

The background features a light gray field with several overlapping diamond shapes in yellow and blue. A large white diamond is positioned on the right side, containing the title text. In the upper-left area, there is a smaller diamond containing a bokeh image of city lights at night.

History at Peters Hill 2023-2024



RESEARCH

Summary of Ofsted research review



A SUMMARY OF

OFSTED'S HISTORY RESEARCH REPORT

CURRICULUM DESIGN

Freedom, rationale and progress



Leaders have the freedom to design their curriculum around the requirements of the National Curriculum. Progress is defined as moving through the curriculum but also through being able to know more as a consequence of the curriculum. Leaders should decide on the knowledge they want pupils to learn, and be ready to explain the rationale for these decisions.

SUBSTANTIVE & DISCIPLINARY KNOWLEDGE

Mutually beneficial



Pupils need to learn about both substantive and disciplinary knowledge. Substantive knowledge includes the information about the past in terms of people, events, dates, states of affairs and places. Disciplinary knowledge relates to how historians learn about the past and construct their understanding of it. An effective curriculum requires both strands to be intentionally taught and learned.

GENERATIVE KNOWLEDGE

Being able to learn more, do more, and remember more



Generative knowledge is important knowledge which enables pupils to learn more as they progress through the curriculum. Generative knowledge acts like a building block for further learning and deeper understanding. It is not always easy to identify and in many ways depends on the whole curriculum offer.

IMPORTANT SUBSTANTIVE CONCEPTS

Key concepts which appear throughout history



Pupils can develop their understanding of concepts such as 'invasion', 'taxation' and 'empire' through meaningful examples and repeated exposures in a range of historical contexts. Over time, pupils' schemata will grow into complex and rich understandings of these key concepts.

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CHRONOLOGICAL KNOWLEDGE

A Mental Timeline



Through developing their chronological knowledge, pupils are able to create an organising structure through which they can understand the broad characteristics of periods of time as well as the way in which these relate to each other.

DISCIPLINARY KNOWLEDGE

How historians study and construct accounts of the past



From KS2 onwards, pupils should learn about how historians study the past and how they construct their accounts of the past. The key concepts to teach include cause, consequence, similarity and difference, historical significance, historical interpretation, change and continuity, and sources and evidence. Each area requires security with substantive knowledge and repeated encounters with the concepts over time. Each area should also be taught within the context of the accompanying substantive knowledge.

BREADTH AND DEPTH

A broad and balanced curriculum



Leaders need to decide on how they can provide the necessary breadth and depth of their history curriculum. Breadth can emerge from studying the depth. In EYFS and KS1, pupils should study fewer key concepts which enable deeper understanding as they progress into KS2 and beyond, when the curriculum should grow in breadth. The curriculum should take pupils beyond their everyday experiences at the same time as reflecting pupils' identities: pupils should be able to see themselves in their school's curriculum.

STORIES

Take advantage of the privilege of narrative



Stories offer an effective way of teaching both the core and hinterland knowledge of history. Fictional stories can also be used to develop understanding of historical concepts such as monarchy and poverty. Individual stories can provide an opportunity to understand the diversity of history and demonstrate variations from the generalisations which historians use and construct.

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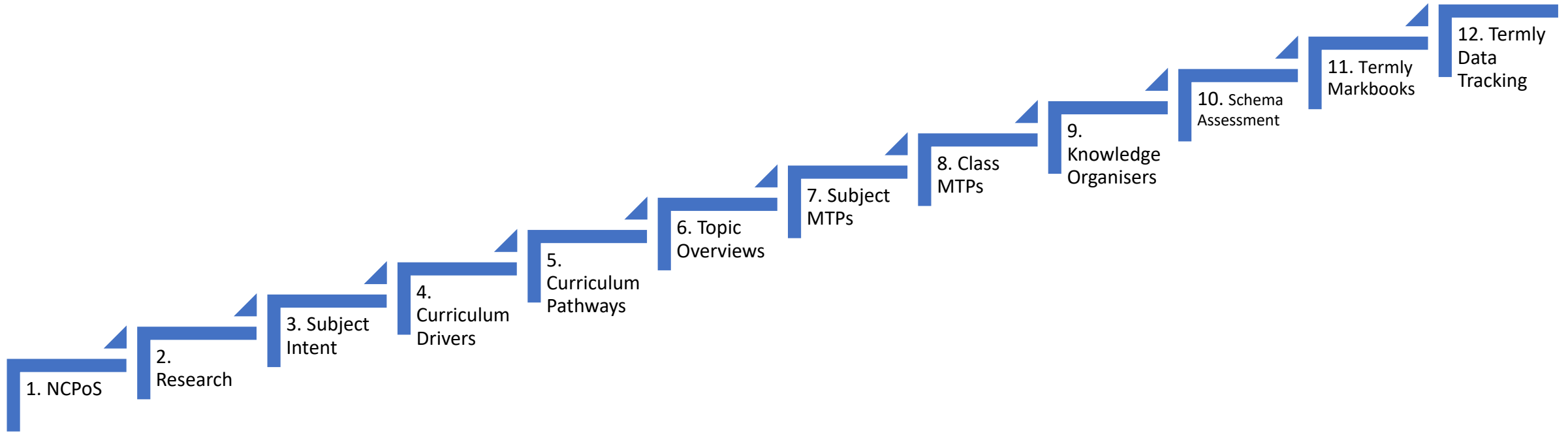
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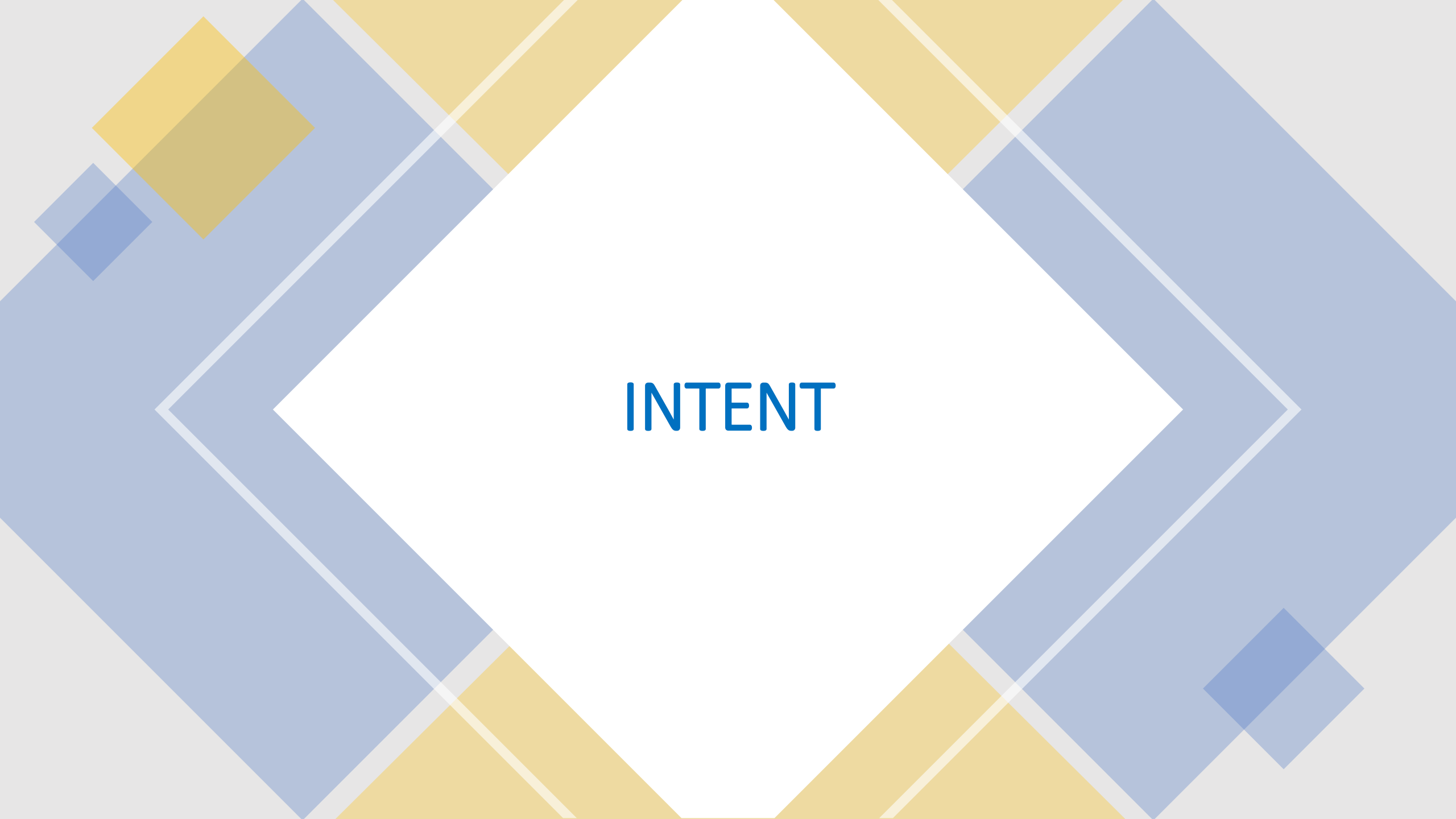


Our Process

The Process at Peters Hill

Our 12 step approach





INTENT

At Peters Hill, our History curriculum strives towards the following aims:

- To enlighten children about the past. History is about real people who lived, and real events which happened in the past.
- To understand sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.
- To develop an awareness and curiosity about the past in Britain and the wider world and how this plays an essential part in preparing us for living and working in the contemporary world.
- To understand how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.
- To develop a chronological framework for their knowledge of significant events and people.
- To recognise the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

We believe that in History, all children should:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Learn about diverse places and people and how they shaped the world we live in today.
- Gain historical perspective through growing a sense of chronology and placing their knowledge into these timescales.
- Use their knowledge to begin to understand the processes of change, the relationships between groups and the challenges they faced.
- Develop their ability make connections and interpret evidence to develop their understanding about the world and its people.
- Learn about significant people and the role they played in historical events and periods.
- Ask questions, think critically, evaluate evidence and arguments to develop perspective and to individual thoughts and opinions.

Children become proficient historians through the development of the following learning pathways:

Pathway 1 - Significant Individuals

Pathway 2 - Significant events

Pathway 3 – Movements

Pathway 4 - Civilisations

Curriculum Drivers - How do our whole school values link to the subject?

- **AMBITION (Success)** – Knowledge organisers will be in place to ensure learning outcomes are ambitious for all pupils. Key knowledge will be clearly established and linked to previous learning. Lessons will aim for a depth of understanding through the subject 'deep ideas' themes to ensure that all children develop an awareness of historical events and figures.
- **BELIEF (Confidence)**– All children will have the opportunity to reflect on learning and see how their knowledge is improving over time. Learning Logs History Quizzes and extended pieces of writing in Curriculum Books will show the pupil's knowledge in a variety of ways and progress they are making and give the self-belief that they can achieve well in history.
- **COMPASSION (Motivation)** – All children will be encouraged to find out about historical events and significant individuals from the past and ask questions to deep their knowledge and understanding. They will be motivated by learning about local, British, world and ancient history so that their awareness increases all throughout their learning journey at Peters Hill Primary. They will be motivated to develop a positive curiosity by the end of the topic and have a 'hands on' approach to learning more about significant individuals and events of the past.
- **PRIDE (Knowledge)**– Knowledge will be shared with all children through knowledge organisers and good teaching. All staff will teach history with a clear understanding of what has come before and how this links to today's learning. Deep ideas will be developed for children on a regular basis.
- **RESPECT (Responsibility)** – Children will develop a responsibility for learning about the past. They will work with a range of resources and artefacts respectfully. understand the impact of past individual events in present times

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Key Competency Expectations

Well Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

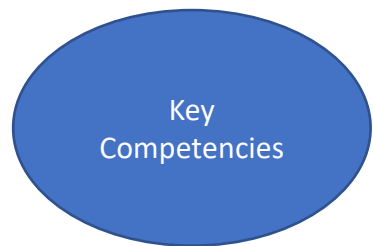
Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts.

Key Competencies

Strands	Year Group	Autumn	Spring	Summer
Significant Individuals	1	Toys Old and New How have toys changed over time?	Mary Anning – Fossil Collector Captain Falcon Scott – Antarctic Explorer Why do we remember significant people?	Florence Nightingale Mary Seacole Having the courage to make changes to improve the lives of others.
	Historical Skills & Concepts	- I can develop an awareness of toys of the past. - I can develop a curiosity to know more about toys from the past. - I can ask and answer questions about toys from the past. - I can make connections and draw contrasts between old toys and new toys. - I can express opinions about these similarities and differences between toys and explain my thinking. - I can draw conclusions about toys from the past, using a range of sources.	- I can develop an awareness of significant historical figures from the past. - I understand where Mary Anning/Captain Falcon Scott and their significant events fit within a chronological framework. - I can develop a curiosity to know more about Mary Anning/Captain Falcon Scott. - I can ask and answer questions about Mary Anning/Captain Falcon Scott. - I can draw conclusions about Mary Anning/Captain Falcon Scott, using a range of sources.	- I can develop an awareness of national historical figures from the past. - I understand where Florence Nightingale/Mary Seacole and their significant events fit within a chronological framework. - I can develop a curiosity to know more about Florence Nightingale/Mary Seacole. - I can ask and answer questions about Florence Nightingale/Mary Seacole. - I can draw conclusions about Florence Nightingale/Mary Seacole, using a range of sources. - I understand the impact of one person on a community.
	Knowledge	- I know that toys are different in the present compared to the past because of the materials used and how they are made. - I know what toys my grandparents would most likely have played with e.g. teddy, cards or dolls. - I know how toys have developed over time.	- I know that a palaeontologist is somebody who studies fossils. - I know that Mary Anning and Captain Falcon Scott are similar because they both studied natural history. - I know that Mary Anning and Captain Falcon Scott are different because Mary Anning was a famous fossil hunter and whereas Captain Falcon Scott was a Royal Navy Officer who explored the Antarctic. - I know the key life events of Mary Anning and Captain Falcon Scott and can put them in chronological order.	- I know that a nurse provides treatment, remedies and medicine for people who are really hurt or feeling poorly. - I know that 'wounded' means hurt or injured. - I know that Florence Nightingale and Mary Seacole are similar because both of them were nurses and they helped soldiers at war. - I know the key life events of Florence Nightingale and Mary Seacole and can put them in chronological order.



