



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

SKU: bulk2013



	Autumn Term	Spring Term	Summer Term
Year 1	Toys Past and Present	Intrepid Explorers	Castles
Year 2	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	Seaside Holidays in the Past
Year 3	Stone Age to Iron Age	Invaders and Settlers: Romans	Early Civilisations
Year 4	Ancient Egypt	Anglo-Saxons, Picts and Scots	The Maya
Year 5	Vikings vs Anglo-Saxons	The Shang Dynasty	Ancient Greece
Year 6	The World at War (WW2)	Early Islamic Civilisation	LOCAL STUDY

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



Anglo-Saxons, Picts and Scots

History	Year 3/4	Lesson 1 of 7
Learning Objective To find out how we know about the past.		
Resources Slides Artefact Cards Artefact Analyser 1A/1B/1C Reference books, tablets or computers (optional) Sorting Challenge (FSD? activity only) Sorting Sheet 1A/1B/1C (FSD? activity only) Blank Sorting Sheet (FSD? activity only)		
Teaching Input <ul style="list-style-type: none"> Begin the lesson by explaining that there are many jobs which help us to find out about the past. Show children the clues and pictures on the first slide and ask children to decide what job they relate to. Reveal that the clues and pictures relate to the work of an archaeologist and explain what an archaeologist does. Ask children to think, pair, share what items an archaeologist might find and use the slides to show the children some examples. Now explain how archaeologists know where to look and share the picture of the reconstructed Sutton Hoo burial mound in Suffolk. Tell children that when archaeologists excavated here in 1938, they discovered a mysterious burial ship. Ask children to consider why there was no body, or wood from the ship, just an imprint of the ship and some metal, stone and glass objects. Offer children time to think, pair, share their ideas. Split children into small groups and provide them with a set of Artefact Cards which show some objects discovered at Sutton Hoo. Ask children to sort these artefacts into two piles: familiar objects and unfamiliar objects. Tell children that their task is to find out more about these artefacts and to think about what they can tell us about their owner. 		
Main Activity <div> <p>Lower ability: Children examine the Artefact Cards and use Artefact Analyser 1A to record what they think these objects show about the person buried at Sutton Hoo. When finished, children think of three questions they would like to ask about the person buried at Sutton Hoo.</p> <p>Middle ability: Children examine the Artefact Cards and use Artefact Analyser 1B to record what they think these objects show about the person buried at Sutton Hoo. When finished, children create a list of questions they would like to ask about the person buried at Sutton Hoo.</p> <p>Higher ability: Children use the Artefact Cards and Artefact Analyser 1C to describe the person they think was buried at Sutton Hoo, choosing three artefacts to use as evidence to support their ideas (e.g. I think this person was a warrior because there is a sword). Children share their work to uncover similarities and differences in their ideas.</p> </div>		
Fancy something different...? <ul style="list-style-type: none"> Provide small groups with the Sorting Challenge, Sorting Sheets 1A, 1B, 1C, and the Artefact Cards. Children complete the tasks on the Sorting Challenge Card: sorting the artefacts by their size, purpose and materials, then creating and sorting the artefacts into categories of their own. Print the Sorting Sheets A4 if you would like children to write their answers onto the Sorting Sheets or print A3 if you would like the sheets to be big enough to accommodate the cards physically. When finished, children choose three ideas to share with the class about what these artefacts tell us about who was buried at Sutton Hoo. Explore the variety of ways that children sorted the artefacts as well as the range of ideas they have about what these artefacts tell us about their owner. 		
Plenary Ask children when they think the ship was buried and who they think might be buried there. Once children have shared their ideas, reveal that the Sutton Hoo ship burial has been dated to c.625 CE during the Anglo-Saxon time period and explain that we hope to solve the mystery of the person's identity over the next few lessons.		
Assessment Questions <ul style="list-style-type: none"> Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time? Do children understand what an archaeologist does and why they excavate certain sites? Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there? 		

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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	Seaside Holidays 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						
use common words and phrases relating to the passing of time						
use a wide vocabulary of everyday historical terms						
develop an awareness 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						
understand some of the ways in which we find out about the past						
identify different ways in which the past is represented						
ask and answer historical questions using stories and other sources to show that they know and understand key features of events						

History Objectives | KS2 | Curriculum Pack OPTION 1

[illegible]



Knowledge and Skills Progression Document



Knowledge and Skills Progression : Year 1 to Year 6

History Curriculum Option 1

Year	Year 1		
Scheme of Work	Toys Past and Present	Intrepid Explorers	Castles
Term	Autumn Term	Spring Term	Summer Term
Vocabulary use common words and phrases relating to the passing of time use a wide vocabulary of everyday historical terms	<ul style="list-style-type: none"> • I know simple vocabulary related to the passing of time. • I can use simple vocabulary related to the passing of time to talk about toys past and present, e.g. now/then, old/new. • I know basic historical vocabulary related to toys past and present. • I can use this vocabulary to talk about toys past and present e.g. living memory, objects, photographs. 	<ul style="list-style-type: none"> • I can use the past tense and the vocabulary 'past' and 'long ago' to talk about the lives and achievements of three intrepid explorers: Ibn Battuta, Christopher Columbus and Neil Armstrong. • I can use historical vocabulary to talk about famous intrepid explorers, e.g. within living memory, beyond living memory, modern, sources. 	<ul style="list-style-type: none"> • I can use the past tense to talk about the Battle of Hastings and Norman Britain. • I can use vocabulary, such as 'first', 'next' and 'finally' to order events. • I can use historical vocabulary to talk about the Battle of Hastings and life in Norman Britain, e.g. battle, monarch, Hastings, Bayeux Tapestry, castle, revolt.
Historical Understanding develop an awareness of the past	<ul style="list-style-type: none"> • I know how toys have changed within living memory. • I can describe some of the ways that toys have changed within living memory. 	<ul style="list-style-type: none"> • I know what an intrepid explorer is and the role they played in history. • I can describe what an intrepid explorer is and why they are important in history. • I know about the lives and contributions of Ibn Battuta, Christopher Columbus and Neil Armstrong. • I can describe key facts about the lives of Ibn Battuta, Christopher Columbus and Neil Armstrong, including when and where they lived and what they did. • I can describe what life was like in the 1490s and 1960s. 	<ul style="list-style-type: none"> • I know about the role of a monarch in Norman Britain. • I know about William the Conqueror and the Battle of Hastings in 1066. • I know about life in Norman Britain. • I know about historic Norman sites in my local area, such as castles or churches. • I can describe when the Battle of Hastings took place, what happened, and who was involved. • I can describe what life was like in Norman Britain.
Chronological Understanding know where the people and events they study fit within a chronological framework	<ul style="list-style-type: none"> • I understand what is meant by 'past', 'present' and 'time period'. • I know what a timeline is. • I can sort toys into categories 'old' and 'new'. • I can order toys from the past by time period. 	<ul style="list-style-type: none"> • I know that Ibn Battuta and Christopher Columbus lived and explored a long time ago, beyond living memory. • I know that Neil Armstrong lived and explored within living memory. • I can use a simple timeline to find out when each intrepid explorer lived and explored. 	<ul style="list-style-type: none"> • I know that the Battle of Hastings took place in Britain a long time ago. • I know what a timeline is. • I can use a simple timeline to find out when the Battle of Hastings took place. • I can retell the key events of the Battle of Hastings in order.

Year	Year 1		
Scheme of Work	Toys Past and Present	Intrepid Explorers	Castles
Term	Autumn Term	Spring Term	Summer Term
Historical Enquiry identify similarities and differences between ways of life in different periods understand some of the ways in which we find out about the past identify different ways in which the past is represented ask and answer historical questions	<ul style="list-style-type: none"> • I know that toys have changed over time. • I can describe toys from different time periods. • I can make simple comparisons between toys from different time periods. • I know we can use memories and photographs to find out about toys of the past. • I can use memories and photographs to find out about toys of the past. • I can describe what I know about toys past and present from memories and photographs. • I know that toys from the past can be represented differently in photographs or from memories. • I can ask and answer simple questions about toys past and present. 	<ul style="list-style-type: none"> • I know that life today is different to life at the time of Ibn Battuta, Christopher Columbus and Neil Armstrong. • I can identify the similarities and differences between life in the 1490s, 1960s and life today. • I can simply compare and contrast the intrepid explorers. • I can use books, paintings, diaries, artefacts, film and photographs to find out about the voyages and missions of intrepid explorers. • I can use books, paintings, diaries, artefacts, film and photographs to find out about the contributions of our intrepid explorers. • I can use memories, photographs or film footage to find out the moon landings. • I can talk about different viewpoints relating to the voyages of Christopher Columbus. • I can use information from simple texts and sources to ask and answer questions about the intrepid explorers. 	<ul style="list-style-type: none"> • I know why castles were built and why they were important. • I know about different people in Norman Britain, such as lords, knights and peasants. • I can describe the different features of medieval castles. • I can describe similarities and differences between castles from different time periods. • I can describe similarities and differences between life in Norman Britain and my life today. • I know we can find out about the Battle of Hastings from the Bayeux Tapestry. • I know we can find out about Norman Britain from stories and historic sites. • I know that stories, texts and historic sites can present different information about Norman Britain. • I can use the Bayeux Tapestry to find out about the Battle of Hastings. • I can use historic sites and photographs to identify the features of medieval castles. • I can describe what I have found out about life in Norman Britain from stories and simple texts. • I can ask and answers questions to find out about the people, events and castles of Norman Britain.
Vocabulary	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, book, photograph, memory, design, materials, invention, modern technology, plastic, electronic, daily life	past, present, future, chronological order, sequence, century, decade, long ago, now, modern, timeline, time period, mission, voyage, intrepid, explorer, Ibn Battuta, Christopher Columbus, Neil Armstrong, change, development, technology, caravan, land journey, pilgrimage, space exploration, sea voyage, mission, moon landing, sea exploration, Mars, mountaineering, polar exploration, compare, contrast, similarities, differences, sources, artefacts, books, paintings, photographs, diaries, film	past, present, long ago, today, timeline, time period, events, medieval, Norman, Battle of Hastings, monarch, king, heir, power, Edward the Confessor, Harold of Wessex, William the Conqueror, castle, battle, siege, defense, society, lord, squire, peasant, Richard II, John Ball, Wat Tyler, Jack Straw, Johanna Ferroure, Peasants' Revolt, rebels, Poll Tax, justice, Tower of London, law, change, similar, different, language, clothes, food, stories, Bayeux Tapestry, Domesday book, historic sites, castles, churches, ruins, moat, drawbridge, keep, battlements, portcullis, turret, bailey, barbican, dungeon, arrow slits

Year	Year 2		
Scheme of Work	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	Seaside Holidays in the Past
Term	Autumn Term	Spring Term	Summer Term
Vocabulary use common words and phrases relating to the passing of time use a wide vocabulary of everyday historical terms	<ul style="list-style-type: none"> • I can use the past tense to talk about the Gunpowder Plot and use vocabulary, such as 'first', 'next' and 'finally' to sequence events. • I can use historical vocabulary to talk about Guy Fawkes and the Gunpowder Plot e.g. monarch, reign, religion, Catholic, Protestant, plot, treason, eyewitness, records. 	<ul style="list-style-type: none"> • I know a wider range of vocabulary relating to the passing of time. • I can use this vocabulary to discuss the Florence Nightingale's life and achievements. • I know a wider range of historical vocabulary related to the life and work of Florence Nightingale. • I can use this historical vocabulary to discuss the life of Florence Nightingale and the impact of her work. 	<ul style="list-style-type: none"> • I know a wider range of vocabulary relating to the passing of time. • I can use vocabulary related to the passing of time to discuss holidays past and present. • I know a range of historical vocabulary related to holidays. • I can use this range of historical vocabulary to discuss holidays past and present.
Historical Understanding develop an awareness of the past	<ul style="list-style-type: none"> • I know what a monarch is and what the Houses of Parliament are. • I know that the Gunpowder plot took place in 1605, during the reign of James I. • I can recall key facts about the Gunpowder Plot, including when it took place, what happened and who was involved. • I can explain why the Gunpowder plot is an important event which is still remembered today. • I can explain who Guy Fawkes was and why he plotted against the King. 	<ul style="list-style-type: none"> • I know key facts about the life and work of Florence Nightingale. • I know that Florence Nightingale's work improved medical care. • I can describe the key achievements of Florence Nightingale. • I can describe improvements Florence Nightingale made to medical care. • I can explain the impact of Florence Nightingale's work. • I can explain why Florence Nightingale is still remembered today. 	<ul style="list-style-type: none"> • I know how holidays have changed within living memory. • I can describe how holidays have changed for holidaymakers within living memory. • I can explain how changes to holidays have impacted on holidaymakers.
Chronological Understanding know where the people and events they study fit within a chronological framework	<ul style="list-style-type: none"> • I know that the Gunpowder plot took place over 400 years ago. • I know what a timeline is and how to use it. • I can use a timeline to find out how long ago the Gunpowder plot took place. • I can retell the events of the Gunpowder plot in chronological order. 	<ul style="list-style-type: none"> • I know what a century is and that we live in the 21st century. • I know Florence Nightingale lived during the Victorian period. • I know when the Victorian period in Britain began and ended. • I know that British soldiers fought in the Crimean war in the 19th century. • I can use a timeline to find out when Florence Nightingale lived and when key events happened in her life. • I can order events from Florence Nightingale's life in chronological order on a simple timeline. 	<ul style="list-style-type: none"> • I know what a timeline is and how to use it. • I can use a timeline to find out when how long ago in the past a time period occurred. • I can order seaside holidays from the past chronologically on a simple timeline.

