



# History Whole School Curriculum Pack

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

## 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 1

SKU: bulk1013



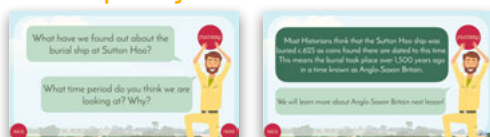
	Autumn Term	Spring Term	Summer Term
<b>Year 1</b>	Toys, Past and Present	Intrepid Explorers	Castles
<b>Year 2</b>	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	Seaside Holidays in Past
<b>Year 3</b>	Stone Age to Iron Age	Invaders and Settlers: Romans	Ancient Egypt
<b>Year 4</b>	Early Civilisations	Anglo-Saxons, Picts and Scots	The Maya
<b>Year 5</b>	Vikings vs Anglo-Saxons	Shang Dynasty	Who were the Ancient Greeks?
<b>Year 6</b>	Crime and Punishment	LOCAL STUDY	The Atlantic Slave Trade

# Anatomy of a PlanBee History Lesson:

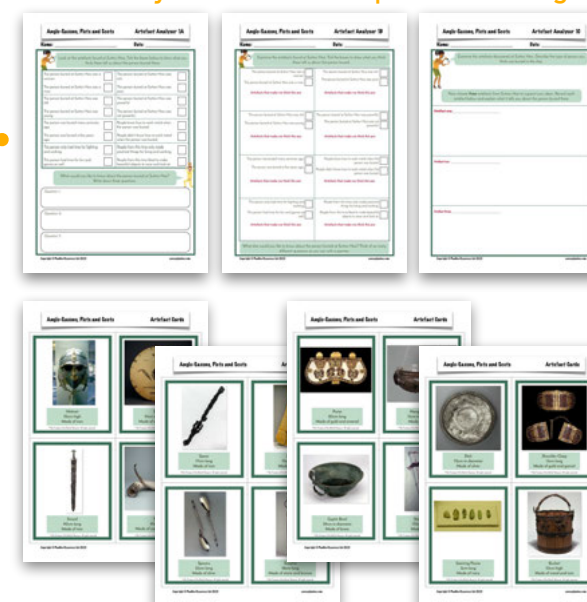
Slides to guide you and your class through the teaching input



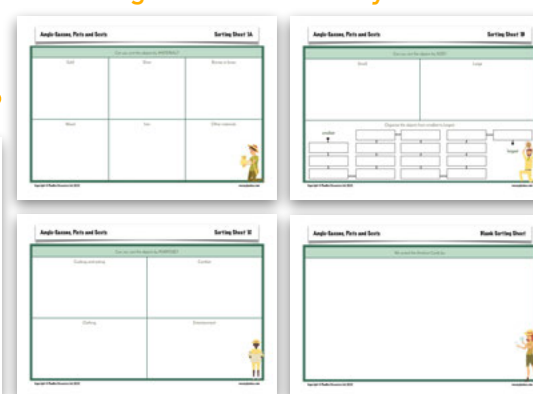
Slides to bring your class back together for the plenary



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



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



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





# National Curriculum Objective Coverage



Objective	Year 1			Year 2		
	Toys Past and Present	Intrepid Explorers	Castles	Guy Fawkes & the Gunpowder Plot	Florence Nightingale	What were seaside holidays like in the past?
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 1

Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1	Aut	Toys Past and Present	<ul style="list-style-type: none"> <li>I know that some objects were different in the past to how they are today.</li> <li>I can describe old objects.</li> <li>I can identify objects that are old and objects that are new.</li> <li>I can compare old and new objects.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the toys my parents and grandparents played with are different to the toys I play with today.</li> </ul>	<ul style="list-style-type: none"> <li>I can order decades chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Decade</li> </ul>
1	Spr	Intrepid Explorers	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people who lived a long time ago.</li> <li>I can pose simple questions to find out about the past.</li> <li>I can compare the lives and achievements of two famous historical figures.</li> </ul>	<ul style="list-style-type: none"> <li>I know that life was very different in the past to how it is today.</li> <li>I know that people knew less about the world in the past than we know today.</li> <li>I know that some people's achievements and discoveries can change the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between different periods in time using simple markers, such as inventions.</li> </ul>	<ul style="list-style-type: none"> <li>Explorer</li> <li>Exploration</li> <li>New World</li> </ul>
1	Sum	Castles	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use photographs of castles to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can explain why this was necessary.</li> <li>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>I can explain how uses for castles have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Normans lived.</li> <li>I can organise events into a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Medieval</li> <li>Rebellion</li> <li>Monarch</li> <li>Monarchy</li> <li>Normans</li> </ul>



2	Aut	Guy Fawkes and the Gunpowder Plot	<ul style="list-style-type: none"> <li>I can use simple texts and images to find out about the past.</li> <li>I can use my knowledge of the past to guess how people at the time might have felt.</li> </ul>	<ul style="list-style-type: none"> <li>I know that King James was king during the time of the gunpowder plot.</li> <li>I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant.</li> <li>I understand the reasons behind the gunpowder plot.</li> <li>I can name some monarchs, including King James I and Elizabeth I.</li> <li>I can explain why events in the past are still significant today.</li> </ul>	<ul style="list-style-type: none"> <li>I can order simple events chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Parliament</li> </ul>
2	Spr	Florence Nightingale	<ul style="list-style-type: none"> <li>I can use a photograph to infer facts about a person and time period.</li> <li>I can use quotes from historical figures to learn about people and events in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know that rich women in Victorian times did not usually have jobs.</li> <li>I know that men and women had very different roles in Victorian times.</li> <li>I know that medical care was very different in Victorian times to today.</li> <li>I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me.</li> <li>I can explain why Florence Nightingale is still remembered today.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Victorian era was.</li> <li>I can explain the life and achievements of Florence Nightingale in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Victorians</li> <li>Chronological</li> <li>Century</li> </ul>
2	Sum	What were seaside holidays like in the past?	<ul style="list-style-type: none"> <li>I can use a range of photographs to infer information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why changes in society, particularly the steam train, made seaside holidays popular.</li> <li>I know that the lives of rich and poor people were very different in the past.</li> <li>I know that changes in society led to seaside holidays becoming very popular in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>I can order photos from three different eras chronologically.</li> <li>I can compare the features of seaside holidays 100 years ago, 50 years ago and today.</li> </ul>	<ul style="list-style-type: none"> <li>Steam train</li> <li>Tradition</li> <li>Bathing machine</li> <li>Promenade</li> <li>Modern</li> <li>Old-fashioned</li> </ul>

3	Aut	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	<ul style="list-style-type: none"> <li>I can explain how archaeologists use artefacts to learn about the past.</li> <li>I can explain some of the methods archaeologists use to find out about the past.</li> <li>I can explain why Star Carr is an important archaeological site.</li> <li>I can use a variety of sources to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know what the term 'prehistory' means.</li> <li>I know that the Stone Age can be split into three different time periods.</li> <li>I can describe the main features and developments of each of the eras of prehistory.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Stone Age, Bronze Age and Iron Age on a timeline.</li> <li>I know that prehistory spans millions of years.</li> </ul>	<ul style="list-style-type: none"> <li>Prehistory</li> <li>Archaeologist</li> <li>Archaeology</li> <li>Palaeolithic</li> <li>Mesolithic</li> <li>Neolithic</li> </ul>
3	Spr	Invaders and Settlers: Romans	<ul style="list-style-type: none"> <li>I can consider different points of view about a historical events.</li> <li>I can study different accounts of a historical figure and suggest why they are different.</li> <li>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>I can describe what life was like in Celtic Britain.</li> <li>I can describe the events surrounding Boudicca's revolt.</li> <li>I can describe some of the technological advances that the Romans brought to Britain.</li> <li>I can suggest how Britain might be different today if the Romans had never invaded.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past.</li> <li>I can place the Romans on a timeline.</li> <li>I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</li> </ul>	<ul style="list-style-type: none"> <li>Invade</li> <li>Settle</li> <li>Roman Empire</li> <li>Emperor</li> <li>Revolt</li> </ul>
3	Sum	Ancient Egypt	<ul style="list-style-type: none"> <li>I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.</li> <li>I can make suggestions about what unfamiliar artefacts might have been used for.</li> <li>I can explain the significance of the discovery of the Rosetta stone.</li> <li>I can generate questions I want to find the answers to about life in ancient Egypt.</li> <li>I can choose an area I wish to research, and use a variety of sources to carry out my research.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the features of daily life in ancient Egypt.</li> <li>I can explain the events surrounding the discovery of Tutankhamen's tomb.</li> <li>I can describe ancient Egyptian beliefs in the afterlife.</li> <li>I explain the process of mummification.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the difference between ancient and modern periods.</li> <li>I know when the ancient Egyptian civilisation was.</li> <li>I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.</li> </ul>	<ul style="list-style-type: none"> <li>Civilisation</li> <li>Ancient</li> <li>Modern</li> <li>Ancient Egypt</li> <li>Before Common Era</li> <li>Common Era</li> </ul>

