



Year 1

Who were the Dinosaurs?

What toys did children play with in the past?

Which planet do we live on?

Overview

Our Dinosaur topic is the first time we introduce History as an abstract concept and look in detail at the difference between past and present. The children are taught about the impact of dinosaurs and how they were discovered despite being an extinct species for millions of years. We look at two significant individuals during our Dinosaur topic; the work of Mary Anning and compare and contrast this with the current David Attenborough. Whilst focusing on our class text, "Stone Girl, Bone Girl" the children learn about the work of Mary Anning and the important finds she made in fossil beds in the cliffs along the English Channel. The children enjoy our visit to Bristol Museum where they get to become Palaeontologists and search for fossils and bones amongst the sand.

Throughout this topic, the children develop a sense of chronology by exploring toys from the Victorian era all the way through to the Modern day. We visit a care home in the local community and get to ask residents about their favourite toys from the past. The children are then able to invite their Grandparents or an older relative into school and host a Toys Tea Party, where family bring along a range of Old Toys and Artefacts for the children to explore. Alongside the historical aspect, we look at a range of materials in Science and the children are able to make connections between materials used across the years and how this has changed too. Finally we order a range of the children's own toys and reflect on history within their life from babies to now.

During our topic on Space the children focus on significant individuals; Neil Armstrong, Buzz Aldrin and Tim Peake and learn about the contributions they made with the international NASA space station. This links closely with our Computing unit and the impact of modern technology on many discoveries around the world. This topic is brought to life when we visit 'We The Curious' and the children enter the Planetarium and get to put themselves in the seat of an astronaut as we watch the Space Explorers show. This is the first time the children attempt to build their own timeline and focus on Space Travel. From monkeys, to a dog and finally astronauts visiting Space, the children understand the sequence of events and arrange this in chronological order.

Sticky Knowledge

A Dinosaur is a special kind of creature that lived on land many years ago.
Dinosaurs were reptiles, reptiles lay eggs and are cold-blooded so they need to sit in the sunshine to get warm. Other reptiles include snakes, lizards, crocodiles, turtles and tortoises.
Dinosaurs walked the earth for over 165 million years.
Dinosaurs are now extinct, as they no longer exist. They became extinct around 65 million years ago.
Dinosaurs were discovered by Palaeontologists from the bones of their body called the skeleton.

Toys have existed for thousands of years. They were made out of the materials that were available at the time. Even stones and string have been made into toys!
Toys were mainly made of wood, paper and metal during the Victorian age.
Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls. Poorer children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals.

The planet we live on is called Earth.
The study of planets and stars is called Astronomy. The sun is a huge, glowing sphere of hot gas. There are eight planets in our solar system. The Phases of the Moon get their names from the part of the lunar cycle they fall under.
Before any humans travelled to space, a monkey was sent to space followed by a dog named Laika.
In 1969, Neil Armstrong and Buzz Aldrin became the first people to walk on the moon. The first words they said were "The Eagle has landed". Neil famously said, "One step for man, one giant step for mankind".

Mary Anning was a British palaeontologist, who was born in 1799. She made many important fossil discoveries, including the ichthyosaurus. Many of Mary's discoveries are now on display in the Natural History Museum in London.	Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with. Many modern toys use electricity to work. Computer consoles were invented in the 20th Century.	The moon landing was important because it told us people could travel there and back safely. In 2015, Scientists found evidence of water on Mars and Tim Peake became the first British astronaut to visit the International Space Station.
Sticky Vocabulary		
Prehistoric, carnivore, omnivore, herbivore, Palaeontologist, famous, extinct, fossils, skeleton, invertebrate, evidence.	Victorian, 20th Century, 21st Century, modern, old, wooden toys, paper toys, metal toys and plastic toys.	Astronaut (Neil Armstrong, Tim Peake and Buzz Aldrin), famous, gravity, satellite, asteroid, galaxy, the Earth, spheres, rotates, orbits, crescent, launch, mission, travel, tourist, Space Race.
Skills		
Chronology Distinction between present and past in their own and other people's lives Their emerging sense of chronology - by placing a few events and objects in order - by using everyday terms about the passing of time Developing sense of chronology - by using terms concerned with the passing of time. - by placing events and objects in order - by recognising that their own lives are different from the lives of people in the past Causation Pupils know and recount: Episodes from stories about the past. Knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. Historical Viewpoint Pupils are beginning to: identify some of the different ways in which the past is represented Historical Enquiry and Evidence Pupils find answers: To some simple questions about the past from sources of information Pupils observe or handle: Sources of information to answer questions about the past on the basis of simple observations. Organisation and Communication Show and note key details e.g. dates and events.		