Year	Year 2		
Scheme of Work	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	Seaside Holidays in the Past
Term	Autumn Term	Spring Term	Summer Term
Historical Enquiry	<ul style="list-style-type: none"> • I know that life for people in the Stuart period was different to life for people now. • I know that religious practices in Britain have changed over time. • I can identify similarities and differences between the lives of religious groups then and now. • I can express what I think about these changes. • I know we can find out about the Gunpowder Plot using a range of stories and sources, such as letters and records. • I can use stories, letters and other historical records to find out about the Gunpowder plot. • I can describe what I know about the Gunpowder Plot from information in stories and sources. • I can discuss how the plotters of the Gunpowder plot are presented in different historical sources. • I can use information from stories and sources to ask and answer questions about the feelings and actions of the plotters. • I can use information from stories and sources to show my understanding of the Gunpowder plot. 	<ul style="list-style-type: none"> • I know that medical care in the Victorian period was different to medical care today. • I can describe the similarities and differences between medical care in the Victorian era and medical care today. • I know that men and women had different roles and experiences in Victorian Britain. • I can describe the roles expected of women from rich families. • I can explain why Florence Nightingale was different to other women from rich families. • I can suggest whether Florence Nightingale would find it easier or harder to pursue her career today. • I know we can find out about the life and work of Florence Nightingale using a range of sources, such as newspapers and books. • I can use a range of sources to find out about the life and work of Florence Nightingale. • I can describe what I know about the life and work of Florence Nightingale from historical sources. • I can discuss which of Florence Nightingale's contributions was most significant. • I can ask and answer questions about the life and work of Florence Nightingale. • I can use information from sources to answer questions about the life and work of Florence Nightingale. 	<ul style="list-style-type: none"> • I know that how people have spent their holidays and what holidays are like has changed over time. • I can describe holidays from different time periods. • I can compare holidays from different time periods and describe how they are similar and different. • I know we can find out about holidays of the past using a range of sources, such as maps, photographs, artefacts and oral history. • I can use a range of sources to find out about holidays of the past. • I can describe what I know about holidays from the past from the sources I have studied. • I can discuss how holidays are represented in different sources. • I can ask and answer questions about holidays of the past. • I can use information from sources to answer questions about holidays of the past.
	identify similarities and differences between ways of life in different periods		
	understand some of the ways in which we find out about the past		
	identify different ways in which the past is represented		
	ask and answer historical questions		
Vocabulary	past, present, long ago, today, timeline, time period, events, chronological order, 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	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, Nursing Notes, The Royal Red Cross, The Order of Merit, commemorate, stories, sources, book, newspapers, artefacts, interpret, analyse	past, present, then, now, recent, earliest, oldest, decade, century, chronology, chronological order, sequence, living memory, lifetime, remember, parents, grandparents, period, era, source, evidence, maps, photographs, artefacts, memories, oral testimony, holiday, holidaymakers, leisure, entertainment, observe, compare, significant, important, useful, how, why, research, investigate

Year	Year 3		
Scheme of Work	Stone Age to Iron Age	Invader and Settlers: Romans	Early Civilisations
Term	Autumn Term	Spring Term	Summer Term
Vocabulary develop the appropriate use of historical terms	<ul style="list-style-type: none"> I can use key historical terms to discuss Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> I can use key historical terms to discuss Roman Britain. 	<ul style="list-style-type: none"> I can use key historical vocabulary to discuss the early civilisations, including: BC, BCE.
Historical Understanding have a chronologically secure knowledge and understanding of British, local and world history	<ul style="list-style-type: none"> I know the difference between 'ancient' and 'modern'. I know the chronology of the Stone Age to the Iron Age in early British history. I can sequence events from the Stone Age to the Iron Age in chronological order. I know how historical events and periods are presented and recorded on a timeline. I can identify historical time periods on a timeline. I can order key historical dates on a timeline. I can describe how early British societies changed over prehistory. 	<ul style="list-style-type: none"> I know when Roman settlement in Britain began and when the Romans left Britain. I can sequence events in chronological order. I know how historical events and periods are presented and recorded on a timeline. I can identify the time period of Roman Britain on a timeline. I can order key historical dates on a timeline. I can describe how Britain changed over time during the Roman invasion and settlement. 	<ul style="list-style-type: none"> I know the difference between 'ancient' and 'modern'. I know when and where some early civilisations appeared, including: Ancient Sumer, Indus Valley, Ancient Egypt and the Shang Dynasty. I can use a timeline to identify when the first civilisations developed and understand the chronology of the order they appeared in. I can accurately place the earliest civilisations on a timeline in chronological order.
Chronological Understanding establish clear narratives within and across the periods the study including for their Local Area	<ul style="list-style-type: none"> I know about key periods in early British history, including the Stone Age, Bronze Age and Iron Age. I know about, and can describe, some of the features of early British civilisations. I know about, and can describe, the achievements and contributions of early British civilisations. 	<ul style="list-style-type: none"> I know about the invasion and settlement of Roman Britain. I know about, and can describe, some of the features of Roman Britain and its settlements. I know about, and can describe, the achievements and contributions of the Romans in Britain. 	<ul style="list-style-type: none"> I know about key periods, features and developments in the earliest civilisations. I know about, and can describe, some of the features of early civilisations and their societies. I know about, and can describe, the achievements and contributions of early civilisations.

Year	Year 3		
Scheme of Work	Stone Age to Iron Age	Invader and Settlers: Romans	Early Civilisations
Term	Autumn Term	Spring Term	Summer Term
Historical Enquiry make connections, draw contrasts and analyse trends over time address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance 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	<ul style="list-style-type: none"> • I can identify simple cause and effect relationships. • I can compare ways of life between different periods in British prehistory. • I can identify and describe similarities and differences between the societies of British prehistory and societies today. • I can ask and answer simple questions about Britain in the Stone Age, Bronze Age and Iron Age. • I can identify different types of sources and describe their features (e.g. environmental/man-made). • I know some of the factors to consider when analysing historical sources e.g nature, origin, purpose. • I can use sources to find out information about prehistoric Britain. • I can examine and discuss the content and context of a source. • I know that it is difficult for historians to know exactly what life was like in British prehistory. • I can suggest reasons for different interpretations of the past (e.g. the availability of sources). • I can describe what these sources tell us about prehistoric Britain. • I can select and summarise information and evidence from sources to answer questions. 	<ul style="list-style-type: none"> • I can identify simple cause and effect relationships. • I can compare and contrast ways of life between Roman Britain and life in Britain today. • I can identify and describe similarities and differences between Roman Britain and Britain today. • I know that societies in the past were made up of people with different backgrounds, cultures and experiences. • I can identify different social groups in Roman Britain and compare their experiences. • I can ask and answer simple questions about Roman Britain. • I can identify different types of sources and describe their features (e.g. written/oral). • I know some of the factors to consider when analysing historical sources, e.g. nature, origin, purpose. • I can use sources to find out information about Roman Britain. • I can examine and discuss the content and context of a source. • I know that interpretations of the past can vary. • I can consider why certain stories were not told. • I can describe what these sources tell us about Roman Britain. • I can select and summarise information and evidence from sources to answer questions about Roman Britain. 	<ul style="list-style-type: none"> • I understand that early civilisations had both similarities and differences with one another. • I can compare and contrast the nature of different early civilisations, their societies and contributions. • I can identify and describe similarities and differences between the features and contributions of early civilisations. • I can describe the significance of the contributions of early civilisations to later societies and our lives today. • I can ask and answer questions about the similarities and differences between early civilisations and our lives today. • I know that we can find out about the ancient past from excavating underground and analysing artefacts left behind. • I can identify different types of sources and describe their features. • I know that using a range of sources can provide a more complete and reliable view of the past. • I can use a range of sources to gather information about the earliest civilisations in history. • I can examine and discuss the content and context of historical sources. • I know that it is difficult for historians to know exactly what life was like in early civilisations. • I can suggest reasons for different interpretations of the past. • I can select and summarise information and evidence from sources to answer questions about the early civilisations.

Year	Year 3		
Scheme of Work	Stone Age to Iron Age	Invader and Settlers: Romans	Early Civilisations
Term	Autumn Term	Spring Term	Summer Term
Vocabulary	Stone Age, Bronze Age, Iron Age, Ice Age, island, Doggerland, examine, analyse, summarise, discuss, categorise, interpret, prehistory society, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, culture, society, technology, work, trade, tools, agriculture, farming, beliefs, occupation, settlements, Starr Carr, Stonehenge, farms, hillforts, artefacts, tools, weapons, buildings, eyewitness accounts	examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, empire, society, age, era, period, CE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental, oral/written history, eye-witness, useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, expansion, decline, culture, society, technology, work, leisure, law, religion, politics, invasion, migration, settlement, conflict, trade, city-state, agriculture, farming, occupation, achievement, architecture, writing, beliefs, power, experience	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

Year	Year 4		
Scheme of Work	Ancient Egypt	Anglo-Saxons, Picts and Scots	The Maya
Term	Autumn Term	Spring Term	Summer Term
Vocabulary develop the appropriate use of historical terms	<ul style="list-style-type: none"> I can use key historical vocabulary to discuss the early civilisation of ancient Egypt, including: BC, BCE, with increasing accuracy. 	<ul style="list-style-type: none"> I can use key historical terms to discuss Anglo-Saxon Britain with increasing accuracy. 	<ul style="list-style-type: none"> I can use key historical vocabulary to discuss the Maya civilisation, including: city-state, expansion, decline, with increasing accuracy.
Historical Understanding have a chronologically secure knowledge and understanding of British, local and world history	<ul style="list-style-type: none"> I know the difference between 'ancient' and 'modern'. I know when and where the ancient Egyptian civilisation appeared. I can use a timeline to identify when and how the ancient Egyptian civilisation developed. 	<ul style="list-style-type: none"> I know when Anglo-Saxon migration and settlement in Britain began and when the Anglo-Saxon period of British history ended. I know how historical events and periods are presented and recorded on a timeline. I can accurately sequence events and periods associated with the Anglo-Saxon period on a timeline. I can describe how Britain changed over time during the Anglo-Saxon period. I can compare and contrast the chronology and duration of different historical time periods. 	<ul style="list-style-type: none"> I know the difference between 'ancient' and 'modern'. I know the chronology of the expansion and decline of the Maya civilisation. I know how historical events and periods are presented and recorded on a timeline. I can identify historical time periods on a timeline. I can accurately sequence key events in the development of the Maya civilisation on a timeline in chronological order. I can describe how the Maya civilisation changed over time.
Chronological Understanding establish clear narratives within and across the periods the study including for their Local Area	<ul style="list-style-type: none"> I know about key periods and events in the ancient Egyptian civilisation. I know about, and can discuss, some of the features of the ancient Egyptian civilisation (e.g. location, settlements, agriculture and trade). I know about the achievements and contributions of early civilisations (e.g. early writing systems, pyramids). I can discuss the impact and significance of the achievements and contributions of the ancient Egyptian civilisation. 	<ul style="list-style-type: none"> I know about the Anglo-Saxon period in Britain. I know about, and can discuss, some of the features of Anglo-Saxon Britain and its society (e.g. settlements, religious practices, social structure). I know about the key developments of the Anglo-Saxon time period, including changes to social structure and religious practices. I can discuss the impact of these development on the people of Britain and their ways of life. 	<ul style="list-style-type: none"> I know about key periods and events in the Maya civilisation. I know about, and can discuss, some of the features of the Maya civilisation (e.g. location, city-states, ways of life and religious beliefs). I know about the achievements and contributions of early civilisations (e.g. Maya writing and number systems and calendars). I can discuss the impact and significance of the achievements and contributions of the Maya civilisation.

