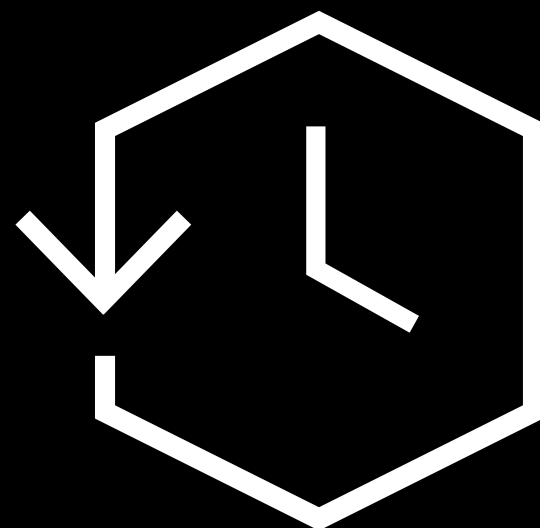


ST MARY'S, WELHAM GREEN



HISTORY CURRICULUM



"Inspiring a curiosity of the past"



HISTORY

OVERVIEW



HISTORY OVERVIEW

Our history intent is, “Inspiring a curiosity of the past”. We inspire young historians and give them the skills, knowledge and learning experiences that promote an enthusiasm for and enjoyment of history. The curriculum is our model of progression. Knowledge (disciplinary and substantive) increases in complexity from EYFS through to the end of KS2 in a carefully structured sequence. Our curriculum empowers children to make sense of the world around them and the multiple identities we all navigate as British Citizens in a global society; broadening and deepening a curiosity about people and place.

We don’t follow a scheme; we follow our curriculum.

As a school we have bought into some high-quality schemas and are able to provide a number of high-quality resources. We realise, however, that it is essential learning starts with where our children are, and that learning is sequenced and adapted to each individual class. This is why we have created our enquiry overview Teacher Guide sheets.

The prompts on our enquiry Teacher Guide sheets have been designed to help teachers identify the steps in progression, within each enquiry, in order for children to achieve the **broad National Curriculum objectives (shown in bold under the enquiry question at the top of each page)**. It also aims to guide teachers in how to unpack these enquires through answering key questions and imparting key knowledge. We have also signposted where previous learning has happened so that teachers can ensure objectives from previous years are embedded and where not ensure they are revisited.

Many schemes of work have far too much content, so teachers need to be selective based on what best covers the national curriculum knowledge statements whilst maximising the opportunities for developing children’s historical working skills through the full range of enquiry types. We also know that some schemes of work do not stick to the national curriculum statements and stray into content from later year groups or key stages. Using our enquiry Teacher Guide sheets can help teachers to identify what is necessary, and what is not, and therefore select activities accordingly.

Schemas we have that you can use to implement the teaching of our history curriculum at St. Mary’s School.

These can be located on the staff server in the Teacher Folder / History

- Twinkl Planit History
- Hamilton Trust
- KS2 History



Other Resources

[BBC Teach](#) for free lesson resources and [BBC Bitesize](#) for children to access learning at home or school. The video clips can provide excellent ways to summarise learning or as a springboard for inspiration. The Week Jr newspaper regularly features stories about different historical periods and historical methodology which are excellent for whole class reading links to enquiries. We have a great range of Horrible Histories series of books (including many of the simplified texts) and DVDs (both animated and live action) that can be used to inspire children. [Historic England](#) [National Trust](#) and [English Heritage](#) all have history resources and information. [DK Find Out!](#) is another great website with pictures, videos and quizzes.

The Non-Negotiables

Each Year

- A name/subject label on the school pro-forma is stuck on the front of an A4 purple book for each child
- A start of year timeline is stuck in the inside front cover of the history books.
- A history hex is stuck in the back cover of the history books.

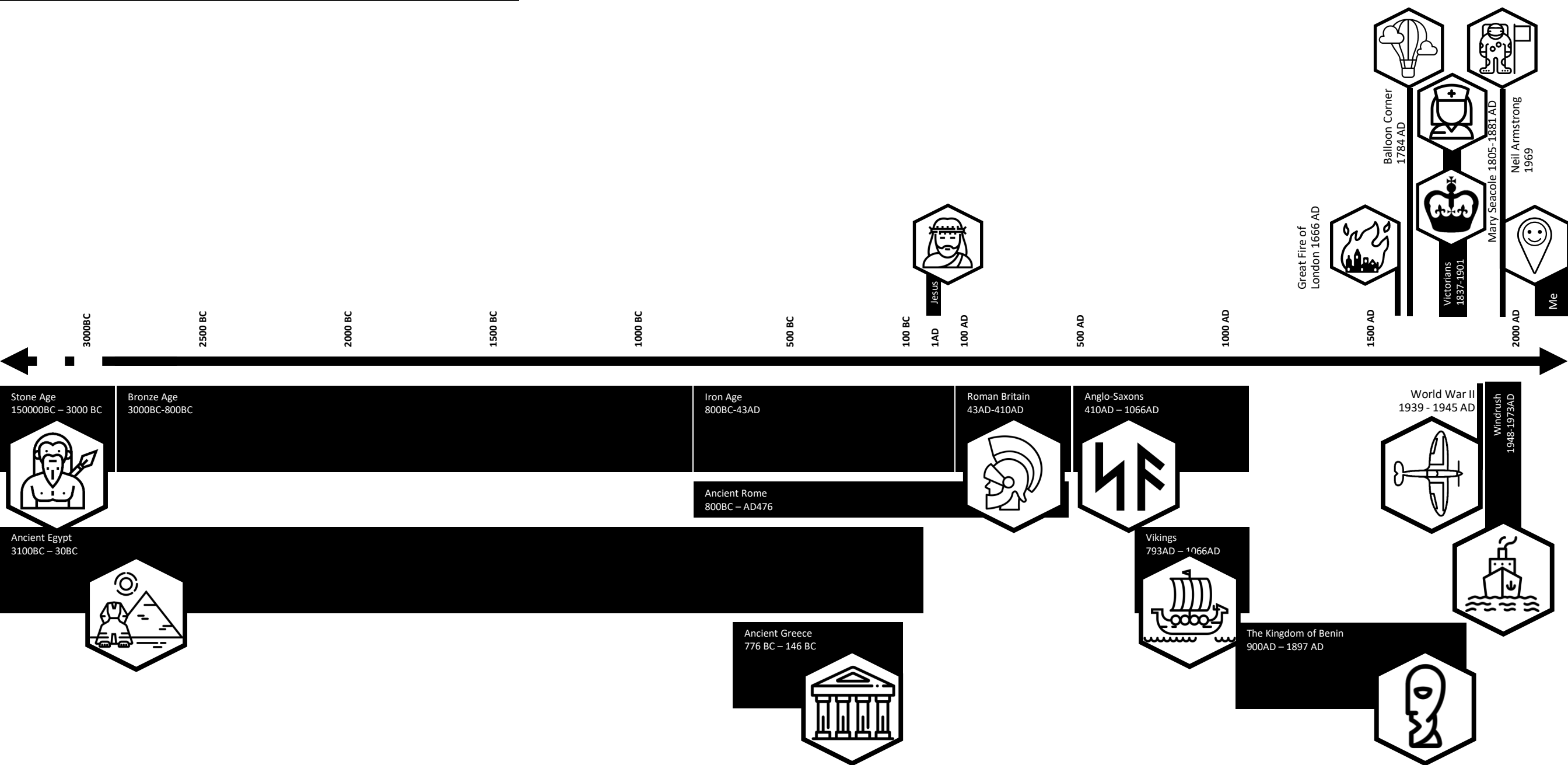
Each Enquiry Unit

- Ensure that the enquiry question has been met through the key questions and imparted the key information.
- Look carefully at how you are explicitly teaching, modelling, and independently giving children the opportunity to use the disciplinary skills (identified on the History Hex).
- Your plans and slides for the enquiry should be saved into the History folder on the staff server (there are templates that can help with this)
- At the start of a unit a knowledge organizer is stuck in and the unit is added to the children’s personal timelines stuck at the front of their books.
- At the end of the unit, feedback is given to the subject leader on annotated enquiry Teacher Guide sheet (including any new resources found, vocabulary queries/additions, things that need amending/removing/improving etc.)

Each Lesson

- Lessons are presented as enquiries that help explore the overarching unit enquiry.
- Children stick in a lesson sticker with the enquiry question and the History Hex skills icons.
- Lessons begin with retrieval practice from prior learning and crucial components are emphasised and repeated (this should include content from previous years using the threads to support e.g. if looking at Roman houses in a lesson might want to look back to Stone Age, Victorian and Egyptian dwellings (to aid with later comparisons)
- Links to literacy and numeracy are always firmly completed in the service of history.
- Every lesson ends by reflecting on the enquiry question posed at the start of the lesson, highlighting the key substantive content and identifying the skills that have been used (marking these on the lesson label) A PowerPoint template has been provided to help with this.

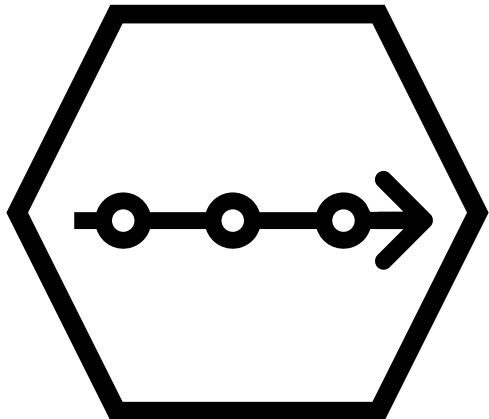
HISTORY TIMELINE



North Mymms St Mary's high-quality history education helps pupils to gain the skills required to develop a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past.



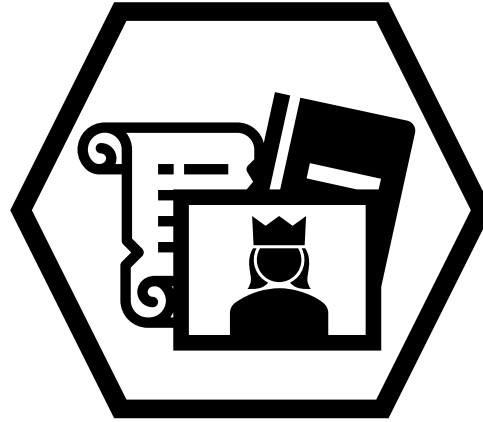
In KS1 pupils are equipped to ask perceptive questions. As they move into KS2 they regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.



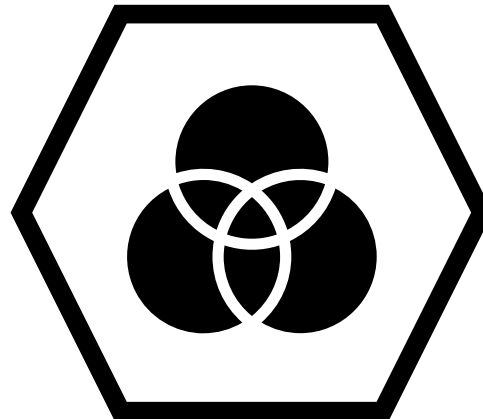
In FS/KS1 pupils develop an awareness of the past and know where the people and events they study fit within a chronological framework. In KS2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.



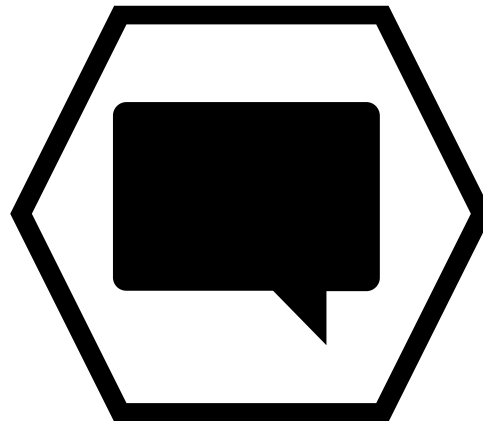
Pupils identify similarities and differences between ways of life in different periods. Through learning local, British and world history children develop a coherent narrative of how people's lives have shaped this nation and how Britain has influenced and been influenced by events in the wider world. Children undertake historical enquires; thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.



In FS pupils understand the past through encounter with books and storytelling. In KS1 pupils, choose and use parts of stories and other sources to show that they know and understand key features of historical events. In KS2 pupils develop and understanding of how our knowledge of the past is constructed from a range of sources. In UKS2 children understand primary and secondary sources.

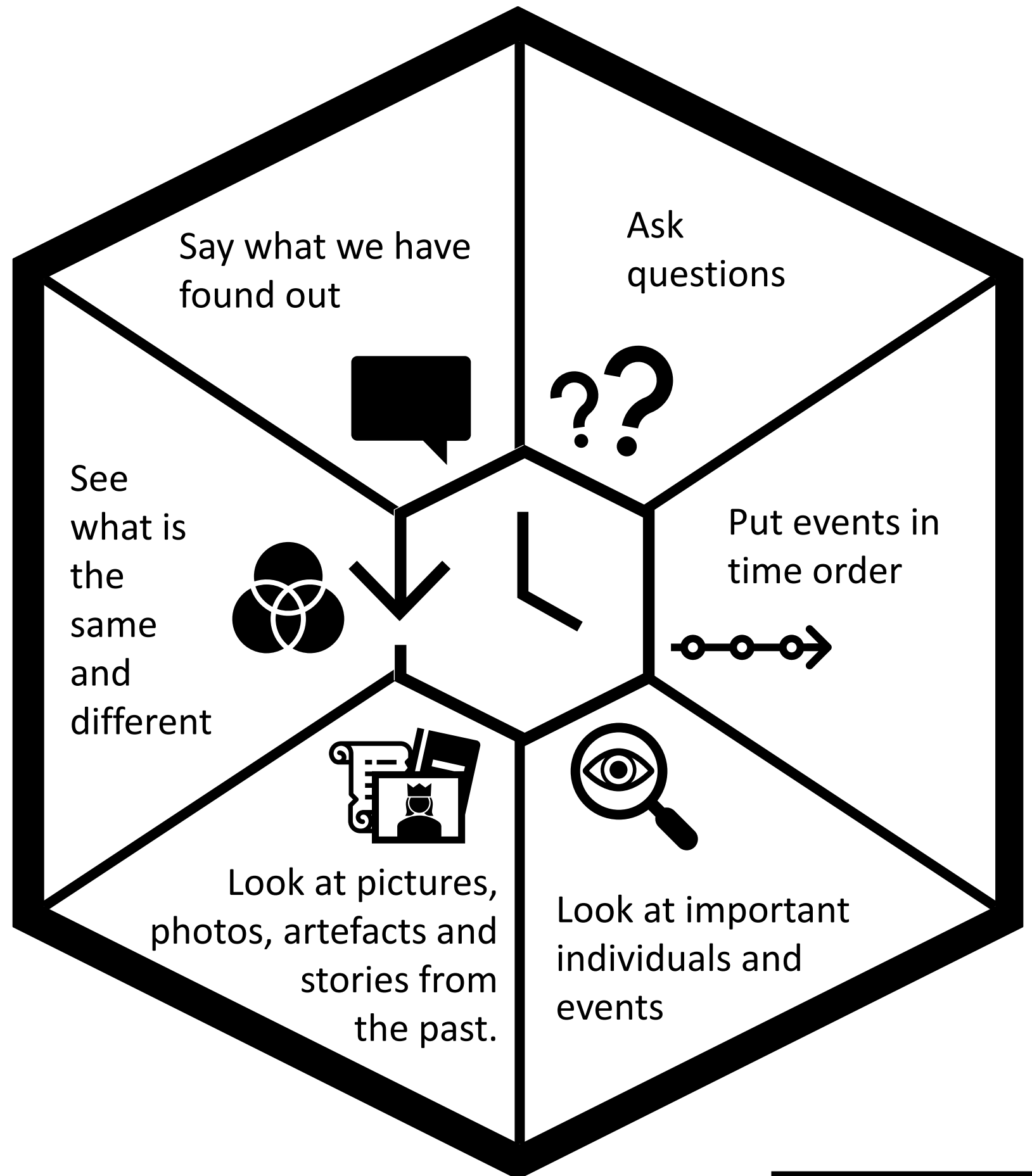
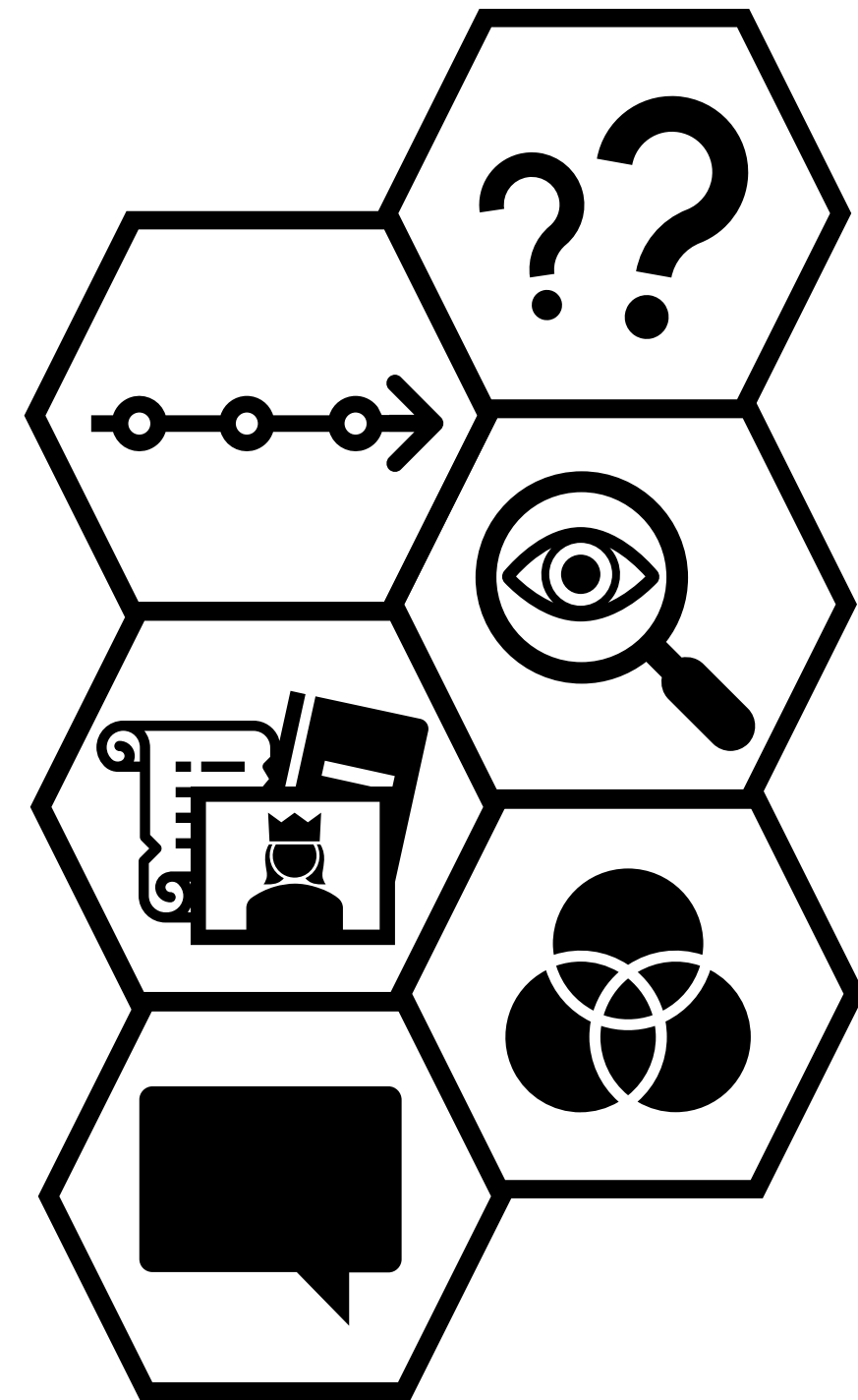


