


Cycle 1 – Autumn Term							
	FS2	1	2	3	4	5	6
Learning Journey	What is the difference between past and present?	How has Totley changed over time?	What is the legacy of significant historical figures?	How did Britain change from the Stone Age to the Iron Age?	Who settled in Britain after the Romans? Anglo Saxons and the Scots	Who was Victoria, Queen and Empress?	What happened in World War Two?
<p>End point: what will children know, be able to do and understand by the end of this cycle?</p> <p>Which source will they analyse to apply their learning?</p>	<p>Children will know:</p> <p>To introduce the concept of a timeline to order events and to help us to understand the past.</p> <p>To understand their past and the past of their families and local area.</p> <p>Through looking at historical sources (photographs) they will know whether a source is in the past or the present for a number of scenarios:</p> <ul style="list-style-type: none"> - Photos of adults and their families. - Pictures of Totley Primary School. - Baby pictures of themselves. - Farming vehicles - Soldiers (linking to Remembrance Day) - Christmas <p>Children will understand:</p> <p>What the term past and present mean and have ways to spot whether a photograph or artefact (source) fits into these categories.</p> <p>That change happens over time.</p>	<p>Children will know:</p> <p>Examples of how Totley has changed through time.</p> <p>Children will understand:</p> <p>That change happens over time.</p> <p>That sources tell us about events by leaving clues.</p> <p>Children will be able to:</p> <p>Use the vocabulary earliest, recent, then, now, old, new, present, very old, a long time ago and in the future with accuracy to describe when things happened.</p> <p>Use a timeline to sequence events and artefacts.</p> <p>Use the materials of objects as a clue to determine their age and chronological order.</p> <p>Use photographs and a history investigation walk to identify changes to where they live that have happened over time.</p>	<p>Children will know:</p> <p>What life was like in the times of Florence Nightingale and Nelson Mandela?</p> <p>Children will understand:</p> <p>The legacy of Florence Nightingale and Nelson Mandela.</p> <p>That life was different at the times when these individuals lived.</p> <p>How life has changed since these times.</p> <p>That the purpose of the sources they use are to inform us about the past.</p> <p>Children will be able to:</p> <p>Ask what, when, how and why questions about sources they analyse.</p> <p>Explain which source they find most useful to learn about the past from.</p> <p>Explain what a source tells you about what it could have been like in the past.</p> <p>Compare and contrast the time periods of the significant people they</p>	<p>Children will know:</p> <p>Examples of daily life in iron age and stone age Britain (diet, settlement, tools and weapons, and daily routines).</p> <p>Children will understand:</p> <p>What is meant by ancient, modern, BCE, ACE, century and decade?</p> <p>That Britain changed by people evolving from hunter gatherers to farmers and settlers.</p> <p>That there are very few primary sources from the stone age due to the amount of time that has passed.</p> <p>Children will be able to:</p> <p>Compare periods of history by referring to examples in the same themes of settlement, diet, tools and weapons and daily routines.</p> <p>Say whether a source is primary or secondary.</p> <p>Say whether a source is designed to inform or persuade, and to deduce what we can learn about a period in history from it.</p>	<p>Children will know:</p> <p>Why the Roman Empire collapsed and why Britain was vulnerable to invasion.</p> <p>Scots were originally from Ireland and invaded Scotland and broke it into 4 kingdoms. They tried to invade England too but the British King Vortigem could not fight them so asked Hengest and Horsa from Jutland to help defend the kingdom. They brought men over to defend but they liked Britain so much they wanted to stay. These people were called the Anglo Saxons. That the Saxons invaded because of a range of factors and know which pull and which are push factors.</p> <p>It was in this period that England became united and Wessex became the leading kingdom within a united kingdom as an evolution from the more disparate communities in the iron age.</p> <p>England became a Christian community in this period.