	2	The Great Fire of London How did the GFOL change London?	Our Local Area & Titanic What was the Black Country? How is the Titanic linked to our local area? Why did the unsinkable ship sink?	Journeys and Exploration – The First Flight How did the first flight change the world?
		Historical Skills & Concepts • I can develop an awareness of key British events, The Great Fire of London/The Gunpowder Plot, that are beyond living memory. • I understand where The Great Fire of London/The Gunpowder Plot and significant people involved fit within a chronological framework. • I can develop a curiosity about key British events, The Great Fire of London/The Gunpowder Plot, that are significant nationally or globally. • I can ask and answer questions about The Great Fire of London/The Gunpowder Plot. • I can draw conclusions about The Great Fire of London/The Gunpowder Plot, using a range of sources. • I am beginning to develop an understanding of abstract terms such as parliament and treason. • I understand the impact of an event on a national or global scale.	• I can awareness of the history of the Black Country/Stourbridge/The Titanic Tragedy. • I understand where the industrial revolution and Titanic fits within a chronological framework. • I can develop a curiosity about the local area and how it made our local area famous. • I can use concepts to make connections, draw contrasts and analyse trends within the industrial revolution and our local area today. • I can research, compare and draw conclusions about what it was like in a period of the industrial revolution. • I can begin to develop an understanding of the causes and impact of changes in our local area over time. •	• I can develop an awareness of key British & World Wide events, The First Flight/The Titanic Tragedy. • I understand where the building of the first plane, flying of the first plane helped to make spacecraft and significant people involved fit within a chronological framework. • I can develop a curiosity about key British & World Wide events, building the Wright's Flyer and flying the Wright's Flyer that are significant nationally or globally. • I can ask and answer questions about The Wright's Flyer. • I can carry out independent research using a range of sources. • I can draw conclusions about The Wright's Flyer using a range of sources. • I can devise ways of sharing my findings to an audience. • I understand the impact of an event on a national or global scale.

Knowledge

The Great Fire of London:

1. I know that the Great Fire of London began on Sunday 2nd September 1666 and lasted for four days due to several reasons; dry summer, the houses were close together, the materials used to make the houses were flammable, those in charge of London didn't act quickly and there was no fire service.
2. I know that the fire began at Thomas Farriner's bakery and spread through the whole of London destroying 13,000 homes, 80 churches and even St Paul's Cathedral.
3. I know that people tried to stop the fire by using leather buckets of water from the River Thames, water squirts on carts, poles with hooks to pull down houses and gunpowder to blow houses up between fire areas and no fire areas.
4. I know that people escaped the fire by getting boats on the River Thames and out to nearby suburban areas.
5. I know that six people died in the fire.
6. I know that there are only a few remaining buildings in London that escaped the fire e.g. Tower of London.
7. I know that the fire helped stop the plague.
8. I know that it took thirty years to rebuild London and it was

Our Local Area:

1. I know the different areas that Stourbridge and the Black Country consists of.
2. I know the significance behind the name 'Stourbridge'.
3. I know what landmarks are near where I live.
4. I know how life has changed for families and children since our school was built.
5. I know how local landmarks have made an impact/changed life today.

The Titanic:

1. I know the key events of the Titanic disaster and those involved and can place them in a chronological framework.
2. I know that the Titanic was a luxury passenger liner and it was the most expensive and largest man-made moveable object ever built in 1912.
3. I know that it carried 2,223 passengers (1,324 passengers, 885 crew) but there was only enough lifeboats for almost two thirds of passengers.
4. I know that it took 3,000 men, 3 years to build.
5. I know that parts of the Titanic were built in our local area e.g. anchor and chains at Netherton by Hingley & Sons Ltd.

The First Flight:

1. I know the key events of the first flight and those involved and can place them in a chronological framework.
2. I know that the Wright Brothers (Orville and Wilbur Wright) were the first people to fly an aeroplane.
3. I know that the first flight took place in 1903 in Kitty Hawk, North Carolina USA.
4. I know the key features of the first aeroplane and now e.g. Airbus A380.
5. I know that the invention of the aeroplane helped mankind travel into space e.g. The First Man on the Moon.
6. I know that landing on the moon was national goal, set by President John F. Kennedy "landing a man on the Moon by the end of this decade and returning him safely to the Earth" quoted from the president's speech to Congress on May 25th 1961.
7. I know that astronauts Neil Armstrong, Buzz Aldrin and Michael Collins were the Apollo 11 crew.
8. I know that the commander of Apollo 11, Neil Armstrong, was the first man on the moon on July 20th 1968 on the Apollo 11 Mission, beating rivals, The Soviet Union, now known as Russia.
9. I know that Buzz Aldrin was the pilot who was in charge of

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designed by Sir Christopher Wren.

9. I know that Sir Christopher Wren created a set of new building laws and fire laws following the great fire.
10. I know that it took 50 years to rebuild St Paul's Cathedral.
11. I know that the Great Fire of London is the reason why we have a Fire Service today.

6. I know that the White Star Line Titanic visited Queenstown, Ireland before setting off to New York, USA on its maiden voyage.

7. I know that Captain Edward Smith, a British Merchant Navy Officer, had many warnings about icebergs nearby but refused to use his years of experience and carried on at full speed to New York.

8. I know that in the early hours of 14th April 1912, the Titanic hit an iceberg.

9. I know that the first ship to respond to Titanic's distress call was the Cunard Line's RMS Carpathia. It took her approximately three and a half hours to arrive at the position of Titanic's final distress call and when they arrived the sink had already sank.

10. I know that the ship split in two and sank to the bottom of the Atlantic Ocean. Both parts were 2 miles away from each other.

11. I know that 720 individuals were saved from the icy waters by RMS Carpathia's Crew.

12. I know that the disaster caused many deaths (1503 lost souls) and this affected many families, industry and transporting on a global scale

landing the Lunar Module on the moon.

10. I know that Michael Collins was the Command Module Pilot and didn't land on the moon.
11. I know that following the successful mission of Apollo 11, NASA continued to do five more missions to the moon to do more experiments including soil mechanics, meteoroids, seismic, heat flow, lunar ranging, magnetic fields, and solar wind experiments, to help to understand outer space.

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Competencies

	3	Stone Age What was new about the new stone age?	Our Local Area How has coal mining impacted the local area?	The Egyptians How much did the ancient Egyptians achieve?
		Bronze Age and Iron Age – How unpleasant were the Bronze and Iron Ages?		
Movement	Historical Skills & Concepts	- I can develop an understanding of how the Bronze Age, Iron Age and Stone Age fits within a chronological framework. - I can develop a curiosity about ancient Bronze Age, Iron Age and Stone Age. - I can devise historical questions about the Bronze Age, Iron Age and Stone Age. - I can use concepts to make connections, draw contrasts and analyse trends within the Bronze Age, Iron Age and Stone Age e.g. the Bronze Age started at different times around the world, tools were made of bronze/iron, settlements, houses were made of wattle (sticks) and daub (mud) or dry stone. - I can research, compare and draw conclusions about what it was like in a period of the Bronze Age, Iron Age and Stone Age and present more than one aspect of my findings to an audience. - I can make links and connections with other historical themes and periods, and	- I can develop an awareness of the history of the Black Country/Stourbridge. - I understand where the industrial revolution fits within a chronological framework. - I can develop a curiosity about the industrial revolution and how it made our local area famous. - I can devise historical questions about Our Local Area. - I can use concepts to make connections, draw contrasts and analyse trends within the industrial revolution and our local area today. - I can research, compare and draw conclusions about what it was like in a period of the industrial revolution and present more one aspect of my findings to an audience. - I can begin to develop an understanding of the causes and impact of changes during the industrial revolution.	- I can develop an understanding of the Egyptians and where they fit within a chronological framework. - I can develop an understanding of significant aspects of the Egyptians, the nature of ancient civilisations, the expansion and dissolution of empires. - I understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt. - I understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts. - I can independently research, compare and contrast different themes, periods and people within the Ancient Egyptian period and present more one aspect of my findings to an audience e.g. The Nile, Pyramids, society, mummification, pharaohs and religion. - I can refine responses in the light of new evidence and evaluate how ancient Egypt impacted modern life e.g. mathematics, alphabet and medicines.

Key
Competencies

		between local, national and wider contexts. I can begin to develop an understanding of how and why things have changed between the ages.		
	Knowledge	The Stone Age: - I know and understanding the meaning of each stage of the Stone Age; Palaeolithic, Mesolithic and Neolithic and can put them in chronological framework. - I know that Circa in Latin means, 'around' c. 800BC. - I know and can give examples of a Stone Age settlement e.g. Skara Brae - I know dinosaurs became extinct before Stone Age humans existed. - I know that the earliest species of human begins were called Neanderthal. Neanderthals used ancient tools and simple ways of living to during the Ice Age. - I know that the Mesolithic Stone Age began after the Ice Age. The climate got warmer and humans were able to start farming and demonstrate a variety of ways to gather food including hunting and fishing. - I know that the Neolithic Stone Age land clearance and farming was an important part of life. This lasted until the first use of metal. - I know that the discovery of the Cheddar Man was important because his remains told us about life in the Stone Age.	- I know the different areas that the Black Country consists of. - I know the significance behind the name 'Black Country'. - I know why coal mining became important in the Black Country. - I know about the working conditions of the coal mines. - I know how children's lives were impacted by the coal mines. - I know how life has changed for children since coal mining in the 19th Century to modern Britain. - I know important people who contribute to the development of coal mining. - I know how coal mining has impact/changed life today.	- I know that the early settlers settled in the Nile Valley in c.3500BC. - I know how important the Nile was to the Egyptians and how it was used a means of farming, pottery and became an irrigation system. - I know and understanding how the Egyptians were considered influential e.g. written language, measurements, time and the calendar. - I know and understand how artefacts and ruins, tell us about Egyptian culture and religious beliefs. - I know that the Egyptians first pyramid, The Pyramid of Giza, was built the pyramids around the same time as the Bronze Age, c. 2,611BC. - I know that pyramids were built to protect the body of deceased pharaohs and were intended to last forever. - I know that the process of mummification was used to help preserve the bodies of pharaohs so that they could make the journey to the afterlife. - I know that the discovery of Tutankhamun's tomb was important because the artefacts that he was buried with told us a lot about life in ancient Egypt.

The Bronze Age & Iron Age:

1. I know and understand the meaning of each stage of the Bronze Age and Iron Age and can put in the a chronological framework. For example: c. 2,300BC Bronze Age begins when the Beak people began to arrive in Britain, c. 1,000BC the cart with wheels is invented, c. 800BC The Iron Age begins, c. 80BC coins are invented, c.55-54BC Julius Caesar invades Britain and c AD 43 The Romans conquer Britain which marked the end of the Iron Age.
2. I know that Circa in Latin means, 'around' c. 800BC and we do not use in it the Bronze Age and Iron Age because we don't know exactly then they were.
3. I know what life was like for all groups of people during the Bronze Age and Iron Age e.g. settlements to burials.
4. I know how Iron Age people protected their settlements by using hillforts and ramparts.
5. I know that Bronze is made of out tin and copper.



		6. I know that the Iron Age ended when the Romans invaded Britain in AD 43. 7. I know that an Archaeologist is somebody that studies the past by exploring old ruins. 8. I now that the discovery of the Amesbury Archers was important because the artefacts that were buried with his remains told us a lot about the Iron Age.		
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Key
Competencies

Key
Competencies

	4	Victorians What was important to our local Victorians?	The Romans Romans what happened when the Romans came?	The Amazing Aztecs Why was the Coco Bean so important to the Aztecs?
	Historical Skills & Concepts	- I can develop an awareness of what life was like in our local area in Victorian times e.g. Queen Victoria's reign, schooling, children at home, buildings and industry. - I understand where Alexander Graham Bell/Florence Nightingale and their significant events fit within a chronological framework. - I can develop a curiosity to know more about Alexander Graham Bell/Florence Nightingale. - I can ask and answer questions about Florence Alexander Graham Bell/Florence Nightingale. - I can draw conclusions about Alexander Graham Bell/Florence Nightingale, using a range of sources. - I am beginning to develop an understanding of abstract terms such as workhouse, emigrations and poor law. - I understand the impact of the development on mining, steel and farming industry had on a national or global scale. - I can explain the impact of several significant individuals had on a community.	- I can develop an awareness of what life was like in in Britain during the time when it was a province of the Roman Empire from 43 to 409CE. - I can develop a curiosity to know more about how the Romans first came to Britain in 55 BC but didn't settle until Claudius invaded in 43BC. - I can develop a chronological understanding of the 'Romanisation' of Britain. - I can ask questions and investigate answers about the Romans. - I can draw conclusions about why Britain was invaded, who was involved and how the Romans changed Britain, using a range of sources. - I can analyse the methods used by Romans to rule the country. - I am beginning to develop an understanding of abstract terms such as civilisation, empire and change. - I can explain how the Romans left Britain over 1,500 years and the impact that they had on Britain e.g. roman roads, plants, animals, measurements and Christianity	- I can develop an awareness of what life was like during the Ancient Aztec period. - I can develop a curiosity to know more about how the Aztec world began and what they were famous for e.g. agriculture, farming, irrigation, pyramids and temples. - I can develop a chronological understanding of the Aztec Empire. - I can ask questions, investigate and analyse my findings about the Aztecs. - I can draw conclusions about why the Aztecs were seen as the fiercest people in 15th Century and how important the coco bean was them. - I am beginning to develop and understanding of abstract terms such as ancient, alliance and skilled. - I can explain how the coco bean was so important to the diet of the Aztec, how it was used as a currency and why it is still so popular today.