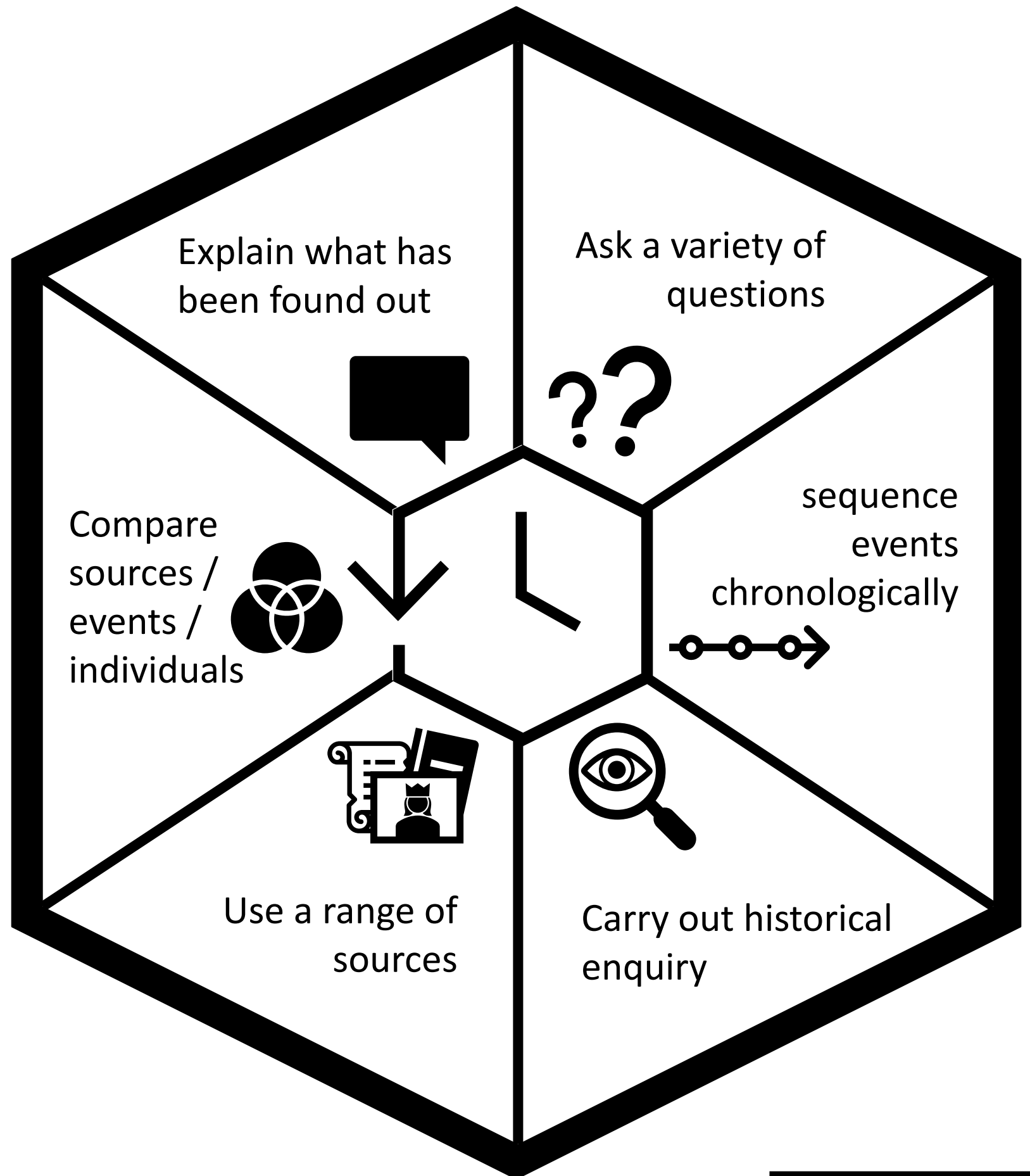
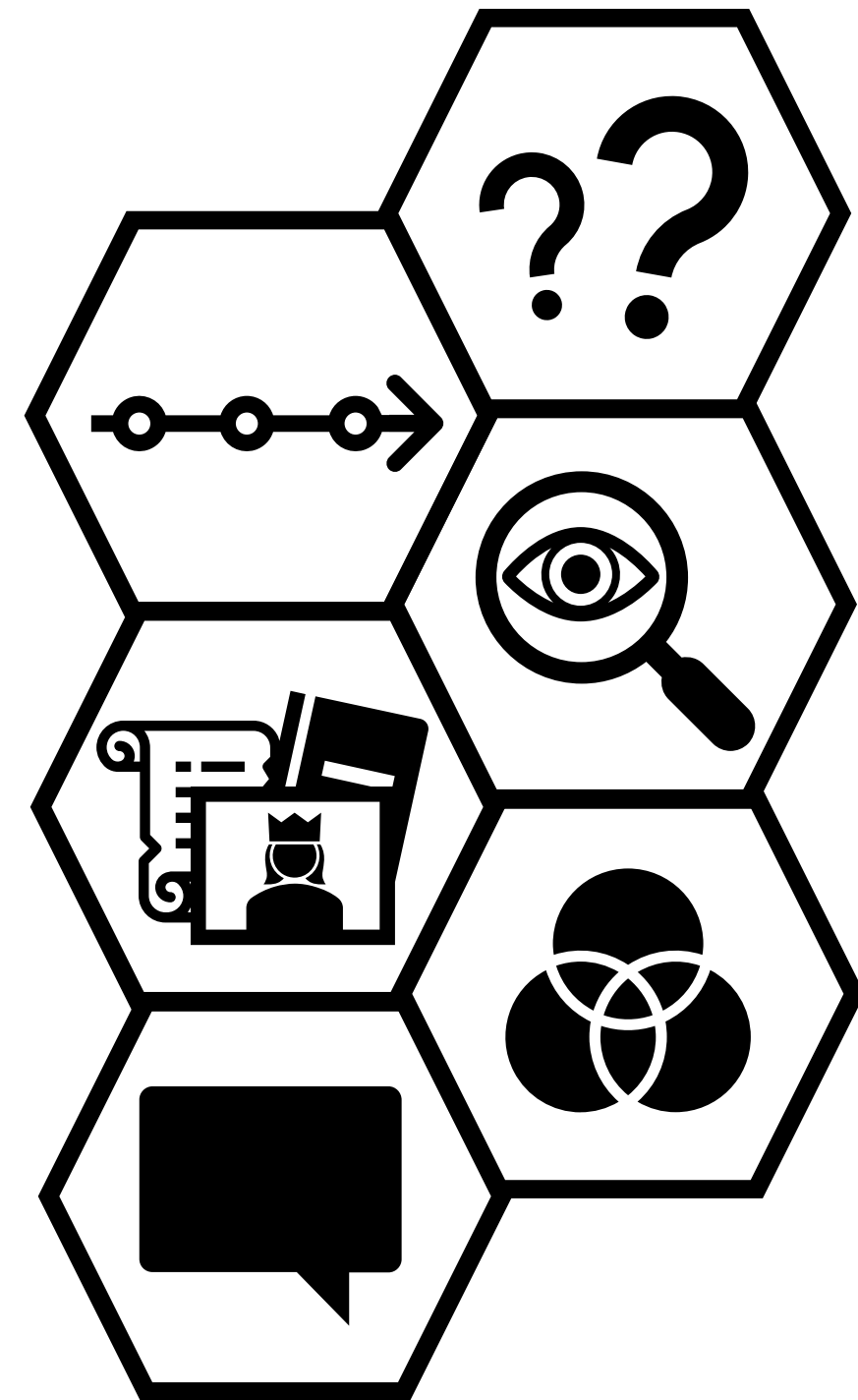
In FS/KS1 pupils identify similarities and differences between ways of life in different periods. This develops through KS2 with pupils noting connections, drawing contrasts and analysing trends over time.

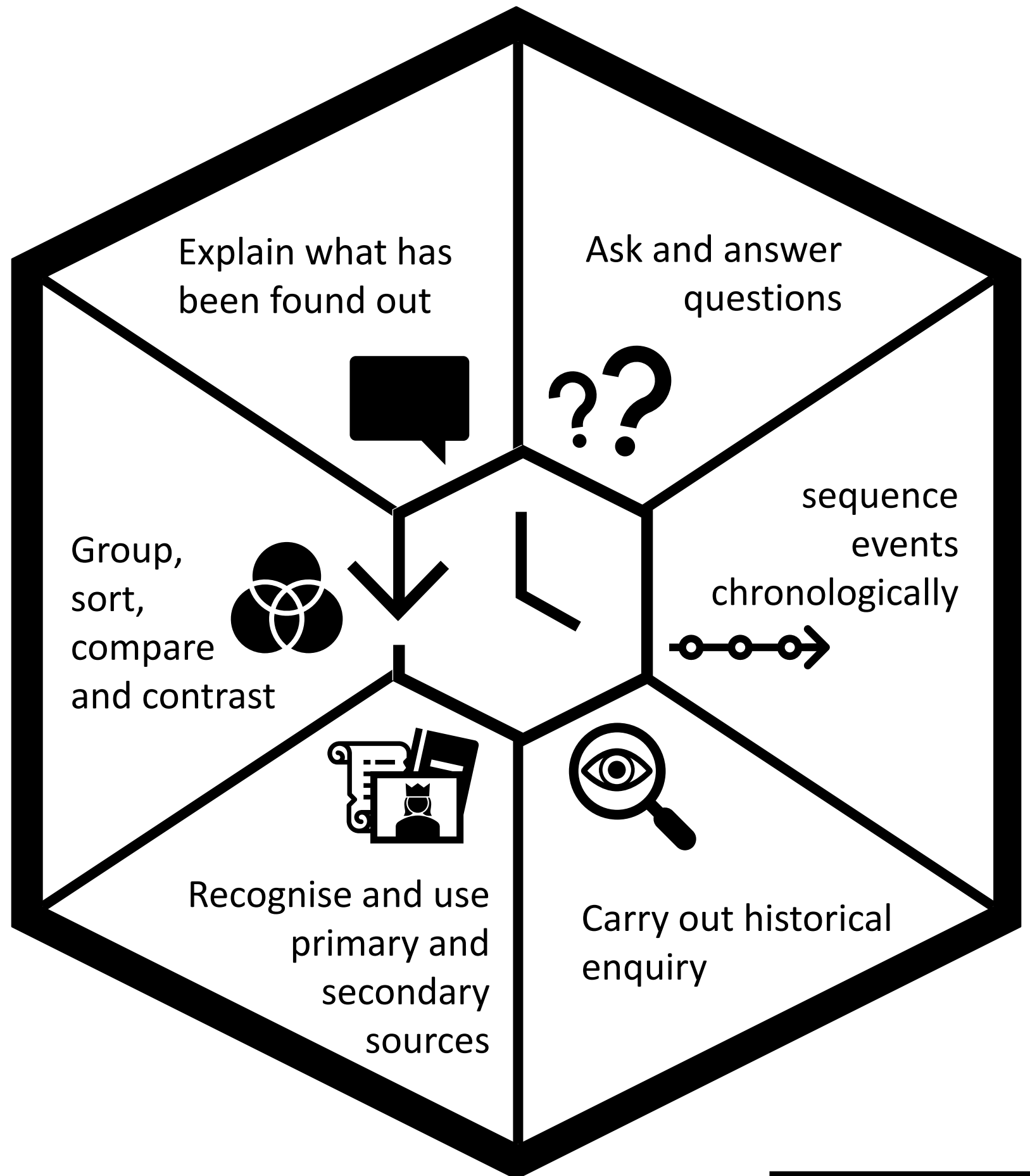
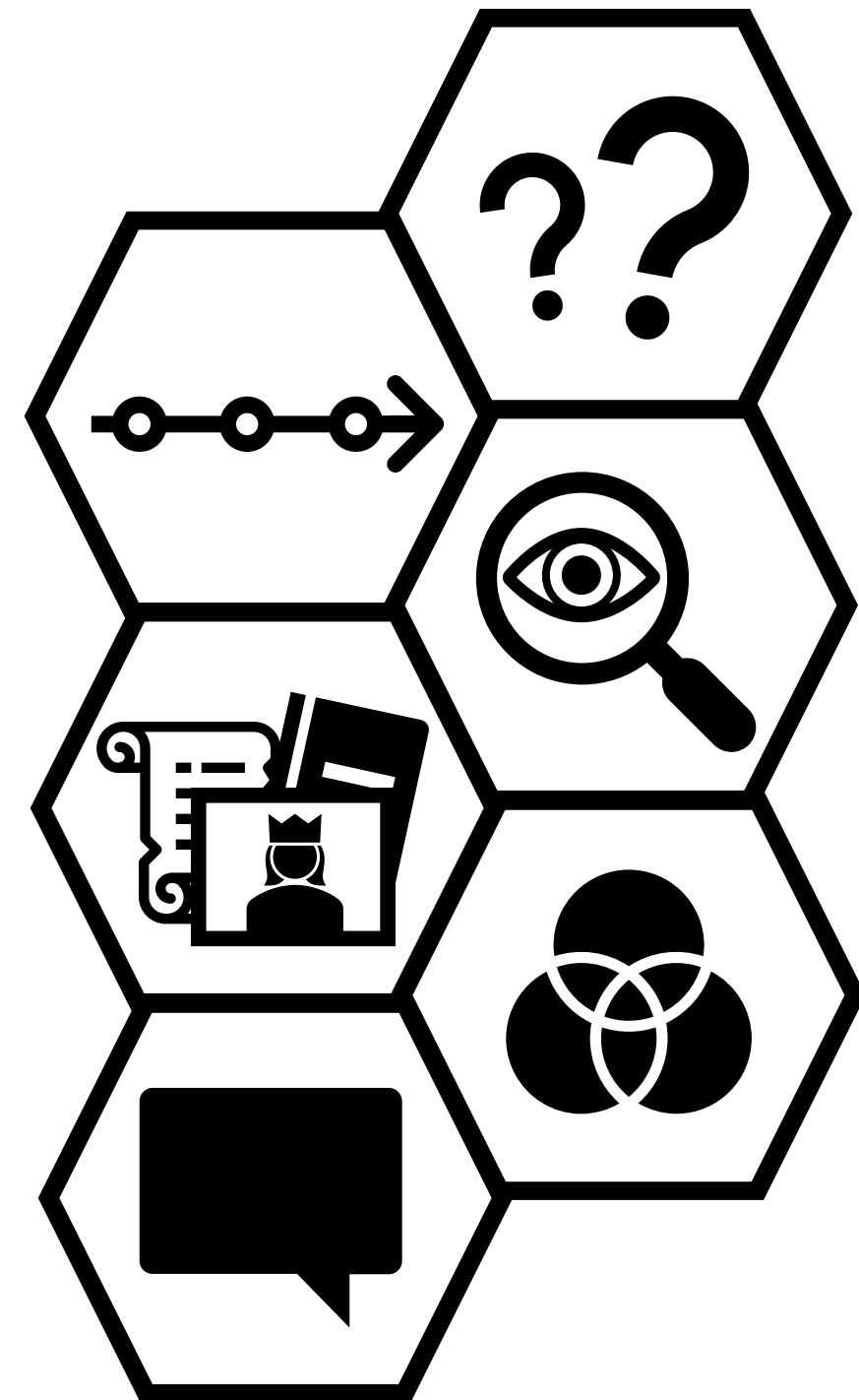


In KS1 pupils answer questions understanding the past can be represented in different ways. In KS2 pupils construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children learn to frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

All skills and knowledge content is supported by mapping out a wide vocabulary of everyday historical terms: Using common words and phrases relating to the passing of time; developing the appropriate use of historical terms including abstract terms.













Key Questions to be answered during EYFS:

- How have I changed since I was a baby?
- Why do we wear different clothes at different times of the year?
- What are our favourite celebrations each year?
- Who influences us and how have they lived their lives?

Themes explored in EYFS:

-  Where children have lived and family backgrounds
-  Remembrance
-  Art in our lifetime and from before
-  Dwellings in the present / traditions
-  Current toys, transport and technology
-  Religious backgrounds of class members

Key vocabulary:

Past, present, then, before, now, next, soon, later, yesterday, today, tomorrow, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Autumn, Winter, Spring, Summer, January, February, March, April, May, June, July, August, September, October, November, December, year Great Britain, England, London, baby, toddler, child, adult

EYFS - Understanding the World: Past and Present

Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Knowledge:

History, demonstrated through the three characteristics of effective learning, can be used to support the three prime areas of learning and their associated ELGs especially ‘Communication and Language’. This guide has been designed to help identify the steps in progression within history and to aid in the preparation of children for more formal learning ready for Year 1 and beyond.