4	Aut	Early Civilisations	<ul style="list-style-type: none"> <li>• I can make predictions about objects that might have been invented before, during and after early civilisations.</li> <li>• I can use different sources of information to confirm if my predictions were correct or not.</li> <li>• I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• I know where in the world the earliest civilisations took place.</li> <li>• I can describe and compare some of the first writing systems.</li> <li>• I can explain how some writing systems developed through time.</li> <li>• I can translate sentences from the Phoenician alphabet.</li> <li>• I can explain where and when money was first used.</li> <li>• I can explain some early number systems and why they were developed.</li> <li>• I can describe some of the technological advances of early civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the difference between AD years and BC years.</li> <li>• I can place the earliest civilisations on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Minoan</li> <li>• Ancient Greece</li> <li>• Ancient Egypt</li> <li>• Shang Dynasty</li> <li>• Phoenician</li> <li>• Ancient Rome</li> </ul>
4	Spr	Anglo-Saxons, Picts and Scots	<ul style="list-style-type: none"> <li>• I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>• I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>• I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>• I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>• I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> <li>• 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.</li> <li>• I know that I need to think critically about a historical source in order to assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• I know who the Anglo-Saxons were and where in Europe they came from.</li> <li>• I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>• I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>• I can write my name using the Ogham alphabet.</li> <li>• I can explain how Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place the Anglo-Saxons on a timeline.</li> <li>• I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</li> <li>• I know when Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Hoo</li> <li>• Anglo-Saxons</li> <li>• Picts</li> <li>• Scots</li> <li>• Conquer</li> <li>• Pagan</li> </ul>

4	Sum	The Maya	<ul style="list-style-type: none"> <li>• I can generate multiple questions to explore, choosing the ones I most want to investigate.</li> <li>• I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.</li> <li>• I understand the importance of preserving historical documents and artefacts.</li> <li>• I know that knowledge about the past is constantly improving as historians make more discoveries.</li> <li>• I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how the Mayan ruins were discovered.</li> <li>• I know that the Mayans were organised into city states that were controlled by absolute monarchs.</li> <li>• I can explain the roles and status of different types of people in Mayan society.</li> <li>• I can describe Mayan religious beliefs, including the need for blood sacrifices.</li> <li>• I can describe the Mayan number and writing systems, and the Mayan calendar.</li> </ul>	<ul style="list-style-type: none"> <li>• I know when the Mayan civilisation was.</li> <li>• I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Aztec</li> <li>• Conquistador</li> <li>• Colony</li> <li>• Maya</li> <li>• Constitutional monarchy</li> <li>• Democracy</li> <li>• City state</li> <li>• Absolute monarchy</li> </ul>
5	Aut	Vikings vs Anglo-Saxons	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>• I can describe the reasons and events surrounding the Viking invasions.</li> <li>• I can describe what the Danelaw was.</li> <li>• I know who King Alfred was and why he was dubbed 'the Great'.</li> <li>• I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>• I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> <li>• I have an increasing understanding of the struggle for power and how this changed England.</li> <li>• I can explain how England became a unified country.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what Britain was like before the arrival of the Vikings.</li> <li>• I can use dates with increasing fluency to describe historical events and eras.</li> </ul>	<ul style="list-style-type: none"> <li>• Vikings</li> <li>• Peace treaty</li> <li>• Danelaw</li> </ul>

5	Spr	Shang Dynasty	<ul style="list-style-type: none"> <li>• I know that some historical sources are written thousands of years after the event and are thus unreliable.</li> <li>• I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty.</li> <li>• I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable.</li> <li>• I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind.</li> <li>• I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son.</li> <li>• I can explain what oracle bones were used for and why they are a useful historical source.</li> <li>• I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty.</li> <li>• I can describe the writing system of the Shang Dynasty and identify some of the pictographs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the Shang Dynasty on a timeline of ancient China.</li> <li>• I know that the Shang Dynasty was in power during the Bronze Age of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Dynasty</li> <li>• Shang Dynasty</li> </ul>
5	Sum	Who were the ancient Greeks?	<ul style="list-style-type: none"> <li>• I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>• I can identify the difference between primary and secondary sources of information.</li> <li>• I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>• I know that ancient Greece was made up of independent city states.</li> <li>• I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>• I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>• I can compare and contrast the city states of Athens and Sparta.</li> <li>• I can name some of the major ancient Greek gods and explain each one's characteristics.</li> <li>• 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.</li> <li>• I can name some famous ancient Greek philosophers and explain why they are remembered today.</li> <li>• I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can arrange key civilisations in world history chronologically.</li> <li>• I can name the periods in the ancient Greek civilisation and order them on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Minoan age</li> <li>• Mycenaean age</li> <li>• Dark age</li> <li>• Classical period</li> <li>• Archaic period</li> <li>• Athens</li> <li>• Sparta</li> <li>• Peloponnesian</li> <li>• Hellenistic period</li> <li>• Polis (city states)</li> <li>• Oligarchy</li> <li>• Democracy</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Olympia</li> <li>• Olympians</li> </ul>

6	Aut	Crime and Punishment	<ul style="list-style-type: none"> <li>I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.</li> </ul>	<ul style="list-style-type: none"> <li>I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.</li> <li>I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.</li> <li>I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.</li> </ul>	<ul style="list-style-type: none"> <li>I can summarise what I know about different British time periods.</li> <li>I can explain how the theme of crime and punishment evolved in Britain chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>Transportation</li> <li>Pillory</li> <li>Poacher</li> <li>Highwayman</li> <li>Tudor</li> <li>Early modern period</li> </ul>
6	Spr	[Local Study]				

6	Sum	The Atlantic Slave Trade	<ul style="list-style-type: none"> <li>• I can use historical sources to define what a slave is and explore what they were made to do and how they were treated in different periods of history.</li> <li>• I know that some historical sources are more reliable than others and can assess a source's reliability.</li> <li>• I can use primary and secondary sources to learn about the experiences of slaves.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that slavery has existed in different civilisations and periods throughout history.</li> <li>• I can explain how and why the Atlantic slave trade began.</li> <li>• I can explain the triangular trade between Britain, West Africa and the Americas, and how each of these places benefited from the slave trade.</li> <li>• I can describe what life was like for slaves.</li> <li>• I know that many abolitionists, including William Wilberforce and Olaudah Equiano, called for slavery to be made illegal towards the end of the 18th century, and can describe some of their arguments.</li> <li>• I know when slavery became illegal and can explain how different groups of people felt about this.</li> <li>• I can describe how the actions of abolitionists, such as Harriet Tubman, contributed to the ending of slavery.</li> <li>• I can explain what modern slavery is and how it was similar to and different from the Atlantic slave trade.</li> <li>• I can debate whether statues of slave traders/owners should be removed based on my historical understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the Atlantic slave trade lasted for around 400 years.</li> <li>• I can identify key dates in the history of the Atlantic slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary source</li> <li>• Secondary source</li> <li>• Slave</li> <li>• Servant</li> <li>• Indentured servant</li> <li>• Triangular Atlantic slave trade</li> <li>• Age of Discovery</li> <li>• Colonies</li> <li>• The Middle Passage</li> <li>• Abolitionist</li> <li>• Modern slavery</li> <li>• Human trafficking</li> </ul>
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# History Curriculum Pack

## Scheme of Work

### Overviews



# Toys Past and Present : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To describe my favourite toys.	This oracy-rich lesson encourages children to describe their favourite toys now and when they were younger. First, children practise asking and answering questions about each other's favourite toys, using precise vocabulary to describe them. Then they apply their understanding by recording happy memories of playing with their favourite toys or using drama to re-enact playing with toys.	<ul style="list-style-type: none"> <li>Can children use the present tense to describe toys they play with now and the past tense for toys they played with when they were younger?</li> <li>Can children describe the toys they like to play with and the way they play with them now?</li> <li>Can children share memories of playing with their favourite toys from when they were younger?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Feely bag and selection of toys</li> <li>Word Mat</li> <li>Picture Cards</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the toys my parents, carers and grandparents played with.	In this lesson, children learn how to find out about toys of the past and begin to understand how these toys are the same or different to their own. Children will generate questions and interview their parents, carers and grandparents about the toys they played with and how they liked to play. Alternatively, children can use photographs and memories provided to find out about the toys enjoyed by these generations.	<ul style="list-style-type: none"> <li>Do children understand what the term 'living memory' means?</li> <li>Can children ask questions and use sources, such as memories, photographs and artefacts, to find out what toys were like further back in the past?</li> <li>Can children describe what they have found out about toys of the past from people's memories, photographs and artefacts?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Toy Cards 2A/2B/2C/2D/2E/2F/2G/2H/2I</li> <li>Toy Chart 2A/2B</li> <li>Question Builder (FSD? activity only)</li> <li>Question List (FSD? activity only)</li> <li>Template 2A/2B/2C (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To know how toys have changed within living memory.	In this session, children focus on the changes in modern technology which have led to changes in toy design and variety - specifically the use of plastic and electronics. Children will learn how to arrange dates in chronological order and apply their understanding by ordering toys on a timeline.	<ul style="list-style-type: none"> <li>Do children understand what a timeline is and how to use it?</li> <li>Can children sequence decades in chronological order?</li> <li>Can children explain how modern technology has changed toys and the way that children play?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Timeline 3A/3B/3C</li> <li>Toy Cards 3A/3B/3C</li> <li>Toys through the decades ebook (FSD? activity only)</li> <li>Toy Box Timeline 3A/3B/3C/3D/3E/3F/3G/3H/3I (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To examine and sort toys by their characteristics.	In this lesson, children are given the opportunity to develop their historical enquiry skills by examining a selection of toys and sorting them by their characteristics. Children will use what they have learned about toy characteristics to decide whether toys are 'old' or 'new', presenting their findings and explaining their decisions to their peers.	<ul style="list-style-type: none"> <li>Can children identify whether a toy is old or new from its characteristics?</li> <li>Can children use the vocabulary 'old' and 'new' accurately?</li> <li>Can children sort toys into categories according to their characteristics, e.g. material, type, age.</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sorting Sheets 4A/4B/4C</li> <li>Picture Cards 4A/4B/4C</li> <li>Word Mat 4A</li> <li>Sorting hoops or hula hoops, a selection of old and new toys (FSD? activity only)</li> <li>Sorting Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To compare and contrast toys over time.	Children recap their understanding of chronology by investigating how the design of a specific toy has changed over time and ordering these chronologically from the most recent back to the earliest. Children investigate the evidence to identify which toys are modern and which are from further back in time. At the same time, children will also identify what is similar and what is different about the same toys over different periods.	<ul style="list-style-type: none"> <li>Do children know that some of the toys they play with now were played with by children in the past?</li> <li>Can children identify which toys are modern and which are from an older time period?</li> <li>Can children identify the similarities and differences between toys from different time periods?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Lego Cards 5A/5B/5C/5D/5E/5F</li> <li>Record Sheet 5A/5B/5C/5D/5E</li> <li>Lego Timeline</li> <li>Word Bank</li> <li>Prompt Sheet</li> <li>Table Template</li> <li>Lego sets from different decades, tablets and Stop Motion animation app, (FSD? activity only)</li> </ul>

