

# The Railway Revolution : History : Year 3/4

|                 | Learning Objective   | Overview   | Assessment Questions  | Resources  |
|-----------------|--|--|---|--|
| <b>Lesson 1</b> | 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. | <ul style="list-style-type: none"> <li>Do children know some ways in which people and goods were transported in the early 1700s?</li> <li>Can children explain some of the difficulties with transporting goods and passengers in these ways?</li> <li>Can children explain some reasons why transport improved during the Industrial Revolution?</li> </ul>                      | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C/1D</li> <li>Handout 1</li> <li>Question/Answer Cards 1 (FSD? activity only)</li> </ul>  |
| <b>Lesson 2</b> | 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.                      | <ul style="list-style-type: none"> <li>Do know when the Industrial Revolution was?</li> <li>Can children describe some technological developments during this period?</li> <li>Can children explain in very simple terms how steam engines work?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>James Watt Question/Answer Cards 2A</li> <li>Worksheet 2A/2B/2C/2D</li> <li>A3 paper (FSD? activity only)</li> </ul>  |
| <b>Lesson 3</b> | 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.   | <ul style="list-style-type: none"> <li>Can children think of reasons why certain technological developments led to improvements in steam engines and railway tracks?</li> <li>Do children have an awareness of key events in the early history of British rail transport?</li> <li>Can children consider the significance of a historic event for the people involved?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 3A/3B/3C/3D</li> <li>Handout 3A</li> <li>Scenario Cards 3A (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | 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.   | <ul style="list-style-type: none"> <li>Can children infer meaning by looking at maps, pictures and graphs?</li> <li>Can children describe some ways in which the railways grew and how rail travel changed?</li> <li>Can children think of some ways in which the expansion of the rail network affected people's lives?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 4A/4B/4C</li> <li>Rail Travel Cards 4A/4B</li> </ul>   |
| <b>Lesson 5</b> | 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.                     | <ul style="list-style-type: none"> <li>Can children explain why it was difficult for overground railway lines to extend into the centre of London?</li> <li>Do children know how the Metropolitan Railway was built and developed over time?</li> <li>Can children explain how the development of the Metropolitan Railway changed the lives of Londoners?</li> </ul>             | <ul style="list-style-type: none"> <li>Slides</li> <li>Poster 5A</li> <li>Poster Checklist 5A</li> </ul> <p><b>FSD? Activity only:</b></p> <ul style="list-style-type: none"> <li>News Report 5A</li> <li>Activity Cards 5A</li> <li>Writing Frame 5A</li> <li>Plain paper, art materials</li> </ul> |
| <b>Lesson 6</b> | 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.      | <ul style="list-style-type: none"> <li>Can children think of some disadvantages of steam-powered locomotives?</li> <li>Can children explain some benefits of electrification of the railways for passengers?</li> <li>Can children show what they have learned about the way the railways changed the lives of British people?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 6A/6B/6C/6D</li> <li>Computers with slideshow software</li> </ul>  |

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

|                 | Learning Objective  | Overview   | Assessment Questions  | Resources  |
|-----------------|---|--|---|--|
| <b>Lesson 1</b> | 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.                   | <ul style="list-style-type: none"> <li>Do children know what the term 'prehistory' means?</li> <li>Do children know the names of the three periods of prehistory?</li> <li>Can children describe how we can find out about the prehistoric past?</li> </ul>             | <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Cards</li> <li>Description Cards</li> <li>Variety of objects (FSD? activity only)</li> </ul>   |
| <b>Lesson 2</b> | 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.                                      | <ul style="list-style-type: none"> <li>Can children explain how and when people first came to Britain?</li> <li>Do children know what kind of animals early humans encountered?</li> <li>Do children know where early humans lived?</li> </ul>                          | <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Sheet (FSD? activity only)</li> <li>Chalk/Soap/Soapstone (FSD? activity only)</li> <li>Tools for carving (FSD? activity only)</li> </ul>   |
| <b>Lesson 3</b> | 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. | <ul style="list-style-type: none"> <li>Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?</li> <li>Do children know where Doggerland is?</li> <li>Can children describe what Mesolithic life was like?</li> </ul> | <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Information Sheet A/B</li> <li>Worksheet 3A</li> <li>Books/access to internet</li> <li>Help Sheet (FSD? activity only)</li> <li>Headdress Template (FSD? activity only)</li> <li>Paper/card/dowelling/sticks (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | 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.   | <ul style="list-style-type: none"> <li>Do children know where and when agriculture was developed?</li> <li>Do children know when people in Britain started farming?</li> <li>Do children know what Stonehenge is and how the landscape developed?</li> </ul>            | <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Fact Cards</li> <li>Stonehenge Map sheet (FSD? activity only)</li> <li>Stonehenge Information Sheet (FSD? activity only)</li> <li>Materials for building a reconstruction of Stonehenge (FSD? activity only)</li> </ul>                                  |
| <b>Lesson 5</b> | 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.  | <ul style="list-style-type: none"> <li>Do children know how bronze is made?</li> <li>Do children know how people were buried in the Bronze Age?</li> <li>Do children know what happened to the climate at the end of the Bronze Age?</li> </ul>                         | <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Information Sheet</li> <li>Books/access to internet</li> <li>Picture Sheet (FSD? activity only)</li> <li>Cartoon Strip A/B (FSD? activity only)</li> </ul>  |
| <b>Lesson 6</b> | 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.   | <ul style="list-style-type: none"> <li>Do children know how iron is made?</li> <li>Do children know what Iron Age houses were like?</li> <li>Do children know what happened at the end of the Iron Age?</li> </ul>  | <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Quote Sheet A/B</li> </ul>   |
| <b>Lesson 7</b> | 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.  | <ul style="list-style-type: none"> <li>Do children know what the three ages of prehistory are?</li> <li>Do children know how long British prehistory is?</li> <li>Can children explain how life changed in Britain during prehistory?</li> </ul>                        | <ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Timeline Cards A/B</li> <li>Information Book Template</li> <li>Challenge Cards (FSD? activity only)</li> <li>Prehistory Acrostic (FSD? activity only)</li> <li>Poster Template (FSD? activity only)</li> <li>Quiz Template (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul> |