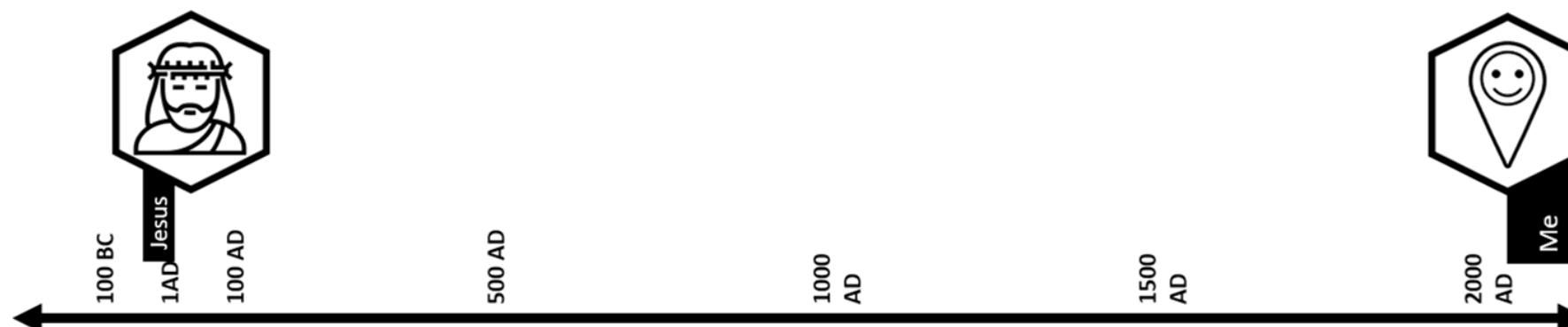
- We change over time. Changing from babies to children. Ages and birthdays (age as a concept)
- Traditions and families and how some traditions relate to events that have taken place in the past
- Seasons – linking the passage of time to changes in children’s lives
- Children are introduced to months and days of the week and the year
- Great Britain/England having a Queen and things that the Queen is doing and has done in the past
- Looking at toys, transport and technology and how they have changed when encountered within stories
- Stories have beginning, middle and end. Children are starting to sequence and retell stories.

Sources (including visits):

Day Monkey Night Monkey by Julia Donaldson
 Goodbye Mog by Judith Kerr
 When I was young – Marcia Williams
 When I was little – Marcia Williams
 One year with Kipper – Mick Inkpen
 Tree: Seasons Come, Seasons Go by Britta Teckentrip
 Maisie's Scrapbook Hardcover – by Samuel Narh
 Little people, big dreams (Jane Goodall, Greta Thunberg, David Attenborough, Ernest Shackleton, Amelia Earhart, Queen Elizabeth)
 Once There Were Giants by Martin Waddell

Out and About: A First Book of Poems by Shirley Hughes
 A Chair for Baby Bear by Kaye Umansky and Chris Fisher
 Starting School by Janet and Allan Alhberg
 My Great Grandpa by Martin Waddell
 I wonder table

Topic Timeline:





What can toys teach us about History?

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Key Questions to be answered through enquiry:

- What are our favourite toys now and when we were babies?
- What were our parents' and grandparents' toys like?
- How have toys changed over the years?
- Who played with these toys in the past and how can we know?
- Can I sort old and new toys?
- Who made the first teddy bear?

Themes explored in this unit:



Playing and enjoying

Toys in the home

Change in toys over the years

Key vocabulary:

Old, new, past, present, different, similar, Toys, playing, technology, stories, pictures, photos, artefacts, chronological, materials

Previous Learning:

Children have talked about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Knowledge:

- Children consider familiar toys. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like (using sources such as stories, pictures, photos and personal artefacts)
- Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with and ask questions about what they were like.
- Children will be introduced to the term 'decade' and investigate which toys were popular in different decades. As well as learning to order chronologically, they will also find out when some popular toys today (such as Lego, Teddy Bears and Mario) were first invented.
- Children learn to see toys as artefacts and think about what we can learn by examining them and the materials they are made from. Using these clues children sort as old and new.
- Mitchum and Steiff both started making toy bears at similar times in different countries; we cannot be sure who was first, but the name "teddy" comes from an American president – Teddy Roosevelt.

Sources (including visits):

Think carefully about the diversity of toys (and using photos that show a diverse range of children playing with toys) included in this unit

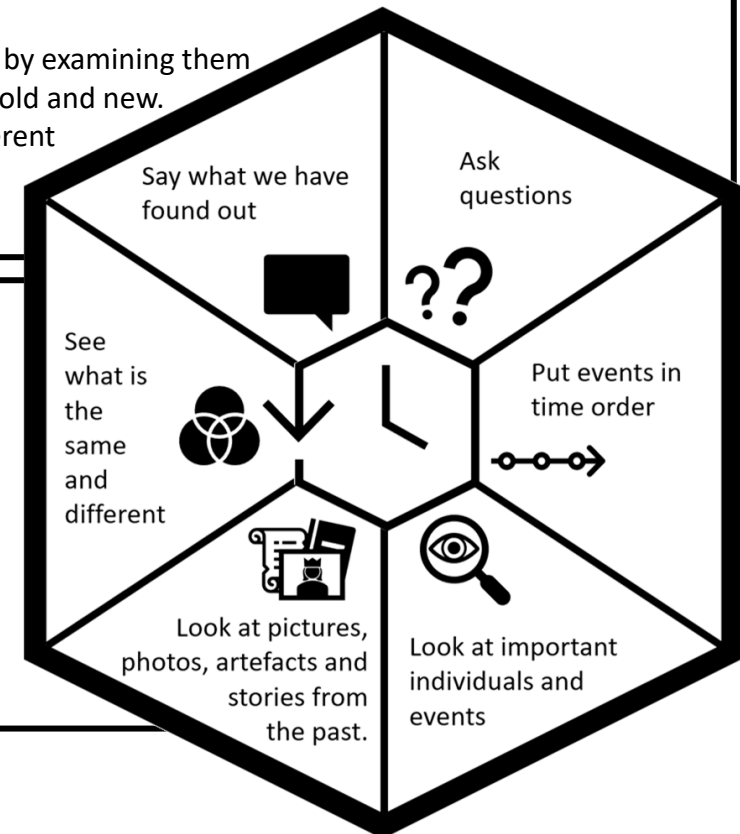
<https://www.bbc.co.uk/bitesize/topics/zr4nxbk>

<https://teachers.thenational.academy/lessons/how-have-toys-changed-part-1-71h62c>

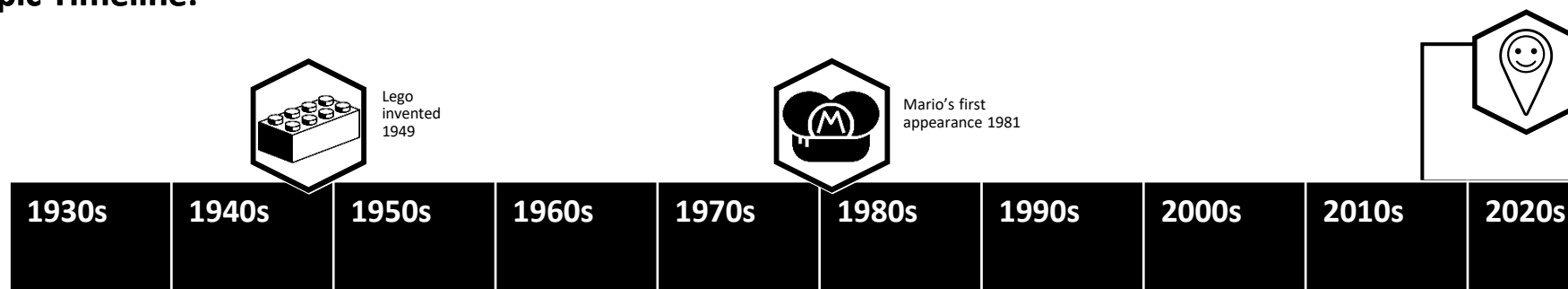
<https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/z8x7m39>

<https://www.bbc.co.uk/bitesize/articles/z8f4g7h>

<https://www.twinkl.co.uk/resource/ks1-the-history-of-the-teddy-bear-powerpoint-t-tp-2661615>



Topic Timeline:






Who was Queen Victoria?

Lives of significant individuals in the past who have contributed to national and international achievements.
Used to compare aspects of life in different periods.

Key Questions to be answered through enquiry:

- Who was Queen Victoria?
- What were the highs and lows of Queen Victoria's life?
- What were houses like when Victoria was queen?
- What was it like to be a Victorian child?
- Why do we remember Queen Victoria?
- How is our current monarch similar and different to Queen Victoria?

Themes explored in this unit:

 Study portraits and pictures of Monarchs

 Look at Victorian dwellings, lifestyles and change.



Key vocabulary:

Monarch, monarchy, queen, king, reign, rule, successor, Victorian, era/age Elizabeth II, Queen Victoria, Prince Albert, Jubilee, Empire, significant

Previous Learning:

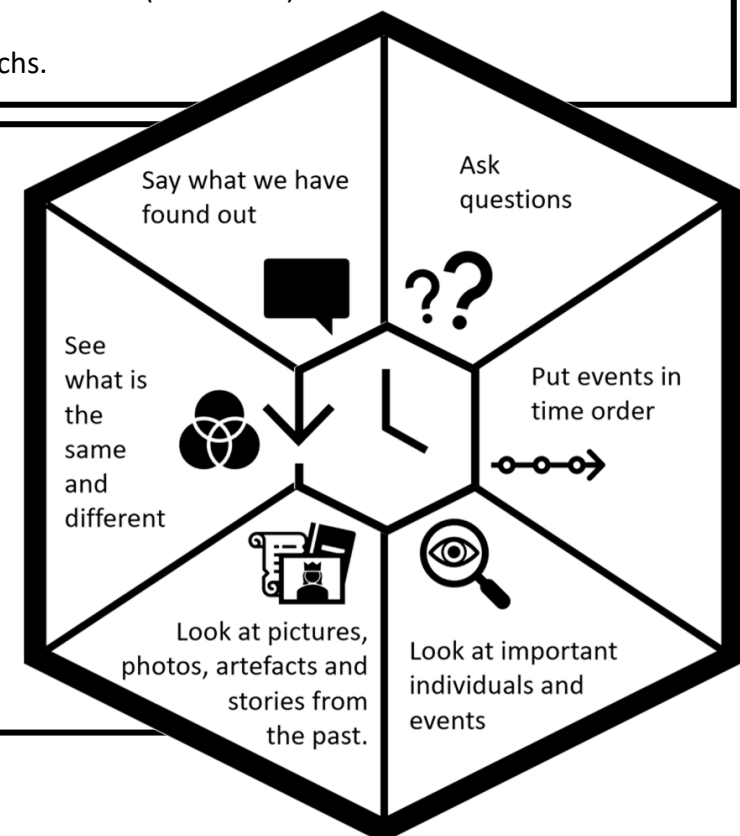
Children have talked about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now. Children have looked at their living memories including looking at toys and how they have changed.

Key Knowledge:

- A Monarch (Queen or King) sets the rules for the country. Queen Victoria was Monarch of the British Empire from 1837-1901. She was married to Prince Albert and had 9 children.
- A long period of history is named after her - the Victorian Age which marks the 63 years of her reign.
- When Victoria became queen, children had to go out to work. By the time she died, children went to school for free. Victorian schools were very different to our schools today and the teachers were very strict.
- Toys were often made of wood or children created games with what they could find (i.e. stones)
- Victorian homes didn't have the same technology we do today.
- Life has changed since Victorian times for ordinary people and for Monarchs.

Sources (including visits):

Magic Grandad – Victorians
<https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk>
 Visit Victorian home/school (Chiltern open air / Victorians off the page)
<https://www.bbc.co.uk/cbbc/watch/blue-peter-black-history-month-poems>
<http://www.primaryhomeworkhelp.co.uk/victorians/children/index.htm>
<http://www.victorianschool.co.uk/shop/toys.php>
<https://www.natgeokids.com/uk/primary-resource/queen-victoria-primary-resource/>
<https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-victorians/>



Topic Timeline:





Why should we remember Mary Seacole?

Lives of significant individuals in the past who have contributed to national and international achievements.

Key Questions to be answered through enquiry:

- What were the most important events in Mary's life?
- What was Mary's greatest achievement and how do we know?
- How did life change for Mary after the Crimean war?
- What makes Mary Seacole a significant individual?
- Why do we remember Mary now?

Themes explored in this unit:



The Crimean War



How nursing/healthcare has changed

Key vocabulary:

Significant, nursing, nurse, Crimea, war, soldier, battlefield, casualty, NHS, prejudice, charity, memorial,

Previous Learning:

Children have learnt about the Victorian period through the lens of Queen Victoria. Children have talked about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now. Children have looked at their life in living memories including looking at toys and how they have changed.

Key Knowledge:

- A simple outline of Mary Seacole including the key events outlined on the topic timeline below (compare/contrast to Victoria).
- Mary was not just kind and caring, she was determined, paying her own passage to Crimea (even after being rejected as a nurse), and she was also brave (visiting soldiers on the battlefield). Her hotel helped a great many soldiers as did her methods.
- We get information about Mary from sources such as written accounts (including her own book), pictures/photos and artefacts.
- Mary fell on hard times when she came back to England, people stepped in to help her. They created a fund to give her money.
- Mary wasn't the only nurse, but her history was nearly forgotten unlike her peers Florence Nightingale and Edith Cavell.
- Mary helped people in lots of different ways. Nurses continue to do that to this day. Nearly 70 years after her death the NHS started, and health care became more accessible.
- Mary has a memorial statue outside St Thomas Hospital in London

Sources (including visits):

<https://www.maryseacoletrust.org.uk/learn-about-mary/>

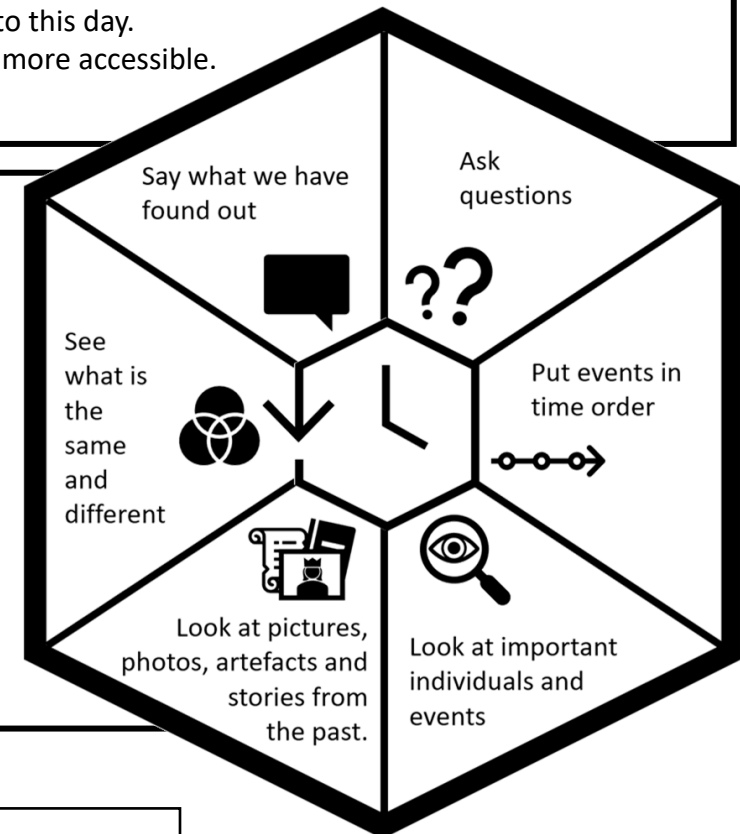
<https://www.museumoflondon.org.uk/schools/learning-resources/mary-seacole>

<https://classroom.thenational.academy/lessons/lets-meet-mary-seacole-c8w3cc>

Brave Nurses by Charlotte Guillain

Mary Seacole, Florence Nightingale and Edith Cavell (Comparing People from the Past) by Nick Hunter

Little Leaders: Bold Women in Black History Paperback – Picture Book, 31 Jan. 2019 by Vashti Harrison



Topic Timeline:



Mary born in Jamaica 1805

Victorians
1837-1901



Crimean War
1853 - 1856



1855 Mary opens her hospital hotel with her own money



Mary dies in London 1881

Mary Seacole
1805 - 1881 AD






What happened at Balloon Corner?

Significant historical events, people and places in our locality.

Key Questions to be answered through enquiry:

- How do we travel now and how did people travel in the past?
- What were the earliest forms of flight?
- Who was Vincenzo Lunardi?
- Why is Balloon Corner in Welham Green?
- How are events like Vincenzo's Lunardi's balloon landing remembered?

Themes explored in this unit:

-  Ways we travel and have travelled in the past
-  Reflection of history in arts and culture
-  The technological development of flight

Key vocabulary:

Altitude, ascent, material, propane gas, airships, travel, journey, transport, atmosphere, canal, barge, hot air balloon, steam train, motor car, aeroplane, helicopter, space shuttle, fashion, commemorate, fashion,

Previous Learning:

Children explored past and present in EYFS including changes in transport when presented in reading texts. In Year 1 children looked at the Victorian age comparing it to present times through the lens of monarchy. They explored the Victorian age further through an in-depth study on Mary Seacole.

Key Knowledge:

- Children can consider the order that transport came in using the timeline below to support them (a simpler version just involving flight could be used). Children consider what came before and what might come in the future.
- People have tried to fly for many years (often unsuccessfully!) using wings
- The events around Balloon Corner took place in the past before Victorian times (which have already been studied) Vincenzo Lunardi was a balloonist who demonstrated a flight of a manned, free floating hydrogen hot air balloon flight in English skies which was accompanied by a dog, cat and a caged pigeon. Lunardi had to make an unplanned stop in Welham Green (because the balloon wasn't full). He handed over a flight sick cat & dog, before departing and finally landing in Standon Green End.
- His landing in Welham Green is commemorated at Balloon Corner and in the naming of local streets. The 24-mile flight brought Lunardi fame and inspired fashions of the day — Lunardi skirts are named after him and decorated with balloon styles.

Sources (including visits):

Essential to make the (VERY) short walk to Balloon Corner just outside the school. Children could make a "brass" rubbing of the plaque. They could also walk further on looking at different buildings, forms of transport, street names etc. thinking of how old they are (take photos to age chronologically?)