# Toys Past and Present : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 6</b>	To summarise how toys have changed within living memory.	In this last session, children consolidate what they have learned about the changes to toys in living memory by organising the classroom into a toy museum. Children must select toys for inclusion and explain their choices and decide what information to offer visitors. Alternatively, children create a time capsule to showcase the toys of the last century for future generations.	<ul style="list-style-type: none"> <li>Can children organise and sort toys into categories and order toys chronologically?</li> <li>Can children explain what the toys they have selected tell us about toys in the past?</li> <li>Can children summarise what they have learned about changes to toys in living memory from a range of sources?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Toy Cards 6A/6B/6C (<b>Teaching Input</b>)</li> <li>Photograph Cards</li> <li>Museum Display Templates 6A/6B/6C</li> <li>Word Bank</li> <li>Time Capsule Templates 6A/6B/6C (FSD? activity only)</li> <li>Toy Fact File (FSD? activity only)</li> <li>A selection of toys, containers and sound buttons (FSD? activity only)</li> </ul>

## KS1 Aims and Objectives:

Objective
<ul style="list-style-type: none"> <li>changes within living memory (where appropriate, these should be used to reveal change in national life)</li> </ul>

Aims
<ul style="list-style-type: none"> <li>use common words and phrases relating to the passing of time</li> <li>use a wide vocabulary of everyday historical terms</li> <li>develop an awareness of people, events and changes of the past</li> <li>know where the people and events they study fit within a chronological framework</li> <li>identify similarities and differences between ways of life in different periods</li> <li>ask and answer historical questions, using stories and other sources to show knowledge and understanding</li> <li>understand some of the ways in which we find out about the past</li> <li>identify different ways in which the past is represented</li> </ul>

Vocabulary
<p>past, present, then, now, year, today, a long time ago, recent, before, after, old, new, younger, lifetime, remember, living memory, generation, parents, carers, grandparents, time period, decade, century, chronology, chronological order, sequence, change, same, different, important, significant, evidence, source, investigate, toys, play, photograph, memory, design, materials, invention, modern technology, plastic, electronic, daily life</p>

Teacher notes

# Intrepid Explorers : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the travels of Ibn Battuta.	In this first lesson, children journey back over 700 years ago to find out about the travels of Ibn Battuta. They will discover some of the places he travelled to, the people he met and the things he saw. You can choose to turn your classroom into the world that Ibn Battuta explored with a location treasure hunt or through immersive drama activities.	<ul style="list-style-type: none"> <li>Can children describe some of the places Ibn Battuta travelled to, the people he met and the things he saw?</li> <li>Do children know that we can find out about the past through stories and written records?</li> <li>Can children talk about some differences between travel and exploration in the 14th century and travel now?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Record Sheet 1A/1B/1C</li> <li>Drama Cards (FSD? activity only)</li> <li>Chat Mat (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the first voyage of Christopher Columbus.	Children move on to find out about Christopher Columbus, including when and where he lived. They will learn what Columbus set out to do by sailing west on his first voyage of exploration and also find out what he achieved. This lesson has a strong focus on oracy and chronology as children are challenged to sequence or retell the events from his first voyage in chronological order.	<ul style="list-style-type: none"> <li>Can children use vocabulary related to the sequencing and passing of time?</li> <li>Can children sequence or retell the events of Christopher Columbus's first voyage in chronological order?</li> <li>Can children discuss how the events of the story may differ if told by the Taino people?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Event Cards 2A/2B</li> <li>Timeline 2A/2B</li> <li>Timeline Cards 2A/2B</li> <li>Map</li> <li>Voyage Cards (FSD? activity only)</li> <li>Word Bank (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To compare and contrast sea voyages then and now.	In this next lesson, children find out about the difficult and dangerous work involved with sea voyages during the 15th century. They will find out what it was like to live and work on board the Santa Maria and compare and contrast these experiences with a modern-day ocean liner. Children bring their understanding to life by writing diary entries in role or building a model of the Santa Maria.	<ul style="list-style-type: none"> <li>Can children describe what a sea voyage was like in the 14th century?</li> <li>Can children identify the similarities and differences between sea voyages then and now?</li> <li>Do children understand that we can use information in diaries to find out about the past?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Diary Entry 3A/3B/3C</li> <li>Chat Mat 3A</li> <li>Challenge Cards (FSD? activity)</li> <li>Information Sheet (FSD? activity)</li> <li>Notes Sheet (FSD? activity)</li> <li>Resources including card, string, sheets, shoeboxes, tape and other materials</li> </ul>
<b>Lesson 4</b>	To know about Neil Armstrong and his role in space exploration.	In this lesson, children learn all about Neil Armstrong, including: his early life and career at NASA and his involvement in the Apollo 11 moon landings. Children will use photographs from the Apollo 11 moon landing and use these to consider how Neil Armstrong and the other astronauts might have felt at key points during the mission.	<ul style="list-style-type: none"> <li>Can children describe the events of the moon landing?</li> <li>Can children consider how the astronauts felt during the Apollo 11 mission?</li> <li>Do children understand that people's experience of, or feelings about, the same event can vary?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Moon Landing Cards</li> <li>Emoticon Cards</li> <li>Writing Templates 4A/4B (optional)</li> <li>Fact Cards (optional)</li> <li>Challenge Card (FSD? activity only, optional)</li> <li>Tablet (FSD? activity only, optional)</li> </ul>
<b>Lesson 5</b>	To find out how space exploration led to new technology.	Children will look at how the space race and moon landing led to amazing technological advances during the 1950s and 60s. They will come to understand the impact that this technology has on our lives today. Children apply their understanding by discussing and rating the importance of some of these inventions by playing Space Tech Showdown!	<ul style="list-style-type: none"> <li>Can children explain why the 1960s saw lots of research and development into new technology?</li> <li>Can children name and describe some of the technology we have today because of space exploration?</li> <li>Can children describe some of the ways in which space exploration has had an impact on our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>Record Sheet 5A/5B/5C</li> <li>Technology Cards</li> <li>Space Tech Showdown (FSD? activity only)</li> <li>Showdown Cards (FSD? activity only)</li> <li>Challenge Card (FSD? activity only, optional)</li> </ul>

<b>Lesson 6</b>	To compare and contrast life in the 1490s and 1960s.	During this lesson, children will compare and contrast what life was like at the time of Christopher Columbus's sea voyages and Neil Armstrong's moon missions. They will use a timeline to establish how far back in the past each time period was before comparing and contrasting aspects of life during the 1490s and 1960s.	<ul style="list-style-type: none"> <li>• Do children know what it means to compare and contrast?</li> <li>• Can children identify and describe similarities and differences between time periods?</li> <li>• Can children sort historical information accurately?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Discussion Cards</li> <li>• Sorting Cards</li> <li>• Sorting Sheet (enlarge to A3)</li> <li>• Venn Diagram (FSD? activity only)</li> <li>• Fact Cards 6A/6B (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To investigate modern explorers.	Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. Then they will learn about a few more famous explorers and share the information they know about them.	<ul style="list-style-type: none"> <li>• Can children describe some of the ways we explore today?</li> <li>• Can children talk about modern explorers and describe their achievements?</li> <li>• Can children consider the similarities and differences between modern explorers and those who lived further into the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Fact File 7A/7B/7C</li> <li>• Word Bank</li> <li>• Picture Cards</li> <li>• Explorer, Location and Equipment Cards (FSD? activity only)</li> <li>• End of Unit Quiz</li> </ul>

## KS1 Aims and Objectives:

Objective
<ul style="list-style-type: none"> <li>• changes within living memory (where appropriate, these should be used to reveal change in national life)</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> <li>• significant historical events, people and places in their own locality</li> </ul>

Vocabulary
<p>past, present, then, now, year, today, long ago, remember, within living memory, beyond living memory, generation, parents, carers, grandparents, time period, decade, century, timeline, chronology, chronological order, sequence, intrepid, explorer, Ibn Battuta, Christopher Columbus, Neil Armstrong, change, similar, different, important, significant, daily life, modern, development, technology, caravan, land journey, pilgrimage, space exploration, sea voyage, mission, moon landing, sea exploration, Mars, mountaineering, polar exploration, similarities, differences, evidence, source, artefacts, books, paintings, photographs, diaries, film.</p>

Aims
<ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• develop an awareness of people, events and changes of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• ask and answer historical questions, using stories and other sources to show knowledge and understanding</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented</li> </ul>

