



History

Unit Overviews

EYFS

Autumn	Spring	Summer
<u>Understanding the world:</u> • Who is in my family? • Remembrance Day • Toys through time	<u>Understanding the world:</u> • The Great Fire of London	<u>Understanding the world:</u> • David Attenborough

Key Stage 1

(Years 1 and 2)

Big Question Link: Do you remember?

Unit grid: History: Toys through time

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links		Key NC Objectives	Session overviews	Unit Outcomes
ELG: Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. For Y2: Seaside then and now		- Develop an awareness of the past, using common words and phrases relating to the passing of time. - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	1 Toys Today Children look at toys today – similarities and differences. What do they like about them? What would they change? Favourite toys?	Museum of toys and books
			2 Sorting toys Children look at a variety of toys and decide from what era each one originates. They sort the toys.	
			3 Toy Materials Children look at how the materials used for making toys have changed over the last 50 years. They then design their own simple wooden toy.	
			4 Painting Pictures of Toys Children look at paintings of toys, old and new. What do they notice?	
			5 Children's books: old and new Children explore children's books from their parents and grandparents era, looking at themes, styles and trends. They identify a favourite story and say what they like best about it.	
			6 Book Illustrations: old and new Children explore the illustrations in children's books and how these have changed in style and content over the last 50 years. They replicate the style of a current illustrator.	
			7 A Photographic Study of Old Toys and Books Children look at photographs of toys from different ages. Then they set up a photography studio and take photographs of a toy to show the features of the time in which it is made.	
			8 Class Toy and Book Museum Today we set up our museum – arranging the toys and books and labelling them properly. Children take different roles in the museum.	
Key Vocabulary				
Past	Modern			
Present	Feature			
Old	Illustration			
New	Era			
Toys	Changes			
Books	History			
Older	Younger			
Big Question Link			Vision and Values Link	
Do you remember what you played with when you were younger?			Live life in all its fullness – how do toys help us to live life in all its fullness?	

Big Question Link: Where shall we go?

Unit grid: History: The Great Fire of London

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
ELG: Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.		• Develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. • Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Significant historical events, people and places in their own locality.	1	Fire! Fire! Take part in a fire drill and think about how we respond to the risk of fire today. Place the great fire of London on a timeline to understand how long ago it happened. Formulate and record questions about what happened in the great fire.	Scroll message Poster Newspaper reports
Key Vocabulary			2	London’s Burning! Begin to understand the timeline of the Great Fire of London. Realise the danger and the problems of a fire in a city of wooden houses all built very close together. Participate in role-play and invent a dialogue.	
Past	Significant		3	Fireman Jimmy’s Account Compare fighting today and in the 17th Century; To learn about fire-fighting during The Great Fire of London. Understand stories that tell you about people and the past.	
Present	London		4	Fire Safety Then and Now Find out about fire safety, role-playing an emergency call and creating a poster describing safety tips	
Old	Fire		5	Hear Ye, Hear Ye Learn about communicating in the 17th Century and make up your own scroll message to alert others to a fire.	
New	Pudding		6	Reporters! Put together all the learning from the unit and write newspaper reports about The Great Fire of London	
Then	Lane				
Now	Bakery				
Wooden	Fireman				
Biq Question Link			Vision and Values Link		
Do you remember what you played with when you were younger?			Live life in all its fullness – how do toys help us to live life in all its fullness?		

Big Question Link: What is home?

Unit grid: History: Life of a Significant Individual – Sir David Attenborough

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
ELG: Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Y2 only: Life of a significant individual – Florence Nightingale	- Develop an awareness of the past, using common words and phrases relating to the passing of time. - 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. - Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Significant historical events, people and places in their own locality.	1	Who is David Attenborough? Introduce David as a naturalist and broadcaster. Look at a picture of him today and ask children what they think he does. Watch a short, child-friendly clip of his famous introduction to a nature documentary. Create a "Fact File" cover page. Draw a portrait of David and record three initial words to describe him (e.g., kind, explorer, storyteller)	Fact file Poster Timeline
Key Vocabulary		2	A Boy Who Collected Fossils Explore David’s childhood in Leicester - even as a young boy, he loved collecting fossils, stones, and bird eggs. Discuss how his childhood hobbies shaped what he did when he grew up. Set up a mini "fossil dig" in sandboxes or examine real stones. Children add a sentence or two to their fact file explaining what David loved to collect when he was their age.	
Past Significant Present Living memory Old Chronology New Naturalist Then Broadcaster Now Conservationis Fossil t Explorer Environment Timeline Documentary		3	The Zoo Quest Adventures Introduce his early TV show, Zoo Quest, from the 1950s. Explain that televisions were black-and-white back then! Discover how he travelled to distant countries by boat and airplane to film animals that people had never seen before. Create a simple timeline. Order three major events: David as a little boy, David filming in black-and-white, and David filming in color today. This could be added to the fact file.	
		4	Sharing the Natural World Look at how David’s programs changed over time. He helped introduce color television to the UK and used new cameras to film deep underwater, high in the sky, and tiny insects up close. "Be the Broadcaster." Children look at a picture of an animal (like a gorilla or a penguin) and practice whisper-talking like David to describe what the animal is doing to a partner.	
		5	Caring for Our Planet Discuss David's role as a conservationist. Explain in simple terms that as David got older, he noticed the planet was changing and animals were losing their homes. Discuss his messages about reducing plastic and protecting wild spaces. Design a "Save Our Planet" poster inspired by David’s words. Focus on simple actions like saving water, planting flowers, or recycling.	
		6	Why is David Significant? Review the entire unit. Reflect on how David has spent his whole life teaching us to love and care for nature. Talk about the honors he has received (like his knighthood from the Queen). Complete the unit "Fact File." Children write or dictate a final sentence: "Sir David Attenborough is significant because..."	
Biq Question Link		Vision and Values Link		
Where do different animals call home?		Give back to the community – how can we conserve the Earth?		