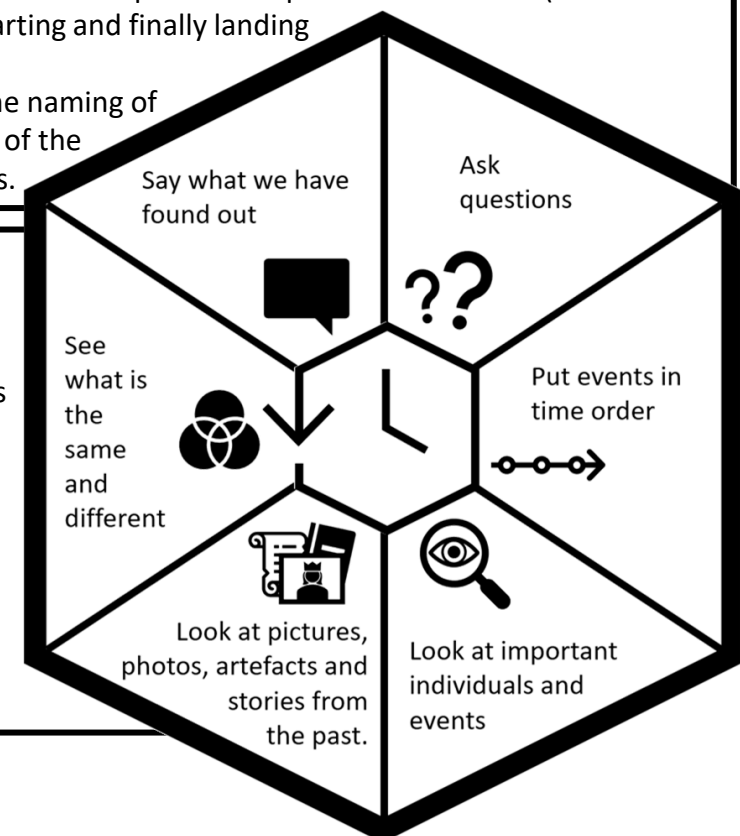
<https://www.bbc.co.uk/bitesize/clips/z82xpv4>

<https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-travel-transport-index/zxjsydm>

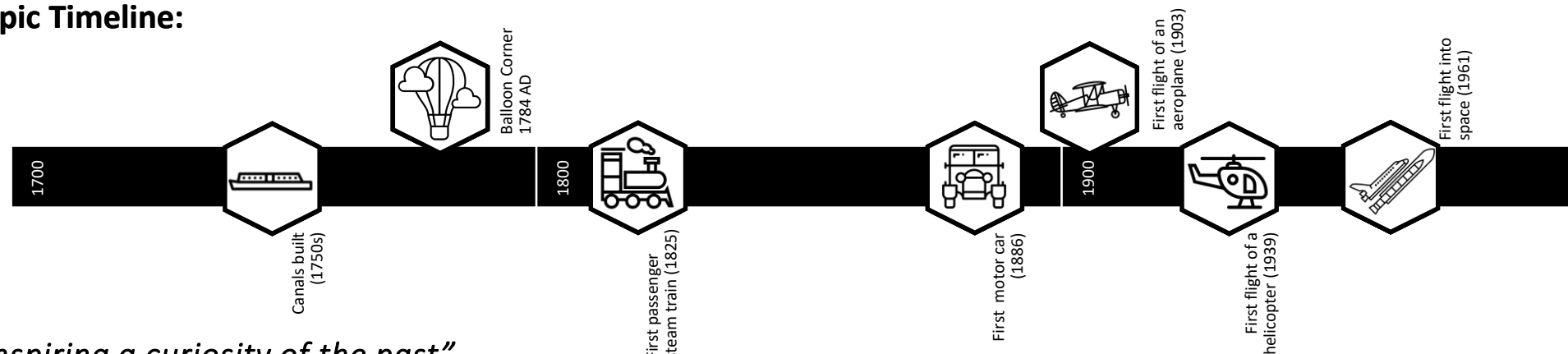
https://en.wikipedia.org/wiki/Vincenzo_Lunardi

<http://www.hatfield-herts.co.uk/aviation/lunardi.html>

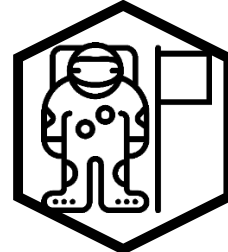
<https://www.whtimes.co.uk/lifestyle/heritage/vincenzo-lunardi-britains-first-balloon-landing-8994132>



Topic Timeline:



"Inspiring a curiosity of the past"








Is Neil Armstrong a significant individual?

Events beyond living memory that are significant nationally; the lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods previously studied.

Key Questions to be answered through enquiry:

- How did transport continue to change after balloon corner?
- What was the Space Race?
- What did Neil Armstrong do?
- How is Neil Armstrong significant?
- Who else has contributed to space travel?

Themes explored in this unit:

-  Ways we travel and have travelled in the past
-  Technology needed to go into space
-  Technology needed to go into space
-  Technology needed to go into space
-  Technology needed to go into space

Key vocabulary:

Altitude, ascent, material, travel, journey, transport, explorer, astronaut, cosmonaut, space, moon, balloon, atmosphere, hot air balloon, significant, space shuttle, fashion

Previous Learning:

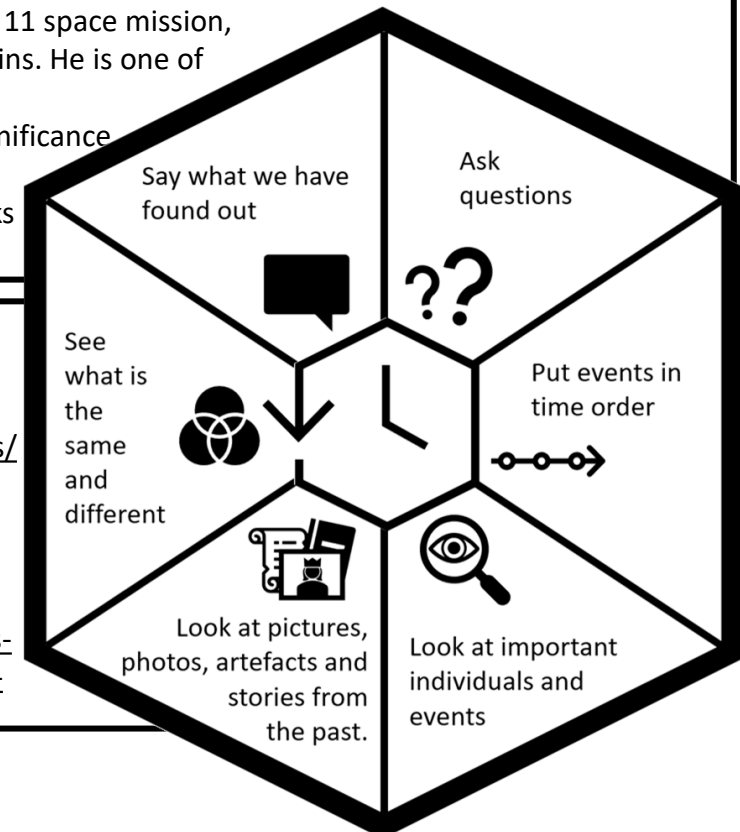
In Year 1 children looked at the Victorian age comparing it to present times through the lens of monarchy and explored “significance” looking at Mary Seacole. In the previous enquiry children looked at the history of transport and flight including a local history study of Balloon Corner by Vincenzo Lunardi.

Key Knowledge:

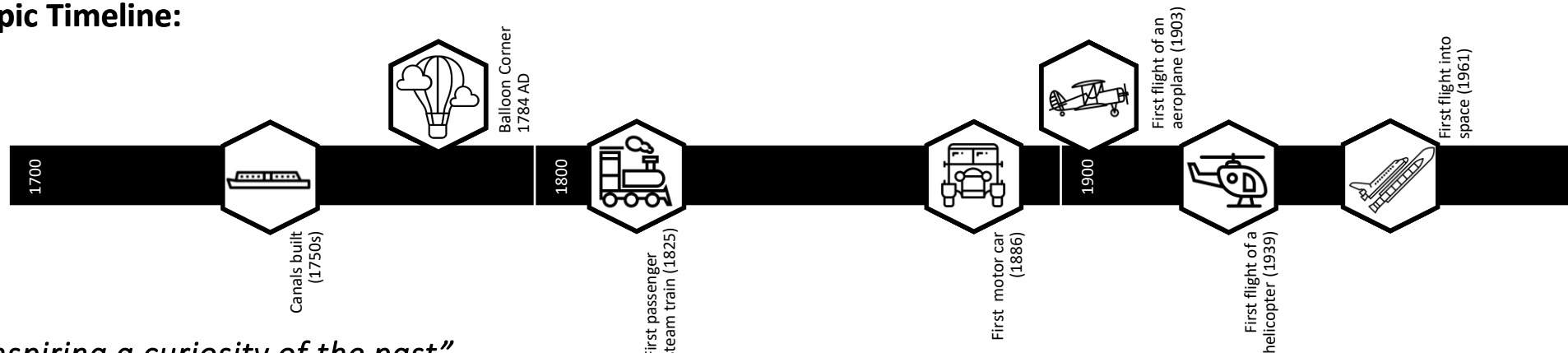
- Transport continued to develop after Vincenzo Lunardi including trains, cars and planes. People were able to travel further, faster and with more convenience. Children can order forms of transport as per the timeline.
- The Space Race marked a significant period in history when different countries tried to go to space and then the moon (Cosmonauts in Russia and Astronauts in America). Unmanned ships were the first to be sent out of our atmosphere and then ships with animals in. Yuri Gagarin was the first human in space.
- Before becoming an astronaut, Neil Armstrong flew fighter planes for the American Navy. On the 21st of July 1969, Neil Armstrong became the first man to walk on the Moon. Part of the Apollo 11 space mission, Neil Armstrong went to the Moon alongside Buzz Aldrin and Michael Collins. He is one of 12 people to have walked on the Moon.
- Other people worked to help get astronauts into space. Some of their significance was not as visible as people like Neil Armstrong. E.g. Katherine Johnson
- Space travel continue to develop with companies such as SpaceX and talks of space tourism – could this be the future?

Sources (including visits):

Katherine Johnson’s biography PPT is on the server
<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr>
<https://www.natgeokids.com/uk/discover/science/space/neil-armstrong-facts/>
 Who Was Neil Armstrong? by Roberta Edwards
<https://www.youtube.com/watch?v=cwZb2mqld0A>
https://school-learningzone.co.uk/key_stage_one/ks1_history/travel_and_transport/travel_and_transport.html
<https://www.twinkl.co.uk/resources/history-significant-individuals/astronauts-significant-individuals-history-subjects-key-stage-1/significant-individuals-neil-armstrong>



Topic Timeline:



“Inspiring a curiosity of the past”






What was life like before and after the Great Fire of London?

Events beyond living memory that are significant nationally: The Great Fire of London

Key Questions to be answered through enquiry:

- What was London like in the 1600s?
- What happened in Pudding Lane?
- Why was the fire so devastating?
- What did they learn from the fire?
- How do we know about this?
- In what ways did London change after the Great Fire?

Themes explored in this unit:

-  Architecture of Christopher Wren
-  Changes in homes and dwellings after the fire
-  Changes in technology

Key vocabulary:

Peasants, Fire, Pudding Lane, leather, buckets, Lord Mayor, St. Paul's Cathedral, bakery, plague, firework, diary, Thomas Farrinor, Samuel Pepys, John Evelyn, Christopher Wren, King Charles II

Previous Learning:

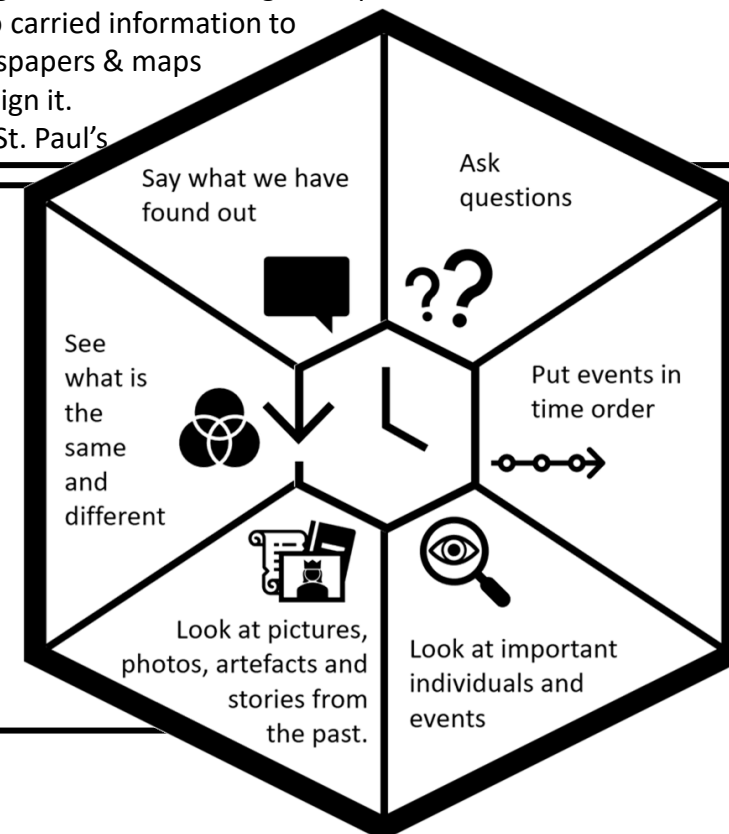
Children know that London is the capital city of Great Britain/England and that it has changed from what it is like in the present to now in the past. Children have studied the Victorian period through Queen Victoria and Mary Seacole. They have looked at a history of transport including locally significant Balloon Corner and humankind's first journey to the moon.

Key Knowledge:

- Children know what London was like in 1665 (including The Plague/Black Death, wooden housing)
- Fire broke out on night of 2nd September 1666 – there are different viewpoints and interpretations on what or who caused the spread of the fire. The fire burned 13000 houses, nearly 90 churches and destroyed 80% of the city, but only 6 people are known to have been killed by the fire.
- Houses were close together & made of wood, water difficult to get to, lots of alleyways making it difficult to move around, combustible materials, open fires, people didn't act in time, wind too strong, fire became too big to stop
- Samuel Pepys kept a diary during the time that has become famous, he also carried information to the king and organized fire fighting crews. There are other sources inc. newspapers & maps
- King Charles proclamation for London after the fire for people to help redesign it.
- Christopher Wren was an architect who designed many buildings including St. Paul's

Sources (including visits):

London Museum / St Paul's Cathedral / Monument
<http://gfol.webs.com/londonmap.htm> clickable map showing fire spread
<http://www.pepysdiary.com/indepth/2009/09/02/evelyns-fire/>
<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h> <http://www.pepys.info/>
http://www.youtube.com/watch?v=Dn6E_4g4UAW Peter Ackroyd's Fire of London video with Pepys and Evelyn <http://www.fireoflondon.org.uk/>
<https://cdn.nationalarchives.gov.uk/documents/education/fire-of-london.pdf>
<https://classroom.thenational.academy/lessons/living-through-the-great-fire-of-london-part-1-ccu3ar>
<https://classroom.thenational.academy/units/the-great-fire-of-london-7a50>
<https://thehistoryvan.com/black-death-revolting-peasants/>



Topic Timeline:










How did life change from the Stone Age to Iron Age?

Changes in Britain from the Stone Age to the Iron Age

Key Questions to be answered through enquiry:

- What is prehistory?
- How did hunter-gathers survive in the Stone Age?
- What can we learn from Stone Age cave art?
- What was Skara Brae?
- How did bronze replace stone in the Bronze Age?
- Why are there so many mysteries about Stonehenge?
- What was life like in an Iron Age hillfort?

Themes explored in this unit:

-  Movement of tribes and people to hunt and gather
-  Stone Age Cave Art
-  Roundhouse/Skara Brae/Iron Age Forts
-  Changing tools, building Stonehenge
-  Stonehenge/Druids

Key vocabulary:

Prehistory, timeline, BC, AD, Mesolithic, Neolithic, Palaeolithic, bronze, alloy, smelting, iron, tin, copper, ore, mould, hunter-gatherer, threat, asset, sources, evidence, deduce, archaeologist, remains, settlement, monument, construct, mystery, theory, earthwork, sacrifice, tribe, iron, hillfort, Druids, roundhouse, farmer, Celts, clans

Previous Learning:

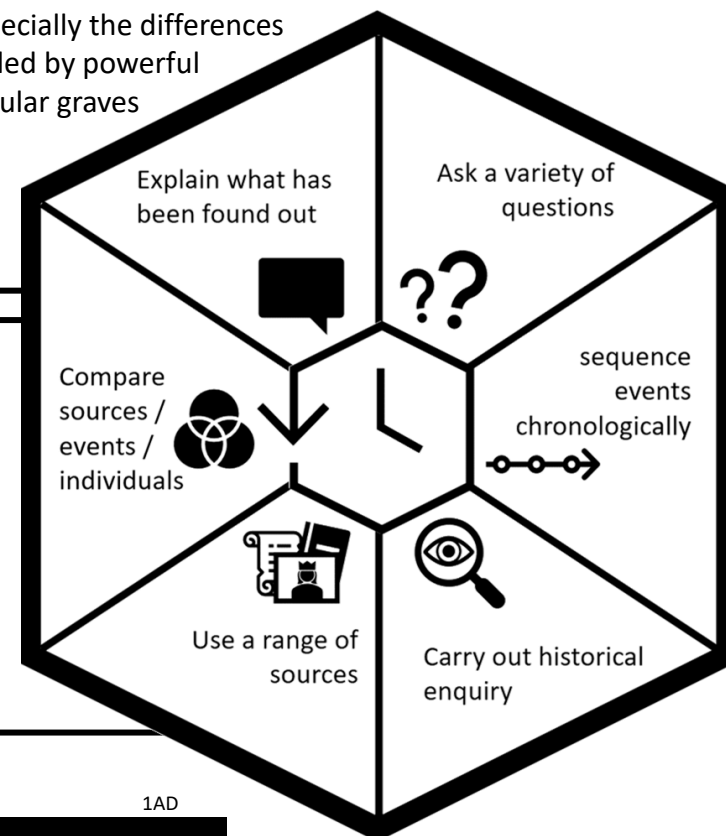
Pupils will know that History is the study of the past and understand what the past and present are. They will have explored life and homes comparing to their own today. They will have explored the Victorian Age (including the Crimean War) and the evolution of transport through a study of Balloon Corner in the local area and Neil Armstrong's journey to space.

