



History Whole School Curriculum Pack

A complete History curriculum for Year 1 to Year 6 (Option 2)

What is the History Whole School Curriculum Pack?

- A series of History schemes of work arranged across the Autumn, Spring and Summer terms for all year groups from Year 1 to Year 6 (one scheme of work per term per year group*)
- Each scheme of work contains between five and seven ready-to-teach History lessons
- Each individual lesson includes a detailed plan, a slideshow presentation for the teaching input, differentiated activities and a range of printable resources.

Why use our History Whole School Curriculum Pack?

- Deliver a complete History curriculum that meticulously covers all the necessary National Curriculum objectives for History across KS1 and KS2*
- Embed consistency across year groups, phases and key stages
- Ensure confidence in teaching History from all staff members
- High-quality prepared planning written by experienced teachers
- Clearly mapped knowledge and skills progression.



17 ready-to-teach History schemes of work

Complete coverage of National Curriculum History objectives

Built-in knowledge and skills progression

History Whole School Curriculum Pack : Year 1 to Year 6 : Option 2

SKU: bulk1016



	Autumn Term	Spring Term	Summer Term
Year 1	Homes in the Past	Castles	Famous Queens
Year 2	Communication Then and Now	The Great Fire of London	Isaac Newton
Year 3	The Railway Revolution	Stone Age to Iron Age	Invaders and Settlers: Romans
Year 4	Anglo-Saxons, Picts and Scots	World War 2	The Indus Valley
Year 5	LOCAL STUDY	Who were the Ancient Greeks?	Vikings vs Anglo-Saxons
Year 6	Leisure and Entertainment	The Kingdom of Benin	Medicine and Disease

Anatomy of a PlanBee History Lesson:

Slides to guide you and your class through the teaching input



Anglo-Saxons, Picts and Scots

Learning Objective: To find out how we know about the past.

There are lots of jobs which help us find out about the past. What jobs do you think these are?

That's right! It is an archaeologist!

Archaeologists discover and study objects left in the landscape or buried underground. They use these objects to find out about the people and events of the past.

What sort of objects do you think archaeologists might find?

Think, pair, share your ideas.

Archaeologists could find any of these:

How do archaeologists know where to look?

Archaeologists find sites to excavate (dig up) in different ways. Sometimes, there are unusual bumps in the landscape or marks on the ground that can be seen from the air. Both suggest something is worth exploring in the earth below.

Why are these objects so important?

There are almost no written records from some periods in history. So, objects like buildings, artefacts and skeletons are the best sources of information we have about these periods.

Let's look at one of Britain's most important archaeological sites: Sutton Hoo.

As Basil Brown began to dig, he knew he had found something important!

This photograph was taken at the time of the dig. What do you think they found?

They discovered the remains of a ship. Although no wood survived, the archaeologists could tell it was a ship from the iron nails which would have held the wooden planks together. Many metal, stone and glass artefacts were found inside, which suggested that it was a burial ship.

Why do you think the wood and the body were not found in the ship?

Materials like wood, leather and bone break down or rot over time. The type of soil that these materials are buried in can speed up or slow down this process.

Let's look at some of the artefacts found in the Sutton Hoo ship.

With your partner, look at the Artefact Cards in front of you and sort them into two piles.

Familiar (we know these)

Unfamiliar (we don't know these)

This is a purse lid which would have been attached to a leather pouch. It is made from gold, garnet and glass. What can this artefact tell us about the person buried at Sutton Hoo and the time they lived in?

The design does not look modern which suggests that this was a very old object.

Great job! Don't worry if some artefacts are unfamiliar. That's part of being an archaeologist!

Your task:

- Examine the artefacts found at Sutton Hoo.
- Record what you think the artefacts tell us about the person buried there and the time they lived in.

Slides to bring your class back together for the plenary



What have we found out about the burial ship at Sutton Hoo?

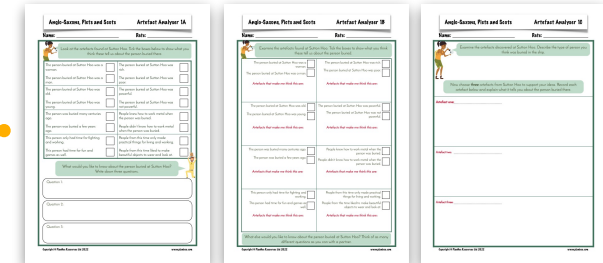
What time period do you think we are looking at? Why?

Most historians think that the Sutton Hoo ship was buried c.625 AD. This means the burial took place over 1,500 years ago in a time known as Anglo-Saxon Britain.

We will learn more about Anglo-Saxon Britain next lesson!

Assessment questions to help you track progress (free editable assessment grids available for each scheme of work)

Printable resources to support the differentiated main activity for children's independent learning

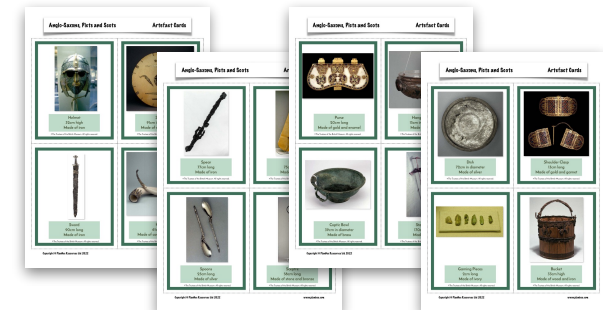


Anglo-Saxons, Picts and Scots

Artefact Cards

Artefact Cards 1A

Artefact Cards 1B



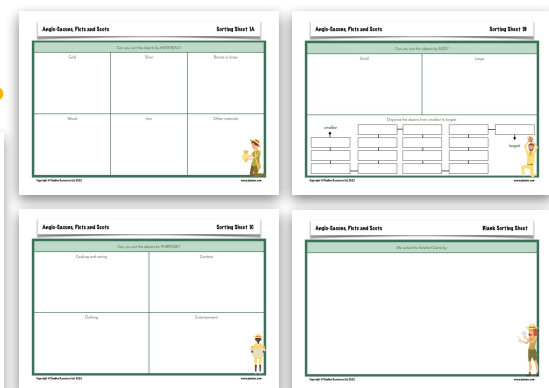
Anglo-Saxons, Picts and Scots

Artefact Cards

Artefact Cards 1A

Artefact Cards 1B

Printable resources for the alternative 'Fancy Something Different...?' activity



Anglo-Saxons, Picts and Scots

Sorting Sheet 1A

Sorting Sheet 1B

Sorting Sheet 1C

Blank Sorting Sheet



National Curriculum Objective Coverage



Objective	Year 1			Year 2		
	Homes in the Past	Castles	Famous Queens	Communication Then and Now	The Great Fire of London	Isaac Newton
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life						
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]						
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
significant historical events, people and places in their own locality						

[illegible]



Knowledge and Skills Progression Document



Knowledge and Skills Progression : Year 1 to Year 6

History Curriculum Option 2

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1	Aut	Homes in the Past	- I can use photographs to explore what the interiors of Victorian homes were like. - I can use photographs of objects to explore what daily life was like in Victorian times.	- I know that houses built today are different from houses built a long time ago. - I can match houses to their time period. - I can explain how house designs have changed over time. - I know who Queen Victoria was. - I know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet. - I can use illustrations to compare and contrast modern and Victorian homes. - I can name some objects found in a Victorian house that we no longer use today. - I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine.	- I recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods. - I know when the Victorian period was.	- Medieval - Tudor - Georgian - Victorian
1	Spr	Castles	- I can use simple texts to find out about people and events of the past. - I can use photographs of castles to find out about the past.	- I know that people fight battles to take control of a country. - I know that castles were built as fortresses and can explain why this was necessary. - I can suggest some actions a new monarch would need to take to make sure his crown was safe. - I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. - I can explain how uses for castles have changed over time.	- I know when the Normans lived. - I can organise events into a simple timeline.	- Medieval - Rebellion - Monarch - Normans

1	Sum	Famous Queens	- I can use photographs and illustrations to help me find out about life in different periods. - I can use pictures to answer true or false questions about a time period. - I can match pictures to their correct time periods.	- I know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married. - I know that traditionally the throne passed from father to son. - I know some of the features of life in the Tudor period. - I can explain some of the changes that took place under the rule of Queen Victoria. - I can compare aspects of British life in the Tudor, Victorian and modern periods.	- I can identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline. - I can match dates a monarch reigned to the correct queen. - I can order dated events on a string timeline.	- Monarch - Monarchy - Queen Elizabeth I - Queen Victoria - Queen Elizabeth II - Heir - Tudor - Victorian - British Empire - Commonwealth - Jubilee
2	Aut	Communication Then and Now	- I can use texts and images to help me find out about the past. - I can navigate a specifically designed website to find out historical information.	- I know that cavemen communicated with painted pictures and symbols on walls. - I know that the ancient Egyptians developed a writing system called hieroglyphics. - I can explain the people and events involved in the invention of the printing press, telegram, morse code, telephone and world wide web, and understand their impact. - I can compare the lives and achievements of William Caxton and Tim Berners-Lee.	- I know that the ancient Egyptians lived thousands of years ago. - I can sort events and inventions in the history of communication on a timeline.	- Ancient Egyptians - Hieroglyphics - Merchant - Printing press - Telegraph - Telegram - Morse code - Johannes Gutenberg - William Caxton - Samuel Morse - Alexander Graham Bell - Tim Berners-Lee
2	Spr	The Great Fire of London	- I can use photographs and illustrations to compare London today with London in 1666. - I can use maps to explain some of the ways London has changed over time. - I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. - I can read extracts from Samuel Pepys diary and explain what they tell us about the fire. - I can distinguish between objects, writing and pictures as historical sources.	- I can explain some of the ways in which London was different in 1666 to today. - I can explain the key events of the Great Fire of London. - I can explain some of the factors that made the Great Fire last so long and be so difficult to put out.	- I know that the Great Fire of London took place in the Stuart period. - I can place the Great Fire of London on a timeline. - I can organise dated cards into a timeline of British history.	- Century - Plague - Stuart - King Charles II - Source - Samuel Pepys - Thomas Farriner - Monument