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Competencies

Knowledge

1. I know that the Victorian period is named after Queen Victoria. 2. I know that Queen Victoria reigned over Britain and a world Empire from her coronation in 1837 to her death in 1901 (64 years). 3. I know that life in Victorian England was very different to today as it was a time of great wealth and poverty, as well as inventions and scientific discovery e.g. Alexander Graham Bell inventing the telephone and Florence Nightingale who was responsible for the birth of nursing. 4. I know that machines were invented, using coal to power them and factories were built to use these machines for manufacturing on a large scale. 5. I know that the area we live in was rich in coal and became known as the Black Country because it was full of black smoke, soot and pollution from the factories in the area. 6. I know that workhouses opened in 1850 in return for food and a bed to those who were extremely poor and could not get a job in factories. 7. I know that the Dudley Borough is famous for its coal, saddle, chain and nail making. 8. I know that new factories changed the way people made things and the way people lived. Many people moved from the countryside to the towns to work in factories, which were often dangerous and unhealthy places to be. 9. I know that schooling was very strict and not all children went to school because they had to earn money for their families. 10. I know that children used chalk and slate to write on at school and if the punishments they endured if they misbehaved. 11. I know that some children had to earn money by doing dangerous jobs like sewing, mining or chimney sweeping. 12. I know that life, as a child in 1889 was far less enjoyable than life in 2019.	1. I know that the Romans lived in Rome, a city in the centre of the country of Italy. 2. I know that the Romans came to Britain before Jesus Christ was born. 3. I know the reasons why the Romans wanted to invade Britain (Britain helped the Gauls, known now as the French, for helping to fight against Julius Caesar and the Romans came looking for riches). 4. I know that Caesar was the first Roman to attempt to invade Britain in 55 BCE. 5. I know that Claudius invaded Britain in 43 CE by sending four legions with 25,000 men and an equal number of auxiliary soldiers to Richborough, Dover and Lympne. 6. I know that it took four years for the Romans to finally gain control over Southern England but another 30 years to conquer all of the West Country and mountains of Wales. 7. I know that the first Roman city was Camulodunum, now known as Colchester. 8. I know that the Romans left Britain in 409 CE because the Roman Emperor refused to help the Britons defend their lands from the Anglo-Saxons. 9. I know that the Saxons, together with the Angles and the Jutes, invaded Roman Britain from the sea. 10. I know that the Romans built many things in Britain such as amphitheatres, roads and towns. 11. I know that the Hadrian wall was built between what is now England and Scotland to protect Roman Britain lands. 12. I know that Boudicca managed to burn London, Colchester and St Albans before being defeated by the Romans. 13. I know that the Romans changed many things during their time in Britain such as language, calendar, laws, medicine, measurements, health and entertainment. 14. I know that there is evidence of the Roman Empire still around today e.g. Roman Baths in Bath.	1. I know that the Aztecs were a group of nomad warriors who lived in Mesoamerica (now Central America) between 1250 and 1521. 2. I know that the Aztecs used to call themselves the Mexica and this where the country name 'Mexico' came from. 3. I know that the Aztecs formed their own capital city, Tenochtitlan in 1325. 4. I know that they became the most powerful people in the 15th Century because they were particularly fierce, violent and made human sacrifices to please the gods. 5. I know that Acamapichtli became the first powerful Aztec leader in 1375. 6. I know that in 1428, the Aztec Empire was formed through an alliance with the Texocans and Tacubans. 7. I know that Herman Cortes formed an alliance with the Tlacaxa and defeated the Aztecs in 1521, ending the Aztec Empire. 8. I know that the Aztecs believed in many different gods and each one had a role e.g. Huitzilopochtli, Tlaloc and Quetzalcoatl. 9. I know that those that were rich lived in luxury and most of them had slaves. 10. I know that those that were poor had very different lives and worked as farmers or fisherman. 11. I know that all Aztec children went to school and were trained to become farmers or fisherman. Some were picked to be soldiers. 12. I know that Aztecs were the first to use coco beans to make chocolate but it was used as a chocolate drink. 13. I know that chocolate was used as a currency. 14. I know that chocolate was seen as a delicacy and it still used today as a gift or treat in modern society.
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Key
Competencies

	5	Modern and Ancient Greece Why should we thank the Ancient Greeks?	Anglo Saxons What impact did the Anglo Saxons have?	The Vikings Would the Vikings do anything for money?
on	Historical Skills & Concepts	- I can develop an awareness of what life was like during the Ancient Greece period. - I can develop a curiosity to know more about how the Ancient Greeks began and what they were famous for e.g. agriculture, farming, art, democratic government, the Olympic games etc - I can develop a chronological understanding of Ancient Greece. - I can ask questions, investigate and analyse my findings about the Ancient Greece. - I can explain what was happening in the Greek civilisation and Britain civilisation at the same time. - I am beginning to develop and understanding of abstract terms such as democracy, philosophy etc - I can draw conclusions about how the Greek society has had an impact on modern society and civilisation e.g. the Olympic Games, medicine, government, through a medium of my own choice	- I can develop an awareness of what life was like during the Anglo Saxons period. - I can develop a curiosity to know more about how the Anglo-Saxons settled in Britain and how the Romans helped them to get there. - I can develop a chronological understanding of Anglo-Saxon life, settlements, the spread of Christianity and association with the Scots. - I can ask questions, investigate and analyse my findings about the Anglo-Saxons and Scots. - I am beginning to develop and understanding of abstract terms such as migration and pagan. - I can draw conclusions about how the Anglo-Saxon society has had an impact on modern society and civilisation e.g. Geography, English, Maths and Computing, through a medium of my own choice.	- I can develop an awareness of what life was like during the Vikings period. - I can develop a curiosity to know more about how the Vikings settled in Britain and why they continued to invade Britain from AD 787 to 1066. - I can develop a chronological understanding of Vikings e.g. William the Conqueror, trade, settlements and religion. - I can ask questions, investigate and analyse my findings about the Vikings. - I am beginning to develop and understanding of abstract terms such as pirate raid and Old Norse Language. - I can draw conclusions about how the Viking society has had an impact on modern society and civilisation, through a medium of my own choice.

Key
Competencies

Knowledge

- | | | |
|---|---|---|
| 1. I know that Ancient Greeks believed in many gods. They were polytheists. | 1. I know that I can find evidence of Anglo-Saxons through artefacts, archaeological sites and writing by Gildas and Bede. | 1. I know that the Vikings were famous for sailing huge distances from their home in Scandinavia between AD 700 and 1066. |
| 2. I know that the Greeks were considered influential to modern society. They contributed ideas about philosophy, religion, art, science, language and maths. | 2. I know that the Sutton Hoo Ship Burial founded in 1939, helped archaeologists understand how Anglo-Saxons buried their dead and what was treasures. | 2. I know that the Vikings wanted to raid and plunder, but they also traded with people from other countries. |
| 3. I know that the Olympic Games in Greece started in c. 800BC. | 3. I know that Anglo-Saxons originated from Southern Denmark, Germany and the Netherlands. | 3. I know that first Viking raid took place around AD 787. |
| 4. I know that ruins and artefacts tell us about Ancient Greek culture, military and religious beliefs. | 4. I know that Anglo-Saxons sailed across the North Sea and made a series of attacks on different parts of England but mainly settled in East Anglia. | 4. I know that Vikings were pagans and didn't convert to Christianity. |
| 5. I know that Greeks invented democracy. This is when everybody is allowed to vote on the decisions made by the government. | 5. I know that Anglo-Saxons were invited to take over the land by King Vortigern to keep out invaders from Scotland and Ireland. | 5. I know that overtime, the Vikings took control of several Anglo-Saxon kingdoms but eventually made a peace agreement. Unfortunately, both parties continued to fight many years later. |
| 6. I know that Greece is made up of many islands and is located by the sea. This meant that the Greeks were seafaring people. | 6. I know that the Romans left Britain in AD 410. | 6. I know that Wessex became the last Saxon Kingdom in AD 870. |
| 7. I know that Greek vases are important to us today because they tell us about Ancient Greek life because of the pictures drawn on them. | 7. I know that Anglo-Saxons were pagans when they came to Britain but as time passed, they gradually converted to Christianity. | 7. I know that Alfred the Great became King of Wessex in AD 871. |
| 8. I know that the Olympics were invented by the Greeks as religious festival. | 8. I know that King Ethelbert converted to Christianity in AD 597. | 8. I know that King Athelstan became King of England in AD 937. |
| 9. The Greek empire expanded further under the rule of Alexander the Great. | 9. I know that King Offa was King of the Mercians, a warrior tribe from central England, from AD 757 – 796, and is best remembered for his Dyke which he had built to act as a defence against the Welsh. | 9. I know that Edward the Confessor became King of England in AD 1042. |
| 10. I know that Greeks were good at warfare. They used this to defend their land, trade and invade other places not under their control. | 10. I know that King Arthur was a fictional British leader from the late 5th and early 6th centuries, known as the ruler of Camelot, who has become legendary due to the folklore surrounding his history. | 10. I know that William the Conqueror won the Battle of Hastings and the last Anglo-Saxon king died. |
| 11. I understand the impact of the Ancient Greeks had on Britain e.g. maths, language etc. | 11. I know that Birmingham was an original Anglo-Saxon village called 'Ham'. | 11. I know that Vikings even travelled to America to establish a settlement but returned to Ireland where they established the capital now known as Dublin. |
| | 12. I know that Anglo-Saxon era came to end due to the Battle of Hastings in AD 1066. | 12. I understand the impact that the Vikings had on Britain e.g. foundations for mercantilism and modern trade in Europe. |
| | 13. I know that soon after the death of Edward the Confessor, who had no heir. He had supposedly willed the kingdom to William of Normandy, also known as William the Conqueror, but also seemed to favour Harold Godwinson as his successor. | |
| | 14. I understand the impact that the Anglo-Saxons had on Britain e.g. names of towns, days of the week. | |

Civilisation	6	World War II What was our involvement in the war? How did the USA help?	The Terrible Tudors Why were they so terrible?	Our Local Heritage How has our local area changed over time?
	Historical Skills & Concepts	- I can develop an awareness of what life was like during WWII e.g. children evacuating from their own, rationing, women at work, fighting etc - I can develop a curiosity of place key historical events and how significant people from the past (The key British Leaders, Neville Chamberlain and Winston Churchill and the Nazi Party, Adolf Hitler) influenced change in societies and periods in a chronological framework. - I am beginning to develop and understanding of abstract terms such as conscientious objector, conscription and rationing etc - I can summarise the main events from WWII, explaining the order of events, what happened and how it has impacted on modern day life and the world.	- I can develop an awareness of what life was like during Tudor times e.g. life in court, marriage, religion, monarch etc - I understand that some civilizations shower greater advancements than people who lived in centuries after them. - I am beginning to develop and understanding of abstract terms such as annulment, heretic etc - I can summarise the main events from the Tudor age explaining the order of events, what happened and how it has impacted on modern day life and the world e.g. monarch.	- I can develop an awareness of how technology has changed over time e.g. employment, transportation, industry. - I can develop a curiosity of place key historical events and how significant people from the past influenced change in our local area and played an important part in the economic system. - I can draw conclusions from a variety of sources based on my understanding of source reliability - I can look at more than one version and say how an author or researcher has attempted to persuade or give a specific viewpoint and share my own views through a medium of my own choice. - I am beginning to develop and understanding of abstract terms such as annulment, heretic etc - I can summarise the main reasons that put Black Country on the map. - I am beginning to develop an understanding of how the history of Stourbridge and Dudley impacted the community.

1. I know that Germany took back Austria to be part of the German empire.
2. I know that Hitler met Benito Mussolini and Neville Chamberlain to discuss and agree to Adolf taking parts of German speaking Czechoslovakia but a few weeks later, Adolf decided to take the whole of Czechoslovakia.
3. I know that Neville Chamberlain met Adolf Hitler to try and stop Hitler from invading Poland but on 1st September 1939, Hitler continue his plans.
4. I know that the 'Operation Pied Piper', the evacuation of children from urban areas to rural areas of Britain, began on 1st September 1939.
5. I know that 3rd September 1939, Neville Chamberlain declared war on Nazi Germany.
6. I know that Neville Chamberlain resigned in May 1940 and Winston Churchill became Prime Minister.
7. I know that rationing began in January 1940.
8. I know that the Battle of Britain began in July 1940 and ended in October 1940. Hitler sent his Luftwaffe bombers to attack British ports and RAF airfields.
9. I know that the Blitz took place from September 7th, 1940, and during this time, London was heavily bombed.

1. I know that the Tudor Rose is made up of the red rose of Lancaster and the white rose of the Yorks.
2. I know that Henry VII became King following the Battle of Bosworth. He ended the War of the Roses by uniting the rival houses of York and Lancaster by marrying Elizabeth Woodville, daughter of Edward IV.
3. I know that Henry VIII, the second son of Henry VII, he was a fierce ruler and often referred to as a 'tyrant'. He had six wives as he desperately sought an heir to the throne. Henry broke away from the Catholic church in Rome because they refused to grant him a divorce.
4. I know that Henry VIII married Catherine of Aragon in 1509 and divorced her in 1533.
5. I know that Henry VIII married Anne Boleyn in 1522 and she gave birth to a daughter but could not conceive a son. On May 19, 1536 Anne Boleyn had sentenced her to death on false charges of adultery and conspiracy to kill the king. She was beheaded.
6. I know that Henry VIII married Jane Seymour in 1536. On October 12, 1537, she gave birth to Henry VIII's first male heir, King Edward VI.
7. I know that Henry VIII married Anne of Cleves. Henry VIII divorced only six months later.