Year	Year 4		
Scheme of Work	Ancient Egypt	Anglo-Saxons, Picts and Scots	The Maya
Term	Autumn Term	Spring Term	Summer Term
<p>Historical Enquiry</p> <p>make connections, draw contrasts and analyse trends over time</p> <p>address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance</p> <p>how our knowledge of the past is constructed from a range of sources</p> <p>assess how and why contrasting interpretations of the past have been constructed</p> <p>construct informed responses that involve thoughtful organisation of relevant historical information</p>	<ul style="list-style-type: none"> • I can compare and contrast ways of life in ancient Egypt with those of modern life. • I can generate and discuss questions about daily life in ancient Egypt. • I know that we can find out about the ancient past from excavating pyramids and tombs and analysing artefacts left behind like the Rosetta Stone. • I can identify different types of sources and describe their features. • I know that using a range of sources can provide a more complete and reliable view of the past. • I can use multiple sources gather information about ancient Egypt. • I can examine and discuss the content, context and usefulness of a range of sources. • I know that historians can not completely reconstruct the past. • I know that the range and type of sources available can influence our understanding of the past. • I can explain why it is difficult for historians to reconstruct what life was like in ancient Egypt. • I can identify factors that contribute to different interpretations, such as new archeological findings or the ability to translate ancient languages. • I can summarise what a range of sources tell us about ancient Egypt. • I can organise relevant information about the features, contributions and significance of the ancient Egyptian civilisation into structured responses. 	<ul style="list-style-type: none"> • I can discuss cause and effect relationships and assess their significance. • I can compare and contrast ways of life in Anglo-Saxon Britain with life in Roman Britain and Britain today. • I know that social, cultural and environmental factors shape people's actions and events. • I can identify different social groups in Anglo-Saxon Britain and compare and contrast their experiences. • I can generate and discuss questions about similarity and difference, cause and consequence, and significance in Anglo-Saxon Britain. • I know that environmental, written and man-made sources provide varying information about Anglo-Saxon Britain. • I know that using a range of sources can provide a more complete and reliable view of the past. • I can use multiple sources to find out information about Anglo-Saxon Britain. • I can examine and discuss the content, origin, nature, purpose and usefulness of a range of sources. • I know that people can interpret the past differently based on the range and type of sources available. • I know that historical sources written or created by different tribes and social groups offer us different information about the past. • I can identify factors that contribute to different interpretations, such as bias, context, lack of evidence or new evidence. • I can summarise what a range of sources tell us about Anglo-Saxon Britain. • I can organise relevant information about Anglo-Saxon Britain into a structured response. 	<ul style="list-style-type: none"> • I can compare and contrast ways of life between Maya and British societies in 900 CE. • I can identify and discuss similarities and differences between British and Maya societies. • I know that societies in the past were made up of people with different backgrounds, cultures and experiences. • I can identify different social groups in past societies and compare their experiences (e.g. kings, priests and ordinary people). • I can generate and discuss questions about similarities and differences, continuity and change, cause and consequence, and significance about the Maya civilisation. • I know that we can find out about the ancient past from the buildings and artefacts left behind. • I can identify different types of sources and describe their features. • I know that using a range of sources can provide a more complete and reliable view of the past. • I can use multiple sources to gather information about the Maya civilisation. • I can examine and discuss the content, context and usefulness of a range of sources. • I know that there are different theories as to why the Maya civilisation declined. • I can explain why historians have different ideas about why the Maya civilisation declined. • I can describe what these sources tell us about the Maya civilisation. • I can select and summarise information and evidence from sources to answer questions.

Year	Year 4		
Scheme of Work	Ancient Egypt	Anglo-Saxons, Picts and Scots	The Maya
Term	Autumn Term	Spring Term	Summer Term
Vocabulary	ancient, modern, Egypt, Africa, civilisation, Before Common Era, Common Era, period, Menes, Ptolemy, Alexander the Great, Rameses II, Hatshepsut, Tutankhamen, Cleopatra, dynasty, hereditary, pharaoh, settlement, nomads, capital, Memphis, farming, plough, pyramids, sphinx, Giza, Nile, Rosetta Stone, hieroglyphs, society, viziers, nobles, priests, scribes, soldiers, craftsmen, farmers, enslaved people, power, religion, gods and goddesses, Horus, Amun, Ra, Osiris, Anubis, Isis, temples, ceremonies, shaduf, papyrus, clocks, calendars	Anglo-Saxons, Picts, Scots, Dál Riata, tribes, kingdoms, migration, settle, invade, Sutton Hoo, burial, excavation, archeologist, artefacts, written sources, environmental evidence, bias, reliability, conquer, society, culture, king, thane, peasant, crafts, food, clothing, homes, ogham, hillforts, symbol stones, ships, Beowulf, religion, pagan, Christianity, Iona, Canterbury, Lindisfarne, Edwin, King of Northumbria, Cwichelm, King of Wessex, Penda, King of Mercia, Cadwallon, King of Gwynedd, Raedwald, King of East Anglia, Eadbald, King of Kent	examine, analyse, summarise, discuss, categorise, interpret, prehistory, civilisation, society, expansion, decline, city-state, age, era, period, CE, BCE, century, decade, year, ancient, modern, duration, cause, effect, impact, similarities, differences, change, continuity, significance, theme, source, artefacts, evidence, environmental, oral/written history, eye-witness, useful, accurate, relevant, reliable, bias, purpose, content, context, gaps, limitations, archeologist, technology, work, leisure, law, religion, politics, invasion, migration, enslaved people, settlement, conflict, trade, city-state, agriculture, farming, occupation, achievement, architecture, writing, beliefs, power, experience

Year		Year 5			
Scheme of Work		Vikings Vs Anglo-Saxons	The Shang Dynasty	Ancient Greece	
Term		Autumn Term	Spring Term	Summer Term	
Vocabulary	develop the appropriate use of historical terms	<ul style="list-style-type: none">• I can use accurate historical terms in my discussion and analysis of the Viking and Anglo-Saxon struggle for the Kingdom of England.	<ul style="list-style-type: none">• I can use accurate historical terms in my discussion and analysis of the Shang Dynasty.	<ul style="list-style-type: none">• I can use accurate historical terms in my discussion and analysis of ancient Greece and its influence on the western world.	
	Historical Understanding	have a chronologically secure knowledge and understanding of British, local and world history	<ul style="list-style-type: none">• I have a clear chronological understanding of the events and developments during the Viking and Anglo-Saxon struggle for the kingdom of England.• I can accurately sequence and record historical events and developments during this period on a timeline.• I can investigate and discuss change and continuity in government, law and justice over this time period.• I can compose chronological narratives which address the developments in government, laws and justice over this time period.	<ul style="list-style-type: none">• I know when and where the Shang Dynasty developed.• I have a clear chronological understanding of the events and developments during the time of the Shang Dynasty.• I can accurately sequence and record historical time periods and key events from this time on a timeline.• I can narrate the development of the Shang Dynasty chronologically.	<ul style="list-style-type: none">• I know when and where the ancient Greek civilisation developed.• I have a clear chronological understanding of the events and developments of the ancient Greek civilisation.• I can accurately sequence and record historical time periods and key events from the ancient Greek civilisation on a timeline.• I can narrate the development of the ancient Greek civilisation chronologically.
		Chronological Understanding	establish clear narratives within and across the periods the study including for their Local Area	<ul style="list-style-type: none">• I know about the formation of the Kingdom of England and its development up to 1066.• I know about the Viking raids and invasion and the resistance of Alfred the Great and Athelstan.• I can describe the political structures and struggles during this time.• I can discuss how Britain has influenced and been influenced by the wider world.	<ul style="list-style-type: none">• I know about the kings of the Shang Dynasty.• I know about, and can describe, the features of the Shang Dynasty, its society and daily life.• I know about the achievements and contributions of the Shang Dynasty (e.g. writing, agriculture, science and technology).• I can assess the impact and significance of the achievements and contributions of the Shang Dynasty on later societies and world history.• I can discuss how Britain has been influenced by the achievements and contributions of the Shang Dynasty.

Year	Year 5		
Scheme of Work	Vikings Vs Anglo-Saxons	The Shang Dynasty	Ancient Greece
Term	Autumn Term	Spring Term	Summer Term
Historical Enquiry make connections, draw contrasts and analyse trends over time address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance 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	<ul style="list-style-type: none"> • I know that the formation of England was influenced by a combination of factors, which vary in significance. • I can classify causes based on their nature (e.g. short-term, long-term, religious, political, etc.) • I can analyse more complex cause-and-effect relationships and assess their significance. • I can make connections between key events and time periods in British History before and after 1066. • I can devise questions for historical research that explore the nature and extent of political change in Britain during this time. • I can plan and carry out historical research about the nature and extent of political change in Britain during this time. • I can analyse a range of primary and secondary sources to develop a more complete understanding of the past. • I know that the limitations of historical sources can affect our understanding of the past. • I can explain how and why interpretations about Alfred the Great exist. • I can consider why specific interpretations of the past have been constructed. • I can communicate and explain findings from my historical research. • I can integrate relevant historical information and evidence from a range of sources to respond to a historical question. • I can draw conclusions about the Viking and Anglo-Saxon struggles for the kingdom of England and justify my ideas using evidence and reasoning. 	<ul style="list-style-type: none"> • I can compare, contrast and draw connections between the daily lives of ordinary people in the Shang Dynasty and those in Bronze Age Britain. • I can identify and investigate patterns and trends in relation to the development of writing systems and calendars across civilisations. • I can analyse more complex cause-and-effect relationships - such as the decline of the Shang Dynasty - and assess their significance. • I can plan and carry out historical research about the kings of the Shang Dynasty. • I know that primary sources come from the period of study. • I can analyse a range of primary and secondary sources to develop my understanding of the Shang Dynasty. • I can draw conclusions about life in the Shang Dynasty based on information from a range of sources. • I know that the limitations of historical sources can affect our understanding of the past. • I can compare the strengths and limitations of written sources and archeological evidence. • I can explain why specific interpretations of the past have been constructed. • I understand that Shang Dynasty kings may have chosen to include or omit specific information from records about them and explain why. • I can communicate and explain findings from my historical research. • I can integrate relevant historical information and evidence from a range of sources to respond to a historical question. • I can draw conclusions about the past and justify my ideas using evidence and reasoning. 	<ul style="list-style-type: none"> • I know that the wars between Athens and Sparta were influenced by a combination of factors, which vary in significance. • I can compare the impact and significance of the wars between Athens and Sparta on their populations. • I can devise questions for historical research that explore daily life in ancient Greece. • I can plan and carry out historical research about daily life in ancient Greece using a range of sources. • I know that primary sources come from the period of study. • I can distinguish between primary and secondary sources. • I can analyse a range of primary and secondary sources to develop a more complete understanding of life in ancient Greece. • I can compare the strengths and limitations of different sources, considering accuracy, reliability, relevance and significance. • I can discuss how and why the people of Athens and Sparta may have different versions of the same historical events. • I can explain why specific interpretations of the past have been constructed. • I can communicate and explain findings from my historical research. • I can integrate relevant historical information and evidence from a range of sources to respond to a historical question. • I can draw conclusions about life in ancient Greece and justify my ideas using evidence and reasoning.