2	Sum	Isaac Newton	I understand how important written evidence is in the study of history.	- I know that Isaac Newton was born in the Stuart period. - I can explain key events in the life of Isaac Newton, including his scientific discoveries. - I can explain how Newton's discoveries changed how people think about the world. - I can explain how Newton's experiences and friends helped shape his life. - I can explain some of the ways Newton shared his discoveries with the world. - I can explain how science and scientists are different today to the 17th century.	I can order events in Isaac Newton's life chronologically.	- Isaac Newton - Stuart - College - University - Plague - Professor - Royal Society - Knighted - Royal Mint
3	Aut	The Railway Revolution	- I can use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to. - I can use a graph showing the number of passengers using railways since 1830 to infer understanding. - I can read a newspaper article from 1863 to find out about the opening of the London Underground.	- I can explain how people travelled before the Industrial Revolution, and some of the challenges this presented. - I can explain what the Industrial Revolution was and the impact it had on Britain. - I know how the Industrial Revolution increased the need for more efficient transportation. - I know that iron tracks were first used for horses and carts. - I know how developments during the Industrial Revolution allowed trains to develop. - I can explain how the railway changed people's lives in Britain. - I can explain when and why the London Underground was built. - I can explain how the London Underground changed the lives of people in London. - I can explain how electricity revolutionised Britain's railways.	- I know when the Industrial Revolution took place. - I can explore key events on a timeline of the Industrial Revolution.	- Industrial Revolution - Wagonway - Robert Stephenson - Steam engine - Rainhill trials

3	Spr	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	• I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past.	• I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory.	• I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years.	• Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic
3	Sum	Invaders and Settlers: Romans	• I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.	• I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded.	• I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.	• Invade • Settle • Roman Empire • Emperor • Revolt

4	Aut	Anglo-Saxons, Picts and Scots	• I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability.	• I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain.	• I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain.	• Sutton Hoo • Anglo-Saxons • Picts • Scots • Conquer • Pagan
4	Spr	World War 2	• I can use what I already know about WW2 to generate questions I want to find the answers to. • I can use photographs to suggest what has happened. • I can use photographs to infer understanding about what WW2 was like. • I can use propaganda to find out about life during the war. • I can read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war.	• I can explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place. • I can explain what the Blitz was, why it happened and what Britain did to defend itself. • I know what evacuation was and can explain some of the arguments for and against it. • I know what rationing was, why it was necessary and how it impacted people's lives. • I can identify foods that would and wouldn't have been available during WW2. • I know what the Holocaust was and who was targeted by the Nazis. • I know the story of Anne Frank. • I can suggest what life was like for ordinary people in Britain during WW2.	• I know when the World Wars took place. • I can place both World Wars on a timeline.	• Decade • World War I • World War II • Blitz • Air raid • Anderson shelter • Blackout • Evacuation • Evacuee • Rationing • Holocaust • Anne Frank • Nazi

4	Sum	The Indus Valley	• I know that knowledge of the Indus Valley is limited to archaeological evidence because no one has been able to decode their writing. • I can match maps of the Indus Valley to photos of excavated remains. • I can use photos of Indus Valley artefacts to infer information about the Indus Valley civilisation. • I can use reasoning and historical evidence to suggest reasons for the decline of the Indus Valley civilisation.	• I can compare features of the Indus Valley civilisation with Stone Age and Bronze Age in Britain. • I know that the Indus Valley civilisation had four different eras and that each had different characteristics and developments. • I can name some Indus Valley settlements and explain their features. • I can identify some key historical events that might have affected excavations of the Indus Valley sites. • I know that the Indus Valley developed the world's first sanitation systems. • I can describe some of the features of Indus Valley settlements. • I know that trading was very important to the Indus Valley civilisation. • I can describe some of the technological achievements of the Indus Valley, such as weighing scales. • I can explain some of the theories behind the collapse of the Indus Valley civilisation.	• I can explain what BCE and CE mean on a timeline. • I can place the Indus Valley on a timeline. • I know that the Indus Valley civilisation took place at the same time as the Stone Age and Bronze Age in Britain.	• Indus Valley • Excavation • Mohenjo-Daro • Mesopotamia • Trade • Merchant • Before Common Era • Common Era
5	Aut	[Local Study]				

5	Spr	Who were the ancient Greeks?	• I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.	• I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.	• I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline.	• Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians
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5	Sum	Vikings vs Anglo-Saxons	- I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. - I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. - I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.	- I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. - I can describe the reasons and events surrounding the Viking invasions. - I can describe what the Danelaw was. - I know who King Alfred was and why he was dubbed 'the Great'. - I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. - I can explain in detail the events surrounding the Battle of Hastings in 1066. - I have an increasing understanding of the struggle for power and how this changed England. - I can explain how England became a unified country.	- I can describe what Britain was like before the arrival of the Vikings. - I can use dates with increasing fluency to describe historical events and eras.	- Vikings - Peace treaty - Danelaw
6	Aut	Leisure and Entertainment	- I can use photographs and films to explore how people used their leisure time during the Edwardian period. - I can use my own experiences and popular culture to explore how film and television influence people. - I can use a variety of sources to answer enquiry-style questions about changes to leisure activities. - I can study a range of sources to build up a picture of aspects of leisure and entertainment in the twentieth century.	- I can describe how laws passed in the Victorian era caused a major increase in leisure time. - I can suggest how leisure activities differed between the rich and poor during the Edwardian era. - I can match causes and effects to show how leisure time and activities were affected by the world wars. - I can explain why large public events started happening more after the war. - I can describe how trends in music and dancing have changed since the 1940s. - I can explain ways in which people in Britain have been influenced by film and television. - I can describe how seaside holidays have changed since the Edwardian era. - I can explain broad causes and effects to describe changes in how people spend their leisure time.	- I can state the start date of the 20th century. - I know when the Edwardian era took place.	- Edwardian - Leisure - Entertainment - Pastimes - Cause - Effect

6	Spr	The Kingdom of Benin	• I know that oral histories can be corrupted over time and that they are not always objective. • I know that historians do not always agree on what an artefact was used for. • I can read oral histories to explore the Kingdom of Benin. • I can critically analyse oral histories about the Kingdom of Benin. • I can use increasingly complex historical texts to find out about the past. • I am aware that historical sources should be analysed for their trustworthiness. • I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin.	• I know that very few artefacts survived from the Kingdom of Benin. • I know that most of what historians know about the Kingdom of Benin derives from stories. • I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. • I can describe some of the features of everyday life in the Kingdom of Benin. • I know that the slave trade was an important part of the economy in the Kingdom of Benin. • I can name some of the commodities that were imported and exported from the Kingdom of Benin. • I can explain how the Benin army played an important part in the growth and development of the empire. • I can explain reasons why the Kingdom of Benin declined.	• I can place the Kingdom of Benin on a timeline. • I can place the different eras of the Kingdom of Benin on a timeline. • I can match the Kingdom of Benin to events happening in Britain at the same time. • I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers.	• Benin • Edo • Oba • Colonialism • Colonise • Era • Oral history • Slavery • Trade • Golden Age • Civil war • Punitive Expedition
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6	Sum	Medicine and Disease	• I know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated. • I can generate questions about an artefact and generate a hypothesis about what the object was used for.	• I can explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries. • I can explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc. • I can explain how attitudes towards health and disease have changed over time, and give reasons for this. • I can explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period. • I know that the NHS began in 1948 and that the Ministry of Health was set up in 1919. • I can explain many of the changes that were made to medical care in the 20th and 21st centuries. • I know that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated.	• I can use my understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times. • I can place key historical periods on a timeline.	• Miasma • Four humours • Plague • Stuart period
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History Curriculum Pack

Scheme of Work

Overviews



Homes in the Past : History : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and identify a variety of homes today.	Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.	- Can children recognise and name different kinds of homes? - Can children describe features common to all modern homes? - Can children talk about their homes using appropriate vocabulary?	- Slides - Worksheet 1A/1B/1C - Picture Cards - Word Cards
Lesson 2	To investigate similarities and differences between homes.	Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions.	- Can children identify key external features of homes? - Can children describe and draw details of different features of a home? - Can children record their observations appropriately?	- Slides - Worksheet 2A/2B/2C - Picture Cards - Clipboards (FSD? activity only)
Lesson 3	To explore homes built a long time ago and identify their features.	Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes have changed over time.	- Can children describe the features of homes built a long time ago? - Can children use terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.)? - Can children identify similarities and differences between modern houses and houses built a long time ago?	- Slides - Worksheet 3A/3B/3C - Picture Cards - Art materials (FSD? activity only)
Lesson 4	To find out what Victorian homes were like inside.	Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian homes.	- Do children understand what is meant by 'Victorian' and that it was a long time ago? - Can children describe some of the features of Victorian houses? - Can children identify differences between modern homes and Victorian homes?	- Slides - Picture Cards A to H - Worksheet 4A/4B - Question Sheet - Help Sheet (FSD? activity only) - Plain paper (FSD? activity only)
Lesson 5	To identify and explore objects in a Victorian home and their uses.	Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.	- Do children know that most homes in Victorian times did not have electricity? - Can children recognise some objects found in Victorian homes? - Can children identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past?	- Slides - Victorian Living Room and Modern Living Room sheets - Victorian Kitchen and Modern Kitchen sheets - Worksheet 5A/5B/5C/5D/5E/5F - Objects Cards (FSD? activity only)
Lesson 6	To summarise and consolidate what we have found out about Victorian homes.	Children will identify some objects found in a typical Victorian home before consolidating what they have learnt about Victorian homes. They will communicate their knowledge in a variety of ways.	- Can children recall what they have learnt about homes in the past? - Can children use appropriate vocabulary when talking about Victorian homes? - Can children communicate their knowledge and understanding in a variety of ways?	- Slides - Worksheet 6A/6B/6C - Question Cards (FSD? activity only) - True or False sheet