</p>	<p>Children will know:</p> <p>Which countries were in the British empire at its peak</p> <p>The impact that the expansion of the Empire had indigenous people</p> <p>What was the Great Exhibition and what can we learn about the British Empire's values?</p> <p>Wealth and Gender had an impact on your opportunities e.g. schools</p> <p>Legacy of Victorian Christmas and traditions</p> <p>Children will understand:</p> <p>The context in which Queen Victoria reigned</p> <p>Victorian society was an unequal place for many people.</p> <p>Will understand British customs spread around the world through the Empire and that some remain with us today.</p> <p>Children will be able to:</p>	<p>Children will know:</p> <p>The start and end dates of WW2, the 5 phases of the war as the Phoney War, the Blitz, Britain Stands Alone, the Tide Turns and Victory. Children will know one example from each phase.</p> <p>That Neville Chamberlain was PM at the start of the war and Winston Churchill from 1940.</p> <p>That Chamberlain's attempt at appeasement failed.</p> <p>That Hitler was the dictator of Germany and aggressively expanded the German empire across Europe.</p> <p>That the failings on the Treaty of Versailles, Hitler's aggression and the failure of appeasement caused WW2.</p> <p>Children will understand:</p> <p>Why appeasement failed as partly Chamberlain's failure as a leader and Hitler's aggression.</p> <p>The major turning points of WW2 as the Battle of Britain whereby Britain</p>

	<p>That sources tell us about events by leaving clues.</p> <p>Learning is adapted to fit with culturally significant days throughout the year and allow them to compare past and present.</p> <p>Children will be able to:</p> <p>Use real life artefacts and photographs to encourage children to think like a historian.</p> <p>Compare photographs (sources) and be able to discuss the past and the present. They will be able to use this vocabulary of past and present to discuss a range of themes including about their locality and wider themes linking to culturally significant events like Remembrance and Christmas.</p> <p>Look at old and new buildings and how people look different in photographs compared to nowadays.</p>	<p>Suggest reasons for these changes.</p>	<p>study and the present day.</p> <p>Make reasonable deductions about the past by looking for clues in the sources they study.</p>		<p>That Alfred was the only monarch to ever have been given the epithet 'Great'.</p> <p>That many towns and cities still have names with Saxon origins.</p> <p>Children will understand:</p> <p>Why the sources we have from this period are highly partial.</p> <p>Children will be able to:</p> <p>Place events on a timeline by decade.</p> <p>Compare and contrast the historical periods they learn about.</p> <p>Work out how accurately historical events and groups have been represented by piecing together evidence from sources.</p> <p>Balance arguments and evidence when they debate the push and pull factors in order to reach a balanced judgement.</p> <p>Balance arguments and evidence to reach a balanced judgement as to whether the Saxons were raiders or settlers.</p>	<p>check the accuracy of sources against your own knowledge</p> <p>Identify whether the purpose of a source is to persuade, inform, protect or entertain.</p> <p>Two versions of an event differ depending on who is reporting/creating the source.</p>	<p>overcame adversity to defend the British Isles from Axis attack.</p> <p>Children will be able to:</p> <p>Give an example of a turning point in the course of the war and describe the fluctuating journey to allied victory and axis loss.</p> <p>Evaluate the factors that lead to WW2 (T of V, Hitler's aggression, and the failure of appeasement) to reach a balanced judgement as to why Britain went to war.</p> <p>Test a range (4) of sources against their own knowledge to determine bias and the reasons for this depending on the origin and author.</p>
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Vocabulary	Past Present Timeline Change Similar Different Old New	Timeline Chronology Earliest Recent Old New Present Very old A long time ago In the future Source	Legacy Compare Contrast Role-model Compassion Inform Past Present Same Similar Different Crimea	Ancient Modern Decade Century BCE CE Diet Settlement Reconstruction Primary Secondary Inform Persuade	Push and pull factor Partial Bias(ed) Balanced judgement	Inequality Indigenous persuade Inform Protect Entertain	Turning point Appeasement Adversity Patriotism Phoney Allies Axis Factor Treaty Dog fight Military Armed Forced Army Navy Air Force Merchant Navy