Year	Year 5		
Scheme of Work	Vikings Vs Anglo-Saxons	The Shang Dynasty	Ancient Greece
Term	Autumn Term	Spring Term	Summer Term
Vocabulary	Romans, Anglo-Saxons, Vikings, Britons, kingdoms, country, monarchy, monarch, ruler, government, politics, society, daily life, Lindisfarne, Alfred the Great, Edmund Ironsides, Ethelred the Unready, King Cnut, peace treaty, Danelaw, maps, Anglo-Saxon Chronicle, Battle of Hastings, Norman Conquest, Harold Hardrada, Harold Godwinson, William, Duke of Normandy, perspective, interpretation, reliability, accuracy, significance, relevance, experience, timeline, chronology, century, events, cause, effect	Shang Dynasty, Monarchy, ruler, power, influence, palace, Xia Dynasty, Western Zhou, Bronze Age, Europe, ancient, timeline, chronology, archeology, books, sources, evidence, excavation, oracle bones, silk, irrigation, plough, oxen, primary source, secondary source, reliable, accurate, relevant, significant, partial, Wo Ding, Zhong Ren, Tai Ding, Da Yi, Wai Bing, Tia Jia, Tai Geng, Yong Ji, Tai Wu, Xiao Jia, Fu Hao, tomb, afterlife, cowry shells, priest, priestess, society, soldiers, farmers, nobles, merchants, craftsmen, poetry	ancient Greece, civilisation, Minoan age, Mycenaean age, Dark age, Classical period, Archaic period, Hellenistic period, government, politics, polis, city states, Athens, Sparta, Peloponnesian War, Oligarchy, Democracy, Monarchy, primary source, secondary source, Olympia, olympians, olympics, myths, society religion, polytheistic, monotheistic, gods, goddesses, philosopher, scholar, Pythagoras, Socrates, Hippocrates, Plato, Aristotle, Archimedes, viewpoint, perspective, trustworthy, bias, authentic

Year	Year 6		
Scheme of Work	The World at War	Early Islamic Civilisation	LOCAL HISTORY
Term	Autumn Term	Spring Term	Summer Term
Vocabulary develop the appropriate use of historical terms	<ul style="list-style-type: none"> I can effectively use accurate historical terms in my discussion and analysis of World War Two. 	<ul style="list-style-type: none"> I can effectively use accurate historical terms in my discussions and analyses about the early Islamic Civilisation. 	
Historical Understanding have a chronologically secure knowledge and understanding of British, local and world history	<ul style="list-style-type: none"> I have a coherent, chronological understanding of the events and developments of British and world history leading up to, and including, World War Two. I can construct an accurate timeline which records the significant events and developments of World War Two in chronological order. I can compose clear, chronological narratives which address the events and developments of World War Two. 	<ul style="list-style-type: none"> I have a coherent, chronological understanding of the events and developments across world history, including the history of the early Islamic Civilisation. I know about the expansion and decline of the early Islamic Caliphates. I can compose clear, chronological narratives about the expansion and decline of the early Islamic Civilisation, including the caliphs and caliphates. I can create an accurate timeline which includes the key periods and significant events in the history of the early Islamic Civilisation in chronological order. 	
Chronological Understanding establish clear narratives within and across the periods the study including for their Local Area	<ul style="list-style-type: none"> I know about the events, causes and consequences of World War Two. I can make connections between the causes, events, and consequences of World War Two. I can discuss the political, military and social impact of World War Two. I can assess the global significance of World War Two, considering its impact on different societies and social groups. I can explain and evaluate the role of the British Empire and Commonwealth during World War Two, including the significance of their contributions to the war effort. I can consider the long-term impact of World War Two on postwar Britain, future generations and world history. 	<ul style="list-style-type: none"> I know about the key features of the early Islamic Civilisation, including its society, government and daily life. I can identify key themes in the early Islamic Civilisation, such as knowledge, invention, religion, empire and government. I can describe the features of the early Islamic Civilisation and can draw connections between the early Islamic Civilisation and other civilisations. I know about the achievements and contributions of the early Islamic Civilisation. I can assess the impact of the achievements and contributions of the early Islamic Civilisation and explain their significance for modern science, culture and knowledge. I can explain how Britain and the wider world have been influenced by the achievements and contributions of the early Islamic Civilisation. 	

Year	Year 6		
Scheme of Work	The World at War	Early Islamic Civilisation	LOCAL HISTORY
Term	Autumn Term	Spring Term	Summer Term
Historical Enquiry make connections, draw contrasts and analyse trends over time address and devise historically valid questions about change, cause and consequence, similarity, difference, and significance 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	<ul style="list-style-type: none"> • I know that the events and developments of World War Two were shaped by multiple, interrelated causes. • I can classify the causes of World War Two by their nature and assess their impact. • I can evaluate cause-and-effect relationships of World War Two and explain how they influenced both national and global developments. • I can make connections between European colonisation, World War One, and World War Two. • I can investigate how people's experiences of World War Two varied by background and role. • I can generate questions about the causes, consequences and significance of World War Two and the similarities and differences between people's experiences of the war effort. • I can effectively plan and carry out historical research to address these questions using a range of sources. • I know what propaganda is and can explain how it was used to influence public opinion. • I know that the strengths and limitations of historical sources can affect our understanding of the past. • I can explain how different sources, such as letters and diaries, offer varying perspectives with their own strengths and limitations. • I can analyse and evaluate a range of primary and secondary sources to form a more accurate picture of World War Two. • I can make informed judgements about the accuracy, reliability, relevance, significance or authenticity of sources. • I can evaluate how historians interpret the contribution of the British empire to World War Two, and make informed judgements about whether to support or challenge these ideas. • I can communicate and explain findings from my historical research. • I can select and organise reliable and relevant information to discuss the events and experiences of World War Two. • I can justify my interpretations and conclusions using evidence and reasoning. 	<ul style="list-style-type: none"> • I can draw connections and comparisons between the Golden Age of the early Islamic Civilisation and other time periods, such as the Bronze Age in Britain. • I can identify and analyse key themes or patterns in world history, including the rise and fall of civilisations. • I know that the expansion and decline of the early Islamic Civilisation were shaped by multiple, interrelated causes. • I can evaluate the long-term consequences of the expansion and decline of the early Islamic Civilisation on later societies. • I can generate questions about the early Islamic caliphates and address how people's experiences varied by social group. • I can effectively plan and carry out historical research using a range of sources. • I know that about the range of primary and secondary sources I can use to investigate the early Islamic Civilisation. • I can evaluate the strengths and limitations of these sources to develop my understanding of life during the early Islamic period. • I can make informed judgments about the accuracy, reliability, relevance or authenticity of sources. • I can draw well-informed conclusions about the significance of the early Islamic Civilisation based on a range of sources. • I can evaluate different perspectives and interpretations about the caliphates of the early Islamic Civilisation, considering bias. • I can judge whether to support or challenge these interpretations based on historical evidence. • I can communicate and explain findings from my historical research. • I can select and organise reliable and relevant information to discuss the early Islamic Civilisation. • I can justify my interpretations and conclusions using evidence and reasoning. 	

Year	Year 6		
Scheme of Work	The World at War	Early Islamic Civilisation	LOCAL HISTORY
Term	Autumn Term	Spring Term	Summer Term
Vocabulary	World War I, World War II, timeline, chronology, Allies, Axis, democracy, fascism, colonisation, British Empire and Commonwealth, war effort, military, civilian, Special Operation Executive, Army, Navy, Royal Air Force, Luftwaffe, Women's Auxiliary Air Force, blitz, air raid, Anderson shelter, blackout, evacuation, evacuee, rationing, rationing book, oral history, propaganda posters, Nazi, holocaust, Anne Frank, diary, relevance, reliability, usefulness, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation short-term, long-term, political, military, posters, film and newspaper articles	Islam, Muhammad, early Islamic Civilisation, caliph, caliphate, empire, Rashidun, Abbasid, Umayyad, Mecca, Medina, Baghdad, mosque, religion, power, government, territory, capital, expand, decline, Siege of Baghdad, House of Wisdom, innovation, technology, medicine, mathematics, astronomy, cartography, astrolabe, automata, surgical instruments, perfume, timeline, time period, chronological, cause, consequence, change, continuity, significance, similarity, difference, perspective, viewpoint, interpretation, primary source, secondary source, evidence, usefulness, accuracy, reliability, relevance, significance	



History Curriculum Pack

Scheme of Work

Overviews



Toys Past and Present : History : Year 1/2

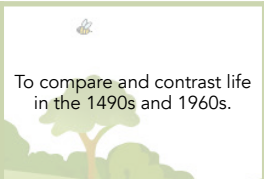
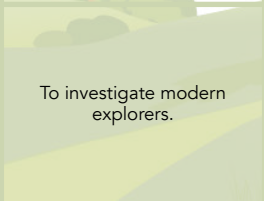
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To describe my favourite toys.	This oracy-rich lesson encourages children to describe their favourite toys now and when they were younger. First, children practise asking and answering questions about each other's favourite toys, using 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"> 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? Can children describe the toys they like to play with and the way they play with them now? Can children share memories of playing with their favourite toys from when they were younger? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Feely bag and selection of toys Word Mat Picture Cards Challenge Card (FSD? activity only)
Lesson 2	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"> Do children understand what the term 'living memory' means? 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? Can children describe what they have found out about toys of the past from people's memories, photographs and artefacts? 	<ul style="list-style-type: none"> Slides Toy Cards 2A/2B/2C/2D/2E/2F/2G/2H/2I Toy Chart 2A/2B Question Builder (FSD? activity only) Question List (FSD? activity only) Template 2A/2B/2C (FSD? activity only)
Lesson 3	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"> Do children understand what a timeline is and how to use it? Can children sequence decades in chronological order? Can children explain how modern technology has changed toys and the way that children play? 	<ul style="list-style-type: none"> Slides Timeline 3A/3B/3C Toy Cards 3A/3B/3C Toys through the decades ebook (FSD? activity only) Toy Box Timeline 3A/3B/3C/3D/3E/3F/3G/3H/3I (FSD? activity only)
Lesson 4	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"> Can children identify whether a toy is old or new from its characteristics? Can children use the vocabulary 'old' and 'new' accurately? Can children sort toys into categories according to their characteristics, e.g. material, type, age. 	<ul style="list-style-type: none"> Slides Sorting Sheets 4A/4B/4C Picture Cards 4A/4B/4C Word Mat 4A Sorting hoops or hula hoops, a selection of old and new toys (FSD? activity only) Sorting Cards (FSD? activity only)
Lesson 5	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"> Do children know that some of the toys they play with now were played with by children in the past? Can children identify which toys are modern and which are from an older time period? Can children identify the similarities and differences between toys from different time periods? 	<ul style="list-style-type: none"> Slides Lego Cards 5A/5B/5C/5D/5E/5F Record Sheet 5A/5B/5C/5D/5E Lego Timeline Word Bank Prompt Sheet Table Template Lego sets from different decades, tablets and Stop Motion animation app, (FSD? activity only)

Toys Past and Present : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	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"> • Can children organise and sort toys into categories and order toys chronologically? • Can children explain what the toys they have selected tell us about toys in the past? • Can children summarise what they have learned about changes to toys in living memory from a range of sources? 	<ul style="list-style-type: none"> • Slides • Toy Cards 6A/6B/6C (Teaching Input) • Photograph Cards • Museum Display Templates 6A/6B/6C • Word Bank • Time Capsule Templates 6A/6B/6C (FSD? activity only) • Toy Fact File (FSD? activity only) • A selection of toys, containers and sound buttons (FSD? activity only)