Castles : Cross-Curricular Topic : Year 1/2

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who built the first castles in the UK and why.	Children will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.	- Can the children say who invaded England? - Can the children say where the main battle between William and Harold took place? - Can the children ask questions to find out more information?	- Slides - Worksheet 1A/1B/1C/1D - Fact Cards - Fact Sheet - Statement Cards (FSD? activity only)
Lesson 2	To find out about UK castles that were built by the Normans.	Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain.	- Can the children identify and name 'motte and bailey' castles and 'keep and bailey' castles? - Can the children find similarities and differences between the castles? - Can the children say why castles were important for the Norman invaders?	- Slides - Worksheet 2A/2B/2C/2D/2E - Fact Cards - Information Sheet (FSD? activity only)
Lesson 3	To find out about the structure of medieval castles.	Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is and what castle inhabitants did when they were under siege.	- Can the children describe the features of a castle? - Can the children find similarities and differences between the castles? - Can the children say why castles were important?	- Slides - Worksheet 3A/3B/3C/3D/3E - Word Bank - Function Cards (FSD? activity only)
Lesson 4	To find out about the people living in medieval castles.	Children will learn that castles were not just inhabited by their owners. They will find out about the different people who lived in medieval castles and explore their jobs, such as cooks, tasters and knights. Children will start to consider the feudal system of power.	- Can the children say some of the people who lived in a medieval castle? - Can the children name some of the different jobs in a medieval castle? - Can the children say who was powerful in medieval times?	- Slides - Worksheet 4A/4B/4C - Timeline Cards A/B - Information Sheet - Domino Cards A/B (FSD? activity only)
Lesson 5	To find out about how the common people were treated in medieval times.	Children will find out how the peasants felt about being taxed most of their money and the role the Tower of London played during the Peasants' Revolt. They will begin to think about how taxes are used today and compare this with what they were spent on in the Middle Ages.	- Can the children say why the peasants did not think the tax was fair? - Can the children explain what the taxes were used for? - Can the children compare how taxes were spent in medieval times and how they are spent now?	- Slides - Worksheet 5A/5B/5C/5D - Sentence Cards - Fact Sheet A - Fact Sheet B (FSD? activity only)
Lesson 6	To find out about how the Tower of London's use has changed over time.	Children will find out what the Tower of London has been used for since it was built during the Norman period up to the modern day. They will consider its different uses and describe how it has changed over time.	- Do the children know the Normans started building the Tower of London? - Can the children say how the Tower of London has changed over time? - Can the children say what the Tower was used for in the past and what it is used for now?	- Slides - Worksheet 6A/6B/6C - Fact Sheet - Picture Cards (FSD? activity only) - Information Cards (FSD? activity only) - End of Unit Quiz

Famous Queens : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know about three famous queens.	In this first lesson, children will learn what a monarch is and what they do. They will learn that the current monarch of the UK is King Charles III before travelling back into the past to find out about three famous queens from British history: Elizabeth I, Victoria and Elizabeth II.	- Can children explain what a monarch is and what royal duties they have? - Can children recall simple facts about the three famous queens? - Can children use a simple timeline to find out when in the past each queen ruled?	- Slides - Worksheet 1A/1B/1C - Captions and Images - Famous Queens Fact Sheet - Happy Families Card Set 1A/1B (FSD? activity only)
Lesson 2	To find out about Queen Elizabeth II and her reign.	In this next lesson, children travel back into the past to find out more about our most recent famous queen: Queen Elizabeth II. They will learn about Queen Elizabeth II's family tree, the length of her reign and about the jubilees she celebrated. As well as applying their understanding in independent activities, children are also given the opportunity to research how the Platinum Jubilee was celebrated in their local area for home learning.	- Do children understand the terms: 'monarch', 'heir' and 'jubilee'? - Do children understand that family trees can show how families change and grow over time? - Can children use a family tree to identify members of Queen Elizabeth II's family?	- Slides - Jubilee Fact Sheet 2A/2B/2C - Badge Templates - Symbol Sheet - Postcard Template - Recount Template - Royal Family Picture Cards (for FSD? activity only) - Royal Family Tree (for FSD? activity only) - Research Sheet (home learning)
Lesson 3	To find out about Queen Victoria and her reign.	Children will travel back, beyond living memory, to find out all about Queen Victoria and her reign. They will use the paintings of Victorian artist, James Stephanoff, to explore Buckingham Palace and find out how Queen Victoria used Buckingham Palace to perform her royal duties.	- Do children know that Queen Victoria reigned beyond living memory? - Can children recall some of Queen Victoria's royal duties? - Can children use paintings to describe how Queen Victoria used Buckingham Palace?	- Slides - Queen Victoria's Diary - Royal Duties Sheet 3A/3B/3C - Word Bank - Scenario Cards (for FSD? activity only)
Lesson 4	To find out about the changes of the Victorian period.	In this lesson, children will learn about the Victorian period in more depth. They will learn about some of the changes that occurred during the Victorian period, such as new laws and technological advances. They will use their developing historical skills to describe the key changes and discuss their impact on ordinary Victorians.	- Do children understand that the Victorian period was a time of great change? - Can children describe some of the key changes of the Victorian period and the impact they had on everyday Victorians? - Do children understand that the lives of rich and poor Victorians were different?	- Slides - Worksheet 4A/4B/4C - Statement Cards - Fact Sheet - Freeze Frame Cards (for FSD? activity only)
Lesson 5	To find out about Queen Elizabeth I and her reign.	Children will learn about Elizabeth I and how she became queen at a time when the crown usually passed down through the male line. They will find out about some of the key events and developments of Queen Elizabeth's reign. Then, children can apply their new knowledge by participating in a court role-play or a game of 'balloon drop'.	- Do children know that Queen Elizabeth I ruled in the Tudor period? - Can children describe what life was like for rich and poor Tudors? - Can children discuss some of the important discoveries and creations of the Elizabethan era?	- Slides - Drama Cards - Challenge Card (FSD? activity only) - Balloon Cards (FSD? activity only)
Lesson 6	To compare and contrast three major time periods.	This oracy-rich lesson sees children use their knowledge to compare and contrast the time periods associated with the reign of each of our famous queens. By discussing the similarities and differences between the time periods, children will build a robust understanding of some of the aspects of our daily lives that have changed over time.	- Do children understand that things change over time? - Can children describe what life was like in the three different time periods: Tudor, Victorian and modern? - Can children identify some of the similarities and differences between the three time periods?	- Slides - Image Cards - Time Period Cards - Topic Cards - Speech Bubbles 6A/6B - Fact Templates (for FSD? activity only) - Date Cards (for FSD? activity only)
Lesson 7	To compare and contrast three famous queens.	In this last lesson, children use paintings and photographs to compare and contrast the three famous queens and to discuss how each queen has been represented. Children will also find out why there are no photographs of Queen Elizabeth I. Children apply their understanding through an oracy-rich discussion of given images or, more creatively, through poetry.	- Can children recall facts about the three famous queens? - Can children's use paintings and photographs to compare and contrast the three famous queens? - Do children understand why we only have paintings, and not photographs, of Queen Elizabeth I?	- Slides - Picture Sheets - Template 7A/7B/7C/7D (for FSD? activity only) - Word Bank (for FSD? activity only) - Poem Posters (for FSD? activity only)

Famous Queens : History : Year 1/2

KS1 Aims and Objectives:

Objective

- changes within living memory (where appropriate, these should be used to reveal change in national life)
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

Aims

- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer historical questions, using stories and other sources to show knowledge and understanding
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

Vocabulary

Monarch, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, reign, heir, power, role, achievements, duties, Buckingham Palace, Whitehall Palace, Windsor Castle, Tudor, Victorian, modern, time period, timeline, past, present, long ago, today, chronological order, century, decade, change, development, law, trade, exploration, technology, invention, impact, Golden Age, British Empire, Jubilee, coronation, birth, marriage, death, children, similarities, differences, sources, artefacts, crown, sceptre, robes, paintings, photographs, diaries, film, news.

Teacher notes

Communication Then and Now : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about early writing systems.	Children will consider all the modern ways in which people can communicate with each other. They will then explore how people starting communicating through cave paintings, then look at ancient Egyptian hieroglyphics. They will start to understand that the ways people communicate changes over time.	- Can children name a variety of forms of communication? - Do children know that forms of communication have developed over time? - Do children know that early writing systems used symbols instead of letters?	- Slides - Word Cards 1A/1B/1C - Hieroglyphics Alphabet sheet (FSD? activity only) - Ancient Egypt Frames (FSD? activity only) - Picture Cards (FSD? activity only)
Lesson 2	To find out who William Caxton was and what he introduced to Britain.	Children will learn how writing developed and how early books were produced. They will go on to look at the invention of the printing press and how this changed the way in which people were able to communicate and access information.	- Do children know that William Caxton brought the first printing press to Britain? - Do children understand what a printing press is and how it works? - Can children describe some of the ways in which the printing press changed people's lives?	- Slides - Fact Sheet 2A - Worksheet 2A/2B/2C - Challenge Sheet 2A/2B (FSD? activity only) - Typesetter Letters (FSD? activity only)
Lesson 3	To find out about the invention of telegraphs and Morse code.	Children will learn about ways in which people sent messages and post to each before telegraphs before looking at how telegrams changed the way people communicated. They will learn about Morse code and learn to translate simple Morse code words. They will consider why telegrams are no longer sent today.	- Do children know what a telegraph is? - Do children understand how Morse code was used to send messages? - Do children know that telegrams are now obsolete?	- Slides - Morse Code Alphabet video mp4 - Worksheet 3A/3B/3C - Morse Code Alphabet - Morse Code Word Cards - Word Cards - Role-Play Cards (FSD? activity only)
Lesson 4	To find out who Alexander Graham Bell was and what he invented.	Children will learn about Alexander Graham Bell and the invention of the telephone. They will look at examples of early telephones and how they worked. They will explore the differing ways in which the telephone was received by the public and think about how phones have developed over the years.	- Do children know who Alexander Graham Bell was? - Can children describe what the first telephones were like? - Can children describe some of the ways in which telephones have developed?	- Slides - Diary Entry sheet - Question Cards - Worksheet 4A/4B - Help Sheet (FSD? activity only) - Plastic cups, string, sharp pencils (FSD? activity only)
Lesson 5	To find out about Tim Berners-Lee and what he invented.	Children will recap the developments in communication up to the invention of the telephone, then find out about Tim Berners-Lee and the invention of the world wide web. They will consider how the internet has changed the ways in which people can communicate and share information.	- Do children know who Tim Berners-Lee is and what he invented? - Do children understand ways in which the internet has changed how people access information? - Do children understand ways in which the internet has changed how people communicate?	- Slides - Access to the internet - Worksheet 5A/5B/5C/5D
Lesson 6	To compare the lives of William Caxton and Tim Berners-Lee.	Children will place the major events in the history of communication on a timeline before comparing the lives and achievements of William Caxton and Tim Berners-Lee. They will think about how the way of life for both of these men is different and identify ways in which life is different today from the fifteenth century.	- Can children remember key facts about William Caxton and Tim Berners-Lee? - Can children identify similarities between the lives of Caxton and Berners-Lee? - Can children identify ways in which life has changed since the fifteenth century?	- Slides - Worksheet 6A/6B/6C/6D - Speech Bubble Cards A/B/C - Question Cards (FSD? activity only)
Lesson 7	To summarise the history of communication.	Children will order the major events in the history of communication chronologically on a timeline. They will consider which invention or development they think was most important, giving reasons for their choices. They can express their understanding of the history of communication in a variety of different ways.	- Do children understand that people have communicated in different ways in the past? - Can children describe some of the key developments in the history of communication? - Can children describe some of the significant people involved in the development of modern communication?	- Slides - Worksheet 7A/7B/7C - Timeline Cards 7A/7B - Information Book Sheets (FSD? activity only) - End of Unit Quiz