Big Question Link: How has life changed?

Unit grid: History- Castles

Year A/**Year B**

Autumn / Spring/ Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
ELG: Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. • Use a wide vocabulary of everyday historical terms. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Significant historical events, people and places in their own locality.	1	What is a castle? Look at lots of images of castles. What can they see? Do you recognise any castles? Show Hedingham Castle to them? Sort pictures into Castle V Not a castle.	Annotated pictures Job applications
Key Vocabulary		2	Parts of a Castle Learn the names of the key parts of a castle and why they were important at the time. Draw and label a castle, with explanation of how and why each part was used.	
Castles Turret Moat Drawbridge Arrow Slits Kings Queens Keep Attack Defend		3	Who lived in castles? Who used to live in castles and why? Learn about all the different jobs in the castle. Children apply for a job in the castle and state their reasons as to why they should be given a job. As a class, vote for who would suit the jobs.	
		4	Attacking and Defending Learn how and why castles were used to both attack and defend from enemies. Sort cards into attack and defend and describe how they would attack and defend their own castles.	
		5	Castles then vs now Compare castles today and in the past. Write similarities and differences about castles today and why they are an important part of History.	
		6	School trip- Hedingham Castle - Can children link all their learning on this trip? - Write a recount of their trip and what they saw	
Big Question Link		Vision and Values Link		
How has life in castles changed?		To create children who are respectful and can identify how live was in the past and how they can help to accept how life is forever changing.		

Big Question Link: Who can help me?

Unit grid: Life of a significant individual: Florence Nightingale

Year A/**Year B**

Autumn/**Spring**/ Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
ELG: Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	1	Who is Florence Nightingale? In this lesson children learn who Florence nightingale was. Children learn key facts and Florence’s early life.	Time line
Key Vocabulary		2	Hospitals To compare hospitals in the past with hospitals today Children to learn and understand how hospitals use to run and the conditions and compare to hospitals today.	
- Nurse - Significant - Courageous - Advocate - Hospitals - Crimean war - Mary Seacole - Florence Nightingale - Italy - Changes -		3	Crimea To understand why Florence went to Crimea Children to learn about the Crimean war and why Florence felt she needed to help out?	
		4	Changes in nursing How did Florence Nightingale change nursing? What did Florence nightingale do when she returned from the Crimean war?	
		5	Mary Seacole Who was Mary Seacole and how and why was she another significant person in nursing.	
		6	Assessment Create a timeline to outline Florence’s Life	
Big Question Link		Vision and Values Link		
How do nurses help people?		Community – understand the importance of helping other people		

Big Question Link: Are we there yet?
Unit grid: History- The Seaside Then and Now
Year A/**Year B**
Autumn/ Spring /**Summer**

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
Capitals and location of the UK countries.		- Develop an awareness of the past, using common words and phrases relating to the passing of time. - 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. - Use a wide vocabulary of everyday historical terms. - Understand some of the ways in which we find out about the past and identify different ways in which it is represented. - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Events beyond living memory that are significant nationally or globally - Significant historical events, people and places in their own locality.	1	To identify features of a seaside holiday. Mind Map Maggie’s Question Explore the features of seaside holidays using photographs as a prompt; identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday today; reinforce understanding of the features of seaside holidays in independent activities.	Venn diagram
Key Vocabulary:			2	To use sources to find out about seaside holidays in the past. Find out about how sources can help us find out about the past; place the Victorian era on a timeline; look at photographs from this time period, discuss what they can see and what this tells us about Victorian seaside holidays; continue this careful observation of sources in independent activities.	
Seaside	Parasol		3	To explore what a Victorian seaside holiday was like. Learