can differ when looking at evidence differently. Learn about the divorce of Catherine of Aragon and why this was so important. Translate the description of Katharine and learn about where she came from, age when she married and the idea of arranged marriages 'The Queen's hair seems to have been the aspect of her appearance that was most admired. Hall's Chronicle: 'of a very great length...beautiful and goodly to behold.' 'Her highness is very healthy and the most beautiful creature in the world, with the greatest gaiety and contentment that ever was.' In 1515. She was by then 30 years old and is described, rather unchivalrously, and not, presumably, by anyone expecting to have his correspondence read, other than by the recipient, as 'ugly and deformed.' 1519, by another Venetian, Sebastian Giustinian, records that Katharine was: '35 years old, and not handsome, though she ha[s] a very beautiful complexion. She [is] religious, and as virtuous as words could express.' 'The Queen's petticoat was of silver lama [lamé?], and the gown of cloth of gold lined with violet velvet, with raised pile, on which the roses of England were wrought in gold. She wore a necklace of very large pearls, from which hung a very valuable diamond cross. Her head gear was of black velvet striped with gold lama, and powdered with jewels and pearls.' Write some imaginary memoirs/personal account.

Lesson 7: Share read about the Tudors. Learn about the start of the Church of England. Learn about the dissolution of the monasteries. Write an answer to the question: was the dissolution a mistake? Write some imaginary memoirs/personal account.

Year 5 autumn 2

Key vocabulary: Tudor, Lancastrian, Yorkist, duke, earl, catholic, protestant, Aragon, Castile, arranged marriage,

Year 5 autumn 2 key words: interfere; thorough; disastrous; sincerely; signature

Key concepts: They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about the Tudors. Learn about Ann Boleyn and what happened to her. Learn about conflicting accounts <https://englishhistory.net/tudor/anne-boleyn-physical-description/> and why they might differ. <http://www.tudorsdynasty.com/portrait-anne-boleyn/> From portraits and descriptions, write their own description. Understand the importance of Elizabeth being the surviving baby and Mary's younger sister. Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Lesson 2: Share read about the Tudors. Learn about the other four wives and what happened to each of them. Put key events into chronological order onto a timeline. Look at surviving evidence from portraits and written descriptions. Understand how historians have different views of the same evidence. Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Lesson 3: Share read about the Tudors. Learn about how Elizabeth came to the throne. Learn about what Elizabethan towns were like in the 16th century e.g. tiered houses to throw water and waste into the street, curfew at night fall, no electricity, the smells. Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Lesson 4: Share read about the Tudors. Learn about Elizabethan towns and houses. http://www.bbc.co.uk/history/british/tudors/poverty_01.shtml
<https://www.bl.uk/shakespeare/articles/cities-in-elizabethan-england> Use maps, photos, primary source descriptions to write about what towns and houses were like. Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Lesson 5: Share read about the Tudors. Learn about Sir Francis Drake. Learn about Tudor explorations and fighting with Spanish boats. Answer the question in full: was Drake nothing more than a pirate? Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Lesson 6: Share read about the Tudors. Learn about the Spanish armada. <http://www.primaryhomeworkhelp.co.uk/tudors/armada.htm> watch clips from the BBC film about the Armada. Answer the question: was it luck that defeated the armada? Write a leaflet/pamphlet for a modern exhibition about the Tudors.

Year 5 spring 1

Key vocabulary: colonize; settlement, expedition, empire, civilization,

Year 5 spring 1 key words: hyphen; co-ordinate; re-enter; sacrifice; environment; criticise; correspond; controversy; awkward; available; amateur; aggressive; adhere; occupy; variety; occur; opportunity; excellent

Key concepts: Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about Aztecs. Construct a timeline of key events in his life and link this with key events in Tudor Britain. Ask questions they want to answer about the Aztecs. Use research to find out some of the answers. Write a biography of Montezuma and add to it throughout the half term.

Lesson 2: Share read about Aztecs. Learn about Cortes and Montezuma. Compare and contrast both men and both civilizations. Place events onto a timeline. Learn how the empire grew but then quickly broke up. Link to the idea of follies of mankind. Imagine what will happen when they both meet. Write a biography entry.

Lesson 3: Share read about Aztecs. Learn about where people used to live, ball games. Revise Key vocabulary from last week and its meaning – look up new vocabulary. Look at primary source information regarding houses/homes and ball games. If they were a historian what would they conclude? Look at different interpretations of the same sources. Write an answer to a question such as: did the Aztecs invent ball games? Write a biography entry.

Lesson 4: Share read about Aztecs. Learn about Aztec food and Mexican food, read about the history of chocolate. Learn about how food and farming and trade linked to the empire's success. Revise key vocabulary e.g. chilli, salsa, guacamole, chocolate. Compare and contrast Aztec and modern Mexican food. Write a biography entry.

Lesson 5: Share read about Aztecs. Learn about Aztec clothes and jewellery, headdresses. Compare and contrast Aztec and modern Mexican clothes, designs and jewellery. Link the idea of jewellery to religion and to economic success. Understand how these factors helped the empire to grow. Link to the Roman empire growth in Y3 and the Vikings in Y4. Discuss why they think the empire was attractive to the Spanish conquerors. Write a section of a magazine about Mexican clothes, designs and patterns. Write a biography entry.

Lesson 6: Share read about Aztecs. Learn about pyramids, gods, rituals, beliefs. Understand the idea of cause and effect. Postulate what would happen if someone with Christian beliefs met someone with Aztec beliefs – what would they do? Write a biography entry.

Year 5 spring 2

Key vocabulary: colonize; settlement, expedition, empire, civilization, royalty, peasantry

Year 5 spring 2 key words: neighbour; leisure; foreign

Key concepts: Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. 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.

Lesson 1: share read about the Inca empire. Compare on a timeline, the Aztec empire, the Incas, the Tudors in the UK. Understand how different civilizations can be affected by others. Look at the Inca pre-Europeans. Learn about and understand the idea of tribes, empire, conquest. Learn about where they lived. Write a diary/journal entry. <http://www.incas.mrdonn.org/>

Lesson 2: Share read about Inca food, homes, lives. Consider historical perspective ie looking at evidence from two different viewpoints. Look at some artefacts from Incas and consider different interpretations of the same object e.g. chimu vessel, condor pot. Write about an object from two different perspectives. Write a diary/journal entry.

Lesson 3: Share read about Inca games, sports – Tlechi; education/schools. Compare these and other aspects between Incas, Aztecs and Europeans at the same time. Write a comparison between civilizations. Write a diary/journal entry.

Lesson 4: Share read about the European conquest. Understand the idea of cause and effect. Learn about what happened when the Spanish arrived. Write cause and effect statements about the European invasion. Was it an invasion or was it a salvation? Discuss the reasons for the Spanish expedition. Write a two-sided report from the views of Inca and the views of the Spanish. Write a diary/journal entry.

Lesson 5: Share read about Inca art, architecture. Write about them using correct historical language. Look at the connections between cultural, political and economic statement behind the architectures and art. Is this the same as the Greeks but in a different context, the Aztecs? Write a diary/journal entry.

Year 5 summer 1

Key vocabulary: monarchy, parliament, puritan, Plantagenet, civil unrest, civil war

Year 5 summer 1 key words: bruise; shoulder; stomach; muscle; relevant; familiar; temperature; suggest; secretary; restaurant; exaggerate; embarrass

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about the Stuarts. <http://www.bbc.co.uk/ahistoryoftheworld/topics/tudors-stuarts/> Create a timeline of Monarchs identifying for example, Tudors, Plantagenets, today. From different paintings, draw out what they can surmise about the new king. Learn about James' journey south from Scotland to London. Consider how the English might react on his route and why. Understand the cause and effect of Elizabeth having no children. Write a factual account of events.

Lesson 2: Share read about the Stuarts. Learn the story behind the gunpowder plot. Understand the notion of historic cause and effect e.g. the effect of James becoming king uniting the kingdoms, the effect of not restricting the movements of Catholics and not adopting puritan Scottish values etc. Learn the motives of the plot and the effect of it being uncovered. Consider scenarios, using their knowledge, of what would have happened had James not come to the throne, had the plot been successful, etc. Write up a different scenario from the plot. Write a factual account of events.

Lesson 3: Share read about the Stuarts. Read some extracts from the Mayflower journey in 1620. Learn about the creation of the union flag in 1606 and the notion of Great Britain. Understand why the puritans left the shore of Britain in the Mayflower including where they landed and the first settlement of Jamestown in America from 1607. <https://www.history.com/topics/mayflower> Learn about the story of the Mayflower. <https://www.scholastic.com/teachers/articles/teaching-content/excerpts-william-bradford-plymouth-plantation-text-dependent-questions/> Look at some of the diary extracts from the time landing at Cape Cod. Consider cause and effect ie what would have happened had they never landed? The effect of King James not upsetting the puritans for them to leave? Write a factual account of events.