The Great Fire of London : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand where and when the Great Fire of London started.	This first lesson begins by developing children's understanding of when the Great Fire of London took place by using different timelines. In their independent activities, children use picture cards to identify similarities and differences between London then, and London now. In the alternative activity, children decide whether given statements about the Great Fire of London are true or false.	- Can the children say where the Great Fire took place? - Can the children recall when, and how long ago, it took place? - Can children explain how London was different in the 17th century to London today?	- Slides - Picture Cards - Worksheet 1A/1B/1C - True or False? Posters (FSD? activity only) - True or False? Record Sheet (FSD? activity only)
Lesson 2	To understand the order of events of the Great Fire of London.	Children will be told the story of the Great Fire of London. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. They will also find out about Pepys' experience of the fire and consider how different people might have been feeling.	- Can children describe the key events of the Great Fire of London? - Can children retell the events of the Great Fire of London in chronological order? - Can children use the past tense to talk about the Great Fire of London, and use vocabulary such as 'first', 'next' and 'finally' to sequence events?	- Slides - Event Cards 2A/2B - Challenge Cards (FSD? activity only) - Costumes and props - optional (FSD? activity only)
Lesson 3	To explore how we know about the Great Fire of London.	Children will think about how we know about the Great Fire of London, focusing first on the diary of Samuel Pepys. In their independent activities, children will look at other sources, such as pictures, artefacts and newspapers. They will be encouraged to consider what information we can find out from each source.	- Can children explain how we know about the Great Fire of London from sources and stories? - Do children know what an eyewitness is? - Can children use sources to find out and infer information about the Great Fire of London?	- Slides - Heading Cards - A3 paper - Worksheet 3A/3B - Source Cards - Pepys' Diary Extracts (FSD? activity only) - Question Sheet 3A/3B (FSD? activity only)
Lesson 4	To find out why the fire spread so quickly and stayed alight for so long.	Children will investigate some of the reasons why the Great Fire lasted so long, such as the materials that houses were made from, the lack of an organised fire service, and the weather. Children will also compare some of these aspects of life in 1666 to that of modern-day life.	- Can children explain some of the reasons why the fire spread so quickly, and why it lasted so long? - Do children understand that news was communicated differently in the past? - Can children compare and contrast the buildings in 1666 with modern buildings?	- Slides - Now and Then Cards - Worksheet 4A/4B/4C - Brown and white play-doh or similar, lolly sticks, clean straw, building blocks, mosaic tiles, etc. (FSD? activity only)
Lesson 5	To explore how the Great Fire of London affected the city and the lives of those who experienced it.	Children will begin by recalling key information about the Great Fire. They will then look at how London was changed by the fire, including the rebuilding of the city and the development of the first fire engines. In their independent activities, children will focus on how the fire affected the people who experienced it.	- Can children use sources and stories to infer how people who experienced the fire might have felt? - Can children discuss the changes that happened as a result of the Great Fire of London? - Can children suggest why the Great Fire of London is still remembered today?	- Slides - Worksheet 5A/5B/5C - Picture Cards - Word Bank - Character Badges (FSD? activity only) - Question Sets (FSD? activity only)

The Great Fire of London : History : Year 1/2

KS1 Aims and Objectives:

Objectives	Teacher notes
• events beyond living memory that are significant nationally or globally	
Aims	
• use common words and phrases relating to the passing of time • use a wide vocabulary of everyday historical terms • develop an awareness of people, events and changes of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • ask and answer historical questions, using stories and other sources to show knowledge and understanding • understand some of the ways in which we find out about the past • identify different ways in which the past is represented	

Vocabulary
past, present, long ago, modern, today, timeline, time period, events, order, chronological order, 17th century, King, Charles II, Stuart, reign, monarch, government, fire, weather, buildings, rebuilding, safety, materials, timber, thatch, brick, stone, concrete, glass, fire-resistant, flammable, firebreak, bakery, homes, settlement, city, London, River Thames, daily life, communication, smart phones, internet, social media, news, same, different, Thomas Farriner, Samuel Pepys, Lord Mayor, stories, sources, artefacts, diary, eyewitness, record, maps, monuments, paintings, order, interpret.

Isaac Newton : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Isaac Newton was and when he lived.	Children will find out who Isaac Newton was and when he lived. They will be given a brief overview of his early life and consider some of the ways in which he encountered problems growing up. They will then find out how he went to university against his mother's wishes.	- Do children know when Isaac Newton lived? - Do the children understand that Isaac Newton had a difficult childhood? - Do the children understand that very few people went to university in Newton's time?	- Slides - Question and Answer Cards - Information Sheet - Worksheet 1A/1B/1C
Lesson 2	To find out about Isaac Newton's scientific discoveries.	Children will explore some of Isaac Newton's inventions and achievements. They will be given a brief overview of some of his most important finds in a simple and clear way, and will consider the impact each of these achievements.	- Do children understand what Newton found out about light? - Do children understand what Newton found out about gravity? - Do children understand that Newton invented a better telescope?	- Slides - Worksheet 2A/2B/2C - Worksheet 2C Answer Sheet - Experiment Sheet (FSD? activity only) - Prisms, lenses, paper/card (FSD? activity only)
Lesson 3	To find out how Isaac Newton interacted with other people, and why this is important.	Children will consider some of the reasons why Isaac Newton found it difficult to make friends. They will then be introduced to some of his contemporaries and think about who helped and supported him and who disagreed with him or tried to take credit for his work. Children can use this as an opportunity to consider the importance of friendship.	- Can the children explain why Isaac Newton was difficult to get on with? - Can the children explain what Isaac Newton thought of other people, and what they thought of him? - Can the children explain why friends were important to Isaac Newton?	- Slides - Worksheet 3A/3B/3C - Information Sheet - Character Cards (FSD? activity only) - Puppet Outlines (FSD? activity only)
Lesson 4	To find out about how Isaac Newton let other people know about his work.	Children will investigate ways in which Isaac Newton told people about his ideas and inventions, from written articles to chats with friends. They will then compare this with more modern methods of communication and think about which is more effective.	- Do children understand why communicating science is important? - Do children understand there are different ways of communicating science? - Do children have some ideas about how they could find out about scientists who are not on TV?	- Slides - Worksheet 4A/4B - Ranking Cards - Prism Experiment Sheet (FSD? activity only) - Challenge Cards (FSD? activity only)
Lesson 5	To identify similarities and differences between science in the seventeenth century and science now.	Children will explore some of the ways in which modern scientists are similar to and different from scientists in the seventeenth century using a variety of sources. They will think about areas such as how technology has changed, how information is shared and how scientists work together.	- Can the children identify similarities and differences between scientists in the past and today? - Do children know that Newton was typical of scientists in his time? - Can children explain how science is done differently or similarly to how Newton did it?	- Slides - Picture Sheets - Scenario Cards - Worksheet 5A/5B - Materials for experiments as needed (FSD? activity only)
Lesson 6	To find out about Isaac Newton's later life and re-cap what we have learnt about him.	Children will recap what they have learnt about Isaac Newton. They will find out about his later life, such as becoming Master of the Mint, and consider some of the ways in which future scientists built on his work. They will consolidate what they have learnt to order major life events chronologically and retell facts about his life and achievements.	- Can the children recall and describe the main events in Isaac Newton's life? - Can the children identify his main achievements and explain why they are important? - Can children select the most important information to tell other people about Isaac Newton's life and achievements?	- Slides - Timeline Sheet A/B/C - Challenge Cards (FSD? activity only)

The Railway Revolution : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources	
Lesson 1	To find out how transport changed during the Industrial Revolution.	Children will learn about the transport of heavy goods before the industrial revolution, then consider the problems the industrialists faced, realising that better transport was needed. Following this, children will either ask and answer questions, or describe what they have learned.	- Do children know some ways in which people and goods were transported in the early 1700s? - Can children explain some of the difficulties with transporting goods and passengers in these ways? - Can children explain some reasons why transport improved during the Industrial Revolution?	- Slides - Worksheets 1A/1B/1C/1D - Handout 1 - Question/Answer Cards 1 (FSD? activity only)	
Lesson 2	To find out about the technological developments that changed transport and travel during the Industrial Revolution.	Children will learn about James Watt's steam engine: how it worked, and how it was initially used in factories and to haul goods and raw materials short distances. They may then either write about their learning, or piece together information about Watt's engine.	- Do know when the Industrial Revolution was? - Can children describe some technological developments during this period? - Can children explain in very simple terms how steam engines work?	- Slides - James Watt Question/Answer Cards 2A - Worksheet 2A/2B/2C/2D - A3 paper (FSD? activity only)	
Lesson 3	To find out about the development of the first steam-powered railways in Britain.	Children will discover how technological developments made steam engines light enough to be used as railway locomotives, and explore through role play how the first passenger railway trials were held.	- Can children think of reasons why certain technological developments led to improvements in steam engines and railway tracks? - Do children have an awareness of key events in the early history of British rail transport? - Can children consider the significance of a historic event for the people involved?	- Slides - Worksheets 3A/3B/3C/3D - Handout 3A - Scenario Cards 3A (FSD? activity only)	
Lesson 4	To find out about the way rail travel changed the lives of people living in Britain since 1830.	Children will learn about the period known as 'Railway Mania', when several rival companies expanded the railway networks across the country, changing the lives of Britons. They will then determine specific benefits of these developments.	- Can children infer meaning by looking at maps, pictures and graphs? - Can children describe some ways in which the railways grew and how rail travel changed? - Can children think of some ways in which the expansion of the rail network affected people's lives?	- Slides - Worksheets 4A/4B/4C - Rail Travel Cards 4A/4B	
Lesson 5	To find out about the development of underground railways, and how they changed the lives of Londoners.	Children will discover how the first underground railways were developed in London to address a number of problems. They may then either produce texts to show what they have learned, or study an 'original' source and undertake a range of activities relating to it.	- Can children explain why it was difficult for overground railway lines to extend into the centre of London? - Do children know how the Metropolitan Railway was built and developed over time? - Can children explain how the development of the Metropolitan Railway changed the lives of Londoners?	- Slides - Poster 5A - Poster Checklist 5A	FSD? Activity only: - News Report 5A - Activity Cards 5A - Writing Frame 5A - Plain paper, art materials
Lesson 6	To consider how developments in rail travel have changed the lives of people in Britain.	Children will discover how the railways have continued to develop over time, as electricity was introduced, and the underground network expanded. They may then undertake a variety of activities to show what they have learned and understood from this lesson and those prior to it.	- Can children think of some disadvantages of steam-powered locomotives? - Can children explain some benefits of electrification of the railways for passengers? - Can children show what they have learned about the way the railways changed the lives of British people?	- Slides - Worksheets 6A/6B/6C/6D - Computers with slideshow software	