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

|                 | Learning Objective   | Overview  | Assessment Questions   | Resources  |
|-----------------|--|---|--|--|
| <b>Lesson 1</b> | 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.                                     | <ul style="list-style-type: none"> <li>Do children understand the terms 'invade' and 'settle'?</li> <li>Can children explain reasons why people have invaded and settled in Britain in the past?</li> <li>Can children place the Romans on a timeline?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Calculators (optional)</li> <li>Worksheet 1A/1B/1C</li> <li>Fact Cards (FSD? activity only)</li> </ul>  |
| <b>Lesson 2</b> | 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. | <ul style="list-style-type: none"> <li>Can children suggest some reasons why the Romans invaded Britain?</li> <li>Can children describe what the Roman army was like?</li> <li>Can children try to imagine what life was like for Roman soldiers?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>The Equipment of a Roman Soldier Sheet</li> <li>Information Sheet</li> <li>Question Cards</li> <li>Case Study: Emperor Septimius Severus (FSD? activity only)</li> <li>Discussion Cards (FSD? activity only)</li> <li>Worksheet 2C (FSD? activity only)</li> </ul> |
| <b>Lesson 3</b> | 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.   | <ul style="list-style-type: none"> <li>Do children know when the Celts lived in Britain?</li> <li>Can children use sources to find out about Celtic life?</li> <li>Can children describe in their own words what Celtic daily life was like?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet A/B</li> <li>Access to books, the internet, etc.</li> <li>Crazy Celts Board Game (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> <li>Dice and counters (FSD? activity only)</li> </ul>                                 |
| <b>Lesson 4</b> | 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.   | <ul style="list-style-type: none"> <li>Do children know who Boudica was and what she did?</li> <li>Do children know that history is represented in different ways by different people?</li> <li>Can children represent their understanding in different ways?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Boudica Description (FSD? activity only)</li> <li>Boudica Portrait sheet (FSD? activity only)</li> </ul>   |
| <b>Lesson 5</b> | 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.   | <ul style="list-style-type: none"> <li>Can children explain the events of Boudica's revolt?</li> <li>Do children know why Boudica's revolt failed?</li> <li>Can children explain their own point of view?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Word Bank</li> </ul>  |
| <b>Lesson 6</b> | 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.  | <ul style="list-style-type: none"> <li>Can children explain some aspects of Roman life?</li> <li>Can children ask and answer questions?</li> <li>Can children select and record information?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Information Cards</li> <li>Worksheet 6A/6B/6C</li> <li>Group Challenge Cards (FSD? activity only)</li> <li>Roman Life Booklet Pages (FSD? activity only)</li> </ul>  |
| <b>Lesson 7</b> | 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.  | <ul style="list-style-type: none"> <li>Can children explain some of the things the Romans invented or introduced to Britain?</li> <li>Can children identify aspects of our lives that are affected by the Roman rule in Britain?</li> <li>Can children suggest what life would have been like in Britain if the Romans had never arrived?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Letter to the Emperor (FSD? activity only)</li> </ul>   |