Year 2

What was it like living in a castle?

Who was Florence Nightingale and why is she important today?

Why is the Great Fire of London so significant?

Overview

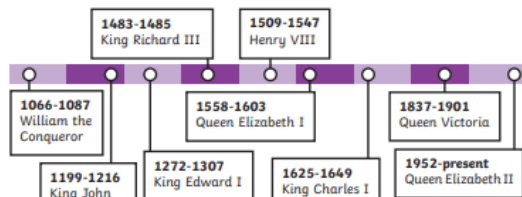
This is a history unit that teaches the children about significant British monarchs and gives a more in-depth study of Richard III as well as focusing on Elizabeth I and Queen Victoria. This topic will consolidate the children's understanding of the past and significant individuals through chronological timelines and making comparisons between different eras through history. They will also look at how people used to live and compare castles with their own homes today and understand how to defend and attack. We will also be visiting Warwick/Windsor Castle on a school trip during this topic to experience life in a castle.

During this topic, the children will learn about Florence Nightingale. They will find out why Florence Nightingale, Mary Seacole and Edith Cavell are so important to modern medicine and how they changed nursing. They will also learn about the Crimean War and explore and compare the lives and work of the nurses and soldiers compared to modern day. We will also explore the NHS and why it is so relevant today.

Year 2 will explore the Great Fire of London and learn key events of this life changing fire. It will help them develop an understanding of the ways in which we can find out about the past through discussing primary sources such as artefacts. In doing so, the children will be introduced to Samuel Pepys and learn why he is so significant to why we know so much about The Great Fire of London. They will also have an opportunity to increase their awareness of the past by comparing and contrasting past and present-day London as well as looking at how life is different now compared to the 17th century. We will also be visited by a real life fireman who will show us the difference between the equipment needed.

Sticky Knowledge

A monarch is a king or queen, an emperor or sultan.
The British monarch timeline-



A monarch usually lived in a castle with other people such as chefs and servants to care for them.

Queen Victoria was Queen during the Victorian era.
Queen Elizabeth I was Queen during the Elizabethan era.

Richard III body was never found after a battles until recently in Leicester.

Queen Elizabeth II became the longest reigning monarch with more than 65 years on the throne.

Mary Seacole was a nurse and lived in Jamaica.
Florence Nightingale was a British nurse and changed the way hospital were run.
Florence Nightingale treated soldiers in the Crimean War.
During WWI Edith Cavell saved soldiers from both sides of the war. She also hid over 200 allied soldiers from the Germans.
Edith Cavell was killed for treason.
The Crimean War was between Russia VS Britain, France, the Ottoman Empire and Kingdom of Sardinia on the other.

The Great Fire of London happened in 1666.
There were no fireman in 1666.
Tudor houses were made of wood which is why they burned so quickly.
The key events of the Great Fire of London.
The plague was an illness who kill many people in London.
The plague was spread from rats and because people lived so close together.
People used water from the River Thames to put out the fire.
The Fire burned down 80% of London including St. Paul's Cathedral.
6 people died.
The fire claimed over 15% of lives of animals and humans from London.