Stone Age to Iron Age : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To introduce the definition and time scale of human prehistory.	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records.	- Do children know what the term 'prehistory' means? - Do children know the names of the three periods of prehistory? - Can children describe how we can find out about the prehistoric past?	- Lesson plan - Slides - Worksheet 1A/1B/1C - Picture Cards - Description Cards - Variety of objects (FSD? activity only)
Lesson 2	To find out about early humans and the Palaeolithic period.	Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens.	- Can children explain how and when people first came to Britain? - Do children know what kind of animals early humans encountered? - Do children know where early humans lived?	- Lesson plan - Slides - Worksheet 2A/2B/2C - Picture Sheet (FSD? activity only) - Chalk/Soap/Soapstone (FSD? activity only) - Tools for carving (FSD? activity only)
Lesson 3	To find out about people who lived in the Mesolithic period.	Children will find out how Britain's coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools.	- Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated? - Do children know where Doggerland is? - Can children describe what Mesolithic life was like?	- Lesson plan - Slides - Information Sheet A/B - Worksheet 3A - Books/access to internet - Help Sheet (FSD? activity only) - Headdress Template (FSD? activity only) - Paper/card/dowelling/sticks (FSD? activity only)
Lesson 4	To find out how people lived in the Neolithic period.	Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts.	- Do children know where and when agriculture was developed? - Do children know when people in Britain started farming? - Do children know what Stonehenge is and how the landscape developed?	- Lesson plan - Slides - Worksheet 4A/4B/4C - Fact Cards - Stonehenge Map sheet (FSD? activity only) - Stonehenge Information Sheet (FSD? activity only) - Materials for building a reconstruction of Stonehenge (FSD? activity only)
Lesson 5	To find out about how people lived in the Bronze Age.	Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements.	- Do children know how bronze is made? - Do children know how people were buried in the Bronze Age? - Do children know what happened to the climate at the end of the Bronze Age?	- Lesson plan - Slides - Worksheet 5A/5B/5C/5D - Information Sheet - Books/access to internet - Picture Sheet (FSD? activity only) - Cartoon Strip A/B (FSD? activity only)
Lesson 6	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain.	- Do children know how iron is made? - Do children know what Iron Age houses were like? - Do children know what happened at the end of the Iron Age?	- Lesson plan - Slides - Worksheet 6A/6B/6C - Quote Sheet A/B
Lesson 7	To recap and summarise the prehistory of Britain.	Children will consolidate their learning and describe what life was like, and how people and technology developed throughout prehistory. Children can express their understanding in a variety of ways.	- Do children know what the three ages of prehistory are? - Do children know how long British prehistory is? - Can children explain how life changed in Britain during prehistory?	- Lesson plan - Slides - Timeline Cards A/B - Information Book Template - Challenge Cards (FSD? activity only) - Prehistory Acrostic (FSD? activity only) - Poster Template (FSD? activity only) - Quiz Template (FSD? activity only) - End of Unit Quiz

Invaders and Settlers: Romans : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline	Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline.	- Do children understand the terms 'invade' and 'settle'? - Can children explain reasons why people have invaded and settled in Britain in the past? - Can children place the Romans on a timeline?	- Slides - Calculators (optional) - Worksheet 1A/1B/1C - Fact Cards (FSD? activity only)
Lesson 2	To find out why and how the Romans successfully invaded Britain	Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier.	- Can children suggest some reasons why the Romans invaded Britain? - Can children describe what the Roman army was like? - Can children try to imagine what life was like for Roman soldiers?	- Slides - Worksheet 2A/2B - The Equipment of a Roman Soldier Sheet - Information Sheet - Question Cards - Case Study: Emperor Septimius Severus (FSD? activity only) - Discussion Cards (FSD? activity only) - Worksheet 2C (FSD? activity only)
Lesson 3	To find out who was in Britain when the Romans invaded and learn about their way of life	Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions. They will be given some brief information about who the Celts were before carrying out their own research to find out more about everyday life for the Celts.	- Do children know when the Celts lived in Britain? - Can children use sources to find out about Celtic life? - Can children describe in their own words what Celtic daily life was like?	- Slides - Worksheet 3A/3B/3C - Information Sheet A/B - Access to books, the internet, etc. - Crazy Celts Board Game (FSD? activity only) - Question Cards (FSD? activity only) - Dice and counters (FSD? activity only)
Lesson 4	To explore who Boudica was from different points of view	Children will be introduced to Boudica and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudica from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view.	- Do children know who Boudica was and what she did? - Do children know that history is represented in different ways by different people? - Can children represent their understanding in different ways?	- Slides - Worksheet 4A/4B - Boudica Description (FSD? activity only) - Boudica Portrait sheet (FSD? activity only)
Lesson 5	To find out about the results of Boudica's revolt	Children will learn more about Boudica's revolt, exploring why it was initially so successful, but then ultimately failed. Children will discuss and explain their views and opinions of Boudica.	- Can children explain the events of Boudica's revolt? - Do children know why Boudica's revolt failed? - Can children explain their own point of view?	- Slides - Worksheet 5A/5B/5C - Word Bank
Lesson 6	To find out about life in Roman Britain	Children will first look at some Picture Cards in groups and discuss what they tell us about daily life in Roman Britain. They will then find out about different aspects of Roman life, including Roman towns, roads, construction, public baths and entertainment.	- Can children explain some aspects of Roman life? - Can children ask and answer questions? - Can children select and record information?	- Slides - Picture Cards - Information Cards - Worksheet 6A/6B/6C - Group Challenge Cards (FSD? activity only) - Roman Life Booklet Pages (FSD? activity only)
Lesson 7	To know how the Romans have influenced our lives today	Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.	- Can children explain some of the things the Romans invented or introduced to Britain? - Can children identify aspects of our lives that are affected by the Roman rule in Britain? - Can children suggest what life would have been like in Britain if the Romans had never arrived?	- Slides - Worksheet 7A/7B/7C - Letter to the Emperor (FSD? activity only)

Anglo-Saxons, Picts and Scots : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out how we know about the past.	Children explore the idea that our understanding of the past is based on a range of historical sources, including artefacts made at the time, written accounts and environmental evidence. During the session, children will learn about the excavation at Sutton Hoo and about what was found there. They will examine some of the artefacts found at the site and use these to ask and answer questions about the Sutton Hoo burial.	- Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time? - Do children understand what an archaeologist does and why they excavate certain sites? - Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?	- Slides - Artefact Cards - Artefact Analyser 1A/B/C/D - Sorting Challenge (FSD? activity only) - Sorting Challenge Sheet 1A/B/C (FSD? activity only) - Blank Sorting Sheet
Lesson 2	To find out about Anglo-Saxon migration.	In this session, children find out who the Anglo-Saxons were, where they came from, and when and why they came to Britain. Children will bust some common myths about Anglo-Saxon Britain as they learn that Anglo-Saxon kingdoms took more than a century to form and that many different tribes lived in Britain at that time. Children will review evidence and decide whether they think the Anglo-Saxons invaded Britain by force or settled peacefully.	- Can children explain the terms migrate, invade and settle? - Can children use a timeline to establish the beginning, end and duration of the Anglo-Saxon period in Britain? - Can children name some of the historical and archeological sources that tell us about Anglo-Saxon migration?	- Slides - Challenge Card 2A/B/C/D - Evidence Cards 2A/B - Information Sheet - Record Sheet 2A/B/C - Answer Sheet 2A/B/C - Anglo-Saxon Story Builder (FSD? activity only) - Answer Cards 2A/B (FSD? activity only)
Lesson 3	To find out who the Picts and Scots were and where they lived.	Here, children will find out who the Picts and Scots were and where they lived in Britain. Children will use environmental evidence from settlements, forts and monuments, as well as artefacts from the time, to find out about the lives of the different tribes. They will also consider the limitations of accounts written by Anglo-Saxons and Romans, including bias. Children apply their knowledge by creating and answering quiz questions about the Picts and Scots based on the given ebook resources.	- Do children know who the Scots and Picts were, where they lived and why they are important? - Can children describe what they know about the lives of the Picts and Scots? - Can children name historical sources which tell us about the lives of the Picts and the Scots?	- Slides - Question Cards - Question Sheets 3A/B/C - Answer Sheets 3A/B - Picts/Scots eBooks - Design Sheet (FSD? activity only) - Instructions Sheet (FSD? activity only) - Picture Cards (FSD? activity only) - Ogham Alphabet Sheet (FSD? activity only) - Clay, clay tools, paint (FSD? activity only)
Lesson 4	To use a range of artefacts to find out about Anglo-Saxon life.	Children are challenged to identify three mystery objects from Anglo-Saxon Britain. They will learn how to question what the artefacts are for, who might have used them and what these can tell us about life in Anglo-Saxon times. To apply their understanding, children will sort artefacts into different categories relating to everyday life: clothes, work, food, buildings and leisure. Then, children will describe and evaluate an artefact in detail using an archeological record form.	- Can children generate questions relating to everyday life in Anglo-Saxon times? - Can children use artefacts to find out about everyday life in Anglo-Saxon Britain? - Can children compare the lives of rich and poor Anglo-Saxons?	- Slides - Archeological Record Form 4A/B - Information Sheet 4A/B - Picture Cards - Activity Sheets (FSD? activity only) - Ingredients listed in recipes, onion skins, water, salt, wool, cardboard looms, counters for games (FSD? activity only)