Lesson 4: Share read about the Stuarts. Read an extract from the King James bible to look at the difference in modern and Stuart English. Learn about Charles 1st and how he fell out with parliament. Think about cause and effect ie the rise of Cromwell was because of Charles 1st being a supremacist. The effect of Charles marrying a catholic Queen and how this would upset the protestants including parliament. Learn about how the civil war started. <http://www.historic-uk.com/HistoryUK/HistoryofEngland/Oliver-Cromwell/> Write a different scenario e.g. if Charles had married a protestant Queen. Write a factual account of events.

Lesson 5: Share read about the Civil war. Understand that the country was split into cavaliers and roundheads. Understand the concept of civil war. Learn about some key events and put them into a chronology. <http://www.britpolitics.co.uk/the-english-civil-war> Look at some artefacts from the wars and suggest how they are used and their impact, paintings, etc. Write an alternative e.g. what would have happened had Charles not set his standard in Nottingham and accepted parliament's demands. Write a factual account of events.

Year 5 summer 2

Key vocabulary: monarchy, parliament, puritan, civil unrest, civil war, roundhead, cavalier, royalists, commoners, the commonwealth

Year 5 summer 2 key words: yacht; soldier; rhythm; rhyme; queue; parliament; guarantee; bargain; ancient

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Help pupils understand both the long arc of development and the complexity of specific aspects of the content. Know how people's lives have shaped this nation. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about Charles I. <http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%204-%20The%20English%20Civil%20War.pdf> Identify cause and effect of actions in 1642 e.g. The King not recalling parliament, the King dissolving parliament, the King not getting the taxes he wanted, Parliament not giving in etc. Understand how the war first started and how it divided families and cities into the two sides. Write a section of a reference book/fact file.

Lesson 2: Share read about Charles. Plot a timeline of key events and track the battles on a map of Britain. Learn the story of Charles in the Great Oak. Look at artefacts from the battles e.g. helmets, cannon etc. Read first hand accounts. Draw historic conclusions from the evidence. Write a section of a reference book/fact file.

Lesson 3: Share read about Charles. Learn about what happened to lead him to be executed. Consider what specific crimes Charles I should be tried for. Study the Execution of Charles I (1649), from the Scottish National Portrait Gallery. Then, pupils could write a newspaper report describing the execution. Also, study the famous image The World Turned Upside Down, which comments on how mad the world now seems without a king. Write a section of a reference book/fact file.

Lesson 4: Share read about Oliver Cromwell. Learn about the restoration and consider why they wanted to return to having a monarchy. Write a comparison of what the two different rulers were like. Write a letter as a Royalist who has lived through the Civil War and Cromwell's Commonwealth. Explain how you feel seeing Charles II's triumphant return from exile to become King. Royalists hoped that restoring Charles II to the throne would stop all the wars and fighting. Emphasise that the term 'Restoration' means the position of King was 'restored'. Write a section of a reference book/fact file.

Lesson 5: Share read about Charles II. Learn about the plague in 1666. Learn about Eyam the plague village. Write a section of a reference book/fact file.

Lesson 6: Share read about Charles. Learn about the great fire of London. Watch video clips and look at paintings and first-hand accounts. Consider why it spread so quickly across seventeenth century London. Ask pupils to imagine that they are the Mayor of London, Sir Thomas Bloodworth, and challenge them to find a way of stopping the Great Fire. As clues, show the pupils pictures of fire hooks and firebreaks. First-hand accounts from diarist Samuel Pepys can be found here, alongside many other useful resources. Write a section of a reference book/fact file.

Year 6 autumn 1

Key vocabulary: monarchy, parliament, Georgian, Hanoverian, coup d'état, land owners, independence

Year 6 autumn 1 key words: appreciate; apparent; attached; accompany; accommodate; according; community; committee; communicate

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Help pupils understand both the long arc of development and the complexity of specific aspects of the content. Know how people's lives have shaped this nation. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about Georgian Britain. <https://www.bl.uk/georgian-britain> Learn how the Hanoverians were invited to become Kings of Britain after Queen Anne died in 1701. Learn the concept of a coup d'état. Understand that the Hanoverians were from Germany, spoke German and spent most of their time abroad. Learn about Bonny prince Charlie. Write a non-fiction report about events.

Lesson 2: Share read about Georgian Britain. Learn about life in the countryside and the luddite rebellions. Learn about land owners and how land was divided. Write a list of Luddite demands to the land owners. Write a non-fiction report about events.