Before this, Queen Victoria had been the longest reigning monarch.		
Sticky Vocabulary		
monarch, reign, succession, monarch, turret, castle, drawbridge, dungeon, moat, lance, portcullis, armours, battlements, tower, palace, banquet, era, Lord, Lady, King, Queen, defend, attack, Elizabethan, Victorian.	nurses, sisters, ward, hospitals, Crimean War, World War I, allies, treason, National Health Service (NHS), government, surgery, hygienic, germs, antibiotic, red cross, death, survive.	London, Samuel Pepys, King Charles II, artefacts, Tower of London, River Thames, leather bucket, bakers, burning, axe, fireman, The Monument, Tudor houses,
Skills		
Chronology Distinction between present and past in their own and other people's lives Their emerging sense of chronology - by placing a few events and objects in order - by using everyday terms about the passing of time Developing sense of chronology - by using terms concerned with the passing of time. - by placing events and objects in order - by recognising that their own lives are different from the lives of people in the past Causation Pupils know and recount: Episodes from stories about the past Knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. Historical Viewpoint Pupils are beginning to: identify some of the different ways in which the past is represented Historical Enquiry and Evidence Pupils find answers: To some simple questions about the past from sources of information Pupils observe or handle: Sources of information to answer questions about the past on the basis of simple observations. Organisation and Communication Begin to structure and organise showing key details e.g. dates and events.		

Year 3

Why is the RMS Titanic famous?

How did humans survive the Stone Age?

What have archaeologists taught us about the Ancient Egyptians?

Overview

In this unit, the children will discover facts and information about the disastrous journey of HMS Titanic before its sinking in 1912. The children will discover where it was built and when it took its maiden voyage. They will look at the passenger system on board the ship at the time and will be able to track the personal history of individual passengers. The children will link their understanding to modern day ships and how they are built differently and consider how safety requirements are in place. The children will also be able to explore the history of the RNLI and how they play in an important role in coastal communities both residents and tourists.

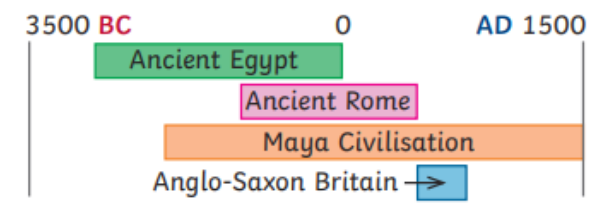
In this unit, children will investigate 'Cave Paintings' and recognise what images are brought to mind. They will look at Stone Age round houses and recognise what is important when building a home as well as explore daily life in a stone age hill fort. The children will discover what people ate in the Stone Age and sample foods available to hunter gatherers. They will have the opportunity to find out where and what is Skara Brae. The class will visit Cheddar Gorge where they will meet a cave person and look at Cheddar man.

In the Ancient Egyptian unit, the children will have the opportunity to look at artefacts and recognise what we can learn about periods of history a long time ago. They will discover facts about Egyptian pyramids, as well as be able to describe the early stages of the mummification process. The children will find out what daily life was like and what jobs people might have as well as what else people did during the day. They will discover the importance of the River Nile and how Ancient Egyptian scribes used Hieroglyphs to write. The children will learn about the Pharaoh Tutankhamun as well as about the Gods which the Egyptians worshipped.

Sticky Knowledge

The Titanic set off on her maiden voyage on the 15th April 1912 from Southampton to New York. She was built at a dockyard in Belfast. The titanic was the largest ship ever built at the time and took 3 years and millions of dollars to build. The passengers were split into three classes for journeys – first, second and third. First class passengers paid a lot of money for tickets but had access to facilities that were a first for their time. Second passengers were still afforded many luxuries and would have been comparable to first class standard of today. The class passengers were called 'steerage' passengers and did not get access to many areas of the ship. Edward Smith was the name of the captain. The boat did not carry enough lifeboats for the capacity and as they were half empty when

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together. People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted. Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.



-Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Hieroglyphs were used for religious texts and inscriptions on statues and tombs.

-The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade.

launched this led to hundreds of people losing their lives. Captain Smith was partially blamed for the disaster due to his handling of the ship although some claim there were other reasons such as poor response times and people being off duty. The RNLI was founded in 1824 by Sir William Hilliary who requested a service for saving lives at sea. In 2001, RNLI lifeguards were on beaches for the first time.	People in the Bronze Age and Iron Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as ‘hillforts’. Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people. Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age. Originally, it was just an earthwork and up to 150 people were buried there. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales.	Mud from the river was used for bricks and papyrus plants were used to make paper. -Tutankhamun facts: Born: around 1342 BC • Died: around 1323 BC • Pharaoh from approx. 1333 BC to 1323 BC • Known as the ‘boy king’ as he became pharaoh aged only 9 • Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922 • Tomb contained over 3000 treasures • Historians believe Tutankhamun died suddenly as the tomb was finished hastily. -Embalming and Mummification - 1. Wash the body. 2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust. 3. Remove all internal organs except the heart. Put them into canopic jars. 4. Cover the body in natron salt and leave it to dry for 40 days. 5. Remove the natron salt and pack the body with straw, dried grass or linen. 6. Apply makeup and fake eyes. 7. Wrap the body in linen fabric, adding amulets and a Book of the Dead. 8. Place the mummy in a sarcophagus (decorated coffin).
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Sticky Vocabulary

Ship, Vessel, Journey, Voyage, Boat, Tragedy, Accident, Iceberg, Alert, Mayday, Engine, Southampton, New York, Passengers, Belfast, HMS Titanic, Funnels, damage, chronological, largest, reasons, first class, second class, third class, Atlantic, destination	Bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, Iron, Mammoth, fur pelt, jewellery, tools, Skara Brae, weapons, spears, throwing stones, handaxe, borer, antler, hammerstone, cave paintings	BC, AD, irrigation, silt, hieroglyphics, cartouche, Canopic jars, pyramid, burial chamber, embalming, sarcophagus, Nile, pharaoh, papyrus, sphinx, temple, afterlife, underworld, Ra, Amun, Horus, Isis, Osiris, Anubis, Sekhmet
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Skills

Chronology

Developing understanding of chronology

- by their realisation that the past can be divided into different periods of time
- their recognition of some of the similarities and differences between these periods
- their use of dates and terms

Causation

Knowledge and understanding of some of the main events, people and changes studied.

Pupils are beginning to give a few reasons for, and results of, the main events and changes.

Historical Viewpoint

Some of the different ways in which the past is represented

Historical Enquiry and Evidence

Pupils identify:

Some of the different ways in which the past is represented

Organisation and Communication

Beginning to produce structured work, making and showing appropriate use of dates and terms.

Pupils select and organise information to produce structured work, making appropriate use of dates and terms.

Year 4

How did the Romans change Britain?

Who invaded Britain after the Romans had left?

Overview

This unit introduces the impact the Roman Empire had on life in Britain. The children will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. They will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads. In addition to this they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will 'hot seat' a soldier posted at Hadrian's wall, generating questions to explore what his daily life might have been like. The class visit the Roman Amphitheatre at Caerleon, where they have the opportunity to role play being soldiers as well as explore the Roman Baths, learning about Roman leisure time.

In this Anglo-Saxons and Scots unit, the children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. Using historical sources, they will recognise how past events have influenced many aspects of life today. The children will find out where the invading troops came from and where in Britain they managed to settle as well as investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition, they will learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like resulting in creating their own village. The children will look at artefacts to explore the burial site of Sutton Hoo and follow clues to discover who may have been buried there.