1. I know how important Dudley canals were for transportation of goods in the 20th century.
2. I know that the canals were the most efficient method of transportation.
3. I know that the Dudley canals played an important part in the town's growth.
4. I know that The Bonded Warehouse held taxable goods such as tea, spirits and tobacco "in bond" until an importer redeemed them by paying the appropriate level of excise duty.
5. I know that the Black Country industries and products impacted Britain and the world.
6. I know that the Black Country industry supplied the cast-iron pillars and glass of the Crystal Palace built for the Great Exhibition, made the anchors of some of Britain's most famous ships (Brunels and Titanic) and in 1829 supplied USA with its first ever steam locomotive 'The Stourbridge Lion'.
7. I know that the Black Country coal fuelled industrial expansion of the region.
8. I know that the Black Country mines were a hard and dangerous job.
9. I know that the Stourbridge Lion Locomotive was the first of its kind to operate outside of Britain.
10. I know that Himley Hall served as a home to the Lords of Dudley and their knights for centuries.

10. I know that Nazis invaded the Soviet Union (now known as Russia) in June 1941.
11. I know that USA had hoped to remain neutral during WWII but in 1941, the Japanese attacked Pearl Harbour, Hawaii. The USA joined the other Allies (Britain, France, Russia).
12. I know that in 1942, Nazi forces attempted to invade Russia, however, by doing so, lost an ally. The Nazis were also not prepared for the cold and they suffered heavy defeats.
13. I know that in 1944, the British landed on the French beaches of Normandy after a long planning operation to liberate German-occupied France. This was known as D-Day.
14. I know that the British were successful in liberating France. This alongside the disastrous battles in Russia, began the downfall of the Nazis.
15. I know that on 30th April, 1945 Hitler died.
16. I know that on 4th May, 1945 Nazi Germany surrendered.
17. I know that the end of WWII was declared on 8th May. This was known as VE Day.
18. I know that USA dropped an atom bomb on Japan in August 1945, following the attack on Pearl Harbour.
19. I know that evacuation officially ended in March 1946.
20. I know that rationing officially

8. I know that Henry VIII married Catherine Howard in 1540 but sentenced to death a two years later on the grounds of being unfaithful to Henry.
9. I know that Henry VIII married Catherine Parr in 1543. She was the last of Henry VIII's wives and by all accounts she was a patient and loving wife to him in his last years of illness, disillusion, and pain.
10. I know that following the death of Henry VIII in 1547, Edward VI, son of Henry VIII and Jane Seymour, became King of England. He became King at the age of 9 years old and died when he was only 16 years old. He was a Protestant.
11. I know that in 1553 Mary I, daughter of Henry VIII and Catherine of Aragon. She was Roman Catholic and had the nickname 'Bloody Mary' as she signed 300 death warrants for those who did not support her religion.
12. I know that in 1558 Elizabeth I, daughter of Henry VIII and Anne Boleyn. She was a Protestant. Elizabeth I never married or had any children.

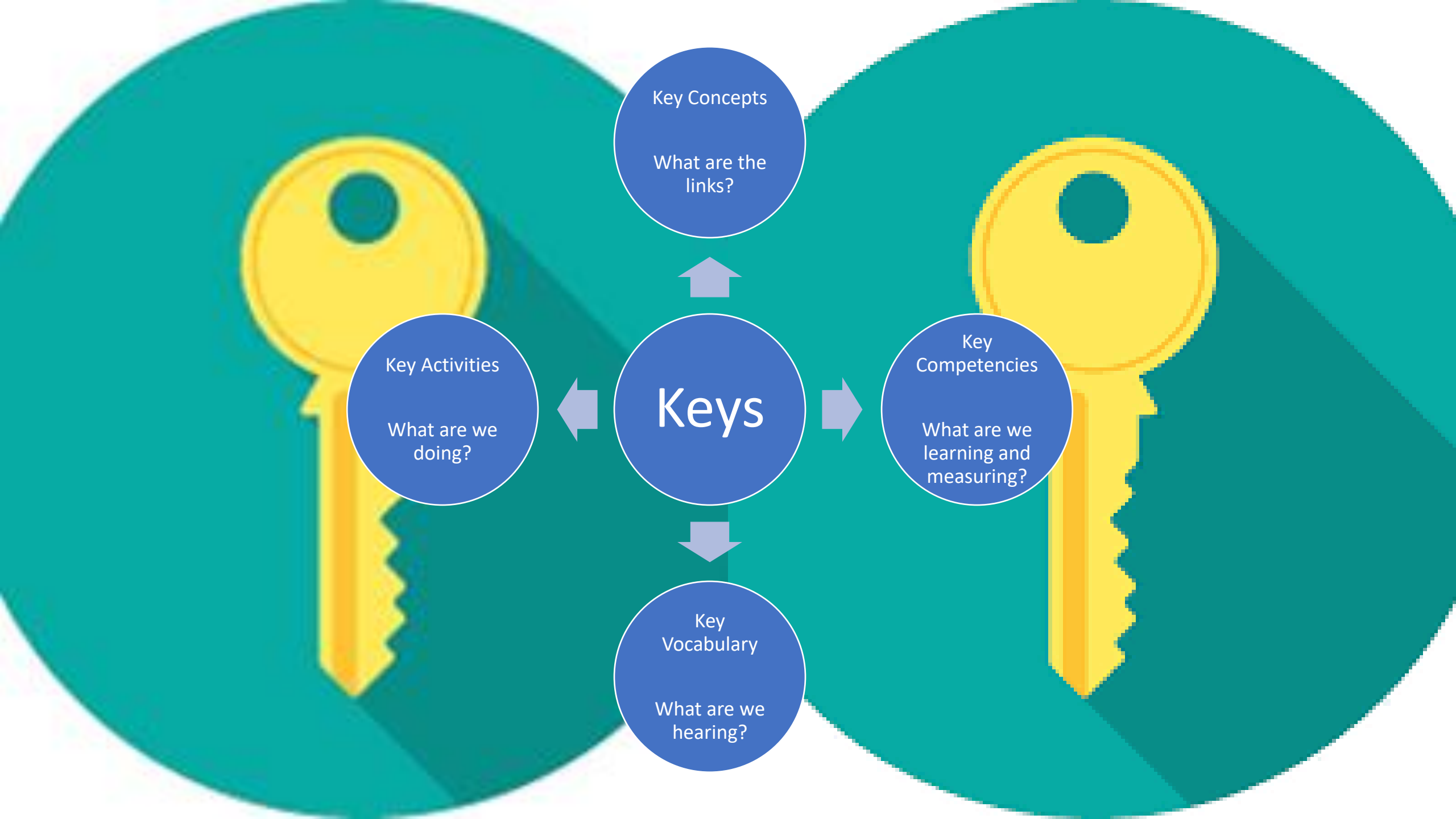
11. I know that during the Second World War, belongings from the South wing were removed to make it in a Red Cross hospital.
12. I know that Himley became a regular weekend retreat for royal visitors.
13. I know that for centuries, glass has been manufactured in the Stourbridge area.
14. I know that Stourbridge Glass is recognised as amongst the finest in the world and has been used countless times as gifts for royalty and visiting dignitaries to the UK.
15. I know that the shape of the Glass Cone acted as a giant chimney for the glass furnace, drawing air through underground tunnels to enable the furnace to reach the temperatures needed to melt the glass.



IMPLEMENTATION

TOPIC OVERVIEW

Year Group	Autumn	Aut Whole School	Spring	Summer
1	Toys from the past	The Gunpowder Plot Black History Month	Mary Anning and Captain Scott	Florence Nightingale and Mary Seacole
2	The Great Fire of London		Our Local Area & the Titanic (1)	Journeys and Exploration
3	Stone, Bronze, Iron ages		History of our Local Area (2)	The Egyptians
4	Victorians		Romans	Aztecs
5	Ancient Greeks		Anglo Saxons	Vikings
6	World War 2		Tudors	History of our Local Area (3)



Reception



History in the EYFS

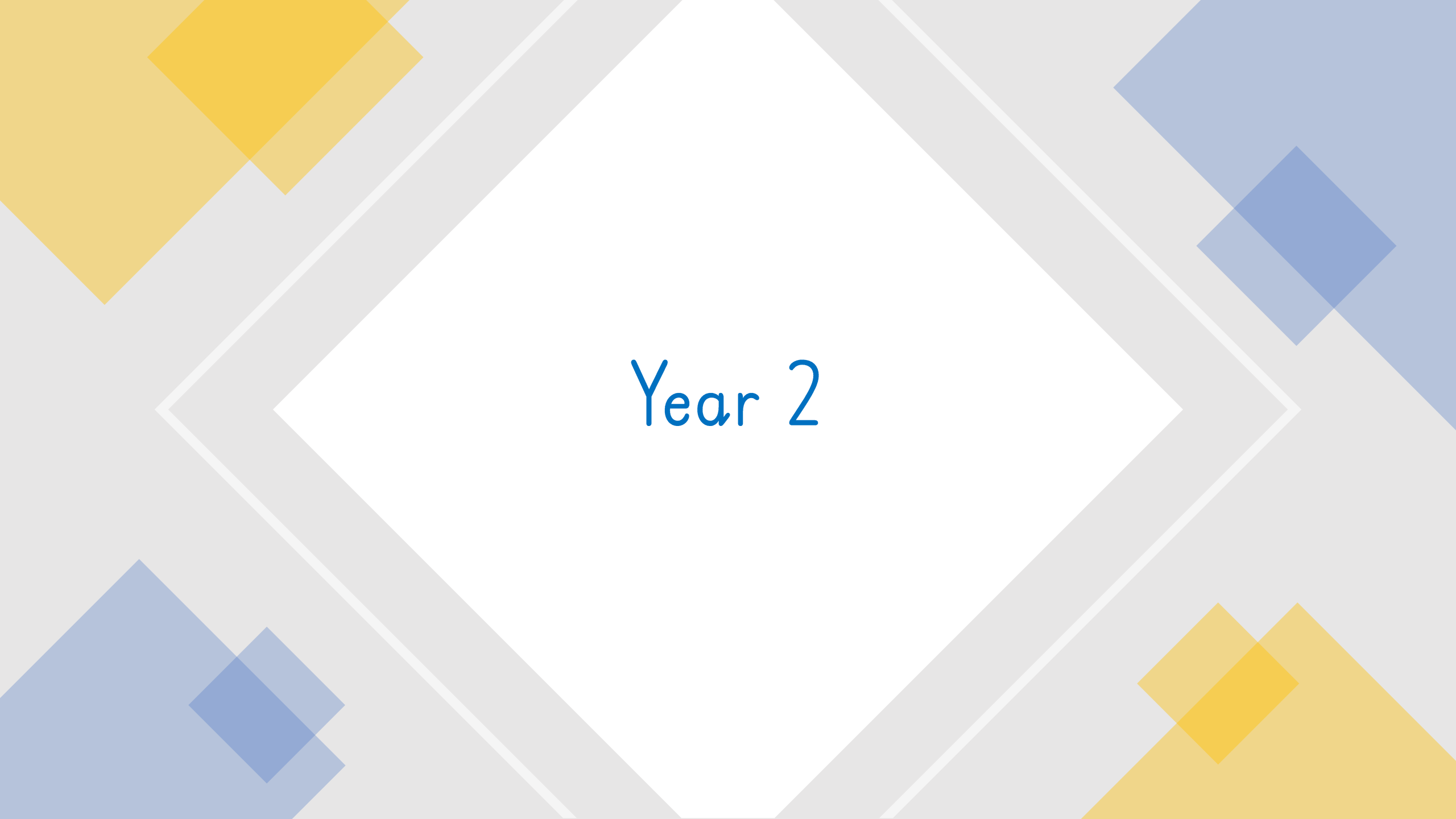
- The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.
- This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.
- The most relevant statements for history are taken from the following area of learning:
 - Understanding the World

The EYFS Curriculum supports History learning throughout the school (links):				Overview:			
- Skills for sharing information, asking questions. - Looking at examples from real life (artefacts), books and pictures. - Discovering their own community/local area, police, firefighters etc - Articulation of organising events, using basic chronology - Discovery of non-fiction texts to support understanding				In history we look at things that have happened in the past. We look at things humans have done in the past, to try and help us understand the present, and what may happen in the future. In the EYFS, we learn about the past and present through looking at our lives, and the lives of family and friends. The majority of the early history learning can be found in 'Understanding of the world', one of the 7 learning areas.			
Understanding the World: People, Culture and Communities ELG:				Understanding the World: Past and Present ELG:			
- Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.				- Children at the expected level of development will: - 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;			
Family and Friends People, Culture and Communities		Family are people who are related to each other. Friends are people who like spending time together.		Our World Past and Present		Our world where we live, local and wider. How has it changed? There are cities, towns, villages.	
Experiences People, Culture and Communities		An experience is something that happens to us in our lives, Important experiences are called life events.		Changes over time Past and Present		Humans go through life changes, baby, toddler, child, teenager, adult and elderly. Other things change over time, plants.	
Ways of life and Occupations People, Culture and Communities		We share some things with other people. Some things make us unique. A way of life is how you chose to spend your time. An occupation is a job you do for work.		Communities and Traditions Past and Present		Settings in stories, knights, castles	
Topics:				Diwali:		Christmas:	
Autumn 1		All about me		Diwali is the 5 day Hindu festival of light. It celebrates the Hindu New Year and the victory of light over darkness and the triumph of good over evil. People decorate with small oil lamps called Diya's, watch fireworks and eat sweets.		Christmas is celebrated every year by millions of people around the world. It is the Christian festival celebrating the birth of Jesus. People celebrate by decorations, giving gifts, eating a feast and seeing their friends and family.	
Autumn 2		People who help us					
Spring 1		Keeping Healthy					
Spring 2		Growing					
Summer 1		Around the World					
Summer 2		Fact or Fantasy?					
Vocabulary:							
All about me	People who help us	Keeping Healthy	Growing	Around the World	Fact or Fantasy?	Time and Chronology:	
Family	Soldier	Olympics	Baby	Mosque	Castle	1. The Past – Birth of parents	
Religion	Army	Exercise	Toddler	Similarities	Knight	2. The Past – When I was a baby	
Celebrate	Firefighters	Healthy Brains	Adult	Town	Moat	3. The Past – What I did earlier today	
Hobbies	Teachers	Hygiene	Elderly	Route	Turrets	4. The Present – What I am doing now	
Interest	Doctors		Growth	Map	Royal	5. The Present – What I will do next week	
	Job/Profession		Change		Princess	6. The Future – What I will do when I grow up	