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

|                 | Learning Objective  | Overview  | Assessment Questions  | Resources   |
|-----------------|---|---|---|---|
| <b>Lesson 1</b> | 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.  | <ul style="list-style-type: none"> <li>Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time?</li> <li>Do children understand what an archaeologist does and why they excavate certain sites?</li> <li>Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Artefact Cards</li> <li>Artefact Analyser 1A/B/C/D</li> <li>Sorting Challenge (FSD? activity only)</li> <li>Sorting Challenge Sheet 1A/B/C (FSD? activity only)</li> <li>Blank Sorting Sheet</li> </ul>  |
| <b>Lesson 2</b> | 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.   | <ul style="list-style-type: none"> <li>Can children explain the terms migrate, invade and settle?</li> <li>Can children use a timeline to establish the beginning, end and duration of the Anglo-Saxon period in Britain?</li> <li>Can children name some of the historical and archeological sources that tell us about Anglo-Saxon migration?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 2A/B/C/D</li> <li>Evidence Cards 2A/B</li> <li>Information Sheet</li> <li>Record Sheet 2A/B/C</li> <li>Answer Sheet 2A/B/C</li> <li>Anglo-Saxon Story Builder (FSD? activity only)</li> <li>Answer Cards 2A/B (FSD? activity only)</li> </ul>   |
| <b>Lesson 3</b> | 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. | <ul style="list-style-type: none"> <li>Do children know who the Scots and Picts were, where they lived and why they are important?</li> <li>Can children describe what they know about the lives of the Picts and Scots?</li> <li>Can children name historical sources which tell us about the lives of the Picts and the Scots?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Question Cards</li> <li>Question Sheets 3A/B/C</li> <li>Answer Sheets 3A/B</li> <li>Picts/Scots eBooks</li> <li>Design Sheet (FSD? activity only)</li> <li>Instructions Sheet (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> <li>Ogham Alphabet Sheet (FSD? activity only)</li> <li>Clay, clay tools, paint (FSD? activity only)</li> </ul> |
| <b>Lesson 4</b> | 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.              | <ul style="list-style-type: none"> <li>Can children generate questions relating to everyday life in Anglo-Saxon times?</li> <li>Can children use artefacts to find out about everyday life in Anglo-Saxon Britain?</li> <li>Can children compare the lives of rich and poor Anglo-Saxons?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Archeological Record Form 4A/B</li> <li>Information Sheet 4A/B</li> <li>Picture Cards</li> <li>Activity Sheets (FSD? activity only)</li> <li>Ingredients listed in recipes, onion skins, water, salt, wool, cardboard looms, counters for games (FSD? activity only)</li> </ul>  |



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

|                 | Learning Objective   | Overview   | Assessment Questions   | Resources   |
|-----------------|--|--|--|---|
| <b>Lesson 5</b> | 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.  | <ul style="list-style-type: none"> <li>Do children know what the term 'culture' means?</li> <li>Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf?</li> <li>Do children understand why stories like Beowulf were important in Anglo-Saxon Britain?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Storyboard 5A/B/C</li> <li>Beowulf Story Sheet</li> <li>Story Cards</li> <li>Challenge Cards</li> <li>Riddle Challenge (FSD? activity only)</li> <li>Riddle Cards (FSD? activity only)</li> <li>Riddle Solutions sheet (FSD? activity only)</li> </ul> |
| <b>Lesson 6</b> | 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. | <ul style="list-style-type: none"> <li>Do children understand the terms 'change' and 'continuity'?</li> <li>Can children describe how religious beliefs and practices changed during the Anglo-Saxon period?</li> <li>Can children describe some of the differences between the beliefs and practices of pagans and Christians?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Fact Sheet 6A/B/C</li> <li>Answer Sheet 6A/B</li> <li>My Life in Objects 6A/B (FSD? activity only)</li> </ul>  |
| <b>Lesson 7</b> | 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.   | <ul style="list-style-type: none"> <li>Can children summarise and organise historical evidence?</li> <li>Can children draw a conclusion based on historical evidence?</li> <li>Can children evaluate the reliability and relevance of different sources of evidence?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Record Sheet 7A/B/C</li> <li>Evidence Sheets 7A/B/C/D/E</li> <li>Picture Cards (FSD? activity only)</li> <li>End of Unit Quiz and Answers</li> </ul>   |