Teacher notes

# Castles : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand the events leading to Norman rule in England.	This first lesson begins by helping children to understand when in history the Battle of Hastings took place. Children will learn about historical sources including the Bayeux Tapestry and how this helps us to understand the events of the Battle of Hastings.	<ul style="list-style-type: none"> <li>Can children retell the events of the Battle of Hastings?</li> <li>Do children know that the Battle of Hastings took place almost 1000 years ago?</li> <li>Can children use a timeline to find out how long ago the Normans ruled?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A</li> <li>Event Cards 1A/1B/1C</li> <li>Memory Journey Cards</li> </ul>
<b>Lesson 2</b>	To know about different types of castles and their features.	In this lesson, children will find out about the two types of castles William the Conqueror built and his reasons for building them. Children will then explore the features of castles.	<ul style="list-style-type: none"> <li>Can children talk about and identify the features of a motte and bailey castle?</li> <li>Can children talk about and identify the features of a stone keep castle?</li> <li>Can children compare these two types of castles?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Research Sheet (FSD activity only)</li> </ul>
<b>Lesson 3</b>	To describe the roles people had in a medieval castle.	Following on from the previous lesson, children will learn about what life was like in a medieval castle and the roles people had whilst working there. Children will learn about the feudal system and how this impacted people in medieval society.	<ul style="list-style-type: none"> <li>Are children able to say what roles people had within a medieval castle?</li> <li>Can children describe some of the roles within a medieval castle?</li> <li>Are children able to make comparisons to how life in a medieval castle might be different from their lives today?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Role Cards</li> <li>Role Descriptions</li> <li>Word Prompts</li> <li>Job Advert Template (FSD! Activity only)</li> </ul>
<b>Lesson 4</b>	To compare life in Norman Britain to life today.	In this lesson, children will first recap what they have previously learnt about the feudal system and then explore what life was like for the poorer members of medieval society. They will be encouraged to make simple comparisons to their own lives and the differences between then and now.	<ul style="list-style-type: none"> <li>Can children ask questions to find out about what life was like in Norman Britain?</li> <li>Can children say how life was different in medieval times to now?</li> <li>Can children describe who the most and least important people were in medieval society?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Image Cards</li> <li>Freeze Frame Cards</li> </ul>
<b>Lesson 5</b>	To learn about the Tower of London and how it has changed over time.	In this penultimate lesson, children will dive into the history of the Tower of London and how it has changed over time. Children will be given the opportunity to see visual examples of how the Tower of London was first built and then adapted through the years.	<ul style="list-style-type: none"> <li>Can children make simple comparisons about the Tower of London then and now?</li> <li>Can children use vocabulary such as past, then and now?</li> <li>Can children identify and discuss similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Fact Sheet</li> </ul>
<b>Lesson 6</b>	To research a castle in our local area.	This final lesson allows children to apply the skills they have learnt through a local history study. Your class will learn how to be 'history detectives' and will use the prompts provided to gather facts and information about history in their local area.	<ul style="list-style-type: none"> <li>Can children use sources to research castles in their local area?</li> <li>Can children make comparisons between their local study and other Norman castles?</li> <li>Can children describe what they know about life in Norman castles?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Local castle pictures (provided by the teacher)</li> <li>History Detective Prompts</li> <li>Local History Worksheet (FSD? Activity only)</li> </ul>



# Castles : History : Year 1/2

## KS1 Aims and Objectives:

### Objective

- 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, today, timeline, time period, chronological order, century, events, Medieval period, Norman, Battle of Hastings, monarch, King, heir, power, Edward the Confessor, Harold of Wessex, William the conqueror, castle, battle, siege, defence, society, lord, squire, peasant, Tower of London, Law, change, similar, different, language, clothes, food, stories, sources, Bayeux Tapestry, Domesday book, historic sites, castles, churches, ruins, (moat, drawbridge, keep, battlements, portcullis, turret, bailey, barbican, dungeon, arrow slits)

### Teacher notes



# Guy Fawkes and the Gunpowder Plot : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out where and when the Gunpowder Plot happened.	In this first lesson, children will find out what the Houses of Parliament are, and that in the 17th century, there was a plot to blow them up! As a class, children will use timelines to find out when the Gunpowder Plot happened. In the main activity, they will explore what life was like in the Stuart era.	<ul style="list-style-type: none"> <li>Do children understand what timelines can show us?</li> <li>Do children know when the Gunpowder plot took place?</li> <li>Can children talk about some differences between life in the Stuart period and life now?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Then or Now? Cards</li> <li>Then or Now? Sorting Sheet</li> <li>Life in the Stuart Era Information Sheet</li> <li>Similarities and Differences Sheet</li> <li>Agree or Disagree? Cards (FSD? activity only)</li> <li>Agree or Disagree? Record Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about religion during the Stuart era.	Children will find out how James VI of Scotland came to be the King of England and Ireland in 1603. They will explore the differences between the two main branches of Christianity at that time - Catholicism and Protestantism. Children will begin to think about how King James' reign affected Catholics and how they could worship.	<ul style="list-style-type: none"> <li>Do children know that Catholics and Protestants were different groups of Christians?</li> <li>Do children understand some of the differences between the Catholic and Protestant faiths?</li> <li>Can children explain why Catholics were unhappy when James VI and I came to the throne?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Scenario Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out who Guy Fawkes was, and how he became involved in the Gunpowder Plot.	After recapping why Catholics were unhappy with King James VI and I, children are introduced to Guy Fawkes. They find out about his life, and how he came to meet up with a group of men who were plotting to kill the king. In their independent activities, children write diary entries as Guy Fawkes, stating reasons for and against his involvement in the plot.	<ul style="list-style-type: none"> <li>Can children explain who Guy Fawkes was?</li> <li>Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot?</li> <li>Can children think of reasons for and against Guy Fawkes' decision to take part in the plot?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Word Bank and Glossary</li> </ul>
<b>Lesson 4</b>	To retell the events of the Gunpowder Plot in chronological order	Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events leading up to and after the 5th November. In their independent activities, children will put the main events in chronological order.	<ul style="list-style-type: none"> <li>Can children use the past tense, and vocabulary like 'first', 'next' and 'finally' when talking about the Gunpowder Plot?</li> <li>Can children recall key facts about the Gunpowder Plot?</li> <li>Can children retell the events of the Gunpowder Plot in chronological order?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Event Cards 4A/4B/4C</li> <li>Timeline 4A/4B</li> <li>Date Cards (FSD? activity only)</li> <li>Event Posters (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore why and how we still celebrate Bonfire Night.	In this final lesson, children will explore how the 5th November has been celebrated since 1606. In their independent activities, they will investigate how Bonfire Night is celebrated in their local area, and what people know about why we celebrate it. In the alternative activity, children are challenged to create a poster, leaflet, booklet or short presentation explaining both why and how we celebrate Bonfire Night today.	<ul style="list-style-type: none"> <li>Can children explain why the Gunpowder Plot is an important event which is still remembered today?</li> <li>Can children discuss how their family and local community celebrate Bonfire Night?</li> <li>Can children ask and answer questions about modern-day Bonfire Night celebrations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Question Sheet</li> <li>Survey Sheet 5A/5B</li> <li>Survey Results Sheet</li> <li>Challenge Cards (FSD? activity only)</li> </ul>

# Guy Fawkes and the Gunpowder Plot : History : Year 1/2

## KS1 Aims and Objectives:

### Objective

- 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, today, timeline, time period, events, chronological order, century, 17th Century, King James I, Stuart, Tudor, reign, monarch, Catholic, Protestant, religion, worship, secret, same, different, Gunpowder Plot, House of Parliament, Bonfire Night, November 5th, fireworks, Guy Fawkes, Robert Catesby, The King's men, plotters, plot, treason, trial, motivation, stories, national, tradition, historical records, eyewitness, confessions, statements, letters, anonymous.