Core Questions		<ol style="list-style-type: none"> How does a historian find out about the past? What was our school like in the past? What do artefacts from school in the past, tell us about what it was like? What evidence of life in the past, can we see in Trolley? 	<p>For each significant person, children will be able to answer the following questions.</p> <ol style="list-style-type: none"> As historians, how do we know what life was like? What is their story? What is their legacy? <p>Enquiry Questions:</p> <ol style="list-style-type: none"> How does medical care now compare to the Victorian times? 	<ol style="list-style-type: none"> What was the prehistoric period? What were the turning points in the prehistoric period? Were Stone Age people simply hunter gathers? How did life change during the Stone Age? What can we learn from prehistoric Stone circles? (Dronfield and Nine Ladies Stone Circle) Case Study: Maiden Castle Iron Age. 	<ol style="list-style-type: none"> Who invaded Britain after the Roman occupation came to an end? If Scotland was invaded and occupied, why wasn't England? What other reasons brought the Anglo Saxons to Britain? Where does the Name United Kingdom come from? What do historians say about Alfred the Great? How did religion in Britain change in the Anglo Saxon period? Was Britain a more peaceful, 	<ol style="list-style-type: none"> When and where was the British Empire? What impact did the expansion of the British Empire have on indigenous people? What was the Great Exhibition and what can we learn about the British Empire's values? What was life like depending on your gender and wealth in the Victorian era? What legacy of the Victorian era can we see in British society today? 	<ol style="list-style-type: none"> Why did war begin in Europe in 1939? What happened in the 5 phases of WW2? How did British Forces defeat the enemy in the Battle of Britain? What was journey to allied victory and axis defeat? What was the war like on the Home Front?

					united place during Roman occupation of Saxon settlement?		
EYFS Framework National Curriculum	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	Changes within living memory Significant historical events, people and places in their locality.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should include aspects of life in different periods.	Changes in Britain from the Stone Age to the Iron Age	Britain's Settlement by the Anglo-Saxons and Scots	Overview learning and long arc of development in order to access local history in depth study.	Overview learning and long arc of development in order to access local history in depth study.


Source Analysis questions	What can we see? What is happening? What is its job? What is it made from? What other questions could we ask? Is it old or new?	What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?		What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? How does the source add to our understanding? <i>What extra information have you learnt from the source? What has the source proven to you?</i> What other questions could we ask?		What is the source? What do you know about the context of the source? Why might the source be useful? What are the limitations of the source? How does the source add to our understanding? What other questions might we have?	
Compare and contrast with... 	Compare pictures of the past and present eg family, Totley, vehicles, soldiers and Christmas.	Compare how has Totley changed over time?	Compare what life was like in the times of the four significant people.	Compare how Britain changed from the Stone Age to the Iron Age?	Compare Roman Britain as a united country to the divided powers of the Anglo Saxons and Scots.	Compare Victorian society to present day.	Compare the story of allied victory with axis loss.

Cycle 2 – Spring Term							
	FS2	1	2	3	4	5	6
Learning Journey	What were key celebrations like in the past?	How have toys changed over time?	How do we know man walked on the moon in 1969?	What happened when the Romans invaded Britain?	What was life like for Mayan people 1,000 years ago?	What was the impact of the industrial revolution in Sheffield?	The Blitz and Evacuation - What was the impact of the war at home in Sheffield?