Key Knowledge:

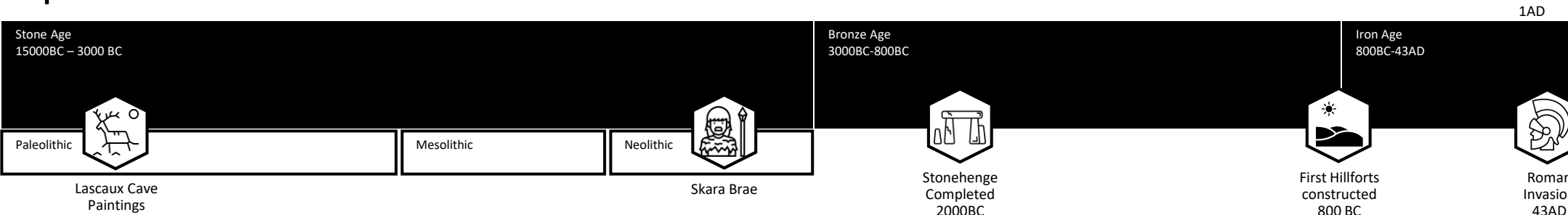
- Understanding of BC / AD Before Christ / Anno Domini (The Year of Our Lord) there was no year 0
- Pre-history is the period of time before written records. It stretches back far into the past. We need to use sources that are not written (such as cave paintings and archeological finds that need interpretation)
- The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat. Late Neolithic hunter-gatherers became early farmers, for example, Skara Brae (an amazing archeological find on the isle of Orkney in Scotland where a group of early farmers would have lived.)
- Bronze Age religion, technology and travel, for example, Stonehenge (especially the differences of opinion providing opportunity for enquiry). Britons start living in clans led by powerful chiefs. Religious ceremonies at stone circles, and buried their dead in circular graves
- Discovery of iron had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size. Iron Age Britain was a violent place. Clans fought.. Many people lived in hill forts
- The Romans ended the Iron Age and period known as pre-history.

Sources (including visits):

Photos of Skara Brae / Stonehenge
 Cave art (<https://archeologie.culture.fr/lascaux/en/visit-cave/salle-taureaux>)
 Artefacts – stone/bronze/iron tools, pottery
 AG Photos of Stonehenge/Skara Brae on the server
 Horrible Histories (Savage Stone Age Book & Animated DVD)
 KS2history.com Iron Age to Stone Age Unit (Purchased and on server)
<https://www.gethistory.co.uk/historical-period/prehistory>
<https://www.bbc.co.uk/bitesize/topics/z82hsbk>
<https://www.english-heritage.org.uk/learn/story-of-england/prehistory/>



Topic Timeline:










Who built the pyramids?

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt;

Key Questions to be answered through enquiry:

- What is a civilization?
- Who were the Ancient Egyptians?
- What is the significance of the Nile?
- Who were the Ancient Egyptians Pharaohs?
- Why did the Ancient Egyptians build the pyramids?
- What was discovered in Tutankhamun's tomb?
- Who was Cleopatra and how is she remembered?

Themes explored in this unit:

-  Civilizations (trade and transport)
-  (Egyptian art)
-  (Society and location)
-  Building the pyramids
-  Mummification and Egyptian Gods

Key vocabulary:

Civilisation, Egypt, Egyptologist, BC/AD, ancient, Nile, irrigation, silt, flooding, pharaoh, pyramid, hieroglyphics, BC/AD, tomb, burial chamber, antechamber, annex, treasury, embalming, mummification, sarcophagus, scarab, sphinx, temple, tomb,

Previous Learning:

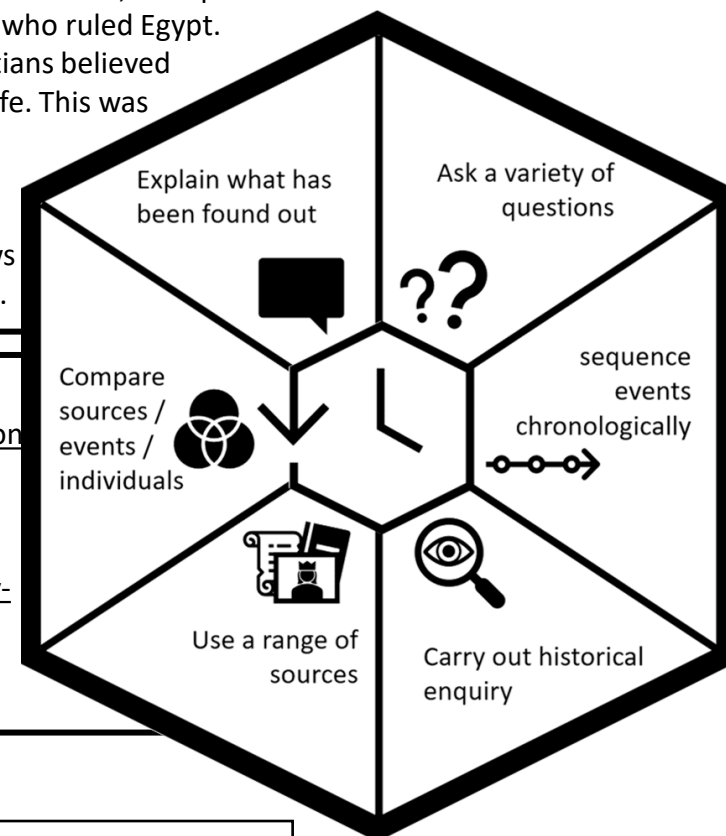
Pupils know History is the study of the past and they will have explored the Victorian Age (including the Crimean War) and the evolution of transport through a study of Balloon Corner in the local area and Neil Armstrong's journey to space. They know of BC and AD. This year they have looked at how life changed from Stone Age to Iron Age and been introduced to prehistory.

Key Knowledge:

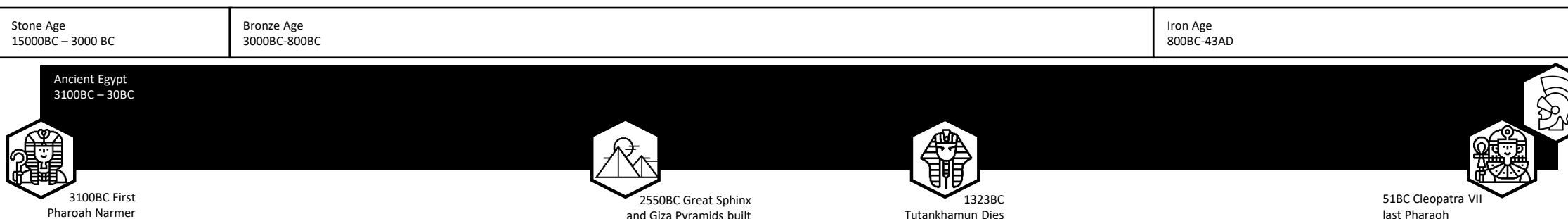
- Ancient civilization refers specifically to the first settled and stable communities that became the basis for later states, nations, and empires. The six major ancient civilizations were: Ancient Egypt; Mesopotamia (Iraq and Iran); Indus Valley (Pakistan and Afghanistan); The Shang Dynasty (China); The Inca Empire (Mexico); The Maya Civilisation (Peru)
- The Ancient Egyptian civilization happened on a different continent but similar timescale to the Stone/Bronze/Iron Age. (This means drawing comparisons to secure previous learning and build new knowledge including securing BC/AD)
- Egypt is the 'Gift of the Nile': fertile land in the middle of desert for food, protection, transport and trade.
- There were around 170 Egyptian Pharaohs (rulers) thought to be half gods who ruled Egypt.
- The pyramids were built for pharaohs to be buried in after they died. Egyptians believed preserving bodies after death would ensure they lived forever in the afterlife. This was also the purpose of mummification.
- In 1922 Howard Carter discovered the tomb of Tutankhamun which provided lots of evidence about Ancient Egypt and the young pharaoh.
- Cleopatra was the final Pharaoh of Ancient Egypt – there are different views of her. The Romans took the kingdom ending the Ancient Egypt Civilization.

Sources (including visits):

<https://education.nationalgeographic.org/resource/key-components-civilization>
 KS2history.com Ancient Egyptians Unit (Purchased and on server)
<https://www.natgeokids.com/uk/primary-resource/tutankhamuns-treasures-primary-resources/>
<https://www.natgeokids.com/uk/primary-resource/ancient-egyptians-primary-resource/>
<https://www.bbc.co.uk/bitesize/topics/zg87xnb>
 The Ancient Egypt gallery at the British Museum



Topic Timeline:











Why did the Romans invade Britain?

The Roman Empire and its impact on Britain

Key Questions to be answered through enquiry:

- Where did the Roman Empire come from?
- How did the Roman army help to expand the Roman Empire?
- What was Britain like before the Romans invaded?
- Why would the Romans want to invade Iron Age Britain?
- How did Britain become a part of the Roman Empire?
- Who was Boudica?

Themes explored in this unit:

-  The Roman Empire
-  The Roman Army, Boudica
-  Myths and Legends
-  Changing weaponry, ships
-  Changing weaponry, ships
- 

Key vocabulary:

City State, empire, republic, javelin, tortoise formation, tunic, legionary, tribe, settlements, hillfort, natural resources, peasant slaves, invade/invasion, conquer, Iceni, Boudica, King Prasutagus, Roman Governor, Aurelian Moors, Hadrian's Wall, Britannia

Previous Learning:

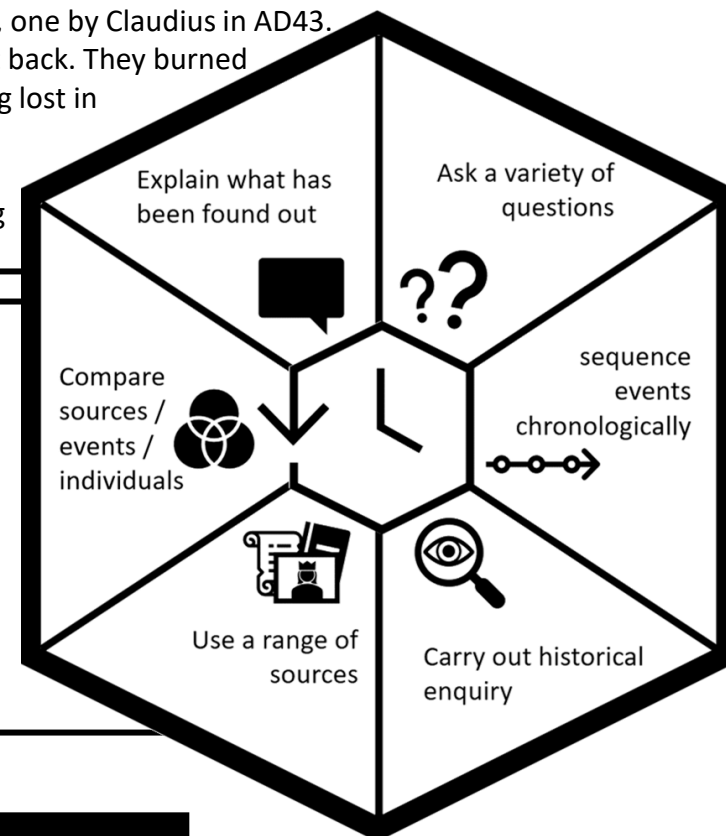
Pupils will know that History is the study of the past and understand what the past and present are. They will have explored the Victorian Age and the evolution of transport through a study of the local area and Neil Armstrong's journey to space. Children have learnt about the beginning of civilizations including Ancient Egypt and Ancient Britain during the Stone, Bronze and Iron Age.

Key Knowledge:

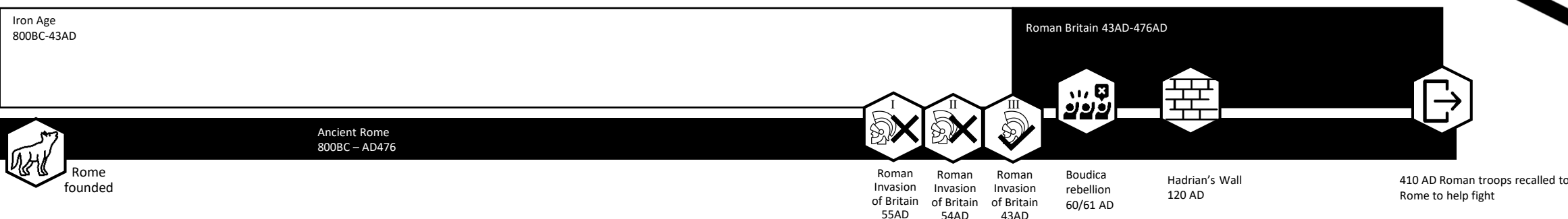
- The Roman Empire started around 800BC in Rome (modern day Italy) as a city state. There are legends (Romulus and Remus) and historical accounts of how it came about.
- The Roman army were well trained, paid and professional, and used advanced fighting techniques and equipment. The Romans through their army expanded their empire to make it as big and powerful as possible.
- Before the Romans came people in Ancient Briton lived in tribes many of whom were at war with one another and lived in hill forts (end of Iron Age) Britain had lots of precious natural resources (iron, lead, copper, silver and gold), slaves and farmland.
- It took the Romans three attempts to invade Britain: two by Julius Caesar, one by Claudius in AD43.
- Boudica the Iceni Queen was betrayed by the Romans and vowed to fight back. They burned down Roman towns and killed many Romans. She poisoned herself having lost in battle to the Roman Army.
- The Roman army built many forts and defensive fortifications in Britain including Hadrian's Wall. Soldiers from all over the Empire came including the Aurelian Moors, the first recorded African community in Britain.

Sources (including visits):

KS2history.com Romans Unit (Purchased and on server) **please take care not to overlap with learning for the next Roman enquiry in Year 4.**
<https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zhn6cqt>
<https://www.natgeokids.com/uk/primary-resource/romans-primary-resource/>
<https://www.museumoflondon.org.uk/families/black-londoners-through-time/african-romans>
<https://www.history.org.uk/primary/resource/3851/roman-britain-a-brief-history>
<https://www.bbc.co.uk/bitesize/topics/zqtf34j>
 Black and British by David Olusoga



Topic Timeline:

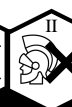


Rome founded

Ancient Rome
800BC – AD476



Roman
Invasion
of Britain
55AD



Roman
Invasion
of Britain
54AD



Roman
Invasion
of Britain
43AD



Boudica
rebellion
60/61 AD



Hadrian's Wall
120 AD



410 AD Roman troops recalled to
Rome to help fight







Local Study: Do all roads lead to St Albans?

A local history study: a depth study linked to the Roman Empire and its impact on Britain

Key Questions to be answered through enquiry:

- Where was Verulamium?
- Why did the Romans build roads?
- What were houses like in Roman Britain?
- What can archaeological sites tell us about Roman Britain?
- What do we know about Roman culture from Verulamium?
- What lasting impact did the Romans leave in St Albans?

Themes explored in this unit:

-  Roads, aqueducts, hypocaust
-  Theatre, Mosaics
-  Houses, walled cities
-  The introduction of Christianity

Key vocabulary:

Archaeologist, historian, ransacking, rebellion, excavating, historical remains, wall, arches, mosaics, hypocaust, coins, fort, villa, insulae, domus, legacy, peasant,

Previous Learning:

Children have learnt about the Roman Empire, its spread and arrival/departure in Britain during the previous unit. In earlier teaching they have learnt about clothing and archeological sites from Stone Age to Iron Age (and compared this to another civilization – Ancient Egypt). They have seen the impact of the Roman Empire but may be unaware of its impact locally.

Key Knowledge:

- Verulamium was a Roman town built across the River Ver from what is now St. Albans, Hertfordshire, England. It was ransacked by Boudica in 60/61AD.
- Romans invested a lot in the construction of roads as they helped with: defence and attack, navigation, communication, trade and transporting supplies. Many roads led through Verulamium making it an important town. (Watling Street)
- Among the ruins of Verulamium are the forum, a theatre, a market hall, two triumphal arches, fragments of the town wall, and many well-appointed houses (Villa, Insulae, Domus) with fine mosaics, wall paintings and a hypocaust. Archeologists and historians use these as clues about life in Roman times.
- The Romans left in AD410 and behind them a legacy including roads and buildings, lifestyle, language, numbers and religion.

Sources (including visits):

A visit to Verulamium Museum/Park/Theatre is essential for this unit. This could be combined with a visit to St Alban's Cathedral who offer sessions on Roman life and the story of St Alban.

KS2history.com Romans Unit (Purchased and on server) whilst it is good to recap previous learning, **don't repeat the previous sequence.**

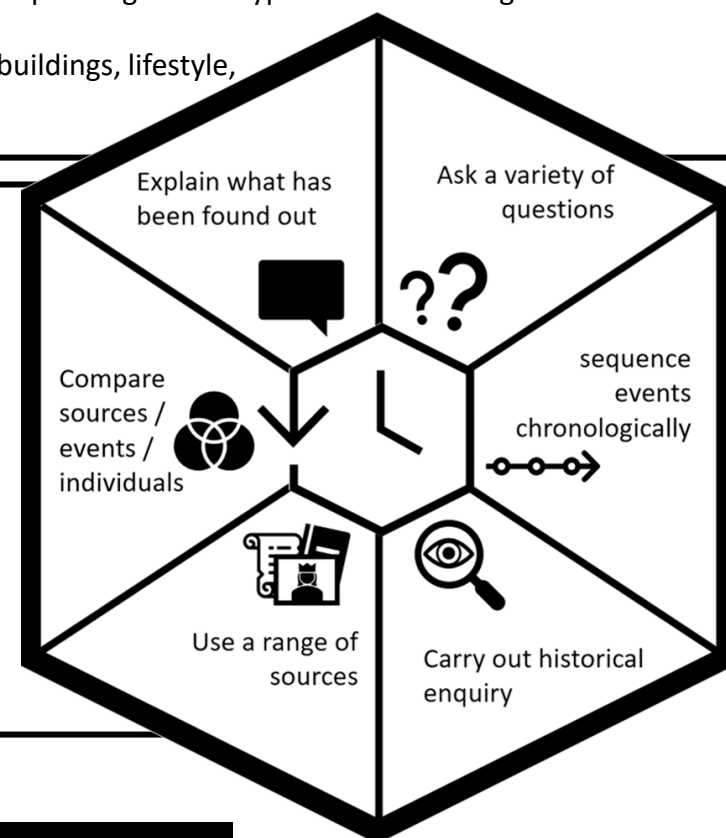
AG has a number of photos from Verulamium, the theatre and the hypocaust that could support learning.