Lesson 3: Share read about the Georgians. <https://www.royalcollection.org.uk/collection/themes/exhibitions/the-first-georgians/the-queens-gallery-buckingham-palace> Look at art, contemporary accounts, newspaper reports. Write about what the evidence tells us whether the German kings of Britain made modern Britain. Write a non-fiction report about events.

Lesson 4: Share read about the Georgians. <http://www.bbc.co.uk/programmes/p01wq5xr> Put the Georgians onto a timeline and sorts and organise events into chronological order. Learn about the Boston Tea party and the American independence. Write a non-fiction report about events.

Lesson 5: Share read about the Georgians. http://www.bbc.co.uk/history/british/empire_seapower/rebels_redcoats_01.shtml Learn about the American war of independence and how America became a country. Look at contemporary accounts and pictures. Write a non-fiction report about events.

Lesson 6: Share read about the Georgians. Learn about life in Georgian times. <http://www.english-heritage.org.uk/learn/story-of-england/georgians/daily-life/> Look at photos, paintings and read contemporary accounts. Write an answer to the question, 'we have never had it so good'. Write a non-fiction report about events.

Year 6 autumn 2

Key vocabulary: empire, royalty, era, monarchy, industrial revolution,

Year 6 autumn 2 key words: mischievous; conscience; conscious; harass; physical; prejudice

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Help pupils understand both the long arc of development and the complexity of specific aspects of the content. Know how people's lives have shaped this nation.

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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about Victoria. Construct a timeline of key events in Victoria's life and link this with Darwin and Mary Anning. Put events into chronological order. Link the order to other topics they have learnt in KS2. Look at some contrasting views about Victoria from contemporary accounts. Understand that different historians can have a skewed view of a person from looking at only one perspective. Write a short biography about Queen Victoria and let the pupils continue using key dates and facts. Write a piece for a non-fiction reference book.

Lesson 2: Share read about Prince Albert. Learn the legacy of Albert ie many places named Albert Hall, Albert Square, Albert statues. Construct a timeline of events linking to last week's timeline. Start a family tree for Victoria and Albert. Read about contrasting views about Albert, his influence and his life. Write and answer to the question: was Albert a bad influence on Queen Victoria? Draw on evidence they have so far. Write a piece for a non-fiction reference book.

Lesson 3 Share read about Victorians. Learn about Victorian towns and cities and compare with modern cities. Look at photos, pictures and paintings and first hand accounts. Build up a picture from different evidence what the Victorian towns are like. Write an answer to the question: things were better in the Victorian era. Write a piece for a non-fiction reference book.

Lesson 4 Share read about Victorians. Look at photographs and film clips, TV re-enactments and handle Victorian artefacts e.g candle sticks, games, clocks, walking sticks. Pull together information to find out what Victorian homes were like taking care to make a contrast between the rich and poor homes. Understand that many people had an outside toilet and no hot water. Write a piece for a non-fiction reference book.

Lesson 5 Share read about Victorians. Review artefacts from Victorian Yorkshire/Sheffield and try to decide what they were and used for. Look at census records from Victorian times e.g. 1871 census. Look at the jobs and professions and numbers of people in an address. Identify where some Victorian houses were in Sheffield. Write a section of a local history book based on what they have found from the census. Write a piece for a non-fiction reference book.

Lesson 6 Share read about Victorians. Learn about the industrial revolution and the impact of steam. Learn how Britain gathered its own empire. Write an answer to the question: Did Victoria rule most of the population of Earth? Write a piece for a non-fiction reference book.

Year 6 Spring 1

Key vocabulary: emperor, industrial; revolution, alliance, treaty, revolution, pact,

Year 6 spring 1 key words: convenience; nuisance; existence; cemetery; hindrance; category; sufficient; individual

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Help pupils understand both the long arc of development and the complexity of specific aspects of the content. Know how people's lives have shaped this nation. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: share read about Victoria's family. Identify a link between the emperor of Germany, Russia, King Edward and their links to Victoria's children. Watch film clips of them. Suggest what the relationship might be like between them all. Look at newspaper reports from 1901 about death of Victoria and the new king. What does it tell us? Can we believe what they say? Look at the choice of words. Write an alternative newspaper report taking the opposite view. Write a biography

Lesson 2: Share read newspaper reports from 1910. Understand the idea of a treaty and a pact. Identify countries that had links and treaties between them. Learn about Austro-Hungarian empire and byzantine empire. Speculate about what might happened if these major empires are threatened. Learn history terminology and use them in their writing e.g. alliance, pact, empire. Watch newsreels and use them to write an answer to the question: were European countries vying to show who is the most powerful. Write a biography