<p>End point: what will children know, be able to do and understand by the end of this cycle?</p> <p>Which source will they analyse to apply their learning?</p>	<p>Children will know:</p> <p>About Chinese New Year and how key celebrations, clothes and traditions were different in the past.</p> <p>About Spring Celebrations and explore how these were different in the past.</p> <p>How their Grandparents celebrated Easter when they were younger and compare this to their experiences.</p> <p>Children will understand:</p> <p>That in the past, clothing was different in China than it is now.</p> <p>That Spring and Easter celebrations have changed and how they are different now.</p> <p>That significant celebrations are still celebrated today, but they are not celebrated in the same way.</p> <p>Children will be able to:</p>	<p>Children will know:</p> <p>That toys have changed over time.</p> <p>That toys are likely to be made from plastic in the present day.</p> <p>That toys in the past would have cost a lot more money.</p> <p>Children will understand:</p> <p>That toys have become safer.</p> <p>Technology has made toys faster to make and cheaper.</p> <p>Children will be able to:</p> <p>Use a source to describe what it might have been like in the past based on reasonable deductions.</p> <p>Sequence examples of toys in chronological order by looking for clues to make reasonable deductions.</p> <p>Use a timeline to sequence change of one variable over time.</p>	<p>Children will know:</p> <p>Humans walked on the moon in 1969 in a race against Russia to be the first.</p> <p>Children will understand:</p> <p>People disagree on the events of the moon landing.</p> <p>Understand the significance of the moon landing on the theme of flight in history.</p> <p>Children will be able to:</p> <p>Use sources as proof of the events of the moon landing.</p> <p>Prioritise from a selection of sources, the most convincing.</p> <p>Identify causes and motives for a person's actions in the past.</p>	<p>Children will know:</p> <p>The origins of the Roman Empire, why they were so successful at invading other regions, how Rome was ruled, the story of the Roman invasion and occupation of Britain and the legacy of the Romans on Britain.</p> <p>The Roman Empire fell because of several factors (Barbarian invasion of Rome, Empire was too big to control, overspending, disloyal soldiers leading to poorly protected frontiers, the teachings of Christianity and weak leadership).</p> <p>Children will understand:</p> <p>That Roman society was not fair for all.</p> <p>Several sources are needed to make the most accurate judgements and conclusions.</p> <p>Things happen in history because several factors and rarely in isolation.</p> <p>Children will be able to:</p>	<p>Children will know:</p> <p>The historical context of the Mayan period and understanding that it crossed over with the period of the Scots and the Anglo-Saxons.</p> <p>Idea of a non-European Society.</p> <p>The time period of the Mayan Empire.</p> <p>How the Mayan Empire grew.</p> <p>Traditional Mayan rituals and beliefs.</p> <p>Why the Mayan Empire declined.</p> <p>The structure of Mayan society as a hierarchy.</p> <p>Children will understand:</p> <p>The inequality in Mayan society and examples of this for rich and poor.</p> <p>Children will be able to:</p> <p>Compare and contrast themes in Mayan society and the present day.</p> <p>Reach a balanced judgement using a range of evidence to decide whether Mayan society was a fair place.</p>	<p>Children will know:</p> <p>What the industrial revolution is with examples from the local area (steel works, railways, population increase).</p> <p>The push and pull factors that lead people to migrate to urban areas despite low life expectancy (and the reasons contributing to this).</p> <p>Why was Sheffield a great place for Steel Works</p> <p>Abbeydale Industrial Hamlet- crucible steel invented here but had impact around the world.</p> <p>Children will understand:</p> <p>How the railways changed the lives of people living in Sheffield.</p> <p>The industrial revolution had a global impact.</p> <p>There was inequality in Sheffield, east and west divide with the smoke from factories.</p> <p>Children will be able to:</p> <p>Challenge a hypothesis by piecing together a</p>	<p>Children will know:</p> <p>That in Sheffield children were evacuated in preparation for the outbreak of war but that this was seen as unnecessary by some as the blitz did not start for a year.</p> <p>In Trolley, there was a children's home that was used to evacuate children who lived in the city centre.</p> <p>The four days that Sheffield was directly impacted by the Blitz</p> <p>How you can see the impact of the Blitz when looking at the architecture of the city centre.</p> <p>How the industrial side of Sheffield was crucial in the war effort.</p> <p>The ways that the population was kept safe and healthy through the war as evacuation, rationing, the auxiliary and voluntary services on the home front, blackouts and air raid shelters.</p> <p>What life was like from someone who lived in the local area at the time of the blitz.</p> <p>The aftermath of the Blitz- including casualties, injuries and people being homeless.</p> <p>The legacy of WW2 on Britain as the origins of the welfare state, the Windrush generation and as a turning</p>