# World War 2 : Cross-Curricular Topic : Year 3/4

| HISTORY         |  |  |  |  |
|-----------------|--|--|--|--|
|                 | Learning Objective   | Overview   | Assessment Questions   | Resources  |
| <b>Lesson 1</b> | To find out what World War 2 was and where and when it took place.                                       | This lesson allows the children to create a context for the beginning of WW2 and the world leaders involved during the war. The children have the opportunity to discover key topic vocabulary and learn about the who was part of the Axis and Allied forces.   | <ul style="list-style-type: none"> <li>• Can children suggest why it is called a World War?</li> <li>• Can children place WW2 on a timeline?</li> <li>• Do children know some of the main leaders, events and dates relating to WW2?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C/1D</li> <li>• Information Sheet A/B</li> <li>• Question Cards (FSD? activity only)</li> </ul>  |
| <b>Lesson 2</b> | To find out what the Blitz was and which areas were most likely to be affected.                          | Children will learn that the Blitz was a significant period in the war which caused huge amounts of damage. The children have the opportunity to reflect on how people would have felt during and after the bombings.  | <ul style="list-style-type: none"> <li>• Can children explain what the Blitz was?</li> <li>• Can children suggest reasons why some places were more likely to be bombed than others?</li> <li>• Can children suggest how the bombing could be stopped?</li> </ul>  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards</li> <li>• Worksheet 2A/2B</li> <li>• Blitz Poem sheets (FSD? activity only)</li> </ul>   |
| <b>Lesson 3</b> | To learn about the effects of air raids and the causes of evacuation.                                    | Following from the previous lesson, the children look in detail at the safety measures that people went through to keep them safe during the Blitz. They are introduced to the process of evacuation and are challenged to describe this and other safety procedures.                                    | <ul style="list-style-type: none"> <li>• Can children describe some of the ways in which people were protected during the war?</li> <li>• Can children explain why evacuation was used as one strategy to protect children?</li> <li>• Can children explain the effects of bomb damage?</li> </ul>               | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C/3D</li> </ul>  |
| <b>Lesson 4</b> | To find out about the experiences and feelings of evacuees.  | The children will take an in-depth look at the process of evacuation and how it helped children and other vulnerable people stay safe. Through looking at different sources the children can discuss what the experience was like for the people involved.   | <ul style="list-style-type: none"> <li>• Can children explain what evacuation was and why it was done?</li> <li>• Can children describe some likely feelings and experiences of evacuees?</li> <li>• Can children use words associated with evacuation accurately and appropriately?</li> </ul>                  | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C/4D</li> </ul>  |
| <b>Lesson 5</b> | To find out what rationing was, why it was necessary and how it impacted on people's lives.              | Children are introduced to the concept of food rationing and are encouraged to think about the reasons behind it. They investigate different sources which tell us about how different types of food were rationed and how people could supplement their rations with the <i>Dig for Victory</i> scheme. | <ul style="list-style-type: none"> <li>• Can children explain some of the causes of rationing?</li> <li>• Do children know which foods were available during WW2 and how much was allowed, on average, per person?</li> <li>• Can children compare foods available in WW2 with foods available today?</li> </ul> | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Rationing Fact Sheet</li> <li>• Books on rationing/access to internet</li> <li>• Worksheet 5A/5B/5C/5D</li> <li>• Wartime Party sheet (FSD? activity only)</li> </ul> |
| <b>Lesson 6</b> | To learn about the experiences of Jewish children during the war and that the war created many refugees. | This lesson explores how Hitler's view of a 'master race' affected how Jews and other groups were treated during the war. After learning about the dangers for these people during the war the children have the opportunity to discover the experiences of Anne Frank and why she is remembered.        | <ul style="list-style-type: none"> <li>• Do children understand that different groups of people had different experiences during the war?</li> <li>• Can children describe why Jewish people were targeted by the Nazis?</li> <li>• Do children know who Anne Frank was and why she is remembered?</li> </ul>    | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 6A/6B/6C/6D</li> <li>• Picture Cards (FSD? activity only)</li> </ul>  |
| <b>Lesson 7</b> | To consider how the war affected people's everyday lives.  | In this lesson the children will look at photographs in order to gain an understanding of what life was like for everyday people in Britain during the war. They are encouraged to use what they have learnt from previous lessons and apply it to what they see in the photographs.                     | <ul style="list-style-type: none"> <li>• Can children recall information they have learnt about WW2?</li> <li>• Can children use appropriate terms and vocabulary?</li> <li>• Can children evaluate what life was like for children in WW2?</li> </ul>   | <ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 7A/7B/7C</li> <li>• Activity Cards (FSD? activity only)</li> <li>• End of Unit Quiz</li> </ul>  |