### Teacher notes

# Florence Nightingale : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out who Florence Nightingale was and when she lived.	Children will use timelines to understand how long ago Florence Nightingale lived. They will find out about her early life, and her ambition to become a nurse, despite it going against her parents' wishes and the expectations of the time. In their independent activities, children will consolidate their knowledge and understanding by sorting true and false statements, or asking and answering questions in a game of Teach Me, Tell Me.	<ul style="list-style-type: none"> <li>Do children know that Florence Nightingale lived in the Victorian period?</li> <li>Can children describe some key facts about the early life of Florence Nightingale?</li> <li>Do children understand that she went against the expectations of the time to become a nurse?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>True/False Cards</li> <li>Worksheet 1A</li> <li>Teach Me, Tell Me Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.	After identifying key events in Florence's life so far on a timeline, children then learn about the Crimean War, and how Florence wanted to help. They will find out about the journey to Turkey, and what conditions were like at the hospital when she arrived. In their independent activities, children will imagine that they are Florence, and recount her experiences through letters or role-play.	<ul style="list-style-type: none"> <li>Do children know that British soldiers fought in the Crimean War?</li> <li>Do children know why Florence Nightingale travelled to the Scutari hospital, and what the journey was like?</li> <li>Can children describe the conditions Florence Nightingale was met with when she reached Scutari?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Postcard Template</li> <li>Letter Template</li> <li>Information Sheet</li> <li>Prompt Card A/B</li> <li>Interview Questions Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out how Florence Nightingale improved the conditions at the Scutari hospital.	Children will explore the improvements Florence Nightingale made at the hospital in Scutari, and how these changes impacted the wounded soldiers. In their independent activities, they will compare what the hospital was like before and after Florence's intervention. In the alternative activity, children will put themselves in the shoes of the wounded soldiers to describe the changes Florence made to the hospital and their treatment.	<ul style="list-style-type: none"> <li>Can children identify some of the changes Florence Nightingale made at the Scutari hospital?</li> <li>Can children explain how these changes helped the patients at the hospital?</li> <li>Can children compare the Scutari hospital before and after Florence Nightingale's arrival?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Statement Cards</li> <li>Worksheet 3A/3B/3C</li> <li>Sentence Starters (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about Florence Nightingale's achievements after the Crimean War.	Children will explore the work Florence Nightingale continued to do to improve nursing, and the various ways in which she was recognised for this. In their independent activities, children will explain what sources and other information can tell us about Florence and her achievements. Alternatively, they are challenged to create a presentation about her achievements and impact on modern-day nursing.	<ul style="list-style-type: none"> <li>Do children recognise why Florence Nightingale became famous?</li> <li>Can children describe some of Florence Nightingale's achievements after her return from Scutari?</li> <li>Can children begin to understand the impact of Florence Nightingale's work?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Source Sheet A/B</li> <li>Worksheet 4A/4B</li> <li>Information Sheets (FSD? activity only)</li> <li>Presentation Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to order and summarise events in the life of Florence Nightingale.	Children will first discuss what chronological means. Then, together as a class, they will recap on the main events in the life of Florence Nightingale, and discuss which events happened before and after others. In their independent activities, children will order a set of event cards and use them to tell the story of Florence Nightingale's life. Alternatively, they will create a mini book detailing the main events of her life.	<ul style="list-style-type: none"> <li>Can children recall and describe the main events in Florence Nightingale's life?</li> <li>Can children order events in Florence Nightingale's life chronologically?</li> <li>Are children aware of Florence Nightingale's many achievements and why she is still remembered today?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Event Cards 5A/5B</li> <li>Mini Book Template (FSD? activity only)</li> <li>Key Events Sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To identify similarities and differences between medical care in the Victorian era and medical care now.	In this final lesson, children will explore and compare Victorian medical care and modern-day medical care. In their independent activities, they will be encouraged to discuss and record similarities and differences between them. In the alternative activity, children will read and sort statements into a Venn diagram, according to whether they refer to Victorian medical care, modern-day medical care, or both.	<ul style="list-style-type: none"> <li>Do children understand that medical care in the Victorian era was different to medical care now?</li> <li>Can children identify and explain some differences in general medical care today and in the Victorian era?</li> <li>Can children identify and explain some similarities in general medical care today and in the Victorian era?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Worksheet 6A/6B</li> <li>Statement Cards (FSD? activity only)</li> <li>Venn Diagram Sheet (FSD? activity only)</li> </ul>

# Florence Nightingale : History : Year 2

## KS1 Aims and Objectives:

### Objective

- lives of significant individuals in the past who have contributed to national & international achievements

### 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, today, timeline, time period, Victorian period, Queen Victoria, Victorians, modern, century, chronological order, earliest, latest, most recent, Florence Nightingale, medicine, medical care, nurse, hospital, Crimean War, Russia, Scutari, soldiers, disease, Cholera, Typhus, hygiene, Nightingale Training School for Nurses, Notes on Nursing, The Royal Red Cross, The Order of Merit, commemorate, stories, sources, book, newspapers, artefacts, interpret, analyse.

### Teacher notes

# Seaside Holidays in the Past : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To identify features of a seaside holiday.	Children will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday today. Children reinforce their understanding of the features of seaside holidays in their independent activities, which include sorting pictures, writing postcards and re-enacting seaside scenes.	<ul style="list-style-type: none"> <li>Do children know in which parts of the year key holidays take place?</li> <li>Can children identify features associated with seaside holidays?</li> <li>Can children discuss activities that people might do at the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sorting Cards</li> <li>Blank Sorting Cards</li> <li>Picture Cards</li> <li>Word Bank</li> <li>Worksheet 1A/1B/1C</li> <li>Seaside Scenes Challenge Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To use sources to find out about seaside holidays in the past.	This lesson begins with children finding out about how sources can help us find out about the past. After placing the Victorian era on a timeline, children will then look at photographs from this time period, and discuss what they can see, and what this tells us about Victorian seaside holidays. Children continue this careful observation of sources in their independent activities.	<ul style="list-style-type: none"> <li>Do children understand what a source is?</li> <li>Do children know when the Victorian era was?</li> <li>Can children use pictures to find out about seaside holidays in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>See, Think, Wonder Sheets</li> <li>Word Bank</li> <li>Picture Cards (FSD? activity only)</li> <li>Discussion Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore what a Victorian seaside holiday was like.	In this lesson, children will learn more about the different activities that Victorians took part in during their seaside visits. In their independent activities, they will imagine that they are living in the Victorian era, and plan a day trip to the seaside, listing and explaining all of the activities they want to do.	<ul style="list-style-type: none"> <li>Do children know some of the typical activities a Victorian seaside holiday could involve?</li> <li>Can children describe some of these activities?</li> <li>Can children express their opinions on, and preferences for, these activities?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Information Cards</li> <li>Seaside Day Trip Plan 3A/3B/3C</li> <li>Match Three Game Sheets (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out when and how seaside holidays became popular.	Children will learn that seaside holidays have not always been popular. They will discover that it was the invention of the steam train in the Victorian era that meant people could travel to the coast quickly and cheaply. Children will demonstrate their knowledge and understanding of this in their independent activities.	<ul style="list-style-type: none"> <li>Do children know why seaside holidays used to only be affordable for wealthy people?</li> <li>Can children explain why doctors advised people to go to the seaside?</li> <li>Can children give reasons why seaside holidays became more popular in the 19th century?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>True or False? Cards</li> <li>Worksheet 4A/4B</li> <li>Discussion Cards (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore seaside holidays within living memory.	In this lesson, children will explore the difference between beyond living memory and within living memory. During the teaching input, focus is on seaside holidays in the 1950s. Children will watch films of seaside holidays from that era, and discuss what they have learnt from these sources. In the alternative activity provided, children conduct a survey amongst their parents and grandparents to find out about their childhood experiences of seaside holidays.	<ul style="list-style-type: none"> <li>Do children understand what 'within living memory' and 'beyond living memory' mean?</li> <li>Can children identify features of seaside holidays in the 1950s?</li> <li>Can children ask and answer questions to further their understanding of seaside holidays within living memory?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Evidence Cards</li> <li>Worksheet 5A/5B</li> <li>Survey Sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To compare seaside holidays in the past with seaside holidays now.	Children will explore some of the ways in which seaside holidays in the Victorian era were both similar to and different from seaside holidays today. They will consider aspects such as travel and entertainment. In their independent activities, children will compare and contrast photographs from then and now. In the alternative activity, children use a Venn diagram to organise statements that refer to Victorian seaside holidays, seaside holidays today, or both.	<ul style="list-style-type: none"> <li>Can children identify ways in which holidays in the past and holidays today are similar?</li> <li>Can children identify ways in which holidays in the past and holidays today are different?</li> <li>Can children share and explain their ideas and opinions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Victorian Seaside Scenes</li> <li>Seaside Scenes Today</li> <li>Compare and Contrast Sheet</li> <li>Statement Cards (FSD? activity only)</li> <li>Venn Diagram Sheet (FSD? activity only)</li> </ul>

# Seaside Holidays in the Past : History : Year 1/2

## KS1 Aims and Objectives:

### Objective

- 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

seaside, beach, coast, summer, holidays, modern, now, the past, Victorian, Queen Victoria, Georgian era, King George III, century, sources, historian, promenade, pier, beach hut, bathing machine, parasol, Punch and Judy, horse and carriage, stagecoach, steam engine, steam train, carriage, railway, bank holiday, annual leave, coach, caravan, B&B, fish and chips, ice cream, stick of rock, candy floss, cockles, whelks, jellied eels, amusement arcade, funfair

### Teacher notes



# 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>Army Formations sheet (FSD? activity only)</li> <li>Cardboard for shields (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>