<https://www.stalbansmuseums.org.uk/learn/timeline-romans-st-albans>

<https://www.bbc.co.uk/bitesize/topics/zqtf34j>

<https://www.gorhamburyestate.co.uk/The-Roman-Theatre>

<https://www.stalbanshistory.org/category/archaeology/the-roman-city-of-verulamium>









Topic Timeline:



Key Questions to be answered through enquiry:

- Who were the Anglo-Saxon and Scots invaders?
- What was it like in an Anglo-Saxon village?
- How was Anglo-Saxon Britain ruled?
- How did the Anglo-Saxons write things down?
- How did the Anglo-Saxons find out about Christianity?
- What was the mystery of Sutton Hoo?

Themes explored in this unit:

-  Settling by Anglo-Saxons
-  Invasion by Anglo-Saxons
-  Myths and legends
-  Life in Anglo-Saxon villages
-  Writing
-  Conversion from paganism to Christianity

Key vocabulary:

Invasion, invaders, settlement, settlers, tribe, Jutes, Saxons, Angles, Picts, Scots, ruler, monarch (king/cyning), Bretwalda (overking), thane, churl, slave, kingdom, warriors, Paganism, Christianity, gospel, monastery, martyr, monk, missionary, saint. Heathens, artefact, manuscript, runes, Chronicle, English, archeologist

Previous Learning:

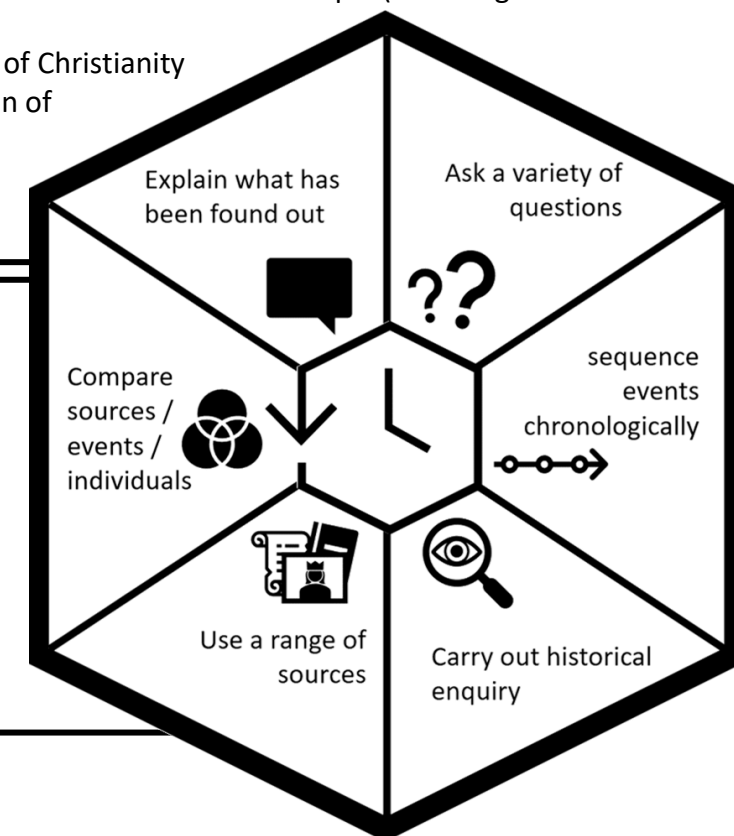
Children learnt about Monarchs including Queen Victoria and the current monarch. Children have learnt a chronological history of early Britain including how life developed from the Stone Age to Iron age, and the how the Romans invaded Britain (including looking at their impact). They have contrasted this idea of a civilisation with a particular focus on the Ancient Egypt.

Key Knowledge:

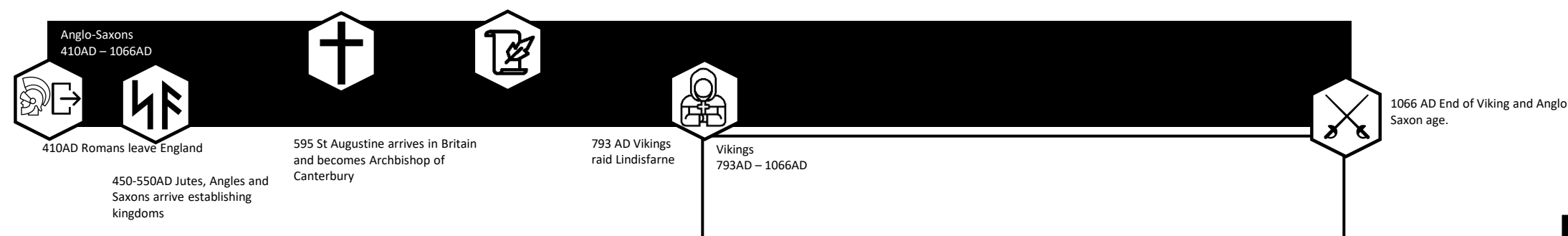
- Tribes (including Jutes, Saxons, Angles, Picts and Scots) came to Britain to invade and settle for many different reasons (push and pull factors)
- Locations and features of Anglo-Saxon settlements, including names (-ton, -ing, -ham, -den, -ford, -bury, -fold, -stead, -sted)
- The seven Anglo-Saxon kingdoms (650-800AD); influence on place names and how Britain was ruled by kings such as Alfred the Great (who would fight back against the Vikings)
- The changes in writing during Anglo-Saxon rule from carvings with runes to more refined manuscripts (including the Lindisfarne Gospels & Beowulf) Most people couldn't read or write.
- Early Anglo-Saxons practiced a religion called paganism but the message of Christianity spread among the people (Augustine, Aidan, Hilda of Whitby & St Hadrian of Canterbury) Legacy of pagan beliefs (e.g. days of the week)
- Artefacts from sites such as Sutton Hoo help historians understand Anglo-Saxons but still leave questions.

Sources (including visits):

KS2History.com Anglo-Saxons Unit (AG has purchased and put on server)
 Could link to epic poem Beowulf in English unit being sure explore the difference between myths and history.
<https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history>
<https://www.bbc.co.uk/bitesize/topics/zxsbcdm>
<https://www.bbc.co.uk/bitesize/articles/zsrkg7h>
<https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/>



Topic Timeline:











Did the Vikings and Anglo-Saxons live peacefully together?

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Key Questions to be answered through enquiry:

- What took place at Lindisfarne?
- What did Vikings look like?
- Does Alfred deserve to be called 'the Great'?
- Where is Danelaw?
- Would you have preferred to live in Viking or Saxon societies?
- How did the Vikings' and Anglo-Saxon age in Britain end?

Themes explored in this unit:

-  Viking settlement and moving borders of kingdoms
-  Viking raids and invasion
-  Myths and Legends
-  Viking longhouses
-  Viking longboats and longhouses
-  (Christianity/Monasteries)

Key vocabulary:

Anglo-Saxon, Danegeld, invade, Jorvik, longship, longhouse, monastery, Old Norse, runes, Scandinavia, territories, Thing, saga, chronicle, runes, manuscripts, thralls, bondi, karls, jarls

Previous Learning:

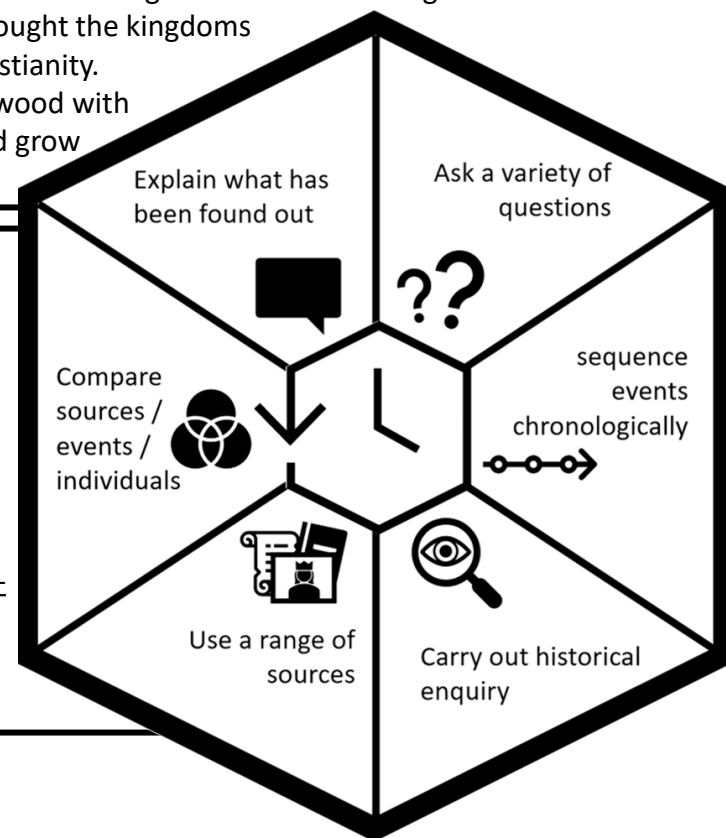
Children have continued to learn a chronological history of early Britain including how life developed from the Stone Age to Iron age, and the how the Romans invaded Britain (including looking at their impact). They have contrasted this with the Ancient Egyptian civilization. Children learnt in the previous unit about Anglo-Saxons and will have already had a foreshadowing of the Vikings.

Key Knowledge:

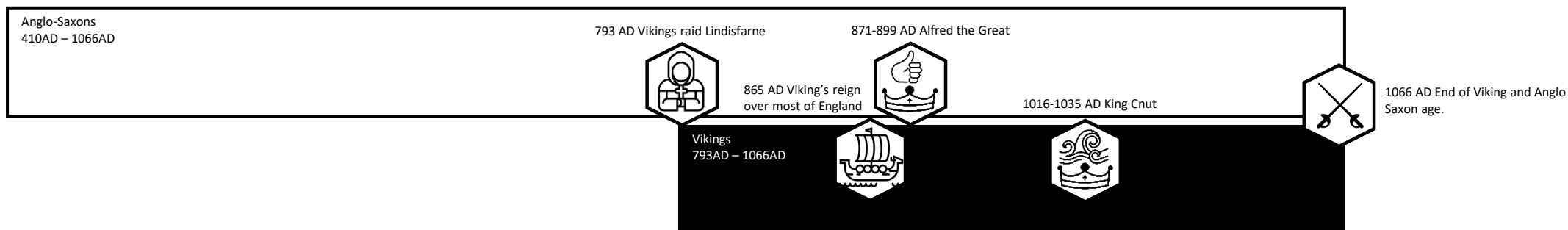
- The Vikings arrived largely from Norway and Denmark (thanks to unique technology of longboats/being excellent sailors) and ruled/fought/lived alongside the Anglo-Saxons. Both reigns came to an end in 1066, when William the Conqueror came over from Normandy and won at the Battle of Hastings.
- Lindisfarne was a monastery which was raided by Vikings. These raids took place before Vikings invaded and settled.
- There are many myths and mistruths about what Vikings look like. It is important to use good historical sources and evidence.
- Alfred the Great fought back against the Vikings who around 865 had held most of England. After this Vikings controlled the Danelaw (Eastern England) and lived in relative peace. Viking King Cnut brought the kingdoms further together during his reign being a strong leader and promoting Christianity.
- Vikings were predominately rural people who built home from stone and wood with insulated roofs known as longhouses on their homestead where they would grow and harvest crops.

Sources (including visits):

I have heard good things about <https://www.imagininghistory.co.uk/vikings>
 Vikings Pack (from TPet on the server) <https://www.jorvikthing.com/>
 KS2history.com Anglo-Saxon Unit (Purchased and on server)
<https://www.bbc.co.uk/bitesize/topics/ztyr9j6>
<https://www.history.org.uk/primary/resource/3867/the-vikings-in-britain-a-brief-history> (Other HA resources are saved on the server)
<https://scandinaviafacts.com/were-the-vikings-black/>
www.regia.org/history/vikings.htm <https://www.jorvikvikingcentre.co.uk/the-vikings/>
 Can link to English Myths and Legends and HFL DEP using Arthur and the Golden Rope by by Joe Todd-Stanton



Topic Timeline:











How did the arrival of Empire Windrush impact Britain?

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:
Changes in an aspect of social history

Key Questions to be answered through enquiry:

- What links existed between Britain and the Caribbean?
- How did African-Caribbean men and women serve in WW2?
- Why was Empire Windrush's arrival such an important story?
- What was life like for the Windrush arrivals?
- How did the Windrush Generation contribute to the economy and culture?
- How have the events of Windrush affected Britain today?

Themes explored in this unit:

-  Caribbean migration
-  (WW2)
-  Cultural contributions
-  Life for Windrush arrivals
- 
- 

Key vocabulary:

Caribbean, West Indies, archipelago, British Empire, origin, Transatlantic-Slave-Trade, slave/servant, population, descent, independence, stereotype, colonialism, diversity, Mother Land, propaganda, volunteers, racism, immigration, migration, emigration, first generation, ethnic minority, returnee, pioneers, prejudice, injustice, inequality, legislation, anti-racism, equal opportunities, awards, recognition, legacy, heritage, equality

Previous Learning:

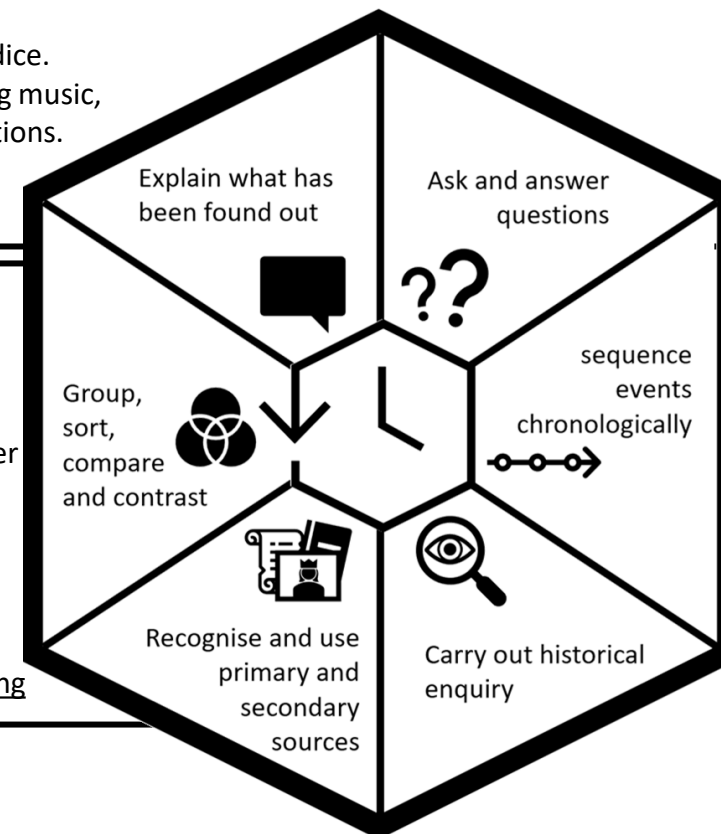
Children have explored a chronological history of early Britain including how life developed from the Stone Age to 1066). They have contrasted this with the Ancient Egyptian civilization. Children have seen a few examples of black, British history including Mary Seacole, St Hadrian of Canterbury and the Aurelian Moors.

Key Knowledge:

- When we talk about the 'Windrush Generation' we are talking about the people who left Caribbean countries and arrived to settle in the UK between 1948 and 1971. Children make connection and contrasts between Britain and parts of the Caribbean looking at the impact of the British Empire and the transatlantic slave trade.
- African-Caribbean service men and women helped the allies during the 2nd World War. Sadly, despite their contribution, many history books and films about WWII don't mention people of Caribbean origin or their service.
- People from the Caribbean were invited to help a struggling post-war British economy. They took on important jobs including working in the emerging NHS, manufacturing, construction and transport.
- The Windrush arrivals faced difficulties due to racism, isolation and prejudice.
- The Windrush Generation have contributed lots to British culture including music, literature and the arts. July 22nd is a day for us to reflect on their contributions.
- Many changes have taken place since 1948 including acts of law and the wider acceptance of African-Caribbean people, though racism still exists.

Sources (including visits):

www.WindrushFoundation.com
Coming to England by Floella Benjamin (link to WCR/English?)
Windrush Child by Benjamin Zephaniah
KS2 Lesson Plans for Studying Empire Windrush & Caribbean migration on server
<https://teachers.thenational.academy/units/the-windrush-diary-writing-6b05>
<https://www.puffinschools.co.uk/resources/ks2-resource-pack-windrush-day-with-nathan-bryon/> <https://www.bbc.co.uk/newsround/43793769>
<https://www.gcfoundation.co.uk/Handlers/Download.ashx?IDMF=81efd371-a374-4561-af1f-6d5b460202cb> (copy on server)
<https://www.bl.uk/teaching-resources/windrush-stories-primary-creative-writing>



Topic Timeline:





Who were the Ancient Greeks?

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Key Questions to be answered through enquiry:

- Who were the Ancient Greeks?
- How were Athens and Sparta so different?
- What was the impact of Alexander the Great?
- Why were Ancient Greek Gods so important?
- How did a small Greek Army win the battle of Marathon?
- What was daily life like for children in Ancient Greece?