Year I

History (Autumn 2) Hartlebury Museum Visit				
NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity
Pupils should be taught about: - changes within living memory. - events beyond living memory that are significant nationally or globally	History is about real people who lived, and real events which happened in the past. History is the study of evidence about the past Children to develop an awareness and curiosity about the past in Britain . In history, children will find evidence, weigh it up and reach their own conclusions.	<u>Pathway 1 - Significant Individuals</u> Historical Skills & Concepts - I can develop an awareness of toys of the past. - I can develop a curiosity to know more about toys from the past. - I can ask and answer questions about toys from the past. - I can make connections and draw contrasts between old toys and new toys. - I can express opinions about these similarities and differences between toys and explain my thinking. - I can draw conclusions about toys from the past, using a range of sources. Knowledge - I know that toys are different in the present compared to the past because of the materials used and how they are made. - I know what toys my grandparents would most likely have played with e.g. teddy, cards or dolls. - I know how toys have developed over time. <u>Pathway 2 - Significant events</u> <u>Bonfire night</u> - I can develop an awareness of key British events, The Gunpowder Plot, that are beyond living memory. - I understand where The Gunpowder Plot and significant people involved fit within a chronological framework. - I can ask and answer questions about The Gunpowder Plot. - I know the key events and those involved and can place them in a chronological framework. - I know why we still celebrate the failure of the Gunpowder Plot and those involved. - Remembrance day	Timeline- The order in which events occurred In the past- The time before now Modern-Relating to the present time Now-In the present time	1. Why do we celebrate Bonfire night? Children explore the Gun Powder Plot story and how this relates to Bonfire Night. Sequence events from the story. In small groups children will hot seat Guy Fawkes. Challenge Children debate if he was right to plot to blow up the houses of parliament 2. Why do we celebrate Remembrance Day? Children will explore Remembrance Day and why we celebrate this. Expand by looking at how the war ending has affected how we live today. Inform the children about other wars and conflicts that are still going on around the world. 3. What were toys like in the past? , Enrich children to bring in old toys from their families 4. How can I find out about toys from the past? Children explore a range of toys from the past, identify what it is , describe how it looks and works. Using internet and other sources explore more about the toys. Expand, look at the different types of materials they were made from and why those materials were chosen. Link to science. 5. What were toys like when my grandparents were children? Using photos from home, children will identify and describe their favourite toy thinking about how it works, what it is made of. Children will explore toys from their grandparents era and sort toys into modern and old groups. Enrich, Children to make a collection of toys from the past to share with the class. 6. How are toys from the past different to today's toys? Children will compare modern and old toys, thinking about how they work, what they are made of and how they look. Challenge, Can you design your own toy and discduss why you chose that design?



Year 2

History – The Great Fire of London (Autumn 1)

NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity
Children will: be taught about events beyond living memory that are significant nationally. Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing parts of stories and other sources to show they know and understand key features of events. The lives of significant people in the past who have contributed to national achievements (Samuel Pepys).	- Enlighten children about the past - Children to learn about real people, real events that happened in the past - Sequence, time, chronology-study of evidence of the past. - Curiosity about the past of Britain and the world - How does the past influence the present? - What were past societies like?	- To explain what the word history means (baseline) - To create a simple timeline of events from the past - To recall specific dates in history, placing them on a timeline - To recognise The Great Fire of London is an event beyond living memory. - To understand and identify where the Great Fire of London fits within a chronological framework. - To ask and answer questions, explaining ideas - To explore a range of sources of evidence about the GFOL and use them to answer questions - To identify and compare similarities and differences between ways of life in 1666 and present day - To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - To analyse reasons why people from the past acted the way they did. - To begin to draw conclusions about the Great Fire of London. - Assessment opportunities-Low-stakes quizzes, word recall, show me games, mind-maps mid-topic-what can we add to our initial map? Quizzes on satchel and purple mash. Tell a friend everything you know.	The Great Fire of London Pudding Lane London City Significant Similarities Differences Parliament Royal Court The plague 1666 Great Fire of London Tower of London Jetty Houses Royal Court Rich Poor Hygiene Wattle and daub Thatched roofs Wooden frames Wattle and daub Thomas Farriner Fire Bakery Embers Flammable Government Flammable Leather bucket Squirter Account Bury Quill & Ink	History baseline-What is history? Begin by exploring the word HISTORY and its meaning and gather the children’s ideas and the words/phrases they come up with. Children to create a mind-map to show what they already know. What events from history do they know? See which events or people the children remember from their History learning in Year 1. Explain what you know about the word history? EXPAND - Can the children independently remember last term's topics? What do we know about London and the Great Fire? GFOL Launch showing artefacts like a leather bucket, fireman helmet. What are these items? Are they old or new? Assessment opportunity Gather children's ideas-what do the children already know about London and The Great Fire of London? Children to create a mind map, drawing their ideas to show that they already know. ENRICH – Can the children identify London buildings from the GFOL period? Timelines-what is a timeline? Introduce the word chronology. What do you already know? Start with timeline of children's lives to get children used to idea of chronological order and sequence of events. Show children a timeline of historical events and people that they will know from previous learning- include an image of the great fire of London and something from their living memory. Children to work in groups to put them into chronological order (discuss meaning of this). Refer to this timeline in topic books. BROADEN – Can the children identify a time from last year's topics? Where is London? What can we use to locate London. Can children locate London on a map? Do they know it is the capital city? Why do you think we are learning about the Great Fire? What would you like to find out? Create a class mind-map as a class for working wall. Comparison of London landmarks activity using key text in English-study old maps. What do you notice? Children to create a 'Modern landmarks I know' piece-evaluate chn's use of past and present. CHALLENGE - What London landmarks were present during the Great Fire of London? What happened before the great fire happened? Lesson looking at housing, and the year 1665. Chn to identify 1666 on a timeline. Look at the plague and the rhyme-ring a ring a roses. What is the significance of the words in this song? Does the plague remind them of anything now? Show children words from the song and illustrations of houses-red marks on the door. Give hints-not answers. Children to create a door from 1665 and annotate the poem with drawings to explain the meaning. Use this to explain what happened before the Great Fire. Link to Science-the importance of hygiene, then and now. What has changed? (see houses lesson in Science which will reinforce understanding of the past). EXTEND – What do we have now that could stop the spread of the disease? What were houses like in 1666? Link to work in DT-look at videos of London streets-how have they changed? Children to explore this using construction materials, labelling pictures of houses and by making observations from videos. ENRICH – Can the children identify the weaknesses of the materials? What materials are used for houses in the present day?

History – The Great Fire of London (Autumn 2)

NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activities
Children will: be taught about events beyond living memory that are significant nationally. Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing parts of stories and other sources to show they know and understand key features of events. The lives of significant people in the past who have contributed to national achievements (Samuel Pepys).	- Enlighten children about the past - Children to learn about real people, real events that happened in the past - Sequence, time, chronology-study of evidence of the past. - Curiosity about the past of Britain and the world - How does the past influence the present? - What were past societies like?	Skills developed from Autumn 1 into Autumn 2: - To ask and answer questions, explaining ideas - To explore a range of sources of evidence about the GFOL and use them to answer questions - To identify and compare similarities and differences between ways of life in 1666 and present day - To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - To analyse reasons why people from the past acted the way they did. - To begin to draw conclusions about the Great Fire of London. Knowledge-what children need to know. - To know that Lord Mayor of London didn't act quickly to save London from the blaze. - To know that Samuel Pepys helped the King to stop the fire. - To know that people tried to stop the fire by using leather buckets of water from the River Thames, water squirters on carts, polls with hooks to pull down houses and gunpowder to blow houses up between fire areas and no fire areas. - To know that people escaped the fire by getting boats on the River Thames and out to nearby suburban areas. - To know that it took thirty years to rebuild London and it was designed by Sir Christopher Wren. - To know that Sir Christopher Wren created a set of new building laws and fire laws following the great fire. - To know that it took 50 years to rebuild St Paul's Cathedral. - To know that the Great Fire of London is the reason why we have a Fire Service today.	The Great Fire of London Pudding Lane London City Significant Similarities Differences Parliament Royal Court The plague 1666 Great Fire of London Tower of London Jetty Houses Royal Court Rich Poor Hygiene Wattle and daub Thatched roofs Wooden frames Thomas Farriner Fire Bakery Embers Flammable Government Flammable Leather bucket Lord Mayor Samuel Pepys Diary Cheese Wine Account Bury	Assessment opportunities-Low-stakes quizzes, word recall, show me games, mind-maps mid-topic-what can we add to our initial map? Quizzes on satchel and purple mash. Tell a friend everything you know. GREAT FIRE OF LONDON (Continued from Autumn Term 1) How do we know about the Great Fire? Begin with a retrieval exercise. What have we learnt so far? Discuss modern ways of telling news to the nation. Compare to old ways. Introduce Samuel Pepys' diary and how we know about the fire because of his written work. Look closely at the work of Samuel Pepys-create a diary entry in role e.g. discussing the long, hot dry summer before 1666, what he did to help stop the fire. Use Espresso clips for children to imagine what they can see out of their window and drama as a tool to write in role. CHALLENGE – Can the children use their prior knowledge of sequencing events within the factual writing? Samuel Pepys-to find out about a significant individual-Samuel Pepys. Using different sources of information, children to write factual information about Samuel Pepys to write some key facts about Samuel Pepys. How did the fire spread? Artefacts-what did people use to fight the fire? Look back at the "Launch" items (bucket and fireman hat) and discuss how these items would have been used during the fire. Look at why the fire spread. Pose question – what do the children think? Look at factors; hot summer, everything was dry, windy, flammable materials used to build homes etc. What went wrong? What could he have done to help the situation? Would the bucket and hat have been useful? What could have been improved? How do we know? Compare and contrast fire-fighting equipment from past and present. ENRICH – Would it have been easy being a firefighter in 1666? Can the children the children explain their ideas? What helped to stop the fire? Discuss the how the fire stopped. Share the factors about the weather – it stopped being windy, houses were blown up with gunpowder, houses were pulled down using hooks and people used skirters or buckets of water from the Thames to stop the fire. Also talk about how Samuel Pepys advised the King. He recommended to the King that buildings were pulled down – many thought it was the only way to stop the fire. The Mayor was ordered to use fire hooks to pull-down burning buildings, but the fire continued to spread. People forced to evacuate their homes chose to bury or hide what valuables they couldn't carry. EXTEND - Can the children label the items used the stop the spread of the fire and explain how they helped? Where did people go to escape the fire? Look back at the story of Vlad and Bostox. Discuss how the chn might have felt if they had lost their home in a great fire like the one in 1666. What items would they take with them if they lived in 1666? DEEPEN - Compare and contrast with Samuel Pepys-explain choices. Mini quiz assessment focusing on 1666 Refugees Who was Sir Christopher Wren? How did the GFOL impact modern London's landscape and fire service? How has London changed? What impact did the event have on the City of London's landscape, safety, health and fire regulations? Discuss Sir Christopher Wren's vision of a new London and what he did to help change the way it looked. Share the beginning of the fire service and how it developed over time. Compare and contrast old and modern London. CHALLENGE – Can the children identify the ways GFOL is remembered? Finally, evaluate their learning about GFOL through a Learning Log Quiz. How did the GFOL change London but also the world. How has it developed communication, structures, monuments? Rules and laws for building and fire regulations around the world. EXTEND – Can the children evaluate their knowledge using investigate sheet – Good, Bad and Interesting exercise?