Julius Caesar had attempted to invade Britain in 55 BC and 54 BC but failed to conquer Britain –
Claudius successfully invaded Britain in 43AD - The Romans first seized the Celt tribal capital of Colchester. The Romans fought the Celts for Britain and Britain became part of the Roman empire by c. AD 77. –
The Roman Empire was the largest in ancient times
The Romans used weapons and tactics to defeat the Celts.
Boudicca, the wife of Prasutagus, rebelled against the Romans.
The Romans built their roads as straight as possible to ensure speed of travel, and to avoid bends where ambushes could occur. The Fosse Way was one of the first great Roman roads in Britain.

By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support. The Picts and Scots were powerful fighters so the British king asked his two brothers to come over from modern day Denmark to help keep the Picts and Scots out. Hengest and Horsa were happy to help and successfully avoided any invasions. Hengest and Horsa brought over more warriors and began to settle in Britain, pushing the British out. Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo-Saxons. In about 600 AD, many of the British people were taken as slaves or were forced to escape.
Many areas, towns and villages in Britain are named after the Anglo-Saxons who first settled here.

The surface of roads were built with a slight curve (called a camber) for better visibility, and so water could drain into the side ditches. The Romans built a wall called Hadrian’s Wall to help protect them from the Picts and he wall was well guarded with forts and castles. Vindolanda tablets provide us with written accounts about what life was like in a fort. The Romans left in 410AD A legacy is something left behind by people in the past that still influences us today and the Romans left many legacies.	The early Anglo Saxons were Pagans. They would worship gods during festivals and make sacrifices of objects and animals. They were also very superstitious and believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next.
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Sticky Vocabulary

Caledonia, Celts, emperor, Iceni, legion, Picts, Roman Empire, amphitheatre, bath house, mosaic, soldier, centurion, shield, standard, barbarian, Boudicca, slave, Julius Caesar, Roman numerals	Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots, jewellery, runes, cremation pot, bronze helmet, Kent, East Anglia, Northumbria, Sutton Hoo, St Bede, Mercia, lyre, Bayeux tapestry, thatched wooden house
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Skills

Chronology Developing understanding of chronology - by their realisation that the past can be divided into different periods of time - their recognition of some of the similarities and differences between these periods - their use of dates and terms. Causation Knowledge and understanding of some of the main events, people and changes studied. Pupils are beginning to give a few reasons for, and results of, the main events and changes. Historical Viewpoint Some of the different ways in which the past is represented Historical Enquiry and Evidence Pupils identify: Some of the different ways in which the past is represented Organisation and Communication Beginning to produce structured work, making and showing appropriate use of dates and terms. Pupils select and organise information to produce structured work, making appropriate use of dates and terms.

Year 5

How did life change for children during the Victorian Period? What impact did Brunel have on life in the Victorian Era?	How has equality been promoted across the world?	What impact did The Ancient Greeks have on modern life?
Overview		
This unit introduces the Victorian era and helps pupils set it into its wider context within history. They learn about Queen Victoria and the impact of her reign. Children will learn about Victorian inventions and will become inventors themselves, creating a pitch for Dragon’s Den! Then children will engage with historical sources to learn about the impact of the Industrial Revolution on Victorian Britain. Through role play and visual stimuli, children will learn what life was like for children in the Victorian time, including what schools were like and what clothes people wore. We will explore Victorian crime and punishment, and compare this to modern day. The second thread of the unit focuses on the introduction and impact of the railways, specifically looking at the work of Brunel and his links to our local area, such as the Great Western Railway, Clifton Suspension Bridge and S.S Great Britain. The children will become engineers themselves, designing and building bridges.	In this unit, children will learn how democracy has shaped our society. They will link back to their topic about Victorians and kick start the topic by learning about the Suffragettes. They will explore how this group of women stood up for what they believed in and how, because of what they achieved, this has changed our voting system to what we do now. They dive deep into how parliament is structured and how the government works. On our trip to The Houses of Parliament, this will come to life when we witness government life-in-action. They will bring this knowledge back to the classroom where they will create their own parliament and have a class ballot. They will also look at the difference between equality and equity. They will explore how democracy has not always been in all nations by diving into what life was like for Nelsen Mandela.	In this unit about ancient Greece, children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms ‘trade’, ‘civilisation’ and ‘empire’ and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient Greece, children will explore what life was like for different people who were enslaved during ancient Greek times. Children will also explore the differences between life in ancient Athens and ancient Sparta and they will learn about early democracy in Athens. Children will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics. In addition to this, children will learn about the beliefs of the ancient Greeks and explore the messages that the ancient Greeks may have taken from myths. Finally, the children will learn about Greek Philosophers and find out what they are famous. Studying ancient Greece will help children to develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.
Sticky Knowledge		