Intrepid Explorers : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children describe some of the places Ibn Battuta travelled to, the people he met and the things he saw? Do children know that we can find out about the past through stories and written records? Can children talk about some differences between travel and exploration in the 14th century and travel now? 	<ul style="list-style-type: none"> Slides Fact Cards Record Sheet 1A/1B/1C Drama Cards (FSD? activity only) Chat Mat (FSD? activity only)
Lesson 2	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"> Can children use vocabulary related to the sequencing and passing of time? Can children sequence or retell the events of Christopher Columbus's first voyage in chronological order? Can children discuss how the events of the story may differ if told by the Taino people? 	<ul style="list-style-type: none"> Slides Event Cards 2A/2B Timeline 2A/2B Timeline Cards 2A/2B Map Voyage Cards (FSD? activity only) Word Bank (FSD? activity only)
Lesson 3	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"> Can children describe what a sea voyage was like in the 14th century? Can children identify the similarities and differences between sea voyages then and now? Do children understand that we can use information in diaries to find out about the past? 	<ul style="list-style-type: none"> Slides Diary Entry 3A/3B/3C Chat Mat 3A Challenge Cards (FSD? activity) Information Sheet (FSD? activity) Notes Sheet (FSD? activity) Resources including card, string, sheets, shoeboxes, tape and other materials
Lesson 4	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"> Can children describe the events of the moon landing? Can children consider how the astronauts felt during the Apollo 11 mission? Do children understand that people's experience of, or feelings about, the same event can vary? 	<ul style="list-style-type: none"> Slides Moon Landing Cards Emoticon Cards Writing Templates 4A/4B (optional) Fact Cards (optional) Challenge Card (FSD? activity only, optional) Tablet (FSD? activity only, optional)
Lesson 5	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"> Can children explain why the 1960s saw lots of research and development into new technology? Can children name and describe some of the technology we have today because of space exploration? Can children describe some of the ways in which space exploration has had an impact on our lives today? 	<ul style="list-style-type: none"> Record Sheet 5A/5B/5C Technology Cards Space Tech Showdown (FSD? activity only) Showdown Cards (FSD? activity only) Challenge Card (FSD? activity only, optional)

Lesson 6	 <p>To compare and contrast life in the 1490s and 1960s.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Do children know what it means to compare and contrast? • Can children identify and describe similarities and differences between time periods? • Can children sort historical information accurately? 	<ul style="list-style-type: none"> • Slides • Discussion Cards • Sorting Cards • Sorting Sheet (enlarge to A3) • Venn Diagram (FSD? activity only) • Fact Cards 6A/6B (FSD? activity only)
Lesson 7	 <p>To investigate modern explorers.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Can children describe some of the ways we explore today? • Can children talk about modern explorers and describe their achievements? • Can children consider the similarities and differences between modern explorers and those who lived further into the past? 	<ul style="list-style-type: none"> • Slides • Fact File 7A/7B/7C • Word Bank • Picture Cards • Explorer, Location and Equipment Cards (FSD? activity only) • End of Unit Quiz

Castles : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children retell the events of the Battle of Hastings? Do children know that the Battle of Hastings took place almost 1000 years ago? Can children use a timeline to find out how long ago the Normans ruled? 	<ul style="list-style-type: none"> Slides Worksheet 1A Event Cards 1A/1B/1C Memory Journey Cards
Lesson 2	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"> Can children talk about and identify the features of a motte and bailey castle? Can children talk about and identify the features of a stone keep castle? Can children compare these two types of castles? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Research Sheet (FSD activity only)
Lesson 3	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"> Are children able to say what roles people had within a medieval castle? Can children describe some of the roles within a medieval castle? Are children able to make comparisons to how life in a medieval castle might be different from their lives today? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Role Cards Role Descriptions Word Prompts Job Advert Template (FSD! Activity only)
Lesson 4	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"> Can children ask questions to find out about what life was like in Norman Britain? Can children say how life was different in medieval times to now? Can children describe who the most and least important people were in medieval society? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Image Cards Freeze Frame Cards
Lesson 5	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"> Can children make simple comparisons about the Tower of London then and now? Can children use vocabulary such as past, then and now? Can children identify and discuss similarities and differences? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Fact Sheet
Lesson 6	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"> Can children use sources to research castles in their local area? Can children make comparisons between their local study and other Norman castles? Can children describe what they know about life in Norman castles? 	<ul style="list-style-type: none"> Slides Local castle pictures (provided by the teacher) History Detective Prompts Local History Worksheet (FSD? Activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children understand what timelines can show us? Do children know when the Gunpowder plot took place? Can children talk about some differences between life in the Stuart period and life now? 	<ul style="list-style-type: none"> Slides Then or Now? Cards Then or Now? Sorting Sheet Life in the Stuart Era Information Sheet Similarities and Differences Sheet Agree or Disagree? Cards (FSD? activity only) Agree or Disagree? Record Sheet (FSD? activity only)
Lesson 2	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"> Do children know that Catholics and Protestants were different groups of Christians? Do children understand some of the differences between the Catholic and Protestant faiths? Can children explain why Catholics were unhappy when James VI and I came to the throne? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Scenario Cards (FSD? activity only)
Lesson 3	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"> Can children explain who Guy Fawkes was? Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot? Can children think of reasons for and against Guy Fawkes' decision to take part in the plot? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Word Bank and Glossary
Lesson 4	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"> Can children use the past tense, and vocabulary like 'first', 'next' and 'finally' when talking about the Gunpowder Plot? Can children recall key facts about the Gunpowder Plot? Can children retell the events of the Gunpowder Plot in chronological order? 	<ul style="list-style-type: none"> Slides Event Cards 4A/4B/4C Timeline 4A/4B Date Cards (FSD? activity only) Event Posters (FSD? activity only)
Lesson 5	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"> Can children explain why the Gunpowder Plot is an important event which is still remembered today? Can children discuss how their family and local community celebrate Bonfire Night? Can children ask and answer questions about modern-day Bonfire Night celebrations? 	<ul style="list-style-type: none"> Slides Question Sheet Survey Sheet 5A/5B Survey Results Sheet Challenge Cards (FSD? activity only)

Florence Nightingale : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children know that Florence Nightingale lived in the Victorian period? Can children describe some key facts about the early life of Florence Nightingale? Do children understand that she went against the expectations of the time to become a nurse? 	<ul style="list-style-type: none"> Slides True/False Cards Worksheet 1A Teach Me, Tell Me Cards (FSD? activity only)
Lesson 2	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"> Do children know that British soldiers fought in the Crimean War? Do children know why Florence Nightingale travelled to the Scutari hospital, and what the journey was like? Can children describe the conditions Florence Nightingale was met with when she reached Scutari? 	<ul style="list-style-type: none"> Slides Postcard Template Letter Template Information Sheet Prompt Card A/B Interview Questions Sheet (FSD? activity only)
Lesson 3	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"> Can children identify some of the changes Florence Nightingale made at the Scutari hospital? Can children explain how these changes helped the patients at the hospital? Can children compare the Scutari hospital before and after Florence Nightingale's arrival? 	<ul style="list-style-type: none"> Slides Statement Cards Worksheet 3A/3B/3C Sentence Starters (FSD? activity only)
Lesson 4	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"> Do children recognise why Florence Nightingale became famous? Can children describe some of Florence Nightingale's achievements after her return from Scutari? Can children begin to understand the impact of Florence Nightingale's work? 	<ul style="list-style-type: none"> Slides Source Sheet A/B Worksheet 4A/4B Information Sheets (FSD? activity only) Presentation Challenge Card (FSD? activity only)
Lesson 5	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"> Can children recall and describe the main events in Florence Nightingale's life? Can children order events in Florence Nightingale's life chronologically? Are children aware of Florence Nightingale's many achievements and why she is still remembered today? 	<ul style="list-style-type: none"> Slides Event Cards 5A/5B Mini Book Template (FSD? activity only) Key Events Sheet (FSD? activity only)
Lesson 6	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"> Do children understand that medical care in the Victorian era was different to medical care now? Can children identify and explain some differences in general medical care today and in the Victorian era? Can children identify and explain some similarities in general medical care today and in the Victorian era? 	<ul style="list-style-type: none"> Slides Picture Cards Worksheet 6A/6B Statement Cards (FSD? activity only) Venn Diagram Sheet (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children know in which parts of the year key holidays take place? Can children identify features associated with seaside holidays? Can children discuss activities that people might do at the seaside? 	<ul style="list-style-type: none"> Slides Sorting Cards Blank Sorting Cards Picture Cards Word Bank Worksheet 1A/1B/1C Seaside Scenes Challenge Sheet (FSD? activity only)
Lesson 2	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"> Do children understand what a source is? Do children know when the Victorian era was? Can children use pictures to find out about seaside holidays in the past? 	<ul style="list-style-type: none"> Slides See, Think, Wonder Sheets Word Bank Picture Cards (FSD? activity only) Discussion Cards (FSD? activity only)
Lesson 3	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"> Do children know some of the typical activities a Victorian seaside holiday could involve? Can children describe some of these activities? Can children express their opinions on, and preferences for, these activities? 	<ul style="list-style-type: none"> Slides Information Cards Seaside Day Trip Plan 3A/3B/3C Match Three Game Sheets (FSD? activity only)
Lesson 4	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"> Do children know why seaside holidays used to only be affordable for wealthy people? Can children explain why doctors advised people to go to the seaside? Can children give reasons why seaside holidays became more popular in the 19th century? 	<ul style="list-style-type: none"> Slides True or False? Cards Worksheet 4A/4B Discussion Cards (FSD? activity only) Picture Cards (FSD? activity only)
Lesson 5	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"> Do children understand what 'within living memory' and 'beyond living memory' mean? Can children identify features of seaside holidays in the 1950s? Can children ask and answer questions to further their understanding of seaside holidays within living memory? 	<ul style="list-style-type: none"> Slides Evidence Cards Worksheet 5A/5B Survey Sheet (FSD? activity only)
Lesson 6	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"> Can children identify ways in which holidays in the past and holidays today are similar? Can children identify ways in which holidays in the past and holidays today are different? Can children share and explain their ideas and opinions? 	<ul style="list-style-type: none"> Slides Victorian Seaside Scenes Seaside Scenes Today Compare and Contrast Sheet Statement Cards (FSD? activity only) Venn Diagram Sheet (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To introduce the definition and time scale of human prehistory.	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records.	<ul style="list-style-type: none"> Do children know what the term 'prehistory' means? Do children know the names of the three periods of prehistory? Can children describe how we can find out about the prehistoric past? 	<ul style="list-style-type: none"> Lesson plan Slides Worksheet 1A/1B/1C Picture Cards Description Cards Variety of objects (FSD? activity only)
Lesson 2	To find out about early humans and the Palaeolithic period.	Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens.	<ul style="list-style-type: none"> Can children explain how and when people first came to Britain? Do children know what kind of animals early humans encountered? Do children know where early humans lived? 	<ul style="list-style-type: none"> Lesson plan Slides Worksheet 2A/2B/2C Picture Sheet (FSD? activity only) Chalk/Soap/Soapstone (FSD? activity only) Tools for carving (FSD? activity only)
Lesson 3	To find out about people who lived in the Mesolithic period.	Children will find out how Britain's coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools.	<ul style="list-style-type: none"> Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated? Do children know where Doggerland is? Can children describe what Mesolithic life was like? 	<ul style="list-style-type: none"> Lesson plan Slides Information Sheet A/B Worksheet 3A Books/access to internet Help Sheet (FSD? activity only) Headdress Template (FSD? activity only) Paper/card/dowelling/sticks (FSD? activity only)
Lesson 4	To find out how people lived in the Neolithic period.	Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts.	<ul style="list-style-type: none"> Do children know where and when agriculture was developed? Do children know when people in Britain started farming? Do children know what Stonehenge is and how the landscape developed? 	<ul style="list-style-type: none"> Lesson plan Slides Worksheet 4A/4B/4C Fact Cards Stonehenge Map sheet (FSD? activity only) Stonehenge Information Sheet (FSD? activity only) Materials for building a reconstruction of Stonehenge (FSD? activity only)
Lesson 5	To find out about how people lived in the Bronze Age.	Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements.	<ul style="list-style-type: none"> Do children know how bronze is made? Do children know how people were buried in the Bronze Age? Do children know what happened to the climate at the end of the Bronze Age? 	<ul style="list-style-type: none"> Lesson plan Slides Worksheet 5A/5B/5C/5D Information Sheet Books/access to internet Picture Sheet (FSD? activity only) Cartoon Strip A/B (FSD? activity only)
Lesson 6	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain.	<ul style="list-style-type: none"> Do children know how iron is made? Do children know what Iron Age houses were like? Do children know what happened at the end of the Iron Age? 	<ul style="list-style-type: none"> Lesson plan Slides Worksheet 6A/6B/6C Quote Sheet A/B
Lesson 7	To recap and summarise the prehistory of Britain.	Children will consolidate their learning and describe what life was like, and how people and technology developed throughout prehistory. Children can express their understanding in a variety of ways.	<ul style="list-style-type: none"> Do children know what the three ages of prehistory are? Do children know how long British prehistory is? Can children explain how life changed in Britain during prehistory? 	<ul style="list-style-type: none"> Lesson plan Slides Timeline Cards A/B Information Book Template Challenge Cards (FSD? activity only) Prehistory Acrostic (FSD? activity only) Poster Template (FSD? activity only) Quiz Template (FSD? activity only) End of Unit Quiz