Themes explored in this unit:

- Hellenisation / Marathon
- Battles of Athens and Sparta / Marathon
- Daily Life / Democracy
- Greek Gods

Key vocabulary:

legacy, protection, trade, travel, law, city-states, conquer, rule, hoplite, phalanx, tactics, empire, gods, goddesses, Hellenisation, culture, festival, army, tactics

Previous Learning:

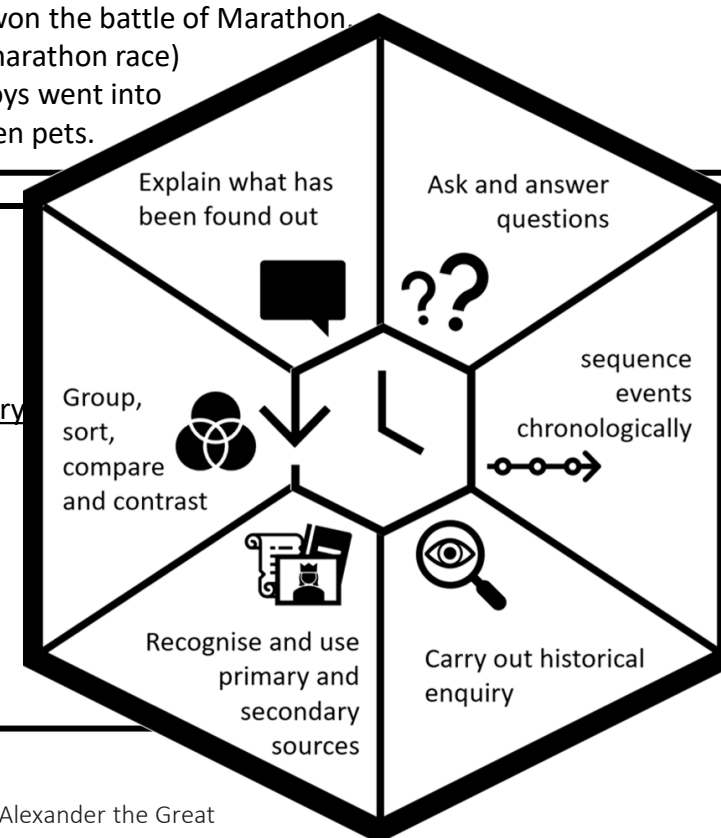
Children have explored a chronological history of early Britain including how life developed from the Stone Age to 1066). They have contrasted this with the Ancient Egyptian civilization. Children have looked at migration in modern times through the lens of Windrush.

Key Knowledge:

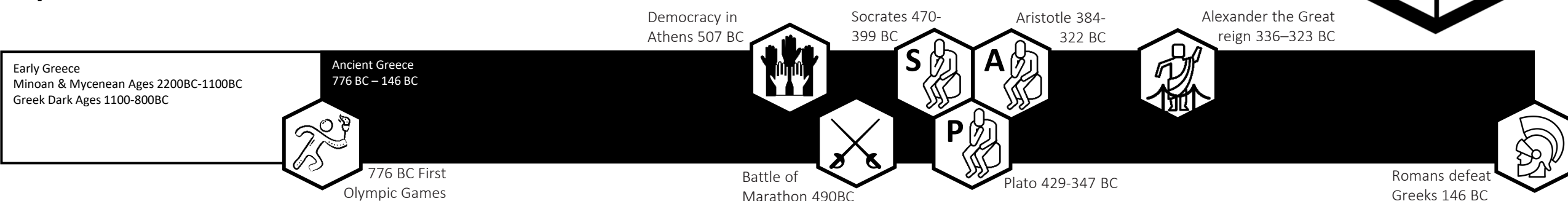
- Ancient Greece originated from a collection of city-states that became a large and powerful empire. In same area as modern Greece. It was not governed as a whole country; compare the rule and life of city-states of Athens and Sparta
- Alexander the Great unified the city-states and expanded the Empire including Persia and Egypt. As well as conquering, Alexander spread Greek culture (Hellenisation) He created the largest empire in human history before he died aged 33.
- The Ancient Greeks believed in many gods and goddesses, who influenced the way they lived their lives, how they would build and the festivals they celebrated. They believed the twelve most powerful Gods met at the top of Mount Olympus.
- The Greek Army were powerful & tactical, even with smaller numbers they won the battle of Marathon. (and Pheidippides feat of endurance during the battle gives us the modern marathon race)
- Children in Ancient Greece would have had healthy food and worn tunics. Boys went into education and girls learnt at home (apart from Sparta) They had toys and even pets.

Sources (including visits):

A trip to the British Museum could be an inspiring addition to this enquiry
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>
 KS2history.com Ancient Greece Unit (Purchased and on server)
<https://www.natgeokids.com/uk/primary-resource/alexander-the-great-primary-resource/>
<https://www.bbc.co.uk/bitesize/topics/z87tn39>
<https://www.natgeokids.com/uk/discover/history/greece/10-facts-about-the-ancient-greeks/>
<https://greece.mrdonn.org/>
 Ancient Greece (DK Eyewitness)



Topic Timeline:










What is the legacy of Ancient Greek Culture?

the legacy of Greek culture on later periods in British history, including the present day

Key Questions to be answered through enquiry:

- How did the Greeks rule? (Hellenisation and democracy)
- Did the Greeks really create the Olympics?
- Who were “the Ethiopians” and how were they reflected in Greek Art?
- What were Ancient Greek philosopher’s famous for?
- What’s a Trojan Horse?
- How significant is the legacy of Ancient Greece for life today?

Themes explored in this unit:

-  Hellenisation
-  Democracy/Olympics/Philosophy/Legends
-  Greek architecture
- 
- 

Key vocabulary:

Democracy, Hellenisation, voting, Olympia, Olympics, Ethiopians, pentathlon, wreath, sacrifice, philosophers

Previous Learning:

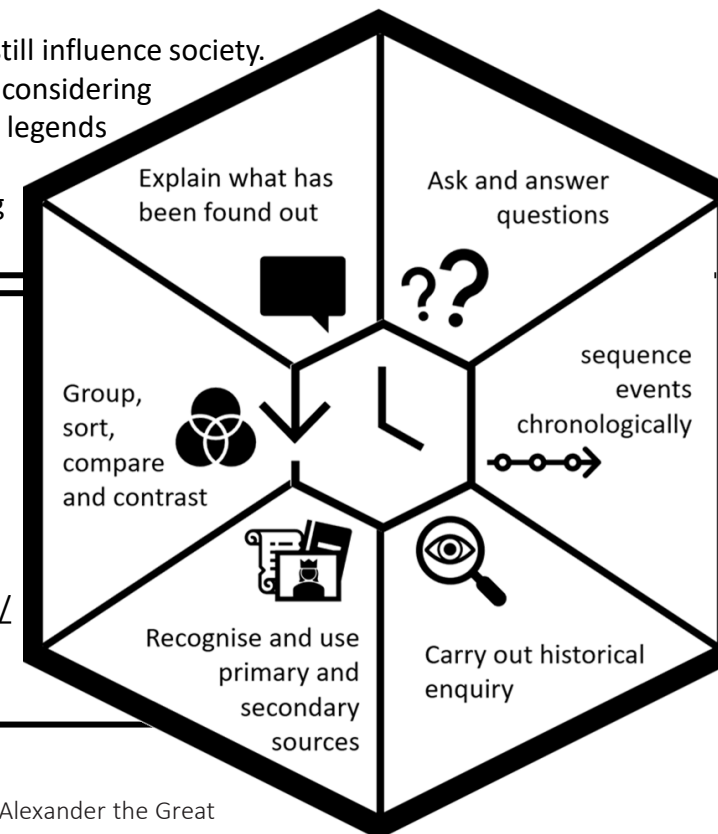
Children have explored a chronological history of early Britain including how life developed from the Stone Age to 1066). They have contrasted this with the Ancient Egyptian civilization and the Ancient Greeks (looking at Greek life, achievements and their influence on the western world). Children have looked at migration in modern times through the lens of Windrush.

Key Knowledge:

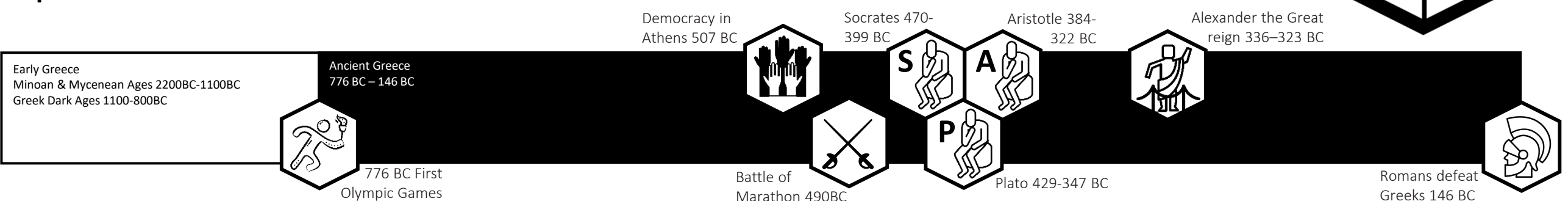
- The word “democracy” comes from two Greek words that mean people (demos) and rule (kratos). This form of government was not widespread throughout every Greek city-state, but it was incredible influential in places such as Athens. This form of democracy differs to that used in Britain today.
- Ancient Olympic games are different to their modern counterpart, but both include events such as sprinting, discus and boxing. It was a religious and social event as well as sporting festival.
- All black Africans were known as Ethiopians to the ancient Greeks. They are depicted in many pieces of Greek Art which we can look at closely and interpret.
- Socrates, Plato and Aristotle were famous Greek philosophers whose ideas still influence society.
- Children will analyse whether the Trojan Horse story really took place whilst considering the tradition of oral storytelling in Ancient Greece and how these myths and legends still reflect in society today.
- Pupils will look back at the key legacies from Ancient Greece before deciding what they feel what the most significant legacy.

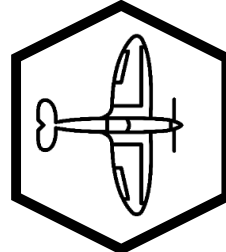
Sources (including visits):

A trip to the British Museum could be an inspiring addition to this enquiry
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>
 KS2history.com Ancient Greece Unit (Purchased and on server)
<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn>
<https://www.bbc.co.uk/bitesize/topics/z87tn39>
https://www.metmuseum.org/toah/hd/afrg/hd_afrg.htm
<https://www.nationalgeographic.org/encyclopedia/democracy-ancient-greece/>
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/classroom-resource-olympic-games>



Topic Timeline:





The Battle of Britain: A changing point in WW2?

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history.

Key Questions to be answered through enquiry:

- What are the key events of World War 2?
- Who was involved in WW2?
- What was the Battle of Britain?
- Who were 'the few'?
- How did aerial warfare change the course of the war?
- How did Radar change the impact of WW2?

27th January - Holocaust Memorial Day

Themes explored in this unit:

- WW2 with a focus on the Battle of Britain
- Ariel Warfare and Radar
- The Holocaust (HMD)

Key vocabulary:

Aerial, active service, air raid, allies, annex, axis, Blitz, bomber, campaign, dog fight, invasion, Hurricane, Holocaust, Luftwaffe, Nazi, propaganda, radar, Royal Air Force (R.A.F) Spitfire, Western Front

Previous Learning:

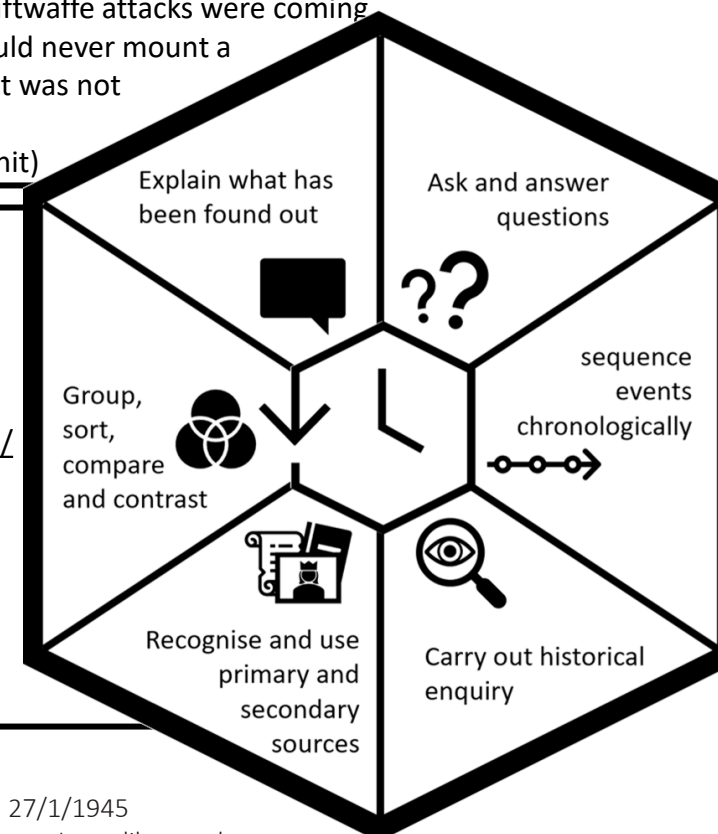
Children have studied invasions in Britain from the Vikings and Romans. They will have an understanding of the earliest civilizations and their contributions to our modern living. They will be familiar with local history and accounts from their parents/grandparents of their childhood. They have heard stories of people from Windrush who fought in WW2.

Key Knowledge:

- A simple outline of WW2 including the key events outlined on the topic timeline below.
- Winston Churchill led British forces; Adolf Hitler led German forces. Many normal people were conscripted, people fought from all over the world (including 40000 Soldiers from the Caribbean (Sam King), 370000 Africans and Japan and America later in the war)
- The Luftwaffe planned to invade Britain in a similar way to which they had Luxemburg, Belgium, Netherlands and France.
- The role the British pilots and crew in winning the battle of the skies was key, including Arthur Walrond and Lilian Bader.
- The battle of Britain was one of the most important Allied victories of WWII, halting the Luftwaffe plans
- Radar gave the RAF an advantage in the air, a warning of when/where the Luftwaffe attacks were coming
- Whilst aerial attacks and the blitz would continue for years the Germans would never mount a full-scale attack on Britain again. This was a decisive victory for the RAF, but it was not the last battle nor the end of the war.
- HMD: (This covers the Holocaust and will also provide a bridge to the next unit)

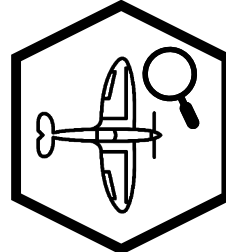
Sources (including visits):

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>
<https://www.bbc.co.uk/programmes/p03ttbjj> (finest hour)
<https://www.raf100schools.org.uk/activity/11/2-the-battle-of-britain-radar>
HMD: <https://www.hmd.org.uk/resource/primary-kindertransport-lesson-plan/>
<https://www.youtube.com/watch?v=6JfypN4ijDw> (Lilian Bader)
<https://www.britishpathe.com/blog/ww2-key-events/>
<https://www.natgeokids.com/uk/discover/history/general-history/world-war-two/>
Links to English/WCR – Coventry Cathedral Bombing news articles.



Topic Timeline:





How did WWII impact children?

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
a local history study: a study of as an aspect of history beyond 1066 that is significant in the locality

Key Questions to be answered through enquiry:

- Why did children become evacuees? (The Blitz)
- What was it like to be an evacuee?
- Just how happy were evacuees?
- Why might a child 'Dig for Victory'?
- How do the experiences of Jewish children in the war compare to British evacuees?
- What happened to children at the end of the war?

Themes explored in this unit:

- Evacuation
- WW2 with a focus on the Blitz
- Religious persecution of Jewish people
- The building of new towns / rationing / evacuees
- The building of new towns / rationing / evacuees
- Religious persecution of Jewish people

Key vocabulary:

Air raid, allotment, blackout, coupons, gas mask, host family, Jerry, shillings, siren, shelter, telegram, warden, Evacuees, evacuation, blitz, rationing, ration book, propaganda, holocaust, Kristallnacht, Kindertransport

Previous Learning:

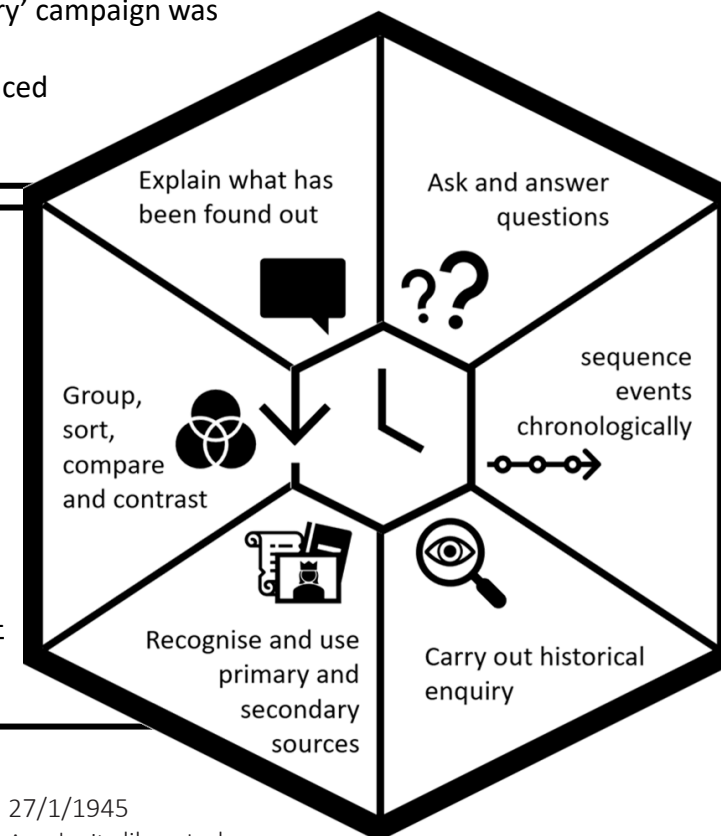
Children will have studied the events of WWII, including the Battle of Britain, and marked Holocaust Memorial Day. They have looked at the lives of children across various historical periods and cultures, this enquiry provides a chance to contrast these.

Key Knowledge:

- The blitz was a bombing campaign by the Luftwaffe and took place during 9/40 to 5/41. Because of this children were evacuated (include a first-person narrative from a local child who experienced an air raid)
- Over 3.5 million children (along with teachers, helpers, mothers with very young children, pregnant women and people with disabilities) were evacuated from the cities to countryside where it was believed they would be safer. (Look at first hand experiences from children who were evacuees from/to the local area)
- Propaganda posters were used to spread information such as the happiness of evacuees.
- Rationing was needed during the war due to food shortages. The 'Dig for Victory' campaign was key for supplementing produce available with vouchers.
- Compare local children's experiences to those of Mala Tribich (who experienced Kristallnacht and the Kindertransport) or Anne Frank.
- After the war new towns (including Wewlyn Garden City) were built

Sources (including visits):

Make links to English texts such as "Letters from a Lighthouse"
Visit to RAF Museum in London for wartime classroom experience
<https://www.britishpathe.com/blog/ww2-key-events/>
We have a first-person recount from a local resident who experienced the blitz and evacuation first hand.
<https://youtu.be/INFP-VLYoG4> (Mala Tribich & Tom Palmer)
<https://literacytrust.org.uk/resources/holocaust-memorial-day-2021/>
<https://heritagecalling.com/2020/02/04/childrens-lives-in-second-world-war-britain/> <https://www.northmymmshistory.uk/>
<https://www.thehistorypress.co.uk/articles/the-evacuation-of-children-during-the-second-world-war/>



Topic Timeline:





What do artefacts tell us about the Kingdom of Benin?