Anglo-Saxons, Picts and Scots : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 5	To explore Anglo-Saxon society and culture.	In this session, children use the story of Beowulf to explore how Anglo-Saxon society was organised. Children make notes as they listen to a shared read of Beowulf and discuss what they can infer about Anglo-Saxon culture and society. Children will then create storyboards to retell Beowulf in their own words and pictures before using their understanding to decide whether the person buried at Sutton Hoo was a king, thane or peasant.	- Do children know what the term 'culture' means? - Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? - Do children understand why stories like Beowulf were important in Anglo-Saxon Britain?	- Slides - Storyboard 5A/B/C - Beowulf Story Sheet - Story Cards - Challenge Cards - Riddle Challenge (FSD? activity only) - Riddle Cards (FSD? activity only) - Riddle Solutions sheet (FSD? activity only)
Lesson 6	To know about paganism and the spread of Christianity in Britain.	During this session, children explore the concepts of change and continuity while looking at religion. Children will use timelines to discuss the two major shifts in religious beliefs and practices during the Anglo-Saxon era: the introduction of Anglo-Saxon paganism and the spread of Christianity from centres such as Iona, Lindisfarne and Canterbury. Children will use their knowledge of Christian and pagan practices to help them identify the religion of the person buried at Sutton Hoo.	- Do children understand the terms 'change' and 'continuity'? - Can children describe how religious beliefs and practices changed during the Anglo-Saxon period? - Can children describe some of the differences between the beliefs and practices of pagans and Christians?	- Slides - Fact Cards - Fact Sheet 6A/B/C - Answer Sheet 6A/B - My Life in Objects 6A/B (FSD? activity only)
Lesson 7	To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.	In this final session, children bring together everything they know to solve the mystery: who is buried at Sutton Hoo? Children will learn about six kings who ruled territories in seventh-century Britain and use evidence packs to draw a conclusion about which of these kings was buried at Sutton Hoo. Children will consider the reliability and relevance of the evidence in their pack.	- Can children summarise and organise historical evidence? - Can children draw a conclusion based on historical evidence? - Can children evaluate the reliability and relevance of different sources of evidence?	- Slides - Record Sheet 7A/B/C - Evidence Sheets 7A/B/C/D/E - Picture Cards (FSD? activity only) - End of Unit Quiz and Answers

World War 2 : History : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate the start of World War Two.	This initial session looks at when and where World War Two took place, who was involved and why war broke out. Children will learn key topic vocabulary and explore the historical and global context of the war before creating their own Knowledge Organiser. Alternatively, children take part in an activity carousel.	- Can children describe why the war is referred to as 'World War Two'? - Can children recall some of the key facts associated with World War Two? - Can children suggest why the events of World War Two are significant?	Slides Knowledge Organiser 1A/1B/1C Axis and Allied Powers Mats Timeline Challenge Cards (FSD? activity only) Carousel Cards 1A/1B/1C (FSD? activity only) Axis and Allied Powers Grids (FSD? activity only)
Lesson 2	To know about the different organisations and people who contributed to the war effort.	In this second lesson, children will learn about the different organisations involved in Britain's war effort. Children will look at case studies of people from across the British Empire who worked in the armed forces and special operations and take part in a walk and talk to find out about their different roles, backgrounds and experiences.	- Do children know what is meant by the term 'war effort'? - Can children describe some of the organisations involved and outline their different responsibilities? - Can children explain the varied experiences of people who contributed to Britain's war effort by their role and background?	Slides Sketch Sheet Role Cards 2A/2B/2C/2D/2E/2F Military Record Card 2A/2B/2C (FSD? activity only) Word Mat (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 3	To understand the impact of rationing during World War Two.	Children move their attention to look at Britain's home front and start by discussing what rationing was and why it was necessary. They will investigate different historical sources to discover what was rationed and how the rationing system worked before bringing the process to life with an engaging rationing role play activity.	- Do children know what rationing was and why it was necessary? - Can children describe some of the foods and other supplies that were rationed and how rations varied for different groups? - Can children describe some of the ways that rationing impacted on people (limited choices, reduced quantities, fair access).	Slides Role Cards Rationing Book Grocery Cards Ration List Help Sheet Worksheet 3A (FSD? activity only) Wartime Party Sheet (FSD? activity only)
Lesson 4	To find out about the Blitz and the impact it had.	During this lesson, children will learn about the significance of the Blitz, including why Britain was targeted by the Luftwaffe. Children will analyse photographs from the time to apply their learning and generate historically valid inferences and questions about the impact of the Blitz. Alternatively, children can create poems to express their understanding.	- Can children explain what the Blitz was and which areas in Britain were targeted? - Can children describe some of the British military and civilian responses to the Blitz? - Can children generate historically valid questions and make inferences and ask questions based on photographic evidence?	Slides Photograph Cards 4A/4B/4C/4D/4E/4F See, Think, Wonder, Cards 4A/4B/4C/4D/4E/4F Word Bank Blitz Poem Examples (FSD? activity only) Blitz Poem Sheets (FSD? activity only)
Lesson 5	To know about evacuation and its impact on the people involved.	During this session, children will explore a range of sources to find out about Operation Pied Piper. Children will then analyse oral testimonies from evacuees, parents and host families to look at people's different experiences of evacuation. Alternatively, children can deepen their understanding of the tough decisions parents had to make by taking part in a Conscience Alley.	- Can children recall basic facts about evacuation? - Can children use oral testimonies to describe the differences in the experiences of those involved (evacuees, parents, host families etc.)? - Can children explain the strengths and limitations of using oral testimony to find out about the evacuation programme?	Slides Oral Testimony 5A/5B/5C/5D/5E/5F Question Sheet Response Sheet 5A/5B/5C Factor Cards (FSD? activity only)

World War 2 : History : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	To understand the significance of the Holocaust.	This lesson explores how Hitler's beliefs about race led to the persecution of the Jews across Nazi Europe, culminating in the Holocaust. Children will use the story of Anne Frank and extracts from her diary to understand the impact of the Holocaust on the Jewish people in an age-appropriate manner.	- Can children explain why Jewish people - and other groups - were persecuted and killed by the Nazis? - Can children make links between Nazi policies and the impact on the Jewish population? - Do children know who Anne Frank was and suggest reasons why her diary is an important historical record?	Slides Story Sheet 6A/6B/6C Event Cards Word Mat Answer Sheet Daily Routine 6A/6B (FSD? activity only)
Lesson 7	To research, and draw conclusions about, life in World War Two.	In this final lesson, children will use and apply the vocabulary, knowledge and skills they have developed during the unit to plan and carry out their own self-led research about the events leading up to the end of the war. Alternatively, children undertake research to determine what their lives would have been like if they had lived at the time of World War Two. An End of Unit Quiz is also provided.	- Can children summarise key information from a range of resources? - Can children assess the relevance, reliability and usefulness of a range of sources? - Can children select and organise relevant historical information to communicate their findings in a structured response?	Slides Picture Sheet Fact Sheet Group Planning Sheet Photograph Sheet (7A/7B/7C) Research Sheet (7/7B/7C) Enquiry Sheet (FSD? activity only) Response Sheet 7A/7B (FSD? activity only) Resource Sheets 7A/7B/7C/7D/7E (FSD? activity only) End of Unit Quiz

The Indus Valley : History : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the Indus Valley civilisation.	Children will locate India and Pakistan on a map and consider why the Indus Valley civilisation developed in that area. They will place the Indus Valley civilisation on a timeline and think about why our knowledge of the Indus Valley is limited. They will compare the Indus Valley with Stone Age and Iron Age Britain.	- Can children place the Indus Valley civilisation on a timeline? - Can children say where the Indus Valley civilisation was located? - Can children compare the Indus Valley civilisation's achievements with at least one other civilisation's achievements?	- Slides - Information Sheet A/B - Comic Strip Sheet - Map Sheet (FSD? Activity only) - Timeline Sheet A/B (FSD? Activity only) - Blank paper
Lesson 2	To locate Indus Valley cities and settlements.	Children will find out the location of some of the major cities and settlements of the Indus Valley civilisation. They will find out when they were founded, when they were rediscovered by archaeologists and identify some of their features. They will compare these settlements with settlements in Bronze Age Britain.	- Can children compare Indus Valley civilisation settlements with Bronze Age British settlements? - Can children say where the Indus Valley civilisation was located? - Can children name at least one feature of an Indus Valley civilisation settlement?	- Slides - Event Cards - Information Sheet - Timeline Sheet - Instruction Cards (FSD? activity only) - City Cards A/B (Plenary only) - Wood or interlocking bricks, clay, soil and water
Lesson 3	To find out about city planning.	Children will compare the layout of London and New York to help them identify the layout of Indus Valley settlements. They will find out about the features and facilities found in Indus settlements and think about what it would have been like to live there.	- Can children describe the Indus Valley settlements? - Can children name several feature of Indus Valley civilisation settlements? - Can children identify features of the settlements and imagine what they might have looked like?	- Slides - Photo Cards - Picture Card - Map Sheet A/B - Location Cards A/B - Question Cards (FSD? activity only) - Answer Cards (FSD? activity only) - Statement Cards (Plenary only)
Lesson 4	To find out about the Indus Valley civilisations' trade and crafts.	Children will explore why trade was so important, who the Indus people traded with and what they traded. They will use their investigative skills to decide what they think different artefacts were used for and make suggestions about the purposes of different objects.	- Can children say who the Indus Valley civilisation traded with? - Can children identify some crafts of the Indus Valley civilisation? - Can children say what the Indus Valley civilisation used seals for?	- Slides - Picture Card A/B/C/D - Picture Answer Cards - Information Card (FSD? activity only) SEALS/Writing - Clay
Lesson 5	To explore the technology used by the Indus Valley civilisation.	Children will find out about the mathematical achievements of the Indus Valley civilisation, including an accurate system of weights and measures. They will consider why having a uniform system of measure is important and apply this to different units of measurement used around the world today.	- Do children understand the Indus Valley civilisation had advanced systems of measure compared to other civilisations at the time? - Can children say why agreeing on a uniform system of measure is useful? - Can children compare the Indus Valley civilisation with Bronze Age Britain?	- Slides - Fact Cards - Weight Cards (FSD? activity only) - Length Cards (FSD? activity only) - Rulers, card, weighing scales, objects to weigh
Lesson 6	To find out about the decline of the Indus Valley civilisation.	Children will recognise why historians are unsure about the decline of the Indus Valley civilisation. They will identify the different theories behind the disappearance of the Indus before making decisions about which they think is most likely, giving reasons for their choices.	- Can children list the theories why the Indus Valley civilisation declined? - Can children say the evidence that supports and opposes the theories on the decline of the Indus Valley civilisation? - Can children say which theory they think is most likely and why?	- Slides - Theory Cards - Evidence Cards - Worksheet 6A/6B - EUQ (plenary only)