History - Our Local Area & The Titanic (Spring 1)

NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity
Pupils should be taught: - Changes within living memory that are significant nationally or globally - Lives of significant individuals in the past who have contributed to national and international achievements - Know where the people and events they study fit within a chronological framework - Identify similarities and differences between ways of life in different periods.	☐ I can awareness of the history of the Black Country/Stourbridge/The Titanic Tragedy. ☐ I understand where the industrial revolution and Titanic fits within a chronological framework. ☐ I can develop a curiosity about the local area and how it made our local area famous. ☐ I can use concepts to make connections, draw contrasts and analyse trends within the industrial revolution and our local area today. ☐ I can research, compare and draw conclusions about what it was like in a period of the industrial revolution. ☐ I can begin to develop an understanding of the causes and impact of changes in our local area over time.	Our Local Area: - I know the different areas that Stourbridge and the Black Country consists of. - I know the significance behind the name ‘Stourbridge’. - I know what landmarks are near where I live. - I know how life has changed for families and children since our school was built. - I know how local landmarks have made an impact/changed life today. The Titanic (To be covered during Spring 1): - I know that parts of the Titanic were built in our local area e.g. anchor and chains at Netherton by Hingley & Sons Ltd, glass from the Red House Glass Cone. - I know that it took 3,000 men, 3 years to build. - I know that the Titanic was a luxury passenger liner and it was the most expensive and largest man-made moveable object ever built in 1912. The Titanic (To be covered during Spring 2): - I know the key events of the Titanic disaster and those involved and can place them in a chronological framework. - I know that it carried 2,223 passengers (1,324 passengers, 885 crew) but there was only enough lifeboats for almost two thirds of passengers. - I know that the White Star Line Titanic visited Queenstown, Ireland before setting off to New York, USA on its maiden voyage. - I know that Captain Edward Smith, a British Merchant Navy Officer, had many warnings about icebergs nearby but refused to use his years of experience and carried on at full speed to New York. - I know that in the early hours of 14th April 1912, the Titanic hit an iceberg. - I know that the first ship to respond to Titanic’s distress call was the Cunard Line’s RMS Carpathia. It took her approximately three and a half hours to arrive at the position of Titanic’s final distress call and when they arrived the sink had already sank. - I know that the ship split in two and sank to the bottom of the Atlantic Ocean. Both parts were 2 miles away from each other. - I know that 720 individuals were saved from the icy waters by RMS Carpathia’s Crew. - I know that the disaster caused many deaths (1503 lost souls) and this affected many families, industry and transporting on a global scale	Black Country – A place in the West Midlands with no official boundary lines. All of Dudley, parts of Sandwell and Walsall are considered The Black Country Castle – A large building with high walls and towers that was built in past to protect against attack Demolish – Deliberately breaking a building Smelting – The process of removing pure metal from its ore Canal – Waterways that are built by people locally know as a the 'the cut' due to the ground being cut out by people Railway – Tracks that are laid by people for trains to travel along Chain – A series of metal links or rings Smoke – A cloud of gas and dust that is caused by burning Factory – A building where objects are made Colliery – A coal mine Museum – A place where interesting objects from the past are shown Bow – The Front section of a ship Capacity – The amount that something can contain Captain – A person who is in charge of a ship Crew – A group of people who work on and operate the ship Engines – A machine with moving parts that converts power into motion Hull – The main body of the ship Luxury – A state of great comfort or elegance, especially when involving great expense Passenger – A person who is travelling in a car, bus, train, aeroplane or ship Propeller – Turning part with blades that power a ship	Lesson 1: What do I already know about my local area? Introduction to the topic. Ask the children to write down any knowledge about our local area and its history. Pose the questions – How is our local area famous? Why is Stourbridge called Stourbridge? What areas of the Black Country do you already know? Can you identify any landmarks? Show a variety of pictures of our local area and the titanic. How do these link? Reflect on their knowledge and give them the opportunity to ask questions that they might want to be answered during this topic. ENRICH – What contributions did our local area make towards the construction of the Titanic? Lesson 2: What are the main areas of the Black Country and Stourbridge? Linked to Geography learning journey. What are the main areas of the Black Country? The Black Country is an area of England’s Midlands. It is mainly urban, covering most of the Dudley, Sandwell and Walsall Metropolitan Boroughs, with the City of Wolverhampton sometimes included. The towns of Dudley and Tipton are generally considered to be the centre of the Black Country. Compare the main areas of Stourbridge. Stourbridge includes the villages and suburbs of Amblecote, Lye, Norton, Oldswinford, Pedmore, Stambermill, Stourton, Wollaston, Wollescote and Wordsley. Reflect on how the Black Country is famous for the industrial revolution and making chains and goal mining. Use the Black Country flag to pose the question- Why is the Black country famous? EXTEND – What is the Black Country famous for and what is Stourbridge famous for? Lesson 3: Why is Stourbridge called Stourbridge? Stourbridge is a market town in the West Midlands, situated on the River Stour. It was the centre of British glass making during the Industrial Revolution. The medieval township was named for a bridge which crossed the River Stour. It lay within the manor of Swynford or Suineford (now Old Swinford), which appears in William the Conqueror’s Domesday Book of 1086. It is situated on the edge of the Black Country. Identify some key landmarks in the local area e.g. Canals, Stourbridge Glass Museum, The Red House Glass Cone, Ruskin Glass Centre, The Bonded Warehouse. Share some insights into how they helped our local area develop and become famous. Focus mainly on the glass. EXPAND – How did this impact our lives today? Link to our school being built. Lesson 4: How did our local area contribute to the construction of the famous TitanicShip? Share pictures of the Titanic, the Titanic’s anchor and chains at Netherton by Hingley & Sons Ltd and glass from the Red House Glass Cone. Pose the key question. Do the children know the name of the ship or know what the items are? Explain to the children that our local area is linked to the construction of the famous 'unsinkable' ship. Since the 1840s the landlocked Black Country region had been at the centre of the manufacture of anchors and marine chain. Noah Hingley & Sons Ltd, Netherton Ironworks, was one of the leading companies and had made anchors for the White Star shipping company before, for Titanic’s sister ship, the Olympic. The Titanic anchor, however, was the largest they had made for what would be the largest ship in the world. According to the Dudley Chronicle, the work was supervised by Mr Osborne, manager of the cable department at the Netherton works. Gangs of men worked hard forging over a thousand feet of chain for the ship. It is well known that Hingley’s were not responsible for making the whole of the anchor, however. Walter Somers Ltd of Mucklow Hill, Halesowen, forged the shank of the centre anchor because they owned more powerful steam powered hammers. Rogersons Ltd of Newcastle-upon-Tyne also cast the huge steel head of the anchor. Hingley’s however, made the remaining parts and assembled the whole together, with the main anchor measuring 18 foot 6 inches long and 10 foot 6 inches wide. Also link this lesson to the Red House Glass Cone and how they produced glass for the Titanic’s restaurants and passenger cabins. BROADEN – Can the children explain the contributions of our local area? Lesson 5: Why was the Titanic the most expensive and luxurious ship in the world? (1912) Share images of the ship’s construction and explain that it took 3,000 men, 3 years to build because the Titanic was a luxury passenger liner, and it was the most expensive and largest man-made moveable object ever built in 1912. Bruce Ismay stated that the cost of building the Titanic was \$7,500,000. This was converted into British Sterling at a rate of \$5 to £1, with the cost in sterling being recorded as £1,500,000. Based on inflation and modern-day exchange rates, this would put the cost in modern money at something in the region of \$166,000,000 (£120,000,000). Discuss how part of the ships were made e.g. boilers, cabins, propellers and funnels. CHALLENGE – Which deck would the children have liked to have been on? First, second or third? Can the children explain why? <i>Lessons about the Titanic to continue into Spring 2 – focus on the maiden voyage, passengers, crew, timeline of events, disaster and impact of the ship sinking. (5 week half term)</i>



Year 3

Stone Age, Bronze Age and Iron Age

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age	History is about real people who lived, and real events which happened in the past. History is the study of evidence about the past Children to develop an awareness and curiosity about the past in Britain . In history, children will find evidence, weigh it up and reach their own conclusions.	Understand the meaning of each stage of the Bronze Age, Iron Age and Stone Age and can put in a chronological framework. I know that Circa in Latin means, ‘around’ I know what life was like for all groups of people during the Bronze Age and Iron Age. I know how Iron Age people protected their settlements by using hillforts and ramparts. I know that Bronze is made of out tin and copper. I know that the Iron Age ended when the Romans invaded Britain in AD 43. I know that the discovery of the Amesbury Archers was important because the artefacts that were buried with his remains told us a lot about the Bronze Age. The climate got warmer and humans were able to start farming and demonstrate a variety of ways to gather food including hunting and fishing. I know that the discovery of the Cheddar Man was important because his remains told us about life in the Stone Age.	AD AD is used to show dates after the birth of Jesus. This year is AD 2019. Ancient Belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410) Archaeologist A person that studies the past by exploring old ruins. Artefact An object from the past that shows evidence of what life was like BD BC is a way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was. Bronze Copper and tin are melted together to make a metal called bronze Circa Latin meaning ‘around’. c. 800 BC means around 800 BC. Dwelling A place where people live. Hillforts Settlements built on hills to provide more protection Hunter gatherers Groups of people who get food by hunting, fishing, and foraging rather than by farming Iron A strong, hard magnetic silvery-grey metal. Invade To enter a country by force with large numbers of soldiers in order to take possession of it. Ramparts A defensive wall built for protection Settlement A group of dwellings that form a community. Hunter Gatherers Groups of people who get food by hunting, fishing and foraging rather than farming. Neanderthal An early species of human being, now extinct. Neolithic New Stone Age Mesolithic Middle Stone Age Palaeolithic Old Stone Age	Focus – Stone Age 1. Learning log – what do they already know? Timeline lesson. Discuss meaning of BC/AD and get children to create a human timeline of periods of history. Pick out the 3 periods we are looking at and talk about the meaning of prehistory and the word 'circa'. Look at important events from all three periods for the children to order. EXTEND: Where do these periods come in relation to previous history topics taught? 2. Stone Age: Why is it called this?– three periods (Palaeolithic, Mesolithic, Neolithic) How do they differ? Children to infer from pictures and use their inference skills to order the periods. CHALLENGE: How did these periods change over time? 3. Hunter Gatherers – children to go on a 'hunt' outside with foam javelins to gain understanding/research. BROADEN: How do they think this changed over time? Think about the Neolithic revolution. 4. Apply knowledge from previous lesson – focus on shift from hunter gatherer to farmer. BROADEN: How do they think this period influenced modern day life? 5. Stone Age settlements – inference focus. What do the children see? What can they infer? Can they use their knowledge from hunter gatherer/farming lessons to make their inferences. EXTEND: Which period would they have preferred and why? 6. The Neolithic Revolution – how was it a change in human history? BROADEN: How do they think this period influenced modern day life? Learning log – fabulous finish

The Egyptians

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
To 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	To consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. To find evidence, weigh it up and reach their own conclusions. To do this they will research, sift through evidence, and argue their point of view on the impact that an historical event or individual had on modern life today.	Pathway 3 – Movement (The Egyptians) To identify where and when the Egyptians lived. To explain the importance of the river Nile for the Ancient Egyptians. To compare and contrast the lives and jobs of different people in Ancient Egypt. To compare and contrast the lives and jobs of different people in Ancient Egypt. To know and understand how the Ancient Egyptians were considered influential to today. To be able to explain the importance of Tutankhamun's tomb	AD- is used to show the dates after the birth of Jesus. Ancient-Belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410 Artefact-An object from the past that shows evidence of what life was like BD-BC is a way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history is was. Circa -Latin meaning 'around'. c. 800 BC means around 800 BC Civilisation -A human society with its own social organisation and culture. Continent -A very large area of land that consists of many countries. Europe is a continent. Mummification -If a dead body is mummified, it is preserved, for example by rubbing it with special oils and wrapping it in cloth Pharaoh -A king of ancient Egypt Preserve -Making sure that something remains as it is, and does not change or end Pyramid-Ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt to contain the bodies of their kings and queens. Tomb -A large grave that is above ground Tutankhamun – A famous Egyptian Pharaoh	Learning log. Children will use a map to locate Egypt. They will then identify the continent, capital city, countries and seas around Egypt. Look at history timeline – identify when it was, what came before, during and after. BROADEN – What additional information can they find out about Egypt using an Atlas? (over two lessons) Children will use a variety of sources to research Ancient Egypt and find out the importance of the River Nile. Children will complete a writing task to demonstrate their knowledge. ENRICH – Use knowledge of non-chronological reports to create a report about the River Nile Children will use a range of sources to research the lives of farmers, Pharaohs, Priests and Noblemen. Create a hierarchy pyramid to show the importance of the different jobs. (Learning to continue after half term) Children will use their research from previous lesson (pyramid hierarchy) to complete top trumps cards for different jobs. EXTEND: Out of the jobs they have chosen to compare, which would they prefer and why? Use categories to assist. Discover why pyramids were built, who Tutankhamun was and what mummification is. Use booklet of information to collect information for following week. (cops and robbers). Look at images of some of King Tut's buried treasures. Match image to object and begin to infer what he needed/wanted them for. Next lesson to record findings.(2 lessons) CHALLENGE: Children to write an advertisement, showing off many of King Tut's treasures. How much did Ancient Egyptians achieve? Discover how the Ancient Egyptians were considered influential today i.e. calendar, mathematics, writing, medicine, farming, sports, music, religion, architecture, etc. Use images to infer. Possible think and link. (2 lessons) BROADEN: How is Ancient Egyptian life seen in modern day life? Children to complete a fact file showing what they have learnt about the Ancient Egyptians: where and when, River Nile importance, lives of people, Tutankhamun, religion etc.

Local Area/Heritage

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Pupils should be taught about: A local history study - a depth study linked to one of the British areas of study. - 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.	History teaching aims to enlighten children about the past. History is about real people who lived, and real events which happened in the past. Pupils will consider how the past influences the present. In history, children will find evidence, weigh it up and reach their own conclusions. To do this they will research, sift through evidence, and argue their point of view on the impact that an historical event or individual had on modern life today.	LO: To identify the different areas within the Black country and explain the significance of the name LO: To understand what coal mining was and why it was so important LO: To describe the working conditions of the coal mines LO: To compare how children's lives have changed since coal mining in the 19th century	Black Country Local Area Coal mines Coal mining Industrial Revolution Factory Steam Engine	How did our local area impact coal mining during the Industrial Revolution? 1. Look at atlas – identify 4 boroughs of Black Country and any towns/cities within it. Look at images of Industrial Revolution and label what they say. Talk about significance of the name 'Black Country'. Finish by looking at Black Country flag – what does each part represent? 2. What is coal? What is used for? Where does it come from? How do we get it? Pass coal around the classroom and ask why they think coal was important and how it was formed? Find out what the children already know about mining. Identify mines in local area. Challenge: I know important people who contribute to the development of coal mining. 3. Illustrations/images to do with working conditions of coal mining. Label what they see. What do they think is going on and what makes them think that? What do they think the working conditions would have been like using the evidence in the images. Children to be made aware of the Nine Lock Pit. Challenge: I can justify how the coal mining has impacted life today. 4. Look at job advertisement for a mine trapper that asks for a child age 6 and above. What do they notice? Research different jobs children would have had in the mines and why they wanted children to work there. Challenge: How does this compare to children's lives now?



Year 4

Victorians

Key Question: Was childhood more enjoyable during the 19th century or the 21st century?