# What can we find out about ancient Egypt?: History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To locate ancient Egypt in time and place.	Children will consider what they already know about ancient Egypt and what they would like to find out. They will identify where Egypt is on a map and find out the difference between 'ancient' and 'modern'. They will use pictures and other prompts to start identifying features of Egypt and ancient Egypt.	<ul style="list-style-type: none"> <li>Do children know the difference between ancient and modern?</li> <li>Can children locate Egypt on the map and describe its landscape?</li> <li>Can children ask and respond to questions using appropriate vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Sticky notes</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.	Children will look at a map of ancient Egypt and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.	<ul style="list-style-type: none"> <li>Can children explain what the landscape of ancient Egypt was like?</li> <li>Do children know why the Nile was so important to the Egyptian way of life?</li> <li>Can children explain how the Egyptian landscape impacted on people's everyday lives?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Fact Sheet A/B</li> <li>Information books on the River Nile</li> <li>Nile Game Board (FSD? activity only)</li> <li>Counters and dice (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about Tutankhamen and how artefacts can teach us about the past.	Children will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists.	<ul style="list-style-type: none"> <li>Can children explain how Tutankhamen's tomb was discovered?</li> <li>Do children know why it was such a significant historical discovery?</li> <li>Can children explain how artefacts can tell us about life in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand the importance of artefacts in helping us find out about the past.	Children will explore a variety of ancient Egyptian artefacts and think about what they can tell us about everyday life in ancient Egypt. They will find out about the Rosetta stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society.	<ul style="list-style-type: none"> <li>Can children suggest what an artefact was used for and who used it?</li> <li>Do children know why artefacts are so important in helping us learn about the past?</li> <li>Do children know why the Rosetta stone was such an important discovery?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Egyptian Alphabet sheet</li> <li>Access to the internet</li> <li>Box/items for time capsule (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the way of life in ancient Egypt.	Children will generate a variety of questions to research about everyday life in ancient Egypt for categories such as food, clothing, farming and religion.	<ul style="list-style-type: none"> <li>Can children sort information into different categories?</li> <li>Can children ask and answer questions about life in ancient Egypt?</li> <li>Can children use a variety of sources to find out information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Information Sheet</li> <li>Information Booklet Templates</li> <li>Picture Cards</li> <li>Information books/access to internet</li> </ul>
<b>Lesson 6</b>	To learn about Egyptian tombs, pyramids and burial sites.	Children will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They can then explore the process of mummification.	<ul style="list-style-type: none"> <li>Can children describe some ancient Egyptian beliefs about life and death?</li> <li>Can children explain the process of mummification?</li> <li>Can children infer and deduce information about the past from objects that have survived?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Model Mummy sheets (FSD? activity only)</li> <li>Glue/scissors (FSD activity only)</li> <li>Pipe cleaners/ribbon (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To recall, select and organise historical information.	Children will consolidate everything they have learnt about ancient Egypt, in particular considering the role artefacts play in helping us find out about the past. Children can express their learning and understanding in a variety of ways.	<ul style="list-style-type: none"> <li>Can children recall facts and details about the ancient Egyptian civilisation?</li> <li>Can children understand and organise information?</li> <li>Do children know why studying past civilisations is so important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A</li> <li>Activity Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore where and when the first civilisations began.	In this first lesson, children are introduced to a range of different early civilisations from across the world. In their independent activities, they use a timeline to answer a variety of questions. In the alternative activity, children are challenged to create a key to show the dates and locations of several different early civilisations on both a timeline and a map.	<ul style="list-style-type: none"> <li>• Do children know what the word 'civilisation' means?</li> <li>• Do children know when and where some of the early civilisations appeared?</li> <li>• Can children use a timeline to identify when the first civilisations developed?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B</li> <li>• Early Civilisations Timeline</li> <li>• Early Civilisations Map</li> <li>• Worksheet 1C (FSD? activity only)</li> <li>• Early Civilisations Information Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the first writing systems.	Children first recap on how we find out about the past, and why written sources are so important. They will explore what we know about the early writing systems of the ancient Sumerians, the ancient Egyptians, the Shang Dynasty, and the Indus Valley. In their independent activities, children will use the Phoenician alphabet to translate words and sentences.	<ul style="list-style-type: none"> <li>• Can children discuss how the availability of written records affects our understanding of the past?</li> <li>• Can children suggest why the development of writing systems in early civilisations was so important?</li> <li>• Can children begin to discuss some of the limitations of early writing systems?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Phoenician Alphabet Cards</li> <li>• Word Cards 2A/2B</li> <li>• Worksheet 2A</li> <li>• Symbols Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore trade in early civilisations.	Children will explore the concept of trade, identifying how and why people in early civilisations traded with each other. They will learn how people traded without written records or money, and will find out about the earliest coins. In their independent activities, children will take part in a class role-play where they can experience trading tokens for goods.	<ul style="list-style-type: none"> <li>• Can children explain why people starting trading?</li> <li>• Can children explain how objects such as tokens and seals were used within trading?</li> <li>• Do children know when coins were first used, and how this changed trade within the early civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Goods Cards</li> <li>• Tokens, e.g. counters, shells, etc.</li> <li>• Tablets (optional) (FSD? activity only)</li> <li>• Worksheet 3A (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about mathematical understanding in early civilisations.	In this lesson, children will find out why the first number systems developed. They will explore the number systems of the Sumerians, the ancient Egyptians and the Shang Dynasty. In their independent activities, they will practise reading and writing amounts in each number system, and discuss how the systems are similar or different to each other and the modern number system.	<ul style="list-style-type: none"> <li>• Do children understand the link between the development of trade and the development of number systems?</li> <li>• Do children know that number systems varied between early civilisations?</li> <li>• Can children compare and contrast the number systems of different early civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Number System Cards</li> <li>• Worksheet 4A/4B/4C</li> <li>• Number System Sheets (FSD? activity only)</li> <li>• Whiteboards (FSD? activity only)</li> <li>• Discussion Cards (FSD? activity only)</li> <li>• Counting to Sixty video (plenary)</li> </ul>
<b>Lesson 5</b>	To explore the technology and inventions of early civilisations.	This lesson begins by defining what the words 'technology' and 'invention' mean. Children discuss what technology they think the early civilisations had. They then look at the invention of the wheel by the ancient Sumerians, and the development of irrigation systems by different early civilisations, and how we still use this technology, albeit adapted, today. In their independent activities, children use their historical knowledge to predict whether given items were invented before, by, or after the early civilisations, before using their research skills to find out!	<ul style="list-style-type: none"> <li>• Can children name and describe some of the inventions of early civilisations?</li> <li>• Can children select information from given sources to test predictions/answer questions?</li> <li>• Are children beginning to understand the significance of the contributions of early civilisations to later societies and our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Fact Cards</li> <li>• Quiz Sheet (FSD? activity only)</li> </ul>

# Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 6</b>	To explore the man-made structures of early civilisations.	In this lesson, children think about what other man-made structures early civilisations may have needed to build once they settled and built more permanent homes. They will focus on comparing and contrasting two structures from two different civilisations - the ancient Egyptians' Great Pyramid, and the ancient Sumerians' Ziggurat of Ur. In their independent activities, children will read, compare and sort statements about these two structures.	<ul style="list-style-type: none"> <li>• Do children know what a man-made structure is?</li> <li>• Can children explain the purpose of some of the structures of the early civilisations?</li> <li>• Can children compare and contrast the structures of different early civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• The Great Pyramid Fact Sheet</li> <li>• The Ziggurat of Ur Fact Sheet</li> <li>• Worksheet 6A/6B</li> <li>• Statement Cards</li> <li>• The Palace at Knossos (FSD? activity only)</li> <li>• Daedalus and Icarus (FSD? activity only)</li> <li>• True, Myth, or Unknown? Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To identify similarities and differences between the early civilisations.	In this final lesson, children will explore the many similarities between the early civilisations, despite them flourishing at different times and in different locations. In their independent activities, children will read and sort or write statements about the similarities between the different civilisations relating to their location, the structures they built, their writing systems, their religious beliefs and their art.	<ul style="list-style-type: none"> <li>• Can children identify similarities between the early civilisations?</li> <li>• Can children identify differences between the early civilisations?</li> <li>• Can children suggest reasons for these similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• True or False? Cards</li> <li>• Worksheet 7A/7B/7C</li> <li>• End of Unit Quiz</li> </ul>



# Early Civilisations : History : Year 3/4

## KS2 Aims and Objectives:

### Objective

- the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

### Vocabulary

early civilisation, settlement, river, ancient, modern, past, present, sources, archaeologist, historian, Ancient Sumer, Indus Valley, Minoan, Ancient Greece, Ancient Egypt, Shang Dynasty, Phoenician, Ancient Rome, cuneiform, hieroglyphics, decipher, society, trade, surplus, barter, negotiate, culture, building, writing systems, number systems, money, weights and measures, toilet, agriculture, wheel, irrigation, time period, timeline, chronology, similarity, difference, significance, contribution, technology, knowledge, invention, structures, stable, durable, reconstruct, tomb, temple, deity, religion, continuity, change, impact, BCE, CE

### Aims

- develop the appropriate use of historical terms
- have a chronologically secure knowledge and understanding of British, local and world history
- establish clear narratives within and across the periods the study (including the local area)
- make connections, draw contrasts and analyse trends over time
- address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance
- understand how our knowledge of the past is constructed from a range of sources
- assess how and why contrasting interpretations of the past have been constructed
- construct informed responses that involve thoughtful organisation of relevant historical information

### Teacher notes



# 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.	<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>
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.	<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>
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.	<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>
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.	<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>