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline	Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline.	<ul style="list-style-type: none"> Do children understand the terms 'invade' and 'settle'? Can children explain reasons why people have invaded and settled in Britain in the past? Can children place the Romans on a timeline? 	<ul style="list-style-type: none"> Slides Calculators (optional) Worksheet 1A/1B/1C Fact Cards (FSD? activity only)
Lesson 2	To find out why and how the Romans successfully invaded Britain	Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier.	<ul style="list-style-type: none"> Can children suggest some reasons why the Romans invaded Britain? Can children describe what the Roman army was like? Can children try to imagine what life was like for Roman soldiers? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B The Equipment of a Roman Soldier Sheet Information Sheet Question Cards Army Formations sheet (FSD? activity only) Cardboard for shields (FSD? activity only)
Lesson 3	To find out who was in Britain when the Romans invaded and learn about their way of life	Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions. They will be given some brief information about who the Celts were before carrying out their own research to find out more about everyday life for the Celts.	<ul style="list-style-type: none"> Do children know when the Celts lived in Britain? Can children use sources to find out about Celtic life? Can children describe in their own words what Celtic daily life was like? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Information Sheet A/B Access to books, the internet, etc. Crazy Celts Board Game (FSD? activity only) Question Cards (FSD? activity only) Dice and counters (FSD? activity only)
Lesson 4	To explore who Boudica was from different points of view	Children will be introduced to Boudica and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudica from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view.	<ul style="list-style-type: none"> Do children know who Boudica was and what she did? Do children know that history is represented in different ways by different people? Can children represent their understanding in different ways? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Boudica Description (FSD? activity only) Boudica Portrait sheet (FSD? activity only)
Lesson 5	To find out about the results of Boudica's revolt	Children will learn more about Boudica's revolt, exploring why it was initially so successful, but then ultimately failed. Children will discuss and explain their views and opinions of Boudica.	<ul style="list-style-type: none"> Can children explain the events of Boudica's revolt? Do children know why Boudica's revolt failed? Can children explain their own point of view? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Word Bank
Lesson 6	To find out about life in Roman Britain	Children will first look at some Picture Cards in groups and discuss what they tell us about daily life in Roman Britain. They will then find out about different aspects of Roman life, including Roman towns, roads, construction, public baths and entertainment.	<ul style="list-style-type: none"> Can children explain some aspects of Roman life? Can children ask and answer questions? Can children select and record information? 	<ul style="list-style-type: none"> Slides Picture Cards Information Cards Worksheet 6A/6B/6C Group Challenge Cards (FSD? activity only) Roman Life Booklet Pages (FSD? activity only)
Lesson 7	To know how the Romans have influenced our lives today	Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.	<ul style="list-style-type: none"> Can children explain some of the things the Romans invented or introduced to Britain? Can children identify aspects of our lives that are affected by the Roman rule in Britain? Can children suggest what life would have been like in Britain if the Romans had never arrived? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C Letter to the Emperor (FSD? activity only)

Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children know what the word 'civilisation' means? Do children know when and where some of the early civilisations appeared? Can children use a timeline to identify when the first civilisations developed? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Early Civilisations Timeline Early Civilisations Map Worksheet 1C (FSD? activity only) Early Civilisations Information Cards (FSD? activity only)
Lesson 2	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"> Can children discuss how the availability of written records affects our understanding of the past? Can children suggest why the development of writing systems in early civilisations was so important? Can children begin to discuss some of the limitations of early writing systems? 	<ul style="list-style-type: none"> Slides Phoenician Alphabet Cards Word Cards 2A/2B Worksheet 2A Symbols Sheet (FSD? activity only)
Lesson 3	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"> Can children explain why people started trading? Can children explain how objects such as tokens and seals were used within trading? Do children know when coins were first used, and how this changed trade within the early civilisations? 	<ul style="list-style-type: none"> Slides Goods Cards Tokens, e.g. counters, shells, etc. Tablets (optional) (FSD? activity only) Worksheet 3A (FSD? activity only)
Lesson 4	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"> Do children understand the link between the development of trade and the development of number systems? Do children know that number systems varied between early civilisations? Can children compare and contrast the number systems of different early civilisations? 	<ul style="list-style-type: none"> Slides Number System Cards Worksheet 4A/4B/4C Number System Sheets (FSD? activity only) Whiteboards (FSD? activity only) Discussion Cards (FSD? activity only) Counting to Sixty video (plenary)
Lesson 5	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"> Can children name and describe some of the inventions of early civilisations? Can children select information from given sources to test predictions/answer questions? Are children beginning to understand the significance of the contributions of early civilisations to later societies and our lives today? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B/5C Fact Cards Quiz Sheet (FSD? activity only)

Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	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"> • Do children know what a man-made structure is? • Can children explain the purpose of some of the structures of the early civilisations? • Can children compare and contrast the structures of different early civilisations? 	<ul style="list-style-type: none"> • Slides • The Great Pyramid Fact Sheet • The Ziggurat of Ur Fact Sheet • Worksheet 6A/6B • Statement Cards • The Palace at Knossos (FSD? activity only) • Daedalus and Icarus (FSD? activity only) • True, Myth, or Unknown? Cards (FSD? activity only)
Lesson 7	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"> • Can children identify similarities between the early civilisations? • Can children identify differences between the early civilisations? • Can children suggest reasons for these similarities and differences? 	<ul style="list-style-type: none"> • Slides • True or False? Cards • Worksheet 7A/7B/7C • End of Unit Quiz



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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children know the difference between ancient and modern? Can children locate Egypt on the map and describe its landscape? Can children ask and respond to questions using appropriate vocabulary? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Sticky notes Picture Cards (FSD? activity only)
Lesson 2	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"> Can children explain what the landscape of ancient Egypt was like? Do children know why the Nile was so important to the Egyptian way of life? Can children explain how the Egyptian landscape impacted on people's everyday lives? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Fact Sheet A/B Information books on the River Nile Nile Game Board (FSD? activity only) Counters and dice (FSD? activity only)
Lesson 3	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"> Can children explain how Tutankhamen's tomb was discovered? Do children know why it was such a significant historical discovery? Can children explain how artefacts can tell us about life in the past? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards (FSD? activity only)
Lesson 4	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"> Can children suggest what an artefact was used for and who used it? Do children know why artefacts are so important in helping us learn about the past? Do children know why the Rosetta stone was such an important discovery? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Egyptian Alphabet sheet Access to the internet Box/items for time capsule (FSD? activity only)
Lesson 5	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"> Can children sort information into different categories? Can children ask and answer questions about life in ancient Egypt? Can children use a variety of sources to find out information? 	<ul style="list-style-type: none"> Slides Worksheet 5A Information Sheet Information Booklet Templates Picture Cards Information books/access to internet
Lesson 6	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"> Can children describe some ancient Egyptian beliefs about life and death? Can children explain the process of mummification? Can children infer and deduce information about the past from objects that have survived? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Model Mummy sheets (FSD? activity only) Glue/scissors (FSD activity only) Pipe cleaners/ribbon (FSD? activity only)
Lesson 7	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"> Can children recall facts and details about the ancient Egyptian civilisation? Can children understand and organise information? Do children know why studying past civilisations is so important? 	<ul style="list-style-type: none"> Slides Worksheet 7A Activity Cards (FSD? activity only) End of Unit Quiz

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"> Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time? Do children understand what an archaeologist does and why they excavate certain sites? Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there? 	<ul style="list-style-type: none"> Slides Artefact Cards Artefact Analyser 1A/B/C/D Sorting Challenge (FSD? activity only) Sorting Challenge Sheet 1A/B/C (FSD? activity only) Blank Sorting Sheet
Lesson 2	To find out about Anglo-Saxon migration.	In this session, children find out who the Anglo-Saxons were, where they came from, and when and why they came to Britain. Children will bust some common myths about Anglo-Saxon Britain as they learn that Anglo-Saxon kingdoms took more than a century to form and that many different tribes lived in Britain at that time. Children will review evidence and decide whether they think the Anglo-Saxons invaded Britain by force or settled peacefully.	<ul style="list-style-type: none"> Can children explain the terms migrate, invade and settle? Can children use a timeline to establish the beginning, end and duration of the Anglo-Saxon period in Britain? Can children name some of the historical and archeological sources that tell us about Anglo-Saxon migration? 	<ul style="list-style-type: none"> Slides Challenge Card 2A/B/C/D Evidence Cards 2A/B Information Sheet Record Sheet 2A/B/C Answer Sheet 2A/B/C Anglo-Saxon Story Builder (FSD? activity only) Answer Cards 2A/B (FSD? activity only)
Lesson 3	To find out who the Picts and Scots were and where they lived.	Here, children will find out who the Picts and Scots were and where they lived in Britain. Children will use environmental evidence from settlements, forts and monuments, as well as artefacts from the time, to find out about the lives of the different tribes. They will also consider the limitations of accounts written by Anglo-Saxons and Romans, including bias. Children apply their knowledge by creating and answering quiz questions about the Picts and Scots based on the given ebook resources.	<ul style="list-style-type: none"> Do children know who the Scots and Picts were, where they lived and why they are important? Can children describe what they know about the lives of the Picts and Scots? Can children name historical sources which tell us about the lives of the Picts and the Scots? 	<ul style="list-style-type: none"> Slides Question Cards Question Sheets 3A/B/C Answer Sheets 3A/B Picts/Scots eBooks Design Sheet (FSD? activity only) Instructions Sheet (FSD? activity only) Picture Cards (FSD? activity only) Ogham Alphabet Sheet (FSD? activity only) Clay, clay tools, paint (FSD? activity only)
Lesson 4	To use a range of artefacts to find out about Anglo-Saxon life.	Children are challenged to identify three mystery objects from Anglo-Saxon Britain. They will learn how to question what the artefacts are for, who might have used them and what these can tell us about life in Anglo-Saxon times. To apply their understanding, children will sort artefacts into different categories relating to everyday life: clothes, work, food, buildings and leisure. Then, children will describe and evaluate an artefact in detail using an archeological record form.	<ul style="list-style-type: none"> Can children generate questions relating to everyday life in Anglo-Saxon times? Can children use artefacts to find out about everyday life in Anglo-Saxon Britain? Can children compare the lives of rich and poor Anglo-Saxons? 	<ul style="list-style-type: none"> Slides Archeological Record Form 4A/B Information Sheet 4A/B Picture Cards Activity Sheets (FSD? activity only) Ingredients listed in recipes, onion skins, water, salt, wool, cardboard looms, counters for games (FSD? activity only)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 5	To explore Anglo-Saxon society and culture.	In this session, children use the story of Beowulf to explore how Anglo-Saxon society was organised. Children make notes as they listen to a shared read of Beowulf and discuss what they can infer about Anglo-Saxon culture and society. Children will then create storyboards to retell Beowulf in their own words and pictures before using their understanding to decide whether the person buried at Sutton Hoo was a king, thane or peasant.	<ul style="list-style-type: none"> Do children know what the term 'culture' means? Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? Do children understand why stories like Beowulf were important in Anglo-Saxon Britain? 	<ul style="list-style-type: none"> Slides Storyboard 5A/B/C Beowulf Story Sheet Story Cards Challenge Cards Riddle Challenge (FSD? activity only) Riddle Cards (FSD? activity only) Riddle Solutions sheet (FSD? activity only)
Lesson 6	To know about paganism and the spread of Christianity in Britain.	During this session, children explore the concepts of change and continuity while looking at religion. Children will use timelines to discuss the two major shifts in religious beliefs and practices during the Anglo-Saxon era: the introduction of Anglo-Saxon paganism and the spread of Christianity from centres such as Iona, Lindisfarne and Canterbury. Children will use their knowledge of Christian and pagan practices to help them identify the religion of the person buried at Sutton Hoo.	<ul style="list-style-type: none"> Do children understand the terms 'change' and 'continuity'? Can children describe how religious beliefs and practices changed during the Anglo-Saxon period? Can children describe some of the differences between the beliefs and practices of pagans and Christians? 	<ul style="list-style-type: none"> Slides Fact Cards Fact Sheet 6A/B/C Answer Sheet 6A/B My Life in Objects 6A/B (FSD? activity only)
Lesson 7	To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.	In this final session, children bring together everything they know to solve the mystery: who is buried at Sutton Hoo? Children will learn about six kings who ruled territories in seventh-century Britain and use evidence packs to draw a conclusion about which of these kings was buried at Sutton Hoo. Children will consider the reliability and relevance of the evidence in their pack.	<ul style="list-style-type: none"> Can children summarise and organise historical evidence? Can children draw a conclusion based on historical evidence? Can children evaluate the reliability and relevance of different sources of evidence? 	<ul style="list-style-type: none"> Slides Record Sheet 7A/B/C Evidence Sheets 7A/B/C/D/E Picture Cards (FSD? activity only) End of Unit Quiz and Answers