	<p>Recognise that before photographs, paintings were used to record what life was like.</p> <p>Use real life artefacts and photographs to encourage children to think like a historian.</p> <p>Compare how events in the past were different to now.</p>			<p>Give examples of the legacy of the Romans we can see around us in modern Britain.</p> <p>Say whether a source is intended to persuade or inform.</p> <p>Make conclusions and overall judgements based on accurate knowledge of several pieces of evidence.</p>		<p>range of evidence to reach a balanced judgement.</p> <p>Describe the impact of the Sheffield Industrial revolution around the world.</p> <p>Routinely check the accuracy of a source against their own knowledge by describing the limitations of the sources they use (what doesn't the source tell us).</p> <p>Suggest why a particular source may present an event in a different light depending on the creator or the author (Coming of the railways) Identify the purpose of a source as either persuade, protect, inform or entertain.</p>	<p>point towards great equality and a fairer society.</p> <p>Children will understand:</p> <p>Examples of how the government used highly persuasive adverts (propaganda) to protect and persuade the population to act in a way to support the war effort.</p> <p>That learning about life on the home front as a historian is challenging due to the high levels of censorship and propaganda, meaning many sources are partial.</p> <p>Children will be able to:</p> <p>Use various sources to piece together information to help answer an investigation question.</p> <p>Pinpoint aspects of a source that are inaccurate and explain their inaccuracy/unreliability.</p> <p>Effectively use oral history as a primary source to consolidate their understanding of this period of history. Routinely check the accuracy of a source against their own knowledge by describing the limitations of the sources they use (what doesn't the source tell us).</p> <p>Identify the purpose of a source as either persuade, protect, inform or entertain.</p>
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<p>Vocabulary</p>	<p>Compare Similar Different Past Present Old New</p>	<p>Timeline Chronology Earliest Recent Future Old New Present Very old A long time ago In the future Source</p>	<p>Legacy Astronaut Space race Commemorate Prioritise Proof Convince Motives</p>	<p>Occupation Democracy Empire Legacy Invasion Occupation Conclusion Emperor</p>	<p>Decline Sacrifice Civilized Hierarchy</p>	<p>Entertain Protect Hypothesis Advancement Limitations Migration Reform</p>	<p>Propaganda Auxiliary Evacuation Rationing Mother country Blitzkrieg Home front Air raid Oral History</p>
<p>Core Questions</p>		<ol style="list-style-type: none"> How have toys changed over time? How can we tell these toys are old? What do toys tell us about what life was like in the past? How else have toys changed over time? 	<ol style="list-style-type: none"> Has man ever been to the moon and how can we be sure? Why did man go to the moon? What did they do when they got to the moon and how do we know? How should we commemorate this great achievement? 	<ol style="list-style-type: none"> What was the Roman Empire? What made the Romans so successful at invading other places? Did Claudius invade for the same reasons as Caesar? Why did Claudius come to Britain? Roman Emperor investigation. How did Britain change during Roman occupation? 	<ol style="list-style-type: none"> Where and when was the Mayan Empire? What made the Mayan Empire so successful and strong? How can we tell what life was like at the height of the Mayan Empire? Why did the Mayans sacrifice humans? Why did the Mayan Empire come to an end? 	<ol style="list-style-type: none"> What was the Industrial Revolution? What impact did the Industrial revolution have around the world? Why was Sheffield so significant in the global Industrial Revolution? What evidence of the Industrial Revolution is there in Sheffield? How did the population change in Sheffield during the Industrial Revolution? How did the coming of the railways change lives for people in Sheffield? Do the origins of inequality in Sheffield begin in the Industrial Revolution? 	<ol style="list-style-type: none"> Was evacuation in Sheffield a success? What happened in the Sheffield Blitz and what evidence can be seen today? What impact did the Blitz have on Sheffield? How did the Government convince people to 'keep calm and carry on'? What was the legacy of WW2 for the people of Sheffield and the UK?