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught a study over time tracing how several aspects of national history are reflected in the locality (focus on Wordsley workhouse, bonded warehouse and other workhouses in Britain and their local area)	Curriculum Concepts: Lessons will aim for a depth of understanding through the subject 'deep ideas' themes to ensure that all children develop an awareness of historical events and figures. All children will be encouraged to find out about historical events and significant individuals from the past and ask questions to deep their knowledge and understanding.	<u>Pathway 3 – Movement</u> 6 lessons – 1 learning log 1 LO: I can explain the invention of the telephone. 2. LO: I can analyse the success of a range of Victorian inventions. 3.LO: I can discuss the importance of the Factory Act in the 19th Century (focusing on child labour) – lord Shaftesbury 4. LO: I can evaluate Victorian children's leisure time and compare this with my own today. 5. Local area study – I know that Dudley borough is famous for its coal, saddle, chain and nail making 6. Learning log exit	Era/period 19th century Queen Victoria Prince Albert Coronation Industrial revolution Trade Emigration Crimean War Scutari British Red Cross Education Rich/poor Discipline Birch cane Reading, writing, arithmetic Slate board Drill Abacus Communication Transmission Child labour Factory act Poor Law	<u>Learning Log Entry and Quiz.</u> 1/2. How does the world communicate? Are we really glued to our phones? Entry (timed pair share) can they place the images of inventions on a timeline, why have they constructed it this way? Review and repeat this at the end, did anything change? Explain key Victorian inventions focusing on Alexander Graham Bell and the telephone? Deepen - Is the telephone arguably one of the best inventions from the V period? How would we communicate without it? Draw on Y2 knowledge of GFOL when there was a fire/emergency, a runner had to alert the local police etc. why is that not successful today? 3. How did Queen Victoria influence the jobs given to children? Why did she feel something needed to change? Link to PSHE and the lesson about rules and laws, explain how children in the Victorian period worked as hard as adults did in mines, chimney sweeps, factories, dog poo pickers and knocker-uppers. Children to create job advertisements to be placed around the year group and school e.g. dog walker wanted, chimney sweeper needed. Use techniques from Blist Hill adverts and print them in best. After creating adverts, discuss how these jobs made them feel? why did something need to change? Set up a debate in the classroom arguing for and against the Factory Act preventing children under 10 from working. For – made money, size, efficiency, kept them from streets. Challenge – what would life be like if these laws were not made? 4. Look at entertainment for Victorian children and draw on Blists Hill visit. How does this compare with our entertainment today? What would you prefer and why? Extend – has entertainment changed for the better or worse? 5. Focus on the local area and how goods were transported in and out of Dudley. What is Dudley famous for? Can children interview family members? Why did Queen Victoria refer to it as the black country?

The Romans Key Question: What happened when the Romans came?				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Children should be taught about the Roman Empire and its impact on Britain. Including: Julius Caesar’s attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. The successful invasion by Claudius and conquest, including Hadrian’s Wall. British resistance, for example, Boudica. ‘Romanisation’ of Britain and the impact of technology, culture and beliefs, including early Christianity	They will be motivated to develop a positive curiosity by the end of the topic and have a ‘hands on’ approach to learning more about significant individuals and events of the past. Teach history with a clear understanding of what has come before and how this links to today’s learning.	Pathway 3- Movement LO: I can identify Rome and the spread of their empire. LO: I can evaluate the Roman invasion of Britain. I can describe the role of Roman soldiers and their army. LO: I can explain why Boudica led a rebellion against the Romans. LO: I can analyse the rapid success of the Roman Empire. LO: I can describe the ‘Romanisation’ of Britain. LO: I can explain how the Romans entertained themselves and their influences in Britain. LO: I can analyse the rapid success of the Roman Empire.	Romulus and Remus Julius Caesar Europe Conquer Invasion Emperor and empire British resources Gold Trade Roads Slavery Legacy Rebellion and revolt Boudica British Celtic Iceni Prasutagus Armour: spear, shield Pompeii Eruption Pliny and an eyewitness account Gladiator Stadium Colosseum, Circus Maximus	<u>Learning Log Entry, Topic Quiz and Launch afternoon- What was life like in Ancient Rome?</u> 1. Explain when the Roman period was and use maps to identify Rome in comparison to Britain, and show the spread of the Roman empire over time. Talk about why/when countries may have invaded other countries. Children to construct own timeline using ipads and resources. Explore how the empire grew by looking at mapped images across the roman period. Children to discuss the expansion of the Roman period over time using images to help. Why were the Romans so successful in their take overs and considered one of the powerful armies in Europe? 2. Explore why the Romans wanted to invade Britain and what it meant to be a part of a legacy. Children will evaluate how successful Julius Caesar’s invasion was in 55BC and why, and compare this with the invasions of Claudius and Caligula. Children to describe why Britain was so valuable to the Romans. What did Britain have that other countries didn’t have? What did Britain gain as a result? Why did the Romans see Britain as a threat? 3. Children will learn the strict rules Roman soldiers followed to prepare them for battle, learning the difference between legionaries and auxiliaries, describing the formations, weapons and armour they used. Children to design their own formation and weaponry in role as a soldier. Was the success of the Roman army the only reason they conquered most of Europe? 4. Using drama and animation, children to retell the story of Boudica’s rebellion. Argue why she was considered one of the most powerful women from the Iceni and why she is still recognised today. Why did Boudica resist the Romanisation of Britain? Was her rebellion a success? 5. Topic conclusion – Analyse the impact that the Romans have on society today. How successful was their empire? Draw on knowledge, why were they considered so powerful? What did we gain? Lose? Model answer needed. <u>Learning log – Quiz style questions- How were the Romans so successful?</u>

The Amazing Aztecs and their Ancient Civilisations Why was the cocoa bean so important to the Aztecs?				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
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.	Curriculum Concepts: Lessons will aim for a depth of understanding through the subject ‘deep ideas’ themes to ensure that all children develop an awareness of historical events and figures. All children will be encouraged to find out about historical events and significant individuals from the past and ask questions to deep their knowledge and understanding.	<u>Pathway 3 Movement</u> Learning log entry LO: I can explain when the Aztec period was and can explain how their empire was defeated by the Spanish invasion. LO: I can locate their earliest settlement on a map. LO: I can describe their ancient city of Tenochtitlan. LO: I can analyse the importance of their market and how trade was completed during the Aztec period. LO: I can describe the Aztec diet and the importance of chocolate (Chocolatl) for King Montezuma. LO: I can debate how important the cocoa bean was for food and trade. LO: I can explain how mythology and their strict belief in the Gods led them to settle in their city and how worship was central to their beliefs. LO: I can describe the lifestyle of the Aztecs and compare this with my own. LO: I can describe the end of the Aztec empire and the role of Hernan Cortez.	Valley of Mexico Mesoamerica Tenochtitlan Aztec Ruler Montezuma Ahuizotl Cuiclahuac Mexico City, Spanish Colony Mexican people Settlement Trade Hernan Cortes Gods and Goddesses Huitzilopochtli Quetzalcoatl Sacrifice Tribute Cacao (cocoa beans) Maize chilli and cane sugar	Topic launch to explore half term homework and questions about the Aztecs. Record these to answer throughout the weeks. 1. Locate the Aztec period in history and create a timeline showing the development of their inventions. Where did they settle? How were they defeated? Challenge – why did they settle in Tenochtitlan? Where is Tenochtitlan now? 2, 3. Share the ancient city of Tenochtitlan to children and why the Aztecs settled here (Geog link) children to recreate the settlement and evaluate why it was such a successful place for the tribe to live. Why was Tenochtitlan destroyed? Extend - How does Tenochtitlan 1500 compare to Mexico City 2023? 4. Explore the ancient town of Tenochtitlan and how it compares with a Roman town, and a modern town today. Discuss the market stalls and how it attracted thousands of people each year. Explore how trade was completed and how this compares with trade today. Extend – why was Tenochtitlan such a popular place during the Aztec period? Why was the market so successful? Conduct a fake poo investigation to identify the Aztec diet- including what the cocoa beans may have been consumed as. Why was the cocoa bean so important to the Aztecs? Describe their diet. How does it compare with ours today? Challenge – how did their capital city help with their diet? Evaluate and describe the journey of chocolate from now until the present day, linking knowledge from Victorian topic and industrial revolution. Explore the history of chocolate and how it has changed over time. Why did the Aztecs value it so much? Broaden – did the Aztecs really invent chocolate? How were the Mayans involved with this discovery? Evaluate the importance of religion to the Aztecs. Why and how were they guided by Gods? Children to design their own Aztec God and play top trumps with their team. Explain the importance of the temples within Tenochtitlan and the purpose of a sunstone. Enrich - Was religion the most important thing to the Aztecs? Explain the ending of the Aztec empire and the battle they faced with civilization and illnesses. How does this compare with our experience of a pandemic? Why did the Spanish invade? What did they gain? Challenge – was the ending of this empire a failure or triumph?



Year 5

Ancient Greeks				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Historical Skills & Concept s- Ancient Greeks	• I can develop an awareness of what life was like during the Ancient Greece period. L2,3 • I can develop a curiosity to know more about how the Ancient Greeks began and what they were famous for e.g. agriculture,farming, art, democratic government, the Olympic games etc L1 • I can develop a chronological understanding of Ancient Greece. L1 • I can ask questions, investigate and analyse my findings about Ancient Greece. L1 • I can explain what was happening in the Greek civilisation and Britain civilisation at the same time. L2 • I am beginning to develop and understanding of abstract terms such as democracy, philosophy etc L5 • I can draw conclusions about how the Greek society has had an impact on modern society and civilisation e.g. the Olympic Games, medicine, government, through a medium of my own choice. L5 I know that Ancient Greeks believed in many gods. They were polytheists. 2. I know that the Greeks were considered influential to modern society. They contributed ideas about philosophy, religion, art, science, language and maths. 3. I know that the Olympic Games in Greece started in c. 800BC. 4. I know that ruins and artefacts tell us about Ancient Greek culture, military and religious beliefs. 5. I know that Greeks invented democracy. This is when everybody is allowed to vote on the decisions made by the government. 6. I know that Greece is made up of many islands and is located by the sea. This meant that the Greeks were seafaring people. 7. I know that Greek vases are important to us today because they tell us about Ancient Greek life because of the pictures drawn on them. 8. I know that the Olympics were invented by the Greeks as religious festival. 9. The Greek empire expanded further under the rule of Alexander the Great. 10. I know that Greeks were good at warfare. They used this to defend their land, trade and invade other places not under their control. 11. I understand the impact of the Ancient Greeks had on Britain e.g. maths, language etc.	Initial learning logs LO: to ask questions and investigate Ancient Greece. LO: to identify the main Ancient Greek Gods (Olympians) LO: to identify the impact of Ancient Greek democracy on life today. LO: to compare and contrast the lives led by the Spartans and Athenians. LO: to compare the Ancient Olympic games to the modern day Olympics. LO: to investigate the life and achievements of Alexander the Great. LO: to investigate what the Ancient Greeks are famous for LO: to analyse how the Ancient Greeks have impacted positively on modern Society. LO: to present my findings about Ancient Greece (project over two lessons- research and presentation)	Democracy Civilisation Modern Ancient Democratic Olympics Philosophy Religion Language Empire Trade Influential Society	L1- Introduce topic with Greek Gods, timeline, what are they famous for? How do we know about Ancient Greece? Pottery etc. Children to carry out a mini project based on child led questioning, what do they want to know about Ancient Greece? Children to investigate the answers to their questions and present their findings. <i>EXPAND: Compare and contrast what you have learned to another period of time which you have studied.</i> L2- Children to watch the video about Ancient Greek Gods and Goddesses and make notes as they watch. Which names did pupils hear in the video and which did they recognise? Where do they know them from? They may know them from stories, or they may know them from brand names or famous projects - eg Hermes or Apollo. Children then create a social media profile for one of the Olympians using their information. <i>EXTEND- What is the link between the Olympians and the Olympics?</i> L3- Learn about democracy now and the introduction of Greek democracy. Compare similarities and differences with democracy in the modern day and link to our government. Analyse the impact and hypothesise how could life be different if democracy hadn't been introduced? <i>CHALLENGE: Do you think England is a fully democratic country? Explain your answer</i> L4- Learn about the lives of two different Ancient Greek groups in society. Teach the differences between the attitudes and daily life of Spartans and Athenians. Re-enact battle to show the difference in body language, attitude, lifestyle. <i>DEEPEN: Which state would you rather live in? Athens or Sparta? Give detailed reasons behind your decision.</i> L5- Compare- Children to learn about the ancient and modern Olympic games and then compare Ancient Olympics and modern Olympics. Link to PE and do some Ancient Greek vs modern games. Children to compare the similarities of recent Olympics with ancient games. Create a project based on the modern games and the ancient games. <i>BROADEN: Research Paris 2024. Which sports are new and how many sports have been introduced since the ancient games?</i> L6- Alexander- Children to investigate the life of the famous Greek Alexander the Great and create a factfile about him. What is the impact of his reign on our lives today? <i>EXTEND- which other famous ancient Greeks do we know from other lessons e.g. Solar System. Make links and evaluate how life might be different without them.</i> L7- famous- Show children some pictures in the style of a google search and say that they have come up as a result of a search on Ancient Greece as they are commonly linked to Ancient Greece. What do they know about each picture? Pictures to include: the Parthenon, philosophy, Socrates, Homer and sculptures. What do they know about them and why do these come up when researching Ancient Greece? <i>EXTEND- If you were creating your own search results, what would you draw knowing what you know about Ancient Greece? E.g. democracy, pottery.</i> L8- Analyse- Bring together learning from whole topic. Focus on philosophy, maths, science, language, Olympics. Children to imagine and hypothesise what would life be like if they had not introduced these elements to society? Argue the positive impact on our lives. Children to create a project over two lessons to bring together everything that they know from this whole topic. Publish final projects on blogs and in year group on display. <i>CHALLENGE: Compare the Ancient Greeks with the impact of the Romans. Who had more of an impact and why?</i> L9- project. Children to bring together all of their learning from this topic in the form of a project. Project to be put in their learning logs as it will detail all of their learning over this term's work on Ancient Greece.