The Maya: History : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand how we know about the ancient Maya civilisation.	In this first lesson, children will discover where and when the ancient Maya civilisation developed. They will learn how historians and archaeologists have used the temples, pyramids stone monuments and other artefacts left by the Maya to find out about their society and way of life. Children then apply their understanding by studying a range of historical artefacts and interpreting what these reveal about the past.	<ul style="list-style-type: none"> Do children know when and where the ancient Maya civilisation developed? Can children name and discuss some of the sources that historians and archeologists study to find out about the ancient past? Can children discuss the nature and usefulness of a range of sources? 	<ul style="list-style-type: none"> Slides Artefact Cards Question Cards Connection Cards (FSD? activity only)
Lesson 2	To find out how the society of the ancient Maya was organised.	Now children understand the context of the ancient Maya civilisation, they will learn about how its society was governed and organised. Children will learn about the Maya city-states, their social hierarchy and the roles, power and status of each social group. Then, children will reflect on how people's lives and experiences would have differed according to their social group and why we have more information about the lives of some social groups than others.	<ul style="list-style-type: none"> Do children know that the ancient Maya lived in city-states ruled by powerful ajaws? Can children identify and name the different social groups with ancient Maya society? Can children discuss how the daily lives and experiences of the ancient Maya varied based on their social group? 	<ul style="list-style-type: none"> Slides Social Pyramid Pyramid 2A/2B/2C Palenque Map (FSD? activity only) Information Sheet (FSD? activity only) Visitor Guide Template (FSD? activity only) Building Notes (FSD? activity only)
Lesson 3	To find out about the religious beliefs of the ancient Maya.	Children begin this lesson by generating questions they have about the religious beliefs and practices of the ancient Maya. They will develop their understanding of the role that gods and goddesses played in different areas of the daily lives of the Maya and explore the different ways that the Maya worshipped their deities. Children apply their understanding by designing their own deity for modern times or by reenacting the Maya creation story.	<ul style="list-style-type: none"> Do children know that the ancient Maya believed in multiple deities? Can children discuss some of the religious beliefs and practices of the ancient Maya? Can children discuss how the religious beliefs and practices of the ancient Maya varied based on their social group? 	<ul style="list-style-type: none"> Slides Deity Cards Information Sheet Design Sheet Extension Sheet Maya Creation Story (FSD? activity only) Story Planner (FSD? activity only)
Lesson 4	To find out about the achievements of the ancient Maya.	In this lesson, children will learn about the achievements of the ancient Maya, including their writing and number systems and the development of accurate calendars based on their astronomical observations. They will consider the significance of these achievements and how their impact on future societies and generations.	<ul style="list-style-type: none"> Do children know that the ancient Maya had their own calendars, writing and number systems? Can children consider what these achievements tell us about the knowledge and skills of the ancient Maya? Can children discuss the significance of these achievements? 	<ul style="list-style-type: none"> Slides Invention Cards 4A/4B Ranking Sheet Glyph Sheet (FSD? activity only) Clay, boards and tools (FSD? activity only) Information Sheet 4A/4B (FSD? activity only) Haab Calendar Resources (FSD? activity only) Tzolkin Calendar Template (FSD? activity only) Maya Maths Challenge 4A/4B/4C (FSD? activity only)

The Maya: History : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 5	To find out how the Maya civilisation developed over time.	For this lesson, children will learn about the key periods in the development of the Maya civilisation: preclassic, classic and postclassic and will explore themes of change and continuity. They will also learn how to practically construct timelines, including how to use bars to represent periods of time and arrow to mark distinct events.	<ul style="list-style-type: none"> Do children know how historical events and periods are presented and recorded on a timeline? Can children accurately sequence key events in the development Maya civilisation in chronological order? Can children discuss aspects of change and continuity in the Maya civilisation over time? 	<ul style="list-style-type: none"> Slides Timeline Template 5A/5B/5C Event Cards 5A/5B Kaboom Cards (FSD? activity only) Kaboom Instructions (FSD? activity only)
Lesson 6	To compare and contrast the Maya civilisation with Britain c.900CE.	For this lesson, children will investigate the similarities and differences between the daily lives of people living in the ancient Maya civilisation and Anglo-Saxon England c.900 CE. Children will use research and role-play to find out, compare and contrast what life was like for ordinary citizens in both societies.	<ul style="list-style-type: none"> Do children know some similarities and differences between the ancient Maya civilisation and Anglo-Saxon society c.900CE? Can children use research and role-play to find out what life was like for ordinary people in the ancient Maya civilisation? Can children compare and contrast the experience of the ordinary Maya with the experiences of ordinary Anglo-Saxons c.900CE? 	<ul style="list-style-type: none"> Slides Role Cards 6A/6B Information Sheet 6A/6B Writing Template 6A/6B Example Diary Challenge Card (FSD? activity only) True or False? Cards (FSD? activity only) Explanation Sheet (FSD? activity only)
Lesson 7	To investigate the decline of the ancient Maya civilisation.	In the last History lesson of the topic, children will investigate some of the reasons for the decline of the ancient Maya civilisation and its city-states. They will consider different interpretations and perspectives of the historical events associated with the arrival of the Spanish conquistadors in Mesoamerica. Children will also discover that, although the last city-states were abandoned to the jungle in the sixteenth century, the Maya still live in Mesoamerica today.	<ul style="list-style-type: none"> Do children know some of the causes of the decline of the ancient Maya civilisation? Do children understand that the city-states of the ancient Maya civilisation did not decline all at once? Can children consider the significance of these different causes? 	<ul style="list-style-type: none"> Slides Cause Cards Ranking Sheet 7A/7B Storyboard 7A/7B (FSD? activity only) Interview Sheet (FSD? activity only) Tablets and green screen (optional)

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore what Britain was like before the first Viking invasions.	Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.	<ul style="list-style-type: none"> Can children explain how the Anglo-Saxons came to Britain? Do children know why this period is often referred to as the Dark Ages? Can children give an overview of what life was like in the 8th century before the Viking invasions? 	<ul style="list-style-type: none"> Slides Fact Cards Worksheet 1A/1B/1C/1D Fact Sheet (FSD? activity only)
Lesson 2	To find out about the Viking invasions of Britain.	Children will recap the seven Anglo-Saxon kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.	<ul style="list-style-type: none"> Do children know when the Vikings first invaded Britain? Can children offer reasons for why the Vikings invaded? Can children recognise and describe the different perspectives of the Viking invasions? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Information Sheet A/B Viking Invasion Song (FSD? activity only) Viking Invasion Backing Track (FSD? activity only) Viking Invasion Song Sheet (FSD? activity only)
Lesson 3	To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.	Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.	<ul style="list-style-type: none"> Do children know that the Vikings settled in Britain after the first raids in the 8th century? Can children use a variety of sources to gather information? Can children describe how the Vikings gained control of the northeast of England? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Timeline Cards Information Sheet Timeline Sheet (FSD? activity only)
Lesson 4	To find out why King Alfred was dubbed 'Alfred the Great'.	Children will recap the agreement between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.	<ul style="list-style-type: none"> Can children describe the role King Alfred played in making England a unified country? Can children suggest reasons why he was dubbed 'Great'? Can children use a variety of sources of information to find out the life of King Alfred? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C/4D Challenge Cards (FSD? activity only)
Lesson 5	To explore what life was like for Vikings living in Britain.	Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.	<ul style="list-style-type: none"> Can children describe what life was like for Vikings in Britain? Can children identify differences between Viking and Anglo-Saxon life? Can children identify similarities between Viking and Anglo-Saxon life? 	<ul style="list-style-type: none"> Slides Worksheet 5A Sentence Cards A/B Challenge Cards (FSD? activity only) Beowulf Story Sheet (FSD? activity only) Runic Alphabet (FSD? activity only)
Lesson 6	To find out how and when England became a unified country.	Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.	<ul style="list-style-type: none"> Do children know that by 1016, England was a unified country under the control of a single king? Can children name the key historical figures and describe their role in events? Can children discuss causes and effects of historical events? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Sentence Cards Character Cards Digital cameras, props, costumes - optional (FSD? activity only)
Lesson 7	To find out about the end of the Anglo-Saxon and Viking era in Britain.	Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.	<ul style="list-style-type: none"> Do children know why the Battle of Hastings took place? Can children describe the main events surrounding the Norman conquest? Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain? 	<ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C/7D Challenge Card (FSD? activity only) End of Unit Quiz

The Shang Dynasty : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Do children know what different sources of evidence there are for learning about the past? Can children describe the advantages and disadvantages of different sources of evidence? Do children know where and when the Shang Dynasty was in power? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Information Sheet A/B Story Sheet (FSD? activity only)
Lesson 2	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"> Can children name some of the Shang rulers and what they did according to the history books? Can children suggest what makes a history book accurate or inaccurate? Can children suggest why learning about leaders is important? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B Sorting Cards A/B Information Sheet (FSD? activity only)
Lesson 3	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"> Can children explain what happened to Shang rulers when they died? Can children describe the objects that were buried with Shang rulers? Can children suggest why people and animals were sacrificed during the Shang Dynasty? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Fact Cards Picture Sheet (FSD? activity only) Clay and clay tools (FSD? activity only) Bronze paint (FSD? activity only) Information Sheet
Lesson 4	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"> Can children describe what kind of houses ordinary people lived in during the Shang Dynasty? Can children describe what people ate during the Shang Dynasty? Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Information Sheet Story Sheet (FSD? activity only) Challenge Card (FSD? activity only)
Lesson 5	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"> Do children know why the Shang invented writing? Do children know why the Shang invented a calendar? Can children describe the features of the oracle bones script? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Game Cards Challenge Card (FSD? activity only)
Lesson 6	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"> Can children describe what the Shang Dynasty achieved? Can children describe how the history books say the Shang Dynasty ended? Do children know when the Shang Dynasty ended according to evidence and history? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B/6C Information Sheet Challenge Card (FSD? activity only) End of Unit Quiz