<p>EYFS Framework</p> <p>National Curriculum</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Changes within living memory</p>	<p>Children should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>The Roman Empire and its impact on Britain</p>	<p>A non-European society that provides a contrast with British History- one study chosen eg Mayan Civilisation c. AD 900</p>	<p>A local history study</p>	<p>A local history study</p>
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Source Analysis questions	What can we see? What is happening? What is its job? What is it made from? What other questions could we ask? Is it old or new?	What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?		What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? How does the source add to our understanding? <i>What extra information have you learnt from the source? What has the source proven to you?</i> What other questions could we ask?		What is the source? What do you know about the context of the source? Why might the source be useful? What are the limitations of the source? How does the source add to our understanding? What other questions might we have?	
Compare and contrast with... 	To compare key celebrations throughout the cycle in the past and the present.	Compare and contrast toys of the past to present day.	Compare flight in the 66 years between humans' first flight and walking on the moon.	Compare the scale of settlement between the Romans and ancient Britons.	Compare this non-European society to Saxon Britain. Compare the end of the Mayan Empire with the end of the Roman Empire- are there any similarities in reasons the empires ended?	Compare the legacy of the industrial revolution with the legacy of the Roman Empire in Britain.	Compare how war changed people's lives in Sheffield.

Cycle 3: Summer Term							
	FS2	1	2	3	4	5	6
Learning Journey	What is my timeline?	When did people first take flight?	Why did London burn?	Comparative study: What was the legacy of the Romans and how did this compare to Ancient Britain?	Who fought over the Kingdom of England?	What influence did the Ancient Greeks have on the Western World?	Comparative Study: What were the achievements of the Shang Dynasty and how did this compare to Ancient Britain?
<p>End point: what will children know, be able to do and understand by the end of this cycle?</p> <p>Which source will they analyse to apply their learning?</p>	<p>Children will know:</p> <p>How to use a timeline to plot events in the past, present and future.</p> <p>To use personal sources (baby photographs) to look at their own personal timeline to see them in the past, them in the present and what they want to learn in the future.</p> <p>Children will understand:</p> <p>The concept of past, present and future and that change happens over a period of time.</p> <p>To look for clues in sources to determine whether it is past and present.</p> <p>The concept of the future and that it has not happened yet.</p> <p>Children will be able to:</p> <p>Use real life artefacts and photographs to encourage children to think like a historian.</p>	<p>Children will know:</p> <p>That the flight of the Wright brothers is an internationally significant event that happened in 1903.</p> <p>Examples of how flight has changed (faster, easier)</p> <p>Children will understand:</p> <p>That change happens over time.</p> <p>Why significant events are commemorated.</p> <p>Children will be able to:</p> <p>Children should ask and answer questions, choosing and using parts of the story and other sources to show that they know and understand key features of the event.</p>	<p>Children will know:</p> <p>The story of the Great Fire of London in 1666.</p> <p>Children will understand:</p> <p>The factors that contributed to the fire being so destructive (weather, building materials, poor leadership, limited technology to extinguish fires).</p> <p>Children will be able to:</p> <p>Ask what, when, how and why questions about sources they analyse.</p> <p>Use contrasting eyewitness accounts to deduce an accurate picture of the events of the GFOL and suggest reasons why these accounts may differ.</p> <p>Describe how present day London is different to 1666 (building materials, road width and course of the river)</p>	<p>Children will know:</p> <p>The short term legacy the Romans left in Britain for example the Romanisation of Britain.</p> <p>The long-term legacy the Romans left including place names, language, religion, and art.</p> <p>About celtic tribes that challenged Roman rule, significantly looking at Boudica's rebellion.