A non-European society that provides contrasts with British History: Benin (West Africa 900-1300AD)

Key Questions to be answered through enquiry:

- What was the Kingdom of Benin?
- What is the value of oral histories?
- How important were the Obas of Benin?
- What was life like in The Kingdom of Benin?
- What can we learn about Benin Kingdom from art?
- What is the legacy of the Benin Kingdom?

Themes explored in this unit: major theme / (minor theme)

(Conglomerates, slavery and expansion)

(Conflict with the British)

Using surviving artworks for historical enquiry

Comparing lives of leaders and ordinary people

(The Benin Moat / lost-wax casting)

The role of storytelling and religion in the Kingdom

Key vocabulary:

Conglomerate, Ogiso, Igodomigodo, Rainforest Kingdom, dynasty, elder, moat, Oba(s), depiction, myth, artefact, oral storytelling, trading, commerce, bronze, brass, guild, trade, trading, craftsman, goods, plantain, ivory, empire, plaque, manilla, bust, clapper bell, ivory, primitive, sophisticated, legacy, Golden age, invasion, looting, decline, colonial

Previous Learning:

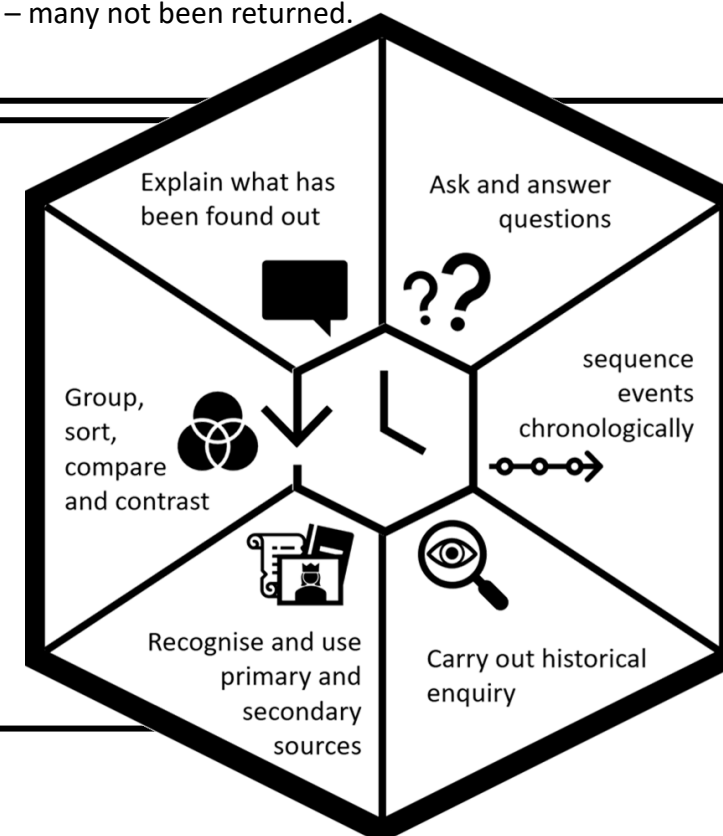
Children have learnt about the achievements of earliest civilizations (with a depth study of Egyptians) and a study of Greek life and achievements. They have completed their Primary School journey of British/Local History applying the skills of the History Hex and are now provided with a contrast in the Kingdom of Benin.

Key Knowledge:

- Located in modern day Nigeria, formed around 900AD when small villages joined to become conglomerates (Igodomigodo/ Early Kingdom). Early leaders were called Ogiso and early building projects included The Benin Moat.
- No written accounts of early Benin (importance of storytelling for beliefs/values/culture)
- After Ogiso came Obas, in charge of army, trading and commerce. Treated like God. Many artefacts that show Obas' power
- Many jobs, trades and guilds. Traded with Europe and other kingdoms
- Artefacts exist inc. bronze plaques, manilla, busts and clapper bells. Art is highly symbolic and historians have to "read" artefacts.
- Benin City destroyed by British in 1897, thousands of art pieces were looted – many not been returned.

Sources (including visits):

<https://www.kingdomofbenin.com/>
 Benin AD 900-1300 KS2History.com Pack (AG Purchased)
<https://www.horniman.ac.uk/resource/ancient-benin/>
<https://www.theguardian.com/cities/2016/mar/18/story-of-cities-5-benin-city-edo-nigeria-mighty-medieval-capital-lost-without-trace>
<https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes> <https://digital-benin.org/>
<https://www.bbc.co.uk/bitesize/topics/zpvckqt>
 Did the kings of Benin keep pet leopards? And other questions about the kingdom of Benin by Tim Cooke
 Benin Paperback by Izzi Howell (Explore! Series)
 Reclaiming Our Pasts: equality and diversity on the primary history curriculum by Hilary Claire
 British Museum / Horniman Museum / <https://www.emowaa.com/>



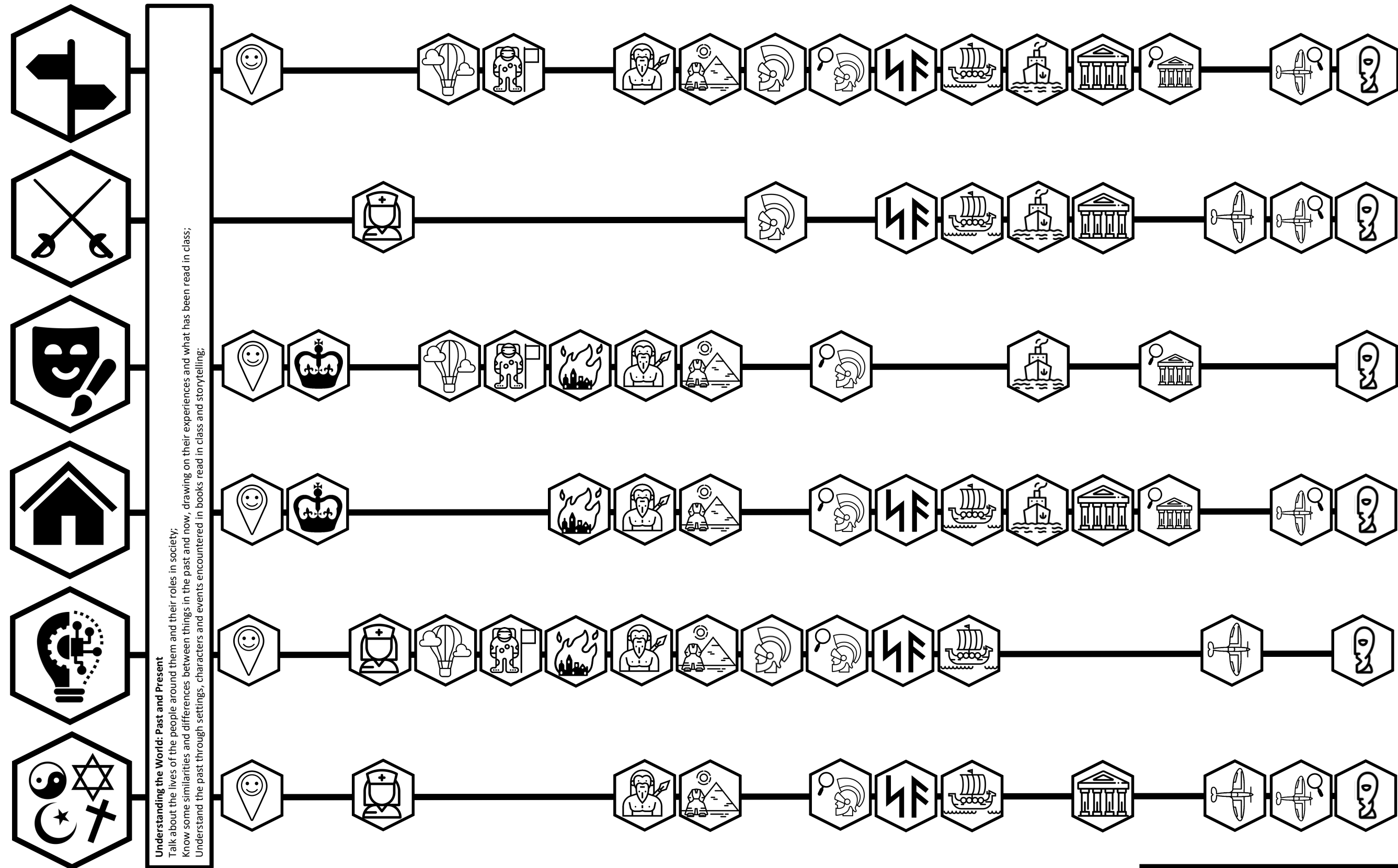
Topic Timeline:



"Inspiring a curiosity of the past"

NORTH MYMMS ST MARY'S

HISTORY THREADS



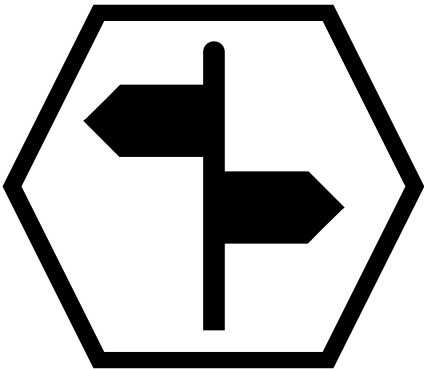
"Inspiring a curiosity of the past"

NORTH MYMMS ST MARY'S



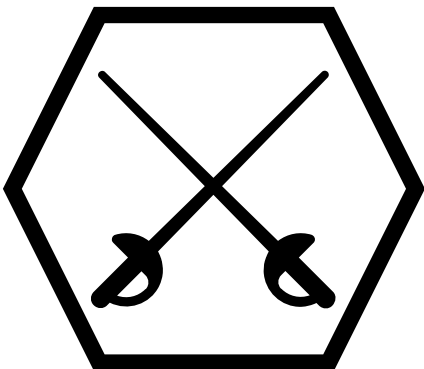
HISTORY THREADS

St Mary's, Welham Green's high-quality history education helps pupils to gain historical perspective by placing their growing knowledge into different contexts, making and understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history.



Movement of people

In EYFS children think about where they live and where they have come from. In KS1 children learn about how people move using different forms of transport with a focus on the local history of hot air balloons and a wider focus on humanity's first journey into space. In LKS2 children are introduced to nomadic tribes who migrate to form civilizations. They look at how some of these groups expanded borders through invasion. In UKS2 children explore the impact of immigration through study of Windrush. Children look at how civilizations leave legacies when they move and leave an area. They explore the movement of people due to war including evacuation, refugees, prisoners and slaves.



Conflict

In EYFS children are introduced to remembrance. In KS1 children learn about Mary Seacole's work during the Crimean war. In LKS2 children are introduced to conflict shaping the formation of Great Britain through invasion and battles between Celts, Romans, Anglo-Saxons, Scots and Vikings. In UKS2 children look at different forms of governance including democracy. They see how the Battle of Britain proved a turning point in WWII as well as considering the wider impact the war had (including on children and for the Windrush generation). Children also explore the Ancient Greek battles between Athens & Sparta, and at Marathon.



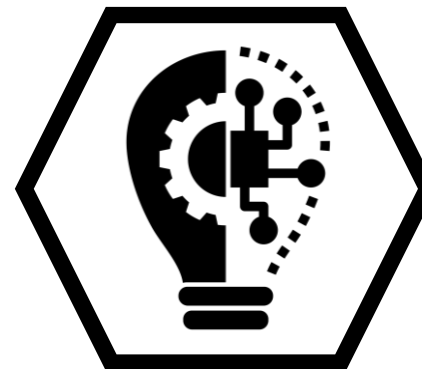
Arts & Culture

In EYFS children explore art created in their lifetime and from before. In KS1 children look at portraits and pictures of monarchs and are introduced to the idea that events in history can be reflected in art and culture of the time. Children investigate the architecture of Christopher Wren. In LKS2 children explore how cave paintings are used by historians. This is contrasted by Egyptian art and hieroglyphics. The architecture of the Roman era and Roman theatres is studied. The exploration of myths and legends having historical validity is introduced and continues to be explored through UKS2. In UKS2 children examine cultural contributions of the Greeks and Windrush generation. Through enquiry, children look at the value of artefacts for historians in the Kingdom of Benin.



Dwellings/ Lifestyle

In EYFS children explore where they live, the types of places they live in and lifestyles. In KS1 children consider how these dwellings have changed looking back at living memory, relatives and the Victorians. They see how an event, the great fire of London, impacted how houses and neighborhoods were built. In LKS2 children see how houses changed as a nomadic people started to settle and invading peoples brought advancements. In UKS2 children explore what life was like for the Windrush arrivals. They explore Ancient Greek architecture and the legacy it has. Children discover how WWII impacted house building and changed lifestyles. Children contrast this with life in the Benin Kingdom.



Technological development

In EYFS children look at toys, transport and technology. In KS1 children build on this looking at how toys have changed and what they can tell us about history. They explore technological changes in healthcare, travel and firefighting. In LKS2 children explore how tools, weapons and methods of transporting people and goods have changed over time. They see the emergence of writing, contrasting with hieroglyphics and runes. In UKS2 children explore the impact of aerial warfare and radar on the outcomes of the Battle of Britain and WWII.



Religion

In EYFS children are introduced to religion through classmates and stories. This continues in KS1 including the understanding that the current British Monarch is the head of the Church of England. In LKS2 children look at how the impact religion has on history and viceversa. The introduction of Christianity to Britain is explored as is its impact. Children explore ancient religions in different cultures with a focus on Ancient Egyptian Gods and burial practices. This continues in UKS2 exploring Greek Gods and Hellenisation as well as the myths and legends of the Benin Kingdom. In UKS2 children explore the religious persecution of Jewish people during WWII and the Holocaust, marking Holocaust Memorial Day.

The historical threads are supported by mapping out a wide vocabulary of everyday historical terms: Using common words and phrases relating to the passing of time; developing the appropriate use of historical terms including abstract terms.

"Inspiring a curiosity of the past"

NORTH MYMMS ST MARY'S



History programmes of study: key stages 1 and 2

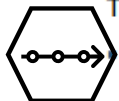
National curriculum in England

Purpose of study



A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims



The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Key vocabulary:



gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

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

Published: September 2013

History – key stages 1 and 2



- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content



Key stage 1

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

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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, 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.





Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:



changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture



the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

History – key stages 1 and 2



Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne



the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

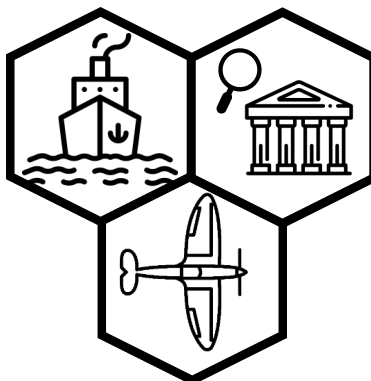


a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.





a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain



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

- Ancient Greece – a study of Greek life and achievements and their influence on the western world



a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



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Reference: DFE-00173-2013



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<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942421/EYFSP_Handbook_2021.pdf

<http://www.welhamgreen.com/balloonCorner.html>

<https://www.ks2history.com/>

<https://theblackcurriculum.com/>

<https://www.stalbanshistory.org/>

<https://www.bbc.co.uk/bitesize/>

<http://teachinghistory100.org/>

<https://www.ourmigrationstory.org.uk/>

<https://www.visionofbritain.org.uk/maps/>

<https://www.history.org.uk/>

BBC History and BBC History Revealed Magazines - <https://www.historyextra.com/>

Black and British: A short, essential history by David Olusoga

Reclaiming Our Pasts: equality and diversity on the primary history curriculum by Hilary Claire

National Trust / Historic Scotland / English Heritage

The Windrush Foundation

Crash Course World History / Crash Course European History

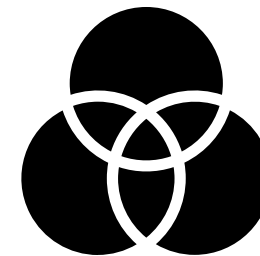
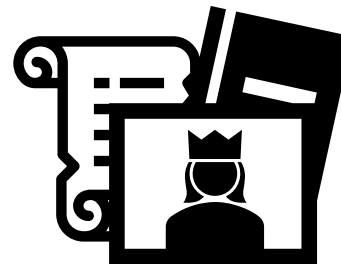
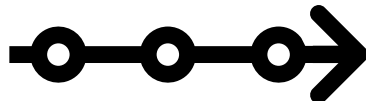
The Noun Project - <https://thenounproject.com/> - and Laura Healey

The revised EYFS Framework – exploring ‘Past and Present’ by Helen Crawford (Primary History Issue 87, Summer 2021, The Historical Association)

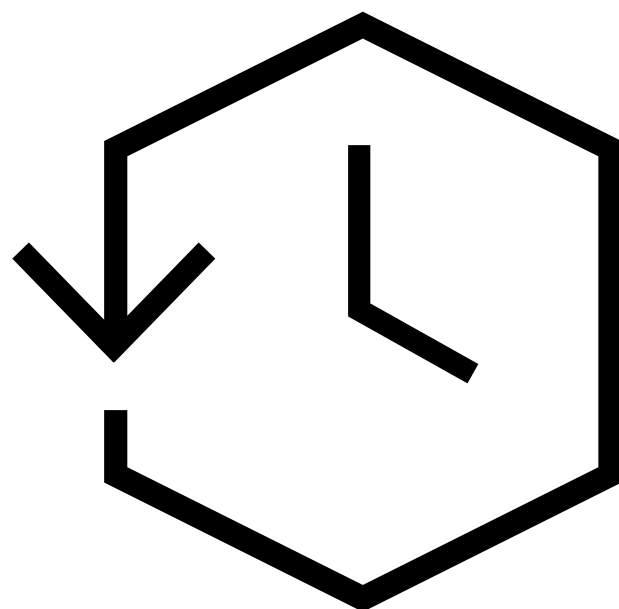
The importance of history vocabulary by Steve Davy (Primary History Issue 70, Summer 2015, The Historical Association)

Debbie Bartlett, Hollie Stoughton, Kirsty Weston and Andrew Guilder

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