Who Were the Ancient Greeks? : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To begin to find out who the ancient Greeks were, and place their civilisation in time	In this first lesson, children will become familiar with some of the different ages, or periods, of ancient Greece. In their independent activities, children will apply this knowledge to help them complete a timeline showing important information about, or the main events of, each age or period. In the alternative activity, children will be challenged to answer as many questions about the different ages or periods of ancient Greece as they can.	- Do children understand the terms 'BC' and 'AD'? - Can children name, and place in chronological order, the main time periods of ancient Greece? - Can children discuss some of the main events from each time period they have looked at?	- Slides - Worksheet 1A/1B/1C - Timeline Cards A/B - Information Sheets - Question Cards (FSD? activity only)
Lesson 2	To understand the different types of government in ancient Greece	Children will explore the three main types of government of ancient Greece: monarchy, oligarchy and democracy. In their independent activities, children will discuss the advantages and disadvantages of two of these types of government: monarchy and democracy. In the FSD? activity, children will be challenged to put themselves in the shoes of a given character and express their thoughts and feelings about the type of government they live under.	- Can children explain the difference between a democracy, oligarchy and a monarchy in ancient Greece? - Can children discuss some of the advantages and disadvantages of democracies and monarchies? - Can children discuss their own opinions of which type of government they think is best?	- Slides - Advantage and Disadvantage Cards A/B - Worksheet 2A/B - Types of Government Sheet - Thought Bubble Sheets A/B/C/D/E/F/G
Lesson 3	To compare and contrast the two city-states of Athens and Sparta	Children will find out about the two powerful city-states of Athens and Sparta. Through their own reading and research, they will learn about the similarities and differences between them. Children will be challenged to put themselves into the shoes of an ancient Greek, and think about how they would view each city-state. In the alternative activity, children write statements about each city-state, then organise themselves into a 'life-size' Venn diagram!	- Can children list some similarities and differences between the two city-states of Athens and Sparta? - Can children put themselves 'in the shoes of' an ancient Greek and discuss the two city-states? - Can children explain their own views and opinions of the two city-states?	- Slides - Information Sheets - Postcard Template A/B - Letter Template - Talk Show Labels and Instructions - Question Sheet - City-State Cards (FSD? activity only)
Lesson 4	To use sources to find out about daily life in ancient Greece	In this lesson, children will first explore the different types of sources we have about the past, and learn how to distinguish between a primary and secondary source. In their independent activities, they will use both types of source to research different aspects of the daily life of the ancient Greeks.	- Do children understand the difference between primary and secondary sources? - Can children use given sources to gather or find specific information? - Do children have a developing knowledge of what daily life in ancient Greece was like?	- Slides - Information Sheets - Worksheet 4A/4B - Challenge Cards (FSD? activity only) - Worksheet 4C (FSD? activity only)
Lesson 5	To know about religion in ancient Greece	Children will find out about the polytheistic religion of ancient Greece, and the important role the gods and goddesses played in everyday life, from worshipping and festivals to helping to explain natural events through the telling of myths. In their independent activities, children will find out more about the twelve Olympians, and be challenged to recall facts, answer questions and create their own questions. In the alternative activity, children will make their own mini-booklet about the twelve Olympians.	- Can children explain why ancient Greece had a polytheistic religion? - Can children explain the importance of religion in the everyday life of ancient Greeks? - Can children use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses?	- Slides - Greek Gods Information Cards - Greek Gods Game A/B - Greek Gods Question Sheet - Multiple Choice Quiz Sheet - Template for Mini Booklet Sheets 1 & 2 (FSD? activity only) - Folding Instructions Cards (FSD? activity only)
Lesson 6	To find out about the ancient Greek scholars and philosophers	In this lesson, children will begin by discussing the terms 'philosopher' and 'scholar'. They will then explore the lives, ideas and beliefs of six of ancient Greece's most famous philosophers and scholars. In their independent activities, children will be encouraged to discuss, ask and answer questions about Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes.	- Can children explain the terms 'scholar' and 'philosopher'? - Can children discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about? - Can children voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars?	- Slides - Information Cards - Quote Cards - Worksheet 6A/6B/6C - Challenge Cards (FSD? activity only) - Hippocratic Oath (FSD? activity only)
Lesson 7	To know how modern-day life has been influenced by the ancient Greeks	In this final lesson, children will explore the legacy of ancient Greece. They will find out about some of the many ways that ancient Greek ideas and developments still influence our lives today. In groups, children will take part in a carousel activity where they will find out about and discuss the legacy of the ancient Olympic Games, the Greek language, Greek myths, and Greek government.	- Can children name some ancient Greek ideas or developments that still influence us today? - Can children use given sources to further their own learning? - Can children express and explain their own views and opinions?	- Slides - The Olympics Pack - The Language Pack - The Myths Pack - The Government Pack - Research Cards (FSD? activity only) - Access to internet, books on ancient Greece

Vikings vs Anglo-Saxons : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what Britain was like before the first Viking invasions.	Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.	- Can children explain how the Anglo-Saxons came to Britain? - Do children know why this period is often referred to as the Dark Ages? - Can children give an overview of what life was like in the 8th century before the Viking invasions?	- Slides - Fact Cards - Worksheet 1A/1B/1C/1D - Fact Sheet (FSD? activity only)
Lesson 2	To find out about the Viking invasions of Britain.	Children will recap the seven Anglo-Saxon kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.	- Do children know when the Vikings first invaded Britain? - Can children offer reasons for why the Vikings invaded? - Can children recognise and describe the different perspectives of the Viking invasions?	- Slides - Worksheet 2A/2B/2C - Information Sheet A/B - Viking Invasion Song (FSD? activity only) - Viking Invasion Backing Track (FSD? activity only) - Viking Invasion Song Sheet (FSD? activity only)
Lesson 3	To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.	Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.	- Do children know that the Vikings settled in Britain after the first raids in the 8th century? - Can children use a variety of sources to gather information? - Can children describe how the Vikings gained control of the northeast of England?	- Slides - Worksheet 3A/3B - Timeline Cards - Information Sheet - Timeline Sheet (FSD? activity only)
Lesson 4	To find out why King Alfred was dubbed 'Alfred the Great'.	Children will recap the agreement between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.	- Can children describe the role King Alfred played in making England a unified country? - Can children suggest reasons why he was dubbed 'Great'? - Can children use a variety of sources of information to find out the life of King Alfred?	- Slides - Worksheet 4A/4B/4C/4D - Challenge Cards (FSD? activity only)
Lesson 5	To explore what life was like for Vikings living in Britain.	Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.	- Can children describe what life was like for Vikings in Britain? - Can children identify differences between Viking and Anglo-Saxon life? - Can children identify similarities between Viking and Anglo-Saxon life?	- Slides - Worksheet 5A - Sentence Cards A/B - Challenge Cards (FSD? activity only) - Beowulf Story Sheet (FSD? activity only) - Runic Alphabet (FSD? activity only)
Lesson 6	To find out how and when England became a unified country.	Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.	- Do children know that by 1016, England was a unified country under the control of a single king? - Can children name the key historical figures and describe their role in events? - Can children discuss causes and effects of historical events?	- Slides - Worksheet 6A/6B - Sentence Cards - Character Cards - Digital cameras, props, costumes - optional (FSD? activity only)
Lesson 7	To find out about the end of the Anglo-Saxon and Viking era in Britain.	Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.	- Do children know why the Battle of Hastings took place? - Can children describe the main events surrounding the Norman conquest? - Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?	- Slides - Worksheet 7A/7B/7C/7D - Challenge Card (FSD? activity only) - End of Unit Quiz