</p> <p>Understanding why the Romans left Britain and why the Roman empire collapsed.</p> <p>The legacy of ancient Britain and what archaeologists have found. Significance of StoneHenge, burials and hill forts.</p> <p>Children will understand:</p> <p>Understanding that you cannot look at History with a modern lens and judge the past.</p> <p>What it means to have a lasting legacy.</p> <p>Compare two periods of ancient British history.</p>	<p>Children will know:</p> <p>Why the Vikings came to Britain.</p> <p>Viking settlements in the North of England (York)</p> <p>Comparison of daily life to the Anglo Saxons.</p> <p>Further invasions and Danegeld Land Tax meant the Vikings maintained control through the threat of violence but it was not needed. The tribes who paid the Vikings off, became the permanent tribes of Scotland.</p> <p>Over the next 10 years the Vikings took over more land, leading to Wessex as the only unconquered kingdom.</p> <p>Battles between the two groups continued until King Alfred (the Great) defeated the Vikings.</p> <p>Consequently, a treaty was agreed which essentially separated England into parts ruled by the Saxons and by the Vikings. Following this period, a series of Saxon kings ruled, interrupted by the reign</p>	<p>Children will know:</p> <p>What a democracy (democratas- power to the people) is and that the concept originated in Ancient Greece. That the capital of Ancient Greece was Athens, which is still the capital city of Greece.</p> <p>Ancient Greece provided a model of society that was emulated around the world, such as in Ancient Rome and modern, western societies.</p> <p>That everyone who was allowed to vote, had to vote in every election.</p> <p>Children will understand:</p> <p>Gender inequality was evident in Ancient Greek society, such as who could participate in the democracy.</p> <p>How laws were made in Ancient Greece through an assembly.</p> <p>Children will be able to:</p> <p>Compare Ancient Greek democracy to British democracy</p>	<p>Children will know:</p> <p>Where the Shang and Ancient Britons settled and why.</p> <p>That the Ancient Britons and Shang Dynasty overlap chronologically.</p> <p>Both were part of the Bronze Age but the Shang dynasty were more advanced because they had clearer hierarchical structure to society, more organised system of ruling, embedded religious beliefs and customs, military and more advanced technology.</p> <p>The achievements of each civilisation as:</p> <p>Ancient Britons: Stone and different metal used for weapons and tools which were essential in hunting and farming. Effective migration across the world and adapting to harsh environments.</p> <p>(Shang) bronze casting, the wheel, horses for human use, writing</p> <p>The death rituals of each civilisation.</p>

	<p>That a timeline is used to sequence events.</p> <p>That change happens over time.</p>			<p>Children will be able to:</p> <p>Distinguish between contributing factors and decide on the most significant based on reasons and evidence.</p> <p>Distinguish between sources and prioritise their usefulness.</p> <p>Describe the board changes in Britain from early settlers to Roman citizens.</p>	<p>of Danish king Sweyn and later Cnut and his grandsons, before Edward the Confessor who became the next Saxon King in 1042 CE. His son Harold lost in the battle of 1066 to William the Conqueror.</p> <p>Children will understand:</p> <p>That the Kingdom of England was fought over for years with many battles.</p> <p>What treaties were and why they were so important.</p> <p>The concept of migration in the development of civilisations.</p> <p>Children will be able to:</p> <p>Distinguish between sources and prioritise their usefulness.</p> <p>Understand how a source presents one group in history in a specific way and this isn't always accurate.</p> <p>Use sources to look at cause, consequence and significance.</p>	<p>(general election to elect MPs, who form the Government, who vote on and pass laws).</p> <p>Challenge a hypothesis by piecing together a range of evidence to reach a balanced judgement.</p> <p>Routinely check the accuracy of a source against their own knowledge by describing the limitations of the sources they use (what doesn't the source tell us).</p> <p>Suggest why a particular source may present an event in a different light depending on the creator or the author.</p>	<p>That the Shang collapsed due to a combination of military, economic and political factors and that these factors often intertwine.</p> <p>Children will understand:</p> <p>That empires collapse due to economic, military and political factors.</p> <p>Children will be able to:</p> <p>Evaluate the achievements of the two civilisations to determine which was the most successful.</p> <p>Compare and contrast the death rituals of each civilisation.</p> <p>Compare the collapse of the Roman Empire with the collapse of the Shang Dynasty.</p>