# The Indus Valley : History : Year 4

|                 | Learning Objective  | Overview  | Assessment Questions  | Resources  |
|-----------------|---|---|---|--|
| <b>Lesson 1</b> | 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. | <ul style="list-style-type: none"> <li>Can children place the Indus Valley civilisation on a timeline?</li> <li>Can children say where the Indus Valley civilisation was located?</li> <li>Can children compare the Indus Valley civilisation's achievements with at least one other civilisation's achievements?</li> </ul>                              | <ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheet A/B</li> <li>Comic Strip Sheet</li> <li>Map Sheet (FSD? Activity only)</li> <li>Timeline Sheet A/B (FSD? Activity only)</li> <li>Blank paper</li> </ul>   |
| <b>Lesson 2</b> | 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.   | <ul style="list-style-type: none"> <li>Can children compare Indus Valley civilisation settlements with Bronze Age British settlements?</li> <li>Can children say where the Indus Valley civilisation was located?</li> <li>Can children name at least one feature of an Indus Valley civilisation settlement?</li> </ul>                                  | <ul style="list-style-type: none"> <li>Slides</li> <li>Event Cards</li> <li>Information Sheet</li> <li>Timeline Sheet</li> <li>Instruction Cards (FSD? activity only)</li> <li>City Cards A/B (Plenary only)</li> <li>Wood or interlocking bricks, clay, soil and water</li> </ul>     |
| <b>Lesson 3</b> | 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.   | <ul style="list-style-type: none"> <li>Can children describe the Indus Valley settlements?</li> <li>Can children name several features of Indus Valley civilisation settlements?</li> <li>Can children identify features of the settlements and imagine what they might have looked like?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Photo Cards</li> <li>Picture Card</li> <li>Map Sheet A/B</li> <li>Location Cards A/B</li> <li>Question Cards (FSD? activity only)</li> <li>Answer Cards (FSD? activity only)</li> <li>Statement Cards (Plenary only)</li> </ul> |
| <b>Lesson 4</b> | 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.   | <ul style="list-style-type: none"> <li>Can children say who the Indus Valley civilisation traded with?</li> <li>Can children identify some crafts of the Indus Valley civilisation?</li> <li>Can children say what the Indus Valley civilisation used seals for?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Picture Card A/B/C/D</li> <li>Picture Answer Cards</li> <li>Information Card (FSD? activity only) SEALS/Writing</li> <li>Clay</li> </ul>  |
| <b>Lesson 5</b> | 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.                       | <ul style="list-style-type: none"> <li>Do children understand the Indus Valley civilisation had advanced systems of measure compared to other civilisations at the time?</li> <li>Can children say why agreeing on a uniform system of measure is useful?</li> <li>Can children compare the Indus Valley civilisation with Bronze Age Britain?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Weight Cards (FSD? activity only)</li> <li>Length Cards (FSD? activity only)</li> <li>Rulers, card, weighing scales, objects to weigh</li> </ul>  |
| <b>Lesson 6</b> | 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.  | <ul style="list-style-type: none"> <li>Can children list the theories why the Indus Valley civilisation declined?</li> <li>Can children say the evidence that supports and opposes the theories on the decline of the Indus Valley civilisation?</li> <li>Can children say which theory they think is most likely and why?</li> </ul>                     | <ul style="list-style-type: none"> <li>Slides</li> <li>Theory Cards</li> <li>Evidence Cards</li> <li>Worksheet 6A/6B</li> <li>EUQ (plenary only)</li> </ul>  |

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

|                 | Learning Objective   | Overview   | Assessment Questions  | Resources  |
|-----------------|--|--|---|--|
| <b>Lesson 1</b> | 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.   | <ul style="list-style-type: none"> <li>Do children understand the terms 'BC' and 'AD'?</li> <li>Can children name, and place in chronological order, the main time periods of ancient Greece?</li> <li>Can children discuss some of the main events from each time period they have looked at?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Timeline Cards A/B</li> <li>Information Sheets</li> <li>Question Cards (FSD? activity only)</li> </ul>  |
| <b>Lesson 2</b> | 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.  | <ul style="list-style-type: none"> <li>Can children explain the difference between a democracy, oligarchy and a monarchy in ancient Greece?</li> <li>Can children discuss some of the advantages and disadvantages of democracies and monarchies?</li> <li>Can children discuss their own opinions of which type of government they think is best?</li> </ul>                   | <ul style="list-style-type: none"> <li>Slides</li> <li>Advantage and Disadvantage Cards A/B</li> <li>Worksheet 2A/B</li> <li>Types of Government Sheet</li> <li>Thought Bubble Sheets A/B/C/D/E/F/G</li> </ul>   |
| <b>Lesson 3</b> | 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!  | <ul style="list-style-type: none"> <li>Can children list some similarities and differences between the two city-states of Athens and Sparta?</li> <li>Can children put themselves 'in the shoes of' an ancient Greek and discuss the two city-states?</li> <li>Can children explain their own views and opinions of the two city-states?</li> </ul>                             | <ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheets</li> <li>Postcard Template A/B</li> <li>Letter Template</li> <li>Talk Show Labels and Instructions</li> <li>Question Sheet</li> <li>City-State Cards (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | 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.   | <ul style="list-style-type: none"> <li>Do children understand the difference between primary and secondary sources?</li> <li>Can children use given sources to gather or find specific information?</li> <li>Do children have a developing knowledge of what daily life in ancient Greece was like?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheets</li> <li>Worksheet 4A/4B</li> <li>Challenge Cards (FSD? activity only)</li> <li>Worksheet 4C (FSD? activity only)</li> </ul>   |
| <b>Lesson 5</b> | 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. | <ul style="list-style-type: none"> <li>Can children explain why ancient Greece had a polytheistic religion?</li> <li>Can children explain the importance of religion in the everyday life of ancient Greeks?</li> <li>Can children use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses?</li> </ul>            | <ul style="list-style-type: none"> <li>Slides</li> <li>Greek Gods Information Cards</li> <li>Greek Gods Game A/B</li> <li>Greek Gods Question Sheet</li> <li>Multiple Choice Quiz Sheet</li> <li>Template for Mini Booklet Sheets 1 &amp; 2 (FSD? activity only)</li> <li>Folding Instructions Cards (FSD? activity only)</li> </ul> |
| <b>Lesson 6</b> | 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.   | <ul style="list-style-type: none"> <li>Can children explain the terms 'scholar' and 'philosopher'?</li> <li>Can children discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about?</li> <li>Can children voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Information Cards</li> <li>Quote Cards</li> <li>Worksheet 6A/6B/6C</li> <li>Challenge Cards (FSD? activity only)</li> <li>Hippocratic Oath (FSD? activity only)</li> </ul>  |
| <b>Lesson 7</b> | 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.   | <ul style="list-style-type: none"> <li>Can children name some ancient Greek ideas or developments that still influence us today?</li> <li>Can children use given sources to further their own learning?</li> <li>Can children express and explain their own views and opinions?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>The Olympics Pack</li> <li>The Language Pack</li> <li>The Myths Pack</li> <li>The Government Pack</li> <li>Research Cards (FSD? activity only)</li> <li>Access to internet, books on ancient Greece</li> </ul>  |