# The Maya : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore where and when the remains of the Mayan civilisation were discovered.	Children will find out about the Spanish conquistadors and their expeditions in Mesoamerica. They will look at some of the Mayan temple ruins and generate questions that the conquistadors might have asked, as well as questions they would like to find the answers to themselves.	<ul style="list-style-type: none"> <li>Do children know where Mesoamerica is on a world map?</li> <li>Do children know how the Mayan ruins were discovered by Europeans?</li> <li>Can children use images to raise questions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Worksheet 1A/1B/1C</li> <li>Challenge Card (FSD? activity only)</li> <li>Costumes - optional (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about how the Mayans civilisation developed over time.	Children will learn what an archaeologist does and look at how artefacts can help us find out about the Mayan civilisation. They will be given a brief overview of the Mayan civilisation and start to order events chronologically.	<ul style="list-style-type: none"> <li>Do children know how archaeologists use evidence to find out about the past?</li> <li>Can children deduce facts about the Maya from archaeological discoveries?</li> <li>Can children order events chronologically?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Sentence Cards A/B</li> <li>Artefact Cards</li> <li>Timeline Cards A/B (FSD? activity only)</li> <li>Timeline Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the city states of the Maya and how society was organised.	Children will think about how our society is run and who makes our decisions before comparing this with how Mayan society was structured. They will find out about different groups of Mayan people from kings and nobles to slaves and farmers, as well as how Mayans lived in various independent city states.	<ul style="list-style-type: none"> <li>Do children know that the Mayan civilisation was organised in city states?</li> <li>Do children know that Mayan society was organised in a pyramid system with high and low ranks?</li> <li>Can children describe the roles of different members of Mayan society?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D/3E</li> <li>Sentence Cards</li> <li>Mayan City States Map (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about Mayan religion and beliefs.	Children will find out what the Maya believed and how this affected their daily lives. They will explore some of the Mayan gods and what they demanded from the Mayan people, including bloodletting and human sacrifice, as well as learning about the role of priests and beliefs about the afterlife.	<ul style="list-style-type: none"> <li>Do children know that the Maya worshipped many different gods?</li> <li>Do children know some of the ways in which Maya worshipped?</li> <li>Can children describe how religion affected people's daily lives?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D/4E</li> <li>Information Sheet A/B</li> <li>Books, access to internet, etc.</li> <li>Story Sheet</li> </ul>
<b>Lesson 5</b>	To find out about everyday life for the Mayan people.	Children will generate questions surrounding the everyday lives of ordinary Mayan people. They will use a variety of different sources of information to find answers to their questions and present their findings in a variety of ways.	<ul style="list-style-type: none"> <li>Can children generate questions?</li> <li>Can children use a variety of sources to answer questions?</li> <li>Can children describe what daily life was like for the Maya?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Information Sheet</li> <li>Picture Cards</li> <li>Question Cards</li> <li>Books, access to internet, etc.</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explore Mayan writing and calendars.	Children will find out about some of the major achievements of the Maya, specifically a complete writing and number system, and the development of calendars. They will consider the importance of writing from the Mayans in helping historians find out about the past.	<ul style="list-style-type: none"> <li>Do children know that the Maya developed their own writing system?</li> <li>Do children know that we can learn a lot about the Maya from the writing they left behind?</li> <li>Do children know that the Maya developed a calendar based on astronomical observation?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Information Sheet A</li> <li>Game Cards</li> <li>Information Sheet B (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> <li>Calendar Template (FSD? activity only)</li> <li>Month Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To find out about the decline of the Mayan civilisation.	Children will look at evidence for battles between city states and consider some of the reasons for the decline of the Mayan civilisation. They will think about what could have caused Maya to abandon their major cities. They will discover that the Maya didn't disappear completely and that smaller pockets of Mayan people still live in the area today.	<ul style="list-style-type: none"> <li>Do children know that Mayan city states often recorded battles on stelae?</li> <li>Do children know that the Mayan civilisation declined c. 900 AD?</li> <li>Can children offer suggestions for why a civilisation may decline?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Cause Cards</li> <li>Worksheet 7A/7B/7C/7D</li> <li>End of Unit Quiz</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>

# The Shang Dynasty : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the Shang Dynasty of China and explore how we know about it.	Children are introduced to the Shang Dynasty of ancient China, placing it on a timeline. They will compare this timeline with a British timeline of the same period. They will go on to compare accounts of the Shang Dynasty written c.200 B.C. with more modern archaeological evidence, making judgements about which is more accurate.	<ul style="list-style-type: none"> <li>Do children know what different sources of evidence there are for learning about the past?</li> <li>Can children describe the advantages and disadvantages of different sources of evidence?</li> <li>Do children know where and when the Shang Dynasty was in power?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Information Sheet A/B</li> <li>Story Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the evidence surrounding the Shang kings.	Children will look at the list of the first ten kings of the Shang Dynasty as written c.200 B.C. They will go on to think about how accurate this information is and use other sources to try and establish facts. They will find out what oracle bones are and how they helped historians find out information about the Shang Dynasty.	<ul style="list-style-type: none"> <li>Can children name some of the Shang rulers and what they did according to the history books?</li> <li>Can children suggest what makes a history book accurate or inaccurate?</li> <li>Can children suggest why learning about leaders is important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Sorting Cards A/B</li> <li>Information Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about Shang royal burials.	Children will look at archaeological evidence surrounding the royal tombs of the Shang Dynasty. They will find out some of the burial rituals and beliefs, including sacrifices, and consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs.	<ul style="list-style-type: none"> <li>Can children explain what happened to Shang rulers when they died?</li> <li>Can children describe the objects that were buried with Shang rulers?</li> <li>Can children suggest why people and animals were sacrificed during the Shang Dynasty?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Fact Cards</li> <li>Picture Sheet (FSD? activity only)</li> <li>Clay and clay tools (FSD? activity only)</li> <li>Bronze paint (FSD? activity only)</li> <li>Information Sheet</li> </ul>
<b>Lesson 4</b>	To find out what ordinary life was like for people during the Shang Dynasty.	Children will find out about the structure of society in the Shang Dynasty. They will find out about the everyday life of peasants in the Shang Dynasty, discovering what kinds of homes they lived in and how they farmed the land. They will express their understanding of life during the Shang Dynasty in a variety of ways.	<ul style="list-style-type: none"> <li>Can children describe what kind of houses ordinary people lived in during the Shang Dynasty?</li> <li>Can children describe what people ate during the Shang Dynasty?</li> <li>Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Information Sheet</li> <li>Story Sheet (FSD? activity only)</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the writing and calendar created during the Shang Dynasty.	Children will consider why writing developed and how it helps historians find out about the past. They will look at the oracle bones and some of the questions found on them. It goes on to look at the oracle bone script, teaching children to identify the meaning of some of the characters.	<ul style="list-style-type: none"> <li>Do children know why the Shang invented writing?</li> <li>Do children know why the Shang invented a calendar?</li> <li>Can children describe the features of the oracle bones script?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Game Cards</li> <li>Challenge Card (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out why the Shang Dynasty ended.	Children will explore the story of how the Zhou army attacked and took over the Shang palace, ending the Shang Dynasty. Your class will read some evidence in the oldest Chinese poetry book and think about its reliability as a historical source, before expressing the story in a variety of ways.	<ul style="list-style-type: none"> <li>Can children describe what the Shang Dynasty achieved?</li> <li>Can children describe how the history books say the Shang Dynasty ended?</li> <li>Do children know when the Shang Dynasty ended according to evidence and history?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Information Sheet</li> <li>Challenge Card (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Ancient Greece : Cross-Curricular Topic : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn about Greece and to place the ancient Greek civilisation in time.	Children will be given a brief overview of the ancient Greek civilisation, placing the ancient Greeks on a timeline and identifying the difference between 'AD' and 'BC'. They can then locate Greece on a map and explore what Greece is like as a country today.	<ul style="list-style-type: none"> <li>Can children locate Greece on a map and ancient Greece on a timeline?</li> <li>Do children understand the terms AD and BC?</li> <li>Can children identify and discuss the climate and physical features of mainland Greece and its islands?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Fact File</li> <li>Books, travel brochures, postcards, etc. about Greece</li> </ul>
<b>Lesson 2</b>	To learn about the differences between Athens and Sparta and to understand the term 'democracy'.	Children will find out that ancient Greece was organised into city states and explore what this meant in terms of how society was run. They will then explore the features and characteristics of Athens and Sparta before thinking about ways in which they were similar to and different from each other.	<ul style="list-style-type: none"> <li>Can children explain how the ancient Greek civilisation was organised?</li> <li>Can children explain some of the differences between Athens and Sparta and identify reasons for these differences?</li> <li>Do children understand the idea of a democracy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> </ul>
<b>Lesson 3</b>	To learn about ancient Greek warfare.	Children will explore why city states had both armies and navies before looking at how ancient Greek armies were organised. They will find hoplites, hoplite armour and weapons used in battle. They will also look at artefacts to help them deduce information about ancient Greek warfare.	<ul style="list-style-type: none"> <li>Can children give reasons why the ancient Greeks needed both an army and a navy?</li> <li>Do the children know what kinds of weapons and armour the ancient Greeks used?</li> <li>Can children describe some of the battle tactics used by the ancient Greeks?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Shields (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the beliefs of the ancient Greeks.	Children will find out about the ancient Greek belief system. They will be introduced to the Olympians and the Titans before reading an example of an ancient Greek myth. They can then carry out different activities to help them find out more about particular ancient Greek deities.	<ul style="list-style-type: none"> <li>Can children name some of the Olympian gods?</li> <li>Can children find out information about ancient Greek beliefs from a range of sources?</li> <li>Do children know some of the ancient Greek myths?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Greek Gods Game</li> <li>Access to books, internet, etc.</li> <li>Greek Gods, Mythical Beasts and Hero cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about daily life in ancient Greece.	Children will consider what they already know about daily life in ancient Greece across a variety of areas, such as clothing, education, men and women, leisure and home life. They will then use a variety of sources of information to find further facts.	<ul style="list-style-type: none"> <li>Can children ask and answer questions about daily life in ancient Greece?</li> <li>Can children use a range of sources to help them find out historical facts?</li> <li>Can children explain what daily life was like for citizens of ancient Greece?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Sheet</li> <li>Worksheet 5A/5B</li> <li>Picture Cards</li> <li>Books, CD ROMs, access to internet etc</li> <li>Large sheet of paper (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To learn about the impact of the ancient Greek civilisation on the modern world.	Children will consider the impact of the ancient Greek civilisation on life today. They will explore how things such as the Olympic Games, theatres and universities were all introduced by the ancient Greeks. They can consolidate their understanding and establish the ancient Greek legacy.	<ul style="list-style-type: none"> <li>Can children describe some of the things that were started in ancient Greece that we still do or use today?</li> <li>Can children name some famous ancient Greeks?</li> <li>Can children discuss how different our civilisation would be if the ancient Greeks hadn't existed?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Fact File</li> <li>A3 paper and art materials (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To be able to recall and summarise what you have learnt about ancient Greece.	Children will reflect on what they have learnt about ancient Greece and consider how to organise facts into broad headings, such as politics, leisure, beliefs and warfare. They can then express their understanding of the ancient Greek civilisation through a variety of engaging activities.	<ul style="list-style-type: none"> <li>Can children summarise what they have learnt about ancient Greece?</li> <li>Can children recall facts about ancient Greece?</li> <li>Can children recall specific details such as dates and names?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A</li> <li>Paper</li> <li>Activity Cards (FSD? activity only)</li> <li>Paper, card, art materials etc (FSD? activity only)</li> </ul>