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<p>Vocabulary</p>	<p>Past Present Future Now Then</p>	<p>Flight Commemorate Significant Invention Turning Point Success Failure Achievement</p>	<p>Factor Differ Eyewitness</p>	<p>Barbarian Frontier Tax(es) Factor Cause Consequence</p>	<p>Raid(er) Treaty</p>	<p>Assembly Law Representation Democracy Govern(ed) Western Society</p>	<p>Revolutionise Technology Development Agriculture Dynasty Economic Military Political Civilisation Irrigation</p>
<p>Core Questions</p>		<ol style="list-style-type: none"> 1. What do these clues tell us about why the Wright brothers were famous? 2. How did the Wright brothers manage to be the first to take flight? 3. Why did the Wright brothers succeed where others had failed? 4. How do we know about the first flight when it happened over 100 years ago? 5. How did flight change as a result of the Wright brothers work? 6. How should we commemorate their great achievement? 	<ol style="list-style-type: none"> 1. What was London like before the fire? 2. How can we work out how the Great Fire started? 3. What happened during the Great Fire of London? 4. How do we know so much about the fire? 5. Why did so much of London burn? Could more have been done to slow the fire? 6. How has London changed since the Great Fire? <p>Historical enquiry: Eyam 1665-66.</p>	<ol style="list-style-type: none"> 1. How did the Romans keep control of Britain during their occupation? 2. Did anyone challenge Roman rule in Britain? 3. Why did the Romans leave Britain and why did the empire collapse? 4. How does Roman Britain compare to Ancient Britain? (2 lessons) 	<ol style="list-style-type: none"> 1. Why did the Vikings come to England and which parts did they occupy? 2. How did daily life change? 3. How did the Vikings gain and keep control of more of England? 4. What's the story of the battle for the Kingdom of England? 5. Why did the era of Viking England come to an end? 	<ol style="list-style-type: none"> 1. Where and when was the glory days of Athens? 2. How was Athens governed? 3. Was Athenian society a fair place for everyone? 4. What is the legacy of Athens on the Western World? 	<ol style="list-style-type: none"> 1. Where and when was the Shang Dynasty? 2. What was life like in Ancient China during the time of the Shang? 3. What were the achievements of the Shang? 4. How do the achievements of the Shang compare to Ancient Britain at the time? 5. Why did the Shang Dynasty come to an end and how does this compare to the collapse of other empires?

<p>EYFS Framework</p> <p>National Curriculum</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Children should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Events beyond living memory that are significant nationally or globally.</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>and The Roman Empire and its <i>impact</i> on Britain)</p>	<p>The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Ancient Greece- a study of Greek Life and achievements and their influence on the Western World</p>	<p>The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and and in depth study of one</p>

Source Analysis questions	What can we see? What is happening? What is its job? What is it made from? What other questions could we ask? Is it old or new?	What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?		What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? How does the source add to our understanding? <i>What extra information have you learnt from the source? What has the source proven to you?</i> What other questions could we ask?		What is the source? What do you know about the context of the source? Why might the source be useful? What are the limitations of the source? How does the source add to our understanding? What other questions might we have?	
Compare and contrast with... 	To compare events in children's lives and place these on a timeline using past, present and future.	Compare contemporary flight to the first flight in 1903.	Compare the layout and construction of London pre and post fire.	Compare the legacy of Ancient Rome and Ancient Britons.	Compare how different was a divided England to a united Rome?	Compare how similar British democracy is to Ancient Greek democracy.	Compare achievements of ancient Shang with Ancient Britain.