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

|                 | Learning Objective   | Overview   | Assessment Questions   | Resources   |
|-----------------|--|--|--|---|
| <b>Lesson 1</b> | 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.   | <ul style="list-style-type: none"> <li>Can children explain how the Anglo-Saxons came to Britain?</li> <li>Do children know why this period is often referred to as the Dark Ages?</li> <li>Can children give an overview of what life was like in the 8th century before the Viking invasions?</li> </ul>         | <ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fact Sheet (FSD? activity only)</li> </ul>  |
| <b>Lesson 2</b> | 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.  | <ul style="list-style-type: none"> <li>Do children know when the Vikings first invaded Britain?</li> <li>Can children offer reasons for why the Vikings invaded?</li> <li>Can children recognise and describe the different perspectives of the Viking invasions?</li> </ul>                                       | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Information Sheet A/B</li> <li>Viking Invasion Song (FSD? activity only)</li> <li>Viking Invasion Backing Track (FSD? activity only)</li> <li>Viking Invasion Song Sheet (FSD? activity only)</li> </ul> |
| <b>Lesson 3</b> | 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.   | <ul style="list-style-type: none"> <li>Do children know that the Vikings settled in Britain after the first raids in the 8th century?</li> <li>Can children use a variety of sources to gather information?</li> <li>Can children describe how the Vikings gained control of the northeast of England?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Timeline Cards</li> <li>Information Sheet</li> <li>Timeline Sheet (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | 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.   | <ul style="list-style-type: none"> <li>Can children describe the role King Alfred played in making England a unified country?</li> <li>Can children suggest reasons why he was dubbed 'Great'?</li> <li>Can children use a variety of sources of information to find out the life of King Alfred?</li> </ul>       | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Challenge Cards (FSD? activity only)</li> </ul>   |
| <b>Lesson 5</b> | 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.  | <ul style="list-style-type: none"> <li>Can children describe what life was like for Vikings in Britain?</li> <li>Can children identify differences between Viking and Anglo-Saxon life?</li> <li>Can children identify similarities between Viking and Anglo-Saxon life?</li> </ul>                                | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Sentence Cards A/B</li> <li>Challenge Cards (FSD? activity only)</li> <li>Beowulf Story Sheet (FSD? activity only)</li> <li>Runic Alphabet (FSD? activity only)</li> </ul>                                     |
| <b>Lesson 6</b> | 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.  | <ul style="list-style-type: none"> <li>Do children know that by 1016, England was a unified country under the control of a single king?</li> <li>Can children name the key historical figures and describe their role in events?</li> <li>Can children discuss causes and effects of historical events?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Sentence Cards</li> <li>Character Cards</li> <li>Digital cameras, props, costumes - optional (FSD? activity only)</li> </ul>  |
| <b>Lesson 7</b> | 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. | <ul style="list-style-type: none"> <li>Do children know why the Battle of Hastings took place?</li> <li>Can children describe the main events surrounding the Norman conquest?</li> <li>Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?</li> </ul>           | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>Challenge Card (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>  |