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

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	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"> Can children locate Greece on a map and ancient Greece on a timeline? Do children understand the terms AD and BC? Can children identify and discuss the climate and physical features of mainland Greece and its islands? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Fact File Books, travel brochures, postcards, etc. about Greece
Lesson 2	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"> Can children explain how the ancient Greek civilisation was organised? Can children explain some of the differences between Athens and Sparta and identify reasons for these differences? Do children understand the idea of a democracy? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C
Lesson 3	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"> Can children give reasons why the ancient Greeks needed both an army and a navy? Do the children know what kinds of weapons and armour the ancient Greeks used? Can children describe some of the battle tactics used by the ancient Greeks? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Shields (FSD? activity only)
Lesson 4	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"> Can children name some of the Olympian gods? Can children find out information about ancient Greek beliefs from a range of sources? Do children know some of the ancient Greek myths? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B Greek Gods Game Access to books, internet, etc. Greek Gods, Mythical Beasts and Hero cards (FSD? activity only)
Lesson 5	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"> Can children ask and answer questions about daily life in ancient Greece? Can children use a range of sources to help them find out historical facts? Can children explain what daily life was like for citizens of ancient Greece? 	<ul style="list-style-type: none"> Slides Fact Sheet Worksheet 5A/5B Picture Cards Books, CD ROMs, access to internet etc Large sheet of paper (FSD? activity only)
Lesson 6	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"> Can children describe some of the things that were started in ancient Greece that we still do or use today? Can children name some famous ancient Greeks? Can children discuss how different our civilisation would be if the ancient Greeks hadn't existed? 	<ul style="list-style-type: none"> Slides Worksheet 6A/6B Fact File A3 paper and art materials (FSD? activity only)
Lesson 7	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"> Can children summarise what they have learnt about ancient Greece? Can children recall facts about ancient Greece? Can children recall specific details such as dates and names? 	<ul style="list-style-type: none"> Slides Worksheet 7A Paper Activity Cards (FSD? activity only) Paper, card, art materials etc (FSD? activity only)

The World at War: History: Year 5/6

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate the causes of World War Two.	This initial session looks at when and where World War Two took place, who was involved and why war broke out. Children will explore the difference between historical events and causes before using a diamond nine grid to rank the causes of the Second World War from most to least important.	<ul style="list-style-type: none"> Do children understand the difference between an 'event' and a 'cause'? Can children identify and explain a range of causes which contributed to World War Two. Can children assess the relative significance of a range of causes? 	<ul style="list-style-type: none"> Slides Cause Cards Diamond Nine Grid 1A/1B Explanation Sheet Challenge Cards (FSD? activity only) Knowledge Organiser 1A/1B/1C (FSD? activity only) Learning Support Cards 1A/1B/1C (FSD? activity only)
Lesson 2	To know about the different organisations and people who contributed to the war effort.	In this lesson, children will learn about the different organisations and people involved in Britain's war effort from across the British Empire. Children will analyse biographies and chart the similarities and differences between their backgrounds, roles and experiences.	<ul style="list-style-type: none"> Do children know what is meant by the term 'war effort'? Can children describe some of the responsibilities of the organisations involved in the war effort? Can children explain how the experiences of the people who contributed to Britain's war effort varied by their role and background? 	<ul style="list-style-type: none"> Slides Biographies 2A/2B/2C/2D/2E/2F Summary Chart Example Relationships Web (FSD? activity only) Challenge Cards (FSD? activity only) Glossary
Lesson 3	To understand the impact of rationing during World War Two.	Children move their attention to look at Britain's home front and start by discussing what rationing was and why it was necessary. They will investigate different historical sources to discover what was rationed and how the rationing system worked before bringing the process to life with an engaging rationing role play activity.	<ul style="list-style-type: none"> Can children describe what rationing was and why it was necessary? Can children describe some of the ways that rationing impacted on people (limited choices, reduced quantities, fair access). Can children suggest some of the broader consequences of rationing and the Dig for Victory campaign, such as better health, improved morale? 	<ul style="list-style-type: none"> Slides Rationing Information Sheet Newspaper Template 3A/3B/3C Picture Sheet Challenge Cards Role Cards (FSD? activity only) Rationing Book (FSD? activity only) Grocery Cards FSD? activity only) Ration List (FSD? activity only) Help Sheet (FSD? activity only)
Lesson 4	To find out about the Blitz and the communities affected by it.	During this lesson, children will learn about the significance of the Blitz, including why Britain was targeted by the Luftwaffe. Children will analyse photographs from the time to apply their learning and generate historically valid inferences and questions about the impact of the Blitz. Alternatively, children can create poems to express their understanding.	<ul style="list-style-type: none"> Can children explain what the Blitz was and which areas in Britain were targeted? Can children describe some of the British military and civilian responses to the Blitz? Can children create historically valid inferences and questions based on photographic evidence? 	<ul style="list-style-type: none"> Slides Photograph Cards See, Think, Wonder, Cards Word Bank Blitz Poem Examples Blitz Poem sheets (FSD? activity only)
Lesson 5	To know about evacuation and its impact on the people involved.	During this session, children will learn about evacuation and explore why the government felt that Operation Pied Piper was necessary. Children will then use oral testimonies from evacuees, parents and host families to look at people's different experiences of evacuation.	<ul style="list-style-type: none"> Can children explain what evacuation was and why it was implemented? Can children use information from oral testimonies to explain how people's experience of evacuation varied? Can children make connections between the past and present and suggest how an evacuation programme today would be different? 	<ul style="list-style-type: none"> Slides Oral Testimony 5A/5B/5C/5D/5E/5F Question Cards 5A/5B Response Sheet Factor Sheet (FSD? activity only)

The World at War: History: Year 5/6

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	To understand the significance of the Holocaust.	This lesson explores how Hitler's beliefs about race led to the persecution of the Jews across Nazi Europe, culminating in the Holocaust. Children will use the story of Anne Frank and extracts from her diary to understand the impact of the Holocaust on the Jewish people in an age-appropriate manner.	<ul style="list-style-type: none"> Can children explain why Jewish people - and others - were persecuted and killed by the Nazis? Can children explain how Nazi's policies towards the Jewish people changed over time? Can children tell you who Anne Frank was and suggest reasons why her diary is an important historical record? 	<ul style="list-style-type: none"> Slides Policy and Impact Cards Policy Analyser 6A/6B Answer Sheet 6A/6B Word Mat Brochure Template 6A/6B (FSD? activity only)
Lesson 7	To use historical enquiry skills to research, and draw conclusions about, the past.	<p>In this final lesson, children will use and apply the vocabulary, knowledge and skills they have developed during the unit to plan and carry out their own historical research and to draw their own conclusion as to whether the Allies would have won the war without the contribution of the British Empire. Alternatively, children undertake self-led research about the events leading up to the end of the war.</p> <p>An End of Unit Quiz is also provided.</p>	<ul style="list-style-type: none"> Do children know how to access information relevant to the enquiry? Can children select, organise and communicate reliable and relevant information in response to a historical research question. Can children critically evaluate contrasting interpretations of the past and explain how and why they are different? Can children draw well-informed conclusions about interpretations of the past based on their own historical research, analysis and reasoning. 	<ul style="list-style-type: none"> Slides Planning Sheet Information Sheet 7A/7B/7C Enquiry Sheet Fact Sheet (FSD? activity only) Picture Sheet (FSD? activity only) Timeline (FSD? activity only) Books, artefacts, computers End of Unit Quiz



Early Islamic Civilisation : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To develop a chronological understanding of the early Islamic civilisation.	In this opening lesson, children explore the beginnings of the early Islamic empire and learn about the three major caliphates of the period: the Rashidun, Umayyad and Abbasid Caliphates. They will learn how to create a chronologically accurate timeline of the key events and periods in the foundation and expansion of the empire.	<ul style="list-style-type: none"> Do children know what is meant by 'chronological order'? Can children record individual events and historical periods accurately on a timeline? Can children create an accurate timeline of the early Islamic civilisation? 	Slides Early Islamic Civilisation Timeline Timeline Creator 1A/B/C (Print as A3) Event Cards 1A/B (Print as A4) Timeline Cards 1 A/B/C/D (FSD? activity only)
Lesson 2	To identify continuity and change across the time of the early Islamic empire.	In this session, children develop both their historical literacy and their critical thinking skills as they debate the question: which was the greatest caliphate of the early Islamic empire? Working in teams, children build a case for their caliphate which summarises and synthesises evidence from their research. They then listen, question and debate each other's cases before voting for the caliphate they believe to have been the greatest.	<ul style="list-style-type: none"> Do children understand the terms 'change' and 'continuity'? Can children select and synthesise information to build a case in support of their given caliphate? Can children assess the information presented to them in order to form and justify their own opinion? 	Slides Information Sheet 2A/B/C Debate Builder Notes Sheet 2A/B/C Discussion Cards 2A/B/C (FSD? activity only)
Lesson 3	To use historical sources to understand what life was like in 9th/10th century Baghdad.	In this lesson, children will find out how Baghdad was once the most advanced city in the world. After watching an online video introducing the city, children will explore how historians were able to find out about this incredible city. They will practise using both primary and secondary sources of evidence. At the end of the lesson, children will look at how bias can affect the reliability of sources and thus must be treated with caution.	<ul style="list-style-type: none"> Can the children explain the difference between a primary and secondary source of evidence? Can the children use primary and secondary sources to find out about the past? Can the children suggest why historians need to consider bias when using historical sources? 	Slides Fact Cards Research Table 3A/B Information Text Exhibit Cards (FSD? activity only) Exhibition Sheet (FSD? activity only)
Lesson 4	To know about the achievements and contributions of the early Islamic civilisation.	This lesson highlights just how much of modern science, medicine and engineering we owe to scholars of Baghdad's House of Wisdom during the Golden Age of Islam. Children research a range of fantastic inventions before applying their knowledge by pitching an invention to a panel of investors. If you fancy something different, enjoy the Book of Ingenious Devices with your class and offer children the opportunity to design their own ingenious device!	<ul style="list-style-type: none"> Do children know what the House of Wisdom was and why it was important? Can children tell you about some of the inventions and advances in science, mathematics and technology made by early Islamic scholars? Can children explain the significance of the achievements and contributions of early Islamic scholars? 	Slides Inventions Sheet Pitch Template 4A/B/C Pitch Example Ingenious Devices (FSD? activity only) Design Sheet (FSD? activity only)

Early Islamic Civilisation : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 5	To identify similarities and differences between Baghdad and London c. 900 CE.	During this knowledge-rich session, children become experts on a theme or area of life in Baghdad in the Islamic Golden Age as well as London in the Dark Ages. Once they are an expert in their field, the children participate in an Expert Exchange, sharing their knowledge and understanding with each other before preparing a fact file which summarises their learning.	<ul style="list-style-type: none"> Do children know the meaning of the terms: compare, similarity, difference and qualify? Can children identify similarities and differences between Baghdad in the Islamic Golden Age and London in the Dark Ages? Can children summarise and synthesise information to make comparisons? 	Slides Information Pack A/B/C/D Expert Exchange Instruction Sheet Sugar paper and pens Comparison Support and Notes Sheets Information Card Set A/B (FSD?activity only) Comparison Table A/B
Lesson 6	To compare and evaluate potential causes for the dissolution of the Islamic empire.	In this last session, children will consider the potential causes which led to the decline and dissolution of the early Islamic empire. Children will consider a range of suggested causes and spend time discussing and classifying these into groups based on timeframe, geography and significance.	<ul style="list-style-type: none"> Do children understanding the historical terms cause and consequence? Can children classify potential causes of the decline and dissolution of the early Islamic empire by timeframe, origin, geography or significance. Can children compare a range of suggested causes and evaluate how important they were in causing the decline and dissolution of the early Islamic empire? 	Slides Cause Cards Diamond Nine Sheet 6A/B/C Potential Causes Information Sheet Character Cards (FSD? activity only) Drama Challenge (FSD? activity only)