The Victorian era was from 1837-1901. She reigned for 63 years.

Queen Victoria was the monarch of the Victorian era. She was married to Prince Albert.

Children worked in mines and as chimney sweeps, which was very dangerous.

The Factory Act was introduced to begin to protect children from dangerous work.

The Education Act was introduced, making school compulsory for children aged 5-10.

There was a huge contrast in how the rich and poor lived.

Key inventions in the Victorian period were: the railway network, photography, the post box and stamps, the telephone, x-rays, flushing toilets and the electric lightbulb.

The Industrial Revolution was between 1750 and 1900.

Before the revolution, Britain was mostly a rural country. People began to use coal and steam to power factories and towns expanded.

Isambard Kingdom Brunel designed the Clifton Suspension Bridge, the Great Western Railway and the S.S Great Britain.

The United Kingdom (UK) is a democracy. A democracy is a country where the people choose their government.

The Parliament of the United Kingdom is split into three separate parts, the House of Commons, the House of Lords and the Monarch.

The House of Commons is an elected body consisting of 650 members known as Members of Parliament (MPs).

Members of Parliament (MPs) are elected every five years at a General Election.

The government is led by the Prime Minister (currently Boris Johnson).

When I Party and their Prime Minister is elected, the Prime Minister selects PMs to become his cabinet, making The Government.

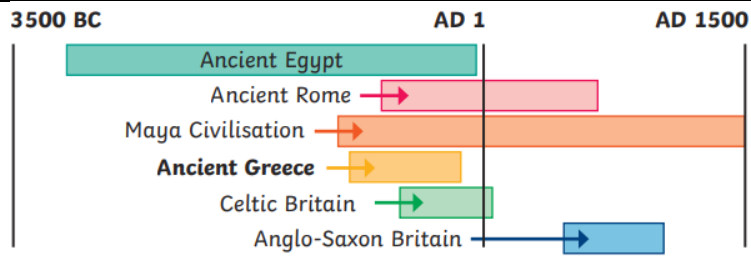
The main function of the House of Commons is to make laws.

The monarch must remain politically neutral and does not interfere with the legislative process. No monarch has refused Parliament's wishes for over 300 years.

The Houses of Parliament, also called the Palace of Westminster, was once a royal palace. The last monarch to live there, Henry VIII, moved out in 1512.

Big Ben is actually the bell inside the Tower. The tower is actually called Elizabeth Tower.

The Houses of Parliament is colour coded – it's green for the House of Commons, red for the House of Lords and (predictably) gold for the bits used by the Monarch.



The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as ‘legacies’ of ancient Greece.

Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together against a common enemy.

Important city states of ancient Greece included Athens, Corinth and Sparta.

Around 508 BC, democracy was introduced to ancient Athens. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens.

Independent city states existed for most of the ancient Greek period. However, near the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Later, his son - Alexander the Great - took over the empire along with other lands that he conquered. The ancient Greeks believed in many different gods and goddesses.

The first recorded Games was in 776 BC, in Olympia. The event was part of a festival to honour the Greek god, Zeus.

Socrates, Plato and Aristotle were philosophers.