Leisure and Entertainment : History : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about leisure and entertainment at the start of the 20th Century, and consider how these pastimes have changed.	Children will learn how Victorian legislation effectively created leisure time for working British people, then research and explain some popular Edwardian leisure activities.	- Can children locate the start of the 20th Century on a timeline? - Can children recall some key events or periods of British history around the turn of the century? - Can children consider how leisure activities popular in the Edwardian Era have changed over time?	- Slides - Worksheets 1A/1B/1C - Writing Frame - Internet access
Lesson 2	To consider how leisure and entertainment activities were affected during World War Two.	Children will learn a little about how leisure activities were affected by the outbreak of war, then discuss their learning, establishing causal links between leisure activities and the changes due to war.	- Can children draw on prior knowledge when discussing leisure activities during World War Two? - Can children explain some ways in which leisure activities were affected during the war? - Can children give some reasons for the changes in leisure activities during the war?	- Slides - Activity, Cause and Effect Cards - Challenge Sheet 2A/2B - Writing Frame - Sticky notes
Lesson 3	To consider how trends in leisure and entertainment were affected by significant events in national and international history after World War Two.	Children will learn, briefly, about some of the rebuilding that occurred in Britain at the end of the war, then study a variety of sources and describe large, public events: The Festival of Britain and the London Olympics (1948).	- Do children know some ways Britain was 'rebuilt' at the end of the Second World War? - Can children describe some large, public events held during the 'rebuilding' of post-war Britain? - Can children explain some ways in which these events were affected by the war, and Britain's subsequent recovery?	- Slides 1948 Olympics Fact File - Festival of Britain Fact File - Internet access - Challenge card 3A/3B
Lesson 4	To consider ways in which music trends and technology have changed over time.	Children will discover how music trends changed in the second half of the 20th Century, then either create timelines to show these changes, or investigate how old technology for playing and listening to music worked.	- Can children describe some differences between popular music from two different periods? - Can children explain some ways in which developments in technology have affected music production? - Can children explore ways in which listening to music has changed over time?	- Slides - Challenge Cards 4A/4B/4C - Internet access - Music Resource Pack - Record players, cassette decks etc. (FSD? only) - Cue Cards 4A
Lesson 5	To consider ways in which British people have influenced, and been influenced by, other countries through film and television.	Children will consider how they have been influenced by their favourite films and TV, then discuss and present their ideas about how our understanding of other cultures (and vice versa) are influenced by films and TV.	- Can children explain some ways in which film and television viewing have changed over time? - Do children understand that our behaviour is influenced by the film and television we watch? - Can children explain some ways in which film and television have influenced themselves and others?	- Slides - Mind Map 5A/5B - Blank Writing/Drawing Frames
Lesson 6	To consider how holidays in Britain have changed over time.	Children will compare seaside holiday destinations as they were in Victorian/Edwardian times and how they are today. They will then study a range of sources and explain what they have learned from them.	- Can children explain some ways in which British holiday-makers have, historically, spent their leisure time? - Can children compare images of British holidays from two different time periods? - Can children draw upon their own prior knowledge to explain how holidays have changed over time?	- Slides - Then > Now Cards - Resource Pack - Writing Frames and Cue Cards - Slideshow software, e.g. PowerPoint (optional) - Internet access (FSD? activity only)
Lesson 7	To show what you have learned and understood about how leisure and entertainment in Britain have changed during the 20th and 21st Centuries.	Children will recap prior learning, then consider what history skills they have used during these lessons, which they have developed, and which require improvement. They will then produce texts to show what they have learned about leisure and entertainment in Britain.	- Can children recall key information about their learning over a number of lessons? - Can children recognise which history skills they have used, and how effectively? - Can children show their understanding by expressing ideas about leisure and entertainment in their own way?	- Slides - History Skills Handout - Leisure and Entertainment Booklet 7A/7B/7C - Writing/Drawing Frames - Creative Challenge Card

The Kingdom of Benin : History : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out where the Kingdom of Benin was and about time period we will be exploring.	Children will find out where modern-day Benin is and which countries are near it in West Africa. They will discover that the Kingdom of Benin was located in modern day Nigeria and think about what was happening in Britain during the time of the Kingdom of Benin.	- Do children know the area of Africa in which Benin was located? - Can children order and discuss the main eras and events of the Benin Empire? - Can children comment on how the borders of African countries were set?	- Slides - Worksheet 1A/1B/1C - Timeline Cards 1A/1B - Information Sheet 1A/1B - Timeline Sheet 1A/1B/1C/1D/1E (FSD? activity only) - Selection of history books or internet access
Lesson 2	To explore how we know about The Kingdom of Benin from AD 900 to 1300.	Children will recap when and where the Kingdom of Benin was before gaining a brief overview of the civilisation from 900 to 1300. Children will consider how we know about Benin and what different sources can tell us. They will focus particularly on the difference between archaeological finds and oral histories.	- Do children understand the difference between oral histories and archaeological evidence? - Can children compare the oral histories and archaeology of Benin? - Can children discuss which source they think is most reliable, giving reasons for their choice?	- Slides - Worksheet 2A/2B/2C - Story Sheet 2A/2B - Information Sheet 2A
Lesson 3	To find out about the leaders of The Kingdom of Benin.	Children will consider what we can learn about the leaders of Benin from bronze artefacts. They will find out about the Obas of Benin and the dates and key features of their reigns.	- Do children know how the Oba was treated in Benin? - Do children know what the brass heads were used for? - Can children ask and answer questions about artefacts to find out about Benin?	- Slides - Worksheet 3A/3B/3C - Information Sheet 3A/3B/3C - British history books - Game Sheet 3A/3B (FSD? activity only) - Picture Card 3A/3B (FSD? activity only)
Lesson 4	To find out about the lives of the people of the Kingdom of Benin.	Children will recap what they know about Benin royalty before comparing this with the lives of ordinary people. They will explore different jobs in Benin, including artists, craftsmen and builders. They will make inferences for what everyday life was like at this time.	- Do children know which jobs people had in Benin? - Do children know which crops and animals were farmed in Benin? - Can children say what life would have been like for people in Benin?	- Slides - Worksheet 4A/4B/4C/4D - Information Sheet 4A/4B - A range of cookery books or access to the internet - Picture Card 4A/4B (FSD? activity only) - Accounts of Benin 4A (FSD? activity only)
Lesson 5	To find out about the trade network of the Benin Empire.	Children will explore the effects of different trade routes on the Benin Empire. They will discover what commodities Benin imported in and exported out, and some of the ways in which Europeans carried out trade with Benin. They will identify the importance of trade to the Benin Empire.	- Do children know some of the items exported by the Benin Empire? - Do children know some of the items imported by the Benin Empire? - Can children say why trade was important to the Benin Empire?	- Slides - Worksheet 5A/5B/5C - Trade Cards 5A/5B (FSD? activity only)
Lesson 6	To find out about the Benin Empire's Golden Age.	Children will identify what a Golden Age and place Benin's Golden Age on a timeline. They will find out some of the reasons why this period is known as the Golden Age and identify key features of the period. They can also compare this with what was happening in Britain at the same time.	- Do children know when Benin's Golden Age was? - Do children know why this time period is described as Benin's Golden Age? - Can children come to conclusions about life in Benin based on artefacts?	- Slides - Worksheet 6A/6B - Statement Card 6A - Information Sheet 6A - Picture Cards 6A/6B/6C/6D/6E/6F/6G (FSD? activity only)
Lesson 7	To find out about the decline of the Benin Empire.	Children will investigate the decline of the Benin Empire. They will think about the effect of civil war on a civilisation and some of the reasons why Benin's fortunes changed thanks to the abolition of slavery, the 'Scramble for Africa' and other factors.	- Do children know when the Benin Empire began to decline? - Do children know why the Benin Empire began to decline? - Do children know who destroyed Benin and what the reasons were?	- Slides - Worksheet 7A/7B/7C - Cause Cards 7A - Timeline Sheet 7A - Information Sheet 7A/7B/7C

Medicine and Disease : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To learn about the medical practices of prehistoric civilisations and Ancient Egyptians.	Begin the topic by investigating the medical practices of prehistoric civilisations and comparing them to the practices and beliefs of the Ancient Egyptians. Discuss the use of historical sources and how a historian could use primary and secondary sources to find out how a prehistoric man might have treated a headache.	- Can children distinguish between a primary or secondary source? - Can children give an example of a primary or secondary source? - Can children compare the medical practices of two civilisations?	- Slides - Worksheets 1A/1B/1C - Statement Cards 1A - Sources Cards 1A - Ailment Cards (FSD? activity only)
Lesson 2	To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks.	This lesson will teach the children about famous Greek physicians such as Hippocrates and Galen and how they influenced medicine and the theory of diseases. They will look at the rise of the Roman Empire and reflect on the Roman views of keeping fit and healthy, comparing them to more modern views and to civilisations they have previously studied.	- Can children identify one or more aspects of medicine in the Roman era? - Can children describe any aspects which influenced the Roman view of health and medicine? - Are children able to compare Roman ideas with the ideas of modern culture or previously studied cultures?	- Slides - Worksheet 2A/2B/2C - Challenge Card 2A (FSD? activity only) - Beanbags (FSD? activity only) - Stopwatches (FSD? activity only) - Hoops (FSD? activity only) - Skipping ropes (FSD? activity only)
Lesson 3	To investigate Medieval medicine and the events during the Black Plague.	The children take a trip back in time through role play and questioning to discover what life was like during the Medieval period. Discover the epidemic of the Black Plague and how it was believed to have spread across the country and the different ways people attempted to cure themselves of this fatal disease.	- Can children name a medical treatment from the medieval period? - Can children describe what happened to people and their beliefs during the plague? - Are children able to identify lifestyle aspects which helped the spread of the plague?	- Slides - Worksheets 3A/3B/3C/3D/3E - Role-play Script - Role-play costumes/props (optional) - Challenge Card 3A (FSD? activity only)
Lesson 4	To explore the medical practices of the Tudor period.	This lesson is based on an enquiry in which the children must become archeologists after discovering a strange Tudor artefact. They must question and hypothesise around the object before researching further to confirm if their hypotheses were true or not. They then move on to discover the folk cures used during the Tudor period.	- Can children pose their own questions about an artefact? - Can children come up with possible hypotheses for their own questions, using evidence available to them? - Can children name a treatment used in the Tudor period?	- Slides - Enquiry Sheet 4A - Role-play Script 4A - Speech Bubbles - Folk Cure Cards - Plague Mask Template, printed on card (FSD? activity only) - String (FSD? activity only)
Lesson 5	To research the medical advancements and significant people during the Victorian period.	Children investigate and research some of the key 19 th century figures who changed medical treatments and practices forever. The children have the opportunity to discuss the way diseases were treated and people's ideas about how they spread. They then compare the ideas from the beginning of the Victorian period to the end.	- Can children describe what medical care had been like before the Victorian era? - Can children describe some of the ways in which medical care was improved during the Victorian era? - Can children name some of the key individuals who made improvements in medical care during the Victorian era?	- Slides - Worksheets 5A/5B - Fact Sheet 5A - Research sources e.g. books, laptops, tablets etc. - A3 paper (FSD? activity only)
Lesson 6	To explore medicine in the 20 th and 21 st century.	This lesson compares medicine today with the ideas and practices from previous lessons. The children learn about how the hospitals and treatments that they know today came to be and explore the important discoveries of the past 100 years.	- Can children give a brief description of the NHS? - Are children able to compare modern medicine with a period of past medicine? - Can children name a particular important medical discovery in the past 100 years?	- Slides - Worksheet 6A/6B/6C - Question Sheet 6A (FSD? activity only)
Lesson 7	To recall information about the history of disease and medicine.	Consolidating the knowledge and understanding of medicine from all the time periods they have studied the children use their understanding to document and record the journey of medicine through time and how it has changed and developed.	- Can children recall facts about a given period of history's medical understanding? - Can children evidence their opinions with facts? - Are children able to answer questions based on the history of medicine?	- Slides - Worksheet 7A/7B/7C - Mind Map Sheets (enlarged to A3) - Statement Cards 7A - Booklet Instructions - End of Unit Quiz - Felt tip pens - Challenge Card 7A (FSD? activity only)