# Leisure and Entertainment : History : Year 6

|                 | Learning Objective   | Overview   | Assessment Questions   | Resources  |
|-----------------|--|--|--|--|
| <b>Lesson 1</b> | 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.  | <ul style="list-style-type: none"> <li>Can children locate the start of the 20th Century on a timeline?</li> <li>Can children recall some key events or periods of British history around the turn of the century?</li> <li>Can children consider how leisure activities popular in the Edwardian Era have changed over time?</li> </ul>                                     | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Writing Frame</li> <li>Internet access</li> </ul>  |
| <b>Lesson 2</b> | 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.  | <ul style="list-style-type: none"> <li>Can children draw on prior knowledge when discussing leisure activities during World War Two?</li> <li>Can children explain some ways in which leisure activities were affected during the war?</li> <li>Can children give some reasons for the changes in leisure activities during the war?</li> </ul>                              | <ul style="list-style-type: none"> <li>Slides</li> <li>Activity, Cause and Effect Cards</li> <li>Challenge Sheet 2A/2B</li> <li>Writing Frame</li> <li>Sticky notes</li> </ul>   |
| <b>Lesson 3</b> | 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).  | <ul style="list-style-type: none"> <li>Do children know some ways Britain was 'rebuilt' at the end of the Second World War?</li> <li>Can children describe some large, public events held during the 'rebuilding' of post-war Britain?</li> <li>Can children explain some ways in which these events were affected by the war, and Britain's subsequent recovery?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>1948 Olympics Fact File</li> <li>Festival of Britain Fact File</li> <li>Internet access</li> <li>Challenge card 3A/3B</li> </ul>  |
| <b>Lesson 4</b> | 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.   | <ul style="list-style-type: none"> <li>Can children describe some differences between popular music from two different periods?</li> <li>Can children explain some ways in which developments in technology have affected music production?</li> <li>Can children explore ways in which listening to music has changed over time?</li> </ul>                                 | <ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 4A/4B/4C</li> <li>Internet access</li> <li>Music Resource Pack</li> <li>Record players, cassette decks etc. (FSD? only)</li> <li>Cue Cards 4A</li> </ul>                          |
| <b>Lesson 5</b> | 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.  | <ul style="list-style-type: none"> <li>Can children explain some ways in which film and television viewing have changed over time?</li> <li>Do children understand that our behaviour is influenced by the film and television we watch?</li> <li>Can children explain some ways in which film and television have influenced themselves and others?</li> </ul>              | <ul style="list-style-type: none"> <li>Slides</li> <li>Mind Map 5A/5B</li> <li>Blank Writing/Drawing Frames</li> </ul>   |
| <b>Lesson 6</b> | 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.   | <ul style="list-style-type: none"> <li>Can children explain some ways in which British holiday-makers have, historically, spent their leisure time?</li> <li>Can children compare images of British holidays from two different time periods?</li> <li>Can children draw upon their own prior knowledge to explain how holidays have changed over time?</li> </ul>           | <ul style="list-style-type: none"> <li>Slides</li> <li>Then &gt; Now Cards</li> <li>Resource Pack</li> <li>Writing Frames and Cue Cards</li> <li>Slideshow software, e.g. PowerPoint (optional)</li> <li>Internet access (FSD? activity only)</li> </ul> |
| <b>Lesson 7</b> | 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. | <ul style="list-style-type: none"> <li>Can children recall key information about their learning over a number of lessons?</li> <li>Can children recognise which history skills they have used, and how effectively?</li> <li>Can children show their understanding by expressing ideas about leisure and entertainment in their own way?</li> </ul>                          | <ul style="list-style-type: none"> <li>Slides</li> <li>History Skills Handout</li> <li>Leisure and Entertainment Booklet 7A/7B/7C</li> <li>Writing/Drawing Frames</li> <li>Creative Challenge Card</li> </ul>  |

# The Kingdom of Benin : History : Year 6

|                 | Learning Objective   | Overview   | Assessment Questions  | Resources  |
|-----------------|--|--|---|--|
| <b>Lesson 1</b> | 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.   | <ul style="list-style-type: none"> <li>Do children know the area of Africa in which Benin was located?</li> <li>Can children order and discuss the main eras and events of the Benin Empire?</li> <li>Can children comment on how the borders of African countries were set?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Timeline Cards 1A/1B</li> <li>Information Sheet 1A/1B</li> <li>Timeline Sheet 1A/1B/1C/1D/1E (FSD? activity only)</li> <li>Selection of history books or internet access</li> </ul>                   |
| <b>Lesson 2</b> | 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. | <ul style="list-style-type: none"> <li>Do children understand the difference between oral histories and archaeological evidence?</li> <li>Can children compare the oral histories and archaeology of Benin?</li> <li>Can children discuss which source they think is most reliable, giving reasons for their choice?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Story Sheet 2A/2B</li> <li>Information Sheet 2A</li> </ul>  |
| <b>Lesson 3</b> | 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.  | <ul style="list-style-type: none"> <li>Do children know how the Oba was treated in Benin?</li> <li>Do children know what the brass heads were used for?</li> <li>Can children ask and answer questions about artefacts to find out about Benin?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet 3A/3B/3C</li> <li>British history books</li> <li>Game Sheet 3A/3B (FSD? activity only)</li> <li>Picture Card 3A/3B (FSD? activity only)</li> </ul>                                  |
| <b>Lesson 4</b> | 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.  | <ul style="list-style-type: none"> <li>Do children know which jobs people had in Benin?</li> <li>Do children know which crops and animals were farmed in Benin?</li> <li>Can children say what life would have been like for people in Benin?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Information Sheet 4A/4B</li> <li>A range of cookery books or access to the internet</li> <li>Picture Card 4A/4B (FSD? activity only)</li> <li>Accounts of Benin 4A (FSD? activity only)</li> </ul> |
| <b>Lesson 5</b> | 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.                           | <ul style="list-style-type: none"> <li>Do children know some of the items exported by the Benin Empire?</li> <li>Do children know some of the items imported by the Benin Empire?</li> <li>Can children say why trade was important to the Benin Empire?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Trade Cards 5A/5B (FSD? activity only)</li> </ul>   |
| <b>Lesson 6</b> | 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.                          | <ul style="list-style-type: none"> <li>Do children know when Benin's Golden Age was?</li> <li>Do children know why this time period is described as Benin's Golden Age?</li> <li>Can children come to conclusions about life in Benin based on artefacts?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Statement Card 6A</li> <li>Information Sheet 6A</li> <li>Picture Cards 6A/6B/6C/6D/6E/6F/6G (FSD? activity only)</li> </ul>  |
| <b>Lesson 7</b> | 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.   | <ul style="list-style-type: none"> <li>Do children know when the Benin Empire began to decline?</li> <li>Do children know why the Benin Empire began to decline?</li> <li>Do children know who destroyed Benin and what the reasons were?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Cause Cards 7A</li> <li>Timeline Sheet 7A</li> <li>Information Sheet 7A/7B/7C</li> </ul>  |