	House of Commons Make laws Debate proposals House of Lords Check proposed laws Suggest amendments The Queen Approves laws UK Parliament Approve new laws Make decisions	
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Sticky Vocabulary

Victorian, era, timeline, monarchy, legacy, invention, Industrial Revolution, source, engineer, mine, factory, crime, punishment, workhouse, slate, empire, reign	Houses of parliament, government, Prime Minister, House of Lords, Westminster, House of Commons, laws, Head of State, MPs, Political party, Majority vote, ballot, general election, seats, cabinet, suffragette, rights, equality, equity	Ancient, civilisation, city states, empire, legacies, democracy, God, Goddess, myth, Olympics, debate, philosophy, Athens, Corinth, Sparta, vote.
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Skills

Chronology

Factual knowledge and understanding of aspects of the history of Britain and the wider world.

- Use this to describe characteristic features of past societies and periods
- to identify changes within and across different periods

Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.

They use this to describe features of past societies and periods and to begin to make links between them.

Causation

Pupils describe:

Some of the main events, people and changes.

Pupils give some:

Reasons for and results of, the main events and changes.

Describe events, people and changes.

Describe and make links between events and changes and give reasons for, and results of, these events and changes.

Historical Viewpoint

Some understanding that aspects of the past have been represented and interpreted in different ways.

Historical Enquiry and Evidence

Beginning to select and combine information from different sources.

They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.

Organisation and Communication

Beginning to produce structured work, making and showing appropriate use of dates and terms.

Pupils select and organise information to produce structured work, making appropriate use of dates and terms.

Year 6

Why was WWII a ‘World War’?

What would it have been like to be Henry VIII?

Overview

This unit introduces learning of a war like no other. Throughout the 1930s, Adolf Hitler proved to be a powerful figure that caught the attention of world superpowers. Through appeasement, the Nazi Party were able to expand their military and controlled land.

Students will understand the beginnings of the Second World War, how it started and how it ended. There are vast amounts of opportunities to learn with this topic. In particular, power, influence and money all played a part during the conflict and this will be reflected on during lessons.

The students will explore ideologies of different nations to understand why countries become involved in wars, particularly in WWII. Children will discover the scientific advancements resulting from WWII and evaluate how science and military are linked.

The unit will conclude with an exploration into the culmination of the war and how events after have shaped life around the world. This will give students a well-balanced understanding of the importance of WWII and how society has learned from past mistakes to ensure they are not repeated. An example of this would be the formation of the European Union.

One of the most well-known English Kings was Henry VIII. Students will focus on life during the Tudor period and what it was like to be King Henry himself.

Students will begin to analyse the differences between rich life and poor life and compare it to modern day. For example, poor individuals during the Tudor period has less help than today. This will be a good opportunity to understand how the welfare system has changed over time and how much more supported individuals in society are today than in the past.

Henry VIII is famous for having many wives. As a class, we will learn about the reasons why he had so many wives and how he sparked religious change as a result of his first divorce.

Students will then learn about the split from Catholicism. From the creation of Protestantism to the present day, there have been many issues and confrontations. Children will understand the difference between the two sects to begin to comprehend clashes between the two throughout history.

A look into life during the period. What were the key differences between a peasant and a nobleman? Was there a difference between different parts of the world? These are some of the questions that will be asked and answered during learning.

Sticky Knowledge

WWII lasted from 1st September 1939- 2nd September 1945
War began as a result of Germany invading Poland.

1485 Henry Tudor was crowned King Henry VII.

Economic turmoil led to Hitler and the Nazi Party blaming Jewish people.

Key participants in the war were: Germany, United Kingdom, United States of America, France, Italy, Canada, Australia and Russia.

Main Axis leaders of the war were: Emperor Hirohito, Adolf Hitler and Benito Mussolini.



Main Allied leaders were: Neville Chamberlain, Winston Churchill, Dwight D. Eisenhower, Charles de Gaulle and Franklin D. Roosevelt

The Nazi Party came to power because of the weakness of leaders and Germany at the time.