# Crime and Punishment : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To introduce the broad trends of crime and punishment from the Romans to the 21 <sup>st</sup> century.	Children will start by considering common crimes today and how they are punished. They will explore specific vocabulary relating to crime and punishment, and start to think about how crimes change over time, giving reasons for this.	<ul style="list-style-type: none"> <li>Can children suggest ways in which crime changes over time?</li> <li>Can children describe basic ways in which punishment for crime changes over time?</li> <li>Can children define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Sorting Cards</li> <li>Scenario Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore crime and punishment in the Roman period.	Children will place the Romans on a timeline before exploring the Roman judicial system. They will look at some common Roman crimes and identify their punishments. They can then create a storyboard to show a crime and its punishment, or create a Roman curse tablet.	<ul style="list-style-type: none"> <li>Do children know how crime was detected in Roman times?</li> <li>Do children know how criminals were tried in Roman times?</li> <li>Can children describe some common punishments for criminals in Roman times?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Information Sheet</li> <li>Books, access to internet, etc.</li> <li>Help Sheet (FSD? activity only)</li> <li>Air-drying clay and clay tools (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore crime and punishment in the Anglo-Saxon and Viking period.	Children will explore how Britain changed after the Romans left and look at the Anglo-Saxon and Viking system of paying weregild, as well as other punishments. Children can then choose punishments for particular crimes or explore the story of Robin Hood.	<ul style="list-style-type: none"> <li>Can children describe how crime would usually be punished in the Anglo-Saxon/Viking world?</li> <li>Do children know what the most common crime of the time was?</li> <li>Can children describe how people involved gods in the punishment of criminals?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet A/B</li> <li>Story Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore crime and punishment in the medieval and Tudor periods.	Children will explore medieval and Tudor crimes and punishments. They will explore some of the reasons for changes in crimes, such as the introduction of Forest Law and the closing of the monasteries. They can then compare medieval and Tudor crime and punishment and look at specific examples from different viewpoints.	<ul style="list-style-type: none"> <li>Can children describe how criminals were caught in the medieval and Tudor periods?</li> <li>Can children explain the three main types of courts in the medieval and Tudor periods?</li> <li>Do children know what the punishments for theft, treason, murder and heresy were?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Information Sheet A/B</li> <li>Character Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore crime and punishment in the early modern period.	Children will start by looking at the Gunpowder Plot in 1605 before looking at a variety of common criminals during the early modern period, such as poachers, smugglers and highwaymen. They will also look at punishments, including the 'Bloody Code'. They will look specifically at the causes of these crimes.	<ul style="list-style-type: none"> <li>Do children know which crimes became common during this period and why?</li> <li>Do children know which aspects of crime and punishment stayed the same between the medieval period and the early modern period?</li> <li>Can children describe which punishments were new during this period?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Information Sheet</li> <li>Criminal Cards (FSD? activity only)</li> <li>Cause Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explore crime and punishment in the Victorian period.	Children will look at some societal changes during this period and some of the crimes that came with this relating to industrialisation and political changes. They will explore punishments such as transportation and use 'Oliver Twist' as the basis for studying child criminality.	<ul style="list-style-type: none"> <li>Do children know which types of crimes became common in this period and why?</li> <li>Can children describe changes in the way crime was detected?</li> <li>Can children explain the major changes in the way crimes were punished?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C/6D</li> <li>Oliver Twist extract</li> <li>Transportation Story sheets</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To recap the history of crime and punishment and compare it to today.	Children will look at crimes in the twentieth and twenty-first centuries, exploring how crimes and their punishments have changed and why. They will consolidate their understanding of how crime and punishment has changed since Roman times or have a class debate to establish if there is more crime now than in the past.	<ul style="list-style-type: none"> <li>Can children describe what different types of crimes there have been over the ages?</li> <li>Can children describe how crime prevention and detection has changed over the ages?</li> <li>Can children describe how punishment for criminal activity has changed over the ages?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B</li> <li>Debate Help Sheet (FSD? activity only)</li> <li>Debate Characters sheet (FSD? activity only)</li> <li>Judging Sheet A/B (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# The Atlantic Slave Trade : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To use historical sources to define what a slave is.	Children will be introduced to the topic by defining what a slave is and how slavery has been used in different cultures throughout history, including the Atlantic slave trade. Your class will explore sources and discuss who the slaves were, what they were used for and how they were treated during this period in history.	<ul style="list-style-type: none"> <li>Can children give a definition of slavery during the Atlantic slave trade?</li> <li>Are children able to differentiate between a slave and a servant?</li> <li>Are children able to draw conclusions about slavery from a variety of sources?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sources Cards 1A</li> <li>Worksheet 1A/1B</li> <li>Large paper for group work</li> <li>Different coloured felt pens (FSD? activity only)</li> <li>Class Discussion Cards 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To understand and describe the triangular Atlantic slave trade.	Children will learn about the triangular trade and how each point on the Atlantic slave trade route benefited from the trade in slaves. The children will participate in discussions about the start of the slave trade and who they think gained the most from this trade.	<ul style="list-style-type: none"> <li>Can children name the three main locations in the triangular Atlantic slave trade?</li> <li>Are children able to identify the way in which each location benefited from the Atlantic slave trade?</li> <li>Can children give some reasons as to why the Atlantic slave trade became so big?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Want/Have Labels 2A</li> <li>Discussion Sheet 2A (FSD? activity only)</li> <li>Comic Strip 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To learn about the experiences of slaves during the Atlantic slave trade from historical sources.	After learning about the triangular trade the children will look in more depth at what the experience was like for the enslaved people. They will look at the Middle Passage and how slaves were treated on plantations. They will have the opportunity to look at different memoirs and interviews from freed slaves to determine what these sources can tell them about the experiences of an enslaved person.	<ul style="list-style-type: none"> <li>Can children describe what the Middle Passage was and what this was like for the slaves?</li> <li>Can children identify if a source is a primary or secondary source?</li> <li>Can children use the information gained from sources to report on what life was like for slaves during the Atlantic slave trade?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Information Sheet 3A/3B</li> <li>Word Bank 3A</li> <li>A3 paper</li> <li>Source Cards 3A (FSD? activity only)</li> <li>Worksheet 3A/3B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand the abolition of the slave trade and slavery in Britain.	This lesson will guide your class's discussion and exploration of the influential people and the different aspects of the slave trade which led to its abolishment in 1807.	<ul style="list-style-type: none"> <li>Can children name one reason that the slave trade was abolished?</li> <li>Are children able to identify when the slave trade was abolished?</li> <li>Can children name some key figures involved in the abolition of slavery?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>For and Against Cards 4A</li> <li>Worksheet 4A/4B</li> <li>Worksheet 4C (FSD? activity only)</li> <li>Diamond Nine Cards 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To learn about Harriet Tubman and the Underground Railroad.	Children will learn about the life of Harriet Tubman and how she used the Underground Railroad to help free enslaved people to the free states in the US.	<ul style="list-style-type: none"> <li>Can children give a brief description of who Harriet Tubman was?</li> <li>Are children able to describe what the Underground Railroad was and how it helped slaves?</li> <li>Can children give reasons as to why Tubman is considered an important historical figure?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Harriet Tubman Fact Cards 5A</li> <li>Worksheet 5A/5B/5C</li> <li>Worksheet 5D (FSD? activity only)</li> <li>Plain paper (pre-cut into strips) (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To understand what modern slavery is.	This lesson will introduce the concept of modern slavery to the children and how people may become victims of it. They will discuss the signs that someone may be a victim of modern slavery and what people can do to help.	<ul style="list-style-type: none"> <li>Can children give an example of modern slavery?</li> <li>Can children recall some of the main signs of modern slavery?</li> <li>Can children name a way in which a victim of modern slavery can get help?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A</li> <li>Door Template 6A</li> <li>Worksheet 6B (FSD? activity only)</li> <li>Information Sheet 6A (FSD? activity only)</li> <li>Lettering Sheet 6A (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To hold a debate around some of the legacies of slavery in Britain.	In this final lesson the children will look at the legacies that the slave trade left on different cities in Britain. They will investigate street names and buildings before looking at the 2020 debate on statues of slave traders. The children will conduct a debate on whether or not statues of slave traders/ owners should be removed before voting on the motion. There is an End of Unit Quiz to summarise the children's learning during this topic.	<ul style="list-style-type: none"> <li>Can children describe a way in which Britain changed because of the slave trade?</li> <li>Can children listen carefully to others' viewpoints and respond appropriately?</li> <li>Can children put forward a viewpoint clearly and confidently?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Debate Instructions Sheet 7A</li> <li>For Cards 7A</li> <li>Against Cards 7A</li> <li>Debate Cards 7A (FSD? activity only)</li> <li>Voting Cards</li> <li>End of Unit Quiz</li> </ul>