# Medicine and Disease : History : Year 5/6

|                 | Learning Objective  | Overview  | Assessment Questions  | Resources  |
|-----------------|---|---|---|--|
| <b>Lesson 1</b> | 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.                              | <ul style="list-style-type: none"> <li>Can children distinguish between a primary or secondary source?</li> <li>Can children give an example of a primary or secondary source?</li> <li>Can children compare the medical practices of two civilisations?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Statement Cards 1A</li> <li>Sources Cards 1A</li> <li>Ailment Cards (FSD? activity only)</li> </ul>  |
| <b>Lesson 2</b> | 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. | <ul style="list-style-type: none"> <li>Can children identify one or more aspects of medicine in the Roman era?</li> <li>Can children describe any aspects which influenced the Roman view of health and medicine?</li> <li>Are children able to compare Roman ideas with the ideas of modern culture or previously studied cultures?</li> </ul>                       | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Challenge Card 2A (FSD? activity only)</li> <li>Beanbags (FSD? activity only)</li> <li>Stopwatches (FSD? activity only)</li> <li>Hoops (FSD? activity only)</li> <li>Skipping ropes (FSD? activity only)</li> </ul> |
| <b>Lesson 3</b> | 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.                                      | <ul style="list-style-type: none"> <li>Can children name a medical treatment from the medieval period?</li> <li>Can children describe what happened to people and their beliefs during the plague?</li> <li>Are children able to identify lifestyle aspects which helped the spread of the plague?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 3A/3B/3C/3D/3E</li> <li>Role-play Script</li> <li>Role-play costumes/props (optional)</li> <li>Challenge Card 3A (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | 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.                    | <ul style="list-style-type: none"> <li>Can children pose their own questions about an artefact?</li> <li>Can children come up with possible hypotheses for their own questions, using evidence available to them?</li> <li>Can children name a treatment used in the Tudor period?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Enquiry Sheet 4A</li> <li>Role-play Script 4A</li> <li>Speech Bubbles</li> <li>Folk Cure Cards</li> <li>Plague Mask Template, printed on card (FSD? activity only)</li> <li>String (FSD? activity only)</li> </ul>                              |
| <b>Lesson 5</b> | To research the medical advancements and significant people during the Victorian period.              | Children investigate and research some of the key 19 <sup>th</sup> 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.              | <ul style="list-style-type: none"> <li>Can children describe what medical care had been like before the Victorian era?</li> <li>Can children describe some of the ways in which medical care was improved during the Victorian era?</li> <li>Can children name some of the key individuals who made improvements in medical care during the Victorian era?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 5A/5B</li> <li>Fact Sheet 5A</li> <li>Research sources e.g. books, laptops, tablets etc.</li> <li>A3 paper (FSD? activity only)</li> </ul>   |
| <b>Lesson 6</b> | To explore medicine in the 20 <sup>th</sup> and 21 <sup>st</sup> 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.  | <ul style="list-style-type: none"> <li>Can children give a brief description of the NHS?</li> <li>Are children able to compare modern medicine with a period of past medicine?</li> <li>Can children name a particular important medical discovery in the past 100 years?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Question Sheet 6A (FSD? activity only)</li> </ul>   |
| <b>Lesson 7</b> | 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.  | <ul style="list-style-type: none"> <li>Can children recall facts about a given period of history's medical understanding?</li> <li>Can children evidence their opinions with facts?</li> <li>Are children able to answer questions based on the history of medicine?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Mind Map Sheets (enlarged to A3)</li> <li>Statement Cards 7A</li> <li>Booklet Instructions</li> <li>End of Unit Quiz</li> <li>Felt tip pens</li> <li>Challenge Card 7A (FSD? activity only)</li> </ul>              |