People wanted a fresh approach to politics so they voted for Hitler.

When WWII ended, Russia and the USA became enemies and started the cold war.



1534 Henry VIII forms the Church of England, separating it from the Roman Catholic Church.

He became King aged 17.

He married six times in the hope of having a son to be his heir to the throne.

Elizabeth I Daughter of Henry VIII. She reigned for nearly 45 years and led the English navy to defeat the Spanish Armada.

She never married or had any children so when she died, the Tudor era ended.

Tudor clothing was lavish. Wealthy Tudors' clothes would be decorated with gold and jewels.

Middle class Tudors' clothes were much plainer and poor Tudors would wear simple, loose fitting cotton clothes.

Wealthy Tudor houses were built from bricks in a symmetrical formation. Chimneys were tall and ornate.

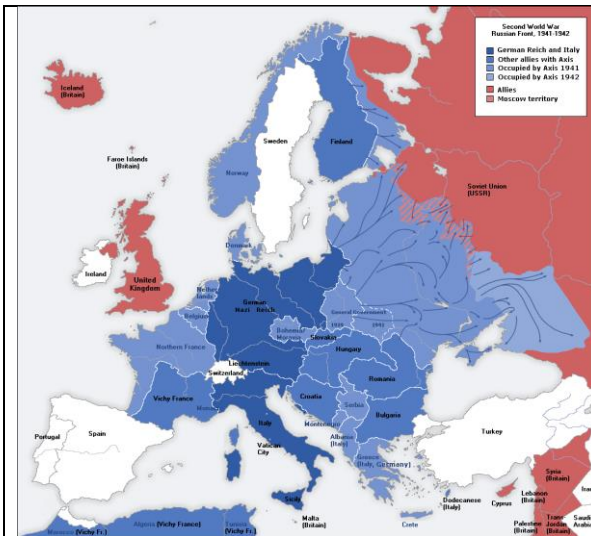
Windows were a sign of wealth so rich Tudors had as many windows as possible.

Food was seen as a sign of wealth.

Bread, butter, cheese, eggs, fish and meat were usually on the menu along with potage (a vegetable broth thickened with oats.)

Meat could include beef, pork, lamb, rabbit, pheasant, deer, goose, wild boar and pigeon. Henry VIII often ate swan and seagull.

Water was not used as a drink as it was thought to be unsafe. People, including children, would drink weak ale instead.



Sticky Vocabulary

Adolf Hitler, Winston Churchill, Emperor Hirohito, Joseph Stalin, Blitzkrieg, Panzer, Sherman, Nuclear weapon, bombs, Zero, Mustang, Lancaster, Mosquito, Stuka, Junkers, belligerent, appeasement, propaganda, globalisation, totalitarianism, fascism, Nazism, communism.

Tudor, heir, monarch, monarchy, reign, throne, peasant, fortune, wealth, regal, divorce, execution, regal, Shakespeare, befeater, palace, diseased, beheaded, explorer, survivor, battle, Elizabeth, Henry, Edward, wives.

Skills

Chronology

Factual knowledge and understanding of aspects of the history of Britain and the wider world.

- Use this to describe characteristic features of past societies and periods
- to identify changes within and across different periods

Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.

They use this to describe features of past societies and periods and to begin to make links between them.

Causation

Pupils describe:

Some of the main events, people and changes.

Pupils give some:

Reasons for and results of, the main events and changes.

Describe events, people and changes.

Describe and make links between events and changes and give reasons for, and results of, these events and changes.

Historical Viewpoint

Some understanding that aspects of the past have been represented and interpreted in different ways.

Historical Enquiry and Evidence

Beginning to select and combine information from different sources.

They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.

Organisation and Communication

Beginning to produce structured work, making and showing appropriate use of dates and terms.

Pupils select and organise information to produce structured work, making appropriate use of dates and terms.