Lesson 3: Share read newspaper reports about the Russian revolutions. Develop a chronology of events from 1910. Understand the idea of cause and effect ie the Lenin returning to Moscow... The Tsar refusing to Look at some of the events about the Russian revolution and understand the impact. Watch newsreels. Listen to Lenin's speech. Write a speech for the Tsar. Write a biography

Lesson 4: Share read newspaper reports from 1914 and the shooting of Archduke Ferdinand. Understand how so easily the attack might not have happened. Speculate about how key players would react to the murder of the equivalent of Prince Charles. On their chronologies look at the chain of events. Show film clips and images. Watch newsreels. Write a biography

Lesson 5: Share read newspaper reports about the start of the Great war. Understand cause and effect – how did the UK, India, Australia, Canada, Pakistan etc get involved? Look at film clips. Look at photos. Write about how the war began. Watch newsreels. Write a biography

Year 6 Spring 2

Key vocabulary: suffrage,

Year 6 spring 2 key words: definite; desperate; determined; develop; average; persuade; necessary; marvellous; interrupt

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Help pupils understand both the long arc of development and the complexity of specific aspects of the content. Know how people's lives have shaped this nation. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about the Edwardian era 1901 – 1910. Learn about what life was like in 1901 for people in towns and cities. Use contemporary accounts, newsreel, photos etc. Put events into chronological order onto a timeline. Write a speech

Lesson 2 and lesson 3: Share read about the Edwardian era. Learn about votes for women. Understand there was a campaign for and against votes. Learn the story of the suffragettes. Learn about Millicent Fawcett and Emily Pankhurst – how was their approach similar or different. Look at pictures and newspaper reports. 'Violence by suffragettes was justified' write a discussion paper using evidence for and against and then sum up from the evidence. Write a speech

Lesson 4 and lesson 5: Share read about the Edwardian Era. Learn about some key inventions e.g. escalator, radio, vacuum, teddy bear, tea bags, aeroplane, windscreen wipers. Look at the early inventions and contemporaneous comments from people and newspapers. Using the evidence write an evaluation as to whether each invention was popular and why. Write a speech

Year 6 summer 1

Key vocabulary: propaganda, trench warfare, great war, patriotism,

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Help pupils understand both the long arc of development and the complexity of specific aspects of the content. Know how people's lives have shaped this nation. 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. Understand the methods of

historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about the great war. Look at posters to recruit to the army and newspaper headlines. From the evidence write an answer to the question: British people did not want to go to war with Germany in 1914. Write a recount/personal narrative.

Lesson 2: Share read about the great war. Look at German posters to recruit to the army and newspaper headlines. Compare and list the similarities and differences between the British and the German propaganda. Understand that German historians may have a different view from British historians. Write a recount/personal narrative.

Lesson 3: Share read about the great war. Look at film clips, Pathe clips, photos about the start of the war, songs at the start of the war. Write an answer to the question: Were British people were patriotic? Write a recount/personal narrative.

Lesson 4: Share read about the great war. Look at some artefacts from the war e.g. medals, binoculars, uniform. Pose questions about the objects and about the war. Research and write up the answers. Write a recount/personal narrative.

Lesson 5: Share read about the Great war. Consider posters, cartoons and pictures near the end of the war. How are they similar or different to those at the start 4 years earlier? Consider in writing: the Great war was a folly of mankind. Write a recount/personal narrative.

Year 6 summer 2

Key vocabulary: treaty

Key concepts: Pupils should develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Help pupils understand both the long arc of development and the complexity of specific aspects of the content. Know how people's lives have shaped this nation. 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. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Lesson 1: Share read about the Great war. Learn about armistice day in 1918. Look at newsreels, photos etc. Consider contemporary accounts. Write as a historian what the mood of the nation was like in 1918. Write a biography

Lesson 2: Share read about the great war. Learn about the treaty of Versailles. Consider what the impact may be for someone living in Germany, Hungary, France, etc. How would they feel about the treaty? Write a biography

Lesson 3: Share read about the great war. Learn about the Austrian Corporal who was angry at the treaty. Imagine they were angry how would they try to change things. Learn about the concept of an Arian race. How does this differ to Voldemort's focus on pure blood? Write a biography

Lesson 4: Share read about the swinging 20s. Learn about some dance crazes in the 1920s. Learn about music hall. Consider how life changed from in to after the war. Write a biography

Lesson 5: Share read about the 20s. Learn about some Hollywood stars in silent movies. Write a film review of a 1920s film. Write a biography