Anglo Saxons				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Significant Individuals Significant Events Movement Civilisation – historical skills and knowledge	History teaching aims to enlighten children about the past. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. Teachers will make this transparent and help children to develop an awareness and curiosity about the past in Britain and the wider world and how this plays an essential part in preparing us for living and working in the contemporary world. Pupils will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children will find evidence, weigh it up and reach their own conclusions. To do this they will research, sift through evidence, and argue their point of view on the impact that an historical event or individual had on modern life today.	LO: to explain reasons behind why the Anglo Saxons settled in Britain LO: to investigate what life was like during the Anglo Saxon period LO: to describe Anglo Saxon religious beliefs. LO: to justify what we can learn about Anglo-Saxons from archaeology. (Sutton Hoo) LO: to analyse the impact of The Anglo Saxons on our lives today LO: to identify what we can learn about Anglo-Saxons from archaeology LO: to investigate the findings of Sutton Hoo LO: to compare Anglo Saxon and modern daily life. LO: to analyse the impact of The Anglo Saxons on our lives today	AD- AD is used to show dates after the birth of Jesus. This year is AD 2020. Anglo-Saxons- The name given to the people who travelled from Germany, South Denmark and the Netherlands and settled in Britain around AD 410 Civilisation- A human society with its own social organisation and culture. Saxons - People from northern and central Germany who invaded Britain around AD 410 Hoard - Items buried and left, possibly for safe-keeping Invade - To enter a country by force with large numbers of soldiers in order to take possession of it. Migration - The process of people travelling to a new place to live, usually in large numbers. Pagan - A person who follows a religion that is not a major religion, including Christianity, Islam, Judaism, Buddhism, Hinduism, and Sikhism Settler/ settlement - People who migrate to a new place. When people start a community, this is a settlement.	Settlement -KWL grid about Anglo Saxons -Identify when the Anglo Saxons settled (timeline) -Identify the reasons for why the Anglo-Saxons settled in Britain -Identify the impact that the Romans have had -Identify where they settled and where they originated using maps -Explain why they settled – diary entry as an Anglo Saxon Anglo-Saxon life -Tables to be given specific areas of research (below) and children to come up with two/three questions for this area -Different tables to be research stations (non fiction books, chromebooks, research packs) for different aspects: childhood, jobs, clothing, food and drink and housing, leadership (King Offa, King Arthur and Edward the confessor) -Groups to present information to the rest of the class (photograph) Religious beliefs -Identify differences between Pagan and Christian religion - Describe the three key missionaries central to the movement from Paganism to Christianity and produce stained glass windows to support this - Link the days of the week to Anglo Saxon Gods Artefacts -Discuss dates and events of Sutton Hoo -Class practical investigation- who is the King buried at Sutton Hoo using evidence/artefacts as clues -Justify who the King buried is and how they know Impact - Retrieval task- what do we know and how do we think they impacted using what we know? (cops and robbers retrieval) - Identify impacts in areas of: names of towns, days of week, religion, language, split country (Geography) - PMI what would life be like in Britain if the Anglo Saxons never migrated? - EXPAND- PMI (plus, minus, interesting) what would life be like in Britain if the Anglo Saxons never migrated? Archaeology -Explain where Staffordshire is and where the Hoard was discovered -Look at some objects from Staffordshire Hoard online and zoom in to study pictures -Identify their roles and jobs using the information tags online -Discuss how we know this and what we would have known without this information -Identify the knowledge that we now have because of the Hoard BROADEN- Children to research other discoveries of Anglo Saxon artefacts such as Sutton Hoo. What does the Anglo Saxon chronicle tell us about this time period? Compare - What do we know about daily life in Anglo Saxon times - Children to create a project based on one area of Anglo Saxon life and compare this with our life today e.g. entertainment - Children to create project on whichever area they choose CHALLENGE- Link back to previous lessons, would we know about these areas of daily life without the artefacts? What don’t we know that we would like to? Learning log Children record what they now know about this topic using key word prompts.

Vikings				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Significant Events Movement Civilisation – historical skills and knowledge	I can develop an awareness of what life was like during the Vikings period. I can develop a curiosity to know more about how the Vikings settled in Britain and why they continued to invade Britain from AD 787 to 1066. I can develop a chronological understanding of Vikings e.g. William the Conqueror, trade, settlements and religion. I can ask questions, investigate and analyse my findings about the Vikings. I am beginning to develop and understanding of abstract terms such as pirate raid and Old Norse Language. I can draw conclusions about how the Viking society has had an impact on modern society and civilisation, through a medium of my own choice.	LO: to analyse the importance of the raid on Lindisfarne to the Viking invasion. LO: to investigate The Vikings invasion and settlement in Britain. LO: to compare and contrast Viking life and beliefs with modern life. LO: to develop a curiosity about Viking monarchy. LO: to explain how the Vikings had an impact on our lives.	Conquer – to get something by force Danelaw – the area in Britain that was ruled by the Vikings Danes – another name for the Vikings Dragonship – another name for Viking Longboat. This is because it has a dragonhead at the helm in order to scare off enemies. Invade – to take over land Longhouse – Viking house (one long, rectangular room). Norse – North Norsemen – the name given to people living in Scandinavia at the time of the Vikings – means men from the North. Raid – a surprise attack to steal valuable items and slaves Runes – Viking letters of the alphabet Scandinavia – the area that is made up of the countries: Denmark, Norway and Sweden. Settlement – a place where people go to live Valhalla – the Vikings believe they go to this place after death. Viking – the name given to a highly skilled warrior, sea-farmer and farmer from Norway, Denmark and Sweden.	Lesson 1: Introduction to the raid and Vikings Retrieval: What can you remember about the Anglo-Saxons? - Children are to read an account of the raid at Lindisfarne taken from the Anglo-Saxon chronicle. - Discuss: was it written by a Viking or an Anglo-Saxon? Children annotate the article. - Activity: Children are to re-write an article, explaining why Lindisfarne was invaded from the perspective of a Viking. CHALLENGE: Explain why we have to be mindful when taking information from historical sources Lesson 2: When, where and how did the Vikings invade? -Children are to read accounts, look at evidence through artefacts and historical documents to see why the Vikings invaded Britain and how they invaded Britain. -Children to annotate and present the reasons why the Vikings invaded. -Activity: Children to investigate the evidence from Repton and decide whether it is from a Viking attack or not. EXPAND: Why did the Vikings attack and settle in Derbyshire? Lesson 3: What was Viking life like? Retrieval: What do we already know about Vikings? - Children to draw conclusions about the similarities and differences between Viking life and modern life, making notes as they listen to information. - Activity: Create two newspapers, one Viking times and one modern day including a news article, housing adverts, sporting results, job adverts and more. BROADEN: Research Viking battles and compare it to wars and conflicts that have happened in the last 100 years. Lesson 4: Curiosity about monarchy Retrieval: Anglo-Saxon Monarchy - Children to analyse Viking monarchy and then compare to the job of our king. - Activity: Research a Viking King. - Activity: Children to create a table, comparing King Charles to a Viking King of their choice. ENRICH: Compare a Viking King to another King you have learned about in History. Lesson 5: Impact of the Vikings - Talk about some of the things that Vikings did that affect us today. - Children to analyse whether our life would have been different without the Vikings and the impact that they had on our lives. - Activity: Write a letter to the Vikings, thanking them for their impact. CHALLENGE: Who had more impact, the Anglo-Saxons or Viking? Lesson 6: Learning Logs



Year 6

World War II

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
NC Pos A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.	LO: I can research WW2 using a range of sources. LO: I can explain the important events that led to WW2. LO: I can discuss why Winston Churchill was an inspirational leader LO: I can explain what the evacuation was and what it was like to be involved in. LO: I can discuss how and why diet was different during WW2.	Allies Axis Adolf Hitler Neville Chamberlain Winston Churchill Leadership Peace Agreement Treat of Versailles Operation Pied Piper Pact Poland Invasion Peace Evacuation Evacuees Suitcase The Blitz Battle of Britain Billeting officers Rations	- Retrieval task- ‘Stunning Starter’. Assess existing understanding. - Children use the internet, artefacts, Blitz videos, diary entries and pictures to complete a fact file all about WW2. What was the impact of the Second World War on the West Midlands region? Did Winston Churchill do the right thing by creating Operation Pied Piper? - Children create a timeline highlighting the events that led up to WW2. Compare the intentions of Neville Chamberlain and Adolf Hitler. - Create a poster/fact file about Winston Churchill and explain how he was an ins[irrational leader. Do you think Winston Churchill made the right decisions? Explain your reasoning... Would you have done anything differently? - Children write a diary entry in the role as a WW2 evacuee. They use key vocab and new vocabulary into their writing. How could you include malevolent into your writing? - Children compare meals from WWII to the present day. Children make proganda posters advertising food rationing. How do you think meals impacted children's education at school? - Learning log exit task.

Terrible Tudors				
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
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. Pathway 1 - Significant Individuals Pathway 2 - Significant events Pathway 3 - Movements Pathway 4 - Civilisations	To develop an awareness of what life was like during Tudor times e.g. life in court, marriage, religion, monarch etc To develop a curiosity of place key historical events and how significant people from the past (Elizabeth I, Richard III, Henry VIII) influenced change in societies and periods in a chronological framework. To understand that some civilizations shower greater advancements than people who lived in centuries after them. To draw conclusions from a variety of sources based on my understanding of source reliability. To look at more than one version and say how an author or researcher has attempted to persuade or give a specific viewpoint and share my own views through a medium of my own choice. To begin to develop and understanding of abstract terms such as annulment, heretic etc To summarise the main events from the Tudor age explaining the order of events, what happened and how it has impacted on modern day life and the world e.g. monarch.	LO: I can summarise the main events from the Tudor period. LO: I can argue as to why Henry VIII was an unpopular King. LO: I can compare what life was life during Tudor times to other eras and the present day. LO: I can compare Henry VIII’s wives and know their contribution to history LO: I can analyse how Tudor explorers influenced change in the world based on their discoveries (Walter Raleigh and Sir Francis Drake).	• Annulment • banquet • Battle of Bosworth • Beheaded • Catholicism • Tudor Court • Divorced • Doublet • Execution • Hampton Court Palace • Heir • heretic • Kirtle • monarch • Protestantism • Reign • The Church of England • Tudor Rose	Learning Log: Look at the Tudor family tree. Who are these people? Why are they famous? Why is Henry VIII considered the most famous Tudor Heir? Why were they called ‘The Terrible Tudors’? Activity 1: Complete a pre-topic AFL activity and KWL grid, to refer to throughout the topic. Activity 2: Children will create their own interactive timeline for the Tudor period, listing and describing the key dates and events. AMBITION – Why was Mary I considered a significant Queen? Who do you think was the most famous Tudor heir and why? Activity 3: Children will argue in a debate style scenario for or against: Was Henry VIII a popular or unpopular King? CHALLENGE - “Henry VIII may have made himself the head of the Church but little else changed.” Assess the validity of this view. Activity 4: Children will write a diary entry explaining life as a Tudor student. They will consider: Jobs, schools, religion and entertainment. CHALLENGE _ Henry VIII is only sending Edward to school, Mary and Elizabeth need to stay at home and cook. Do you agree? Activity 5: Children will produce a fact file or create a power point presentation comparing and contrasting the reigns or multiple Tudor monarchs. Activity 6: Children will analyse the influence of Tudor explorers, whilst also predicting what life might be like if it wasn’t for their discoveries and findings. Finally, children will complete an end of topic quiz. CHALLENGE – How significant are Walter’s and Francis discoveries for the present day?

Our Local Heritage				
NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
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.	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 - 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 ☐	<u>History</u> LO: I can argue the positive and negative aspects of the coaling industry in Black Country throughout the 20th century. LO: I understand the importance of the Dudley canal system for transportation in the 19th century. LO: I can write about the Stourbridge Lion Locomotive and explain the significance of this for our local area LO: I understand the historical significance of a Grade II listed building (Himley Hall) LO: I can justify the significance of the Stourbridge Glass Cone for the economy during the 29th century	- Transportation - Industrial - mine - Community - Taxable goods - Iron - Coal - Locomotive - Manufacture - Employment - Fatalities - Industrial expansion - Economy - Grade II Listing - Glassmakers - Glass furnace - Heritage - Black Country	Lesson 1: Children debate the positives and negatives of the mining industry within the Black Country and Dudley. Children will learn all about coal and how important it was for the economics of Britain and other major countries around the world. Children will then take part in a debate to discuss whether the Black Country should continue to promote mining in the 21st century. King George VI wants to increase the amount of mining industry to Wolverhampton, Stafford, West Bromwich and Brierly Hill! Is this a wise decision? Is the coaling industry beneficial for the economy? Lesson 2: Children explore the Dudley canals through the 19th century and revise on the importance of these transportation methods. Children will explore the route and write about the different landmarks/locations that sailors would experience when transporting goods. Children to write a diary entry of a captain on a barge. With how much technology has advanced since the 20th century, why are the canal systems still used in the present day? Lesson 3: Children research about the Stourbridge Lion Locomotive and write a newspaper article about the day it started its adventure to USA. Justify the reason for the failure of the Stourbridge Lion Locomotive, Lesson 4: children write a diary entry of someone peering through the window at Himley Hall during the 18th century. What do they see? What can they hear? How is it different to the present day? What is the same? What is different? Why has Himley Hall become a Grade II building? Justify the differences between Himley Hall as a Grade II building in the present day, in comparison to the 18th century. Lesson 5: children explore the Stourbridge Glass Cone and the purpose of it during the 19th century. How did this help the economy? Why is this a significant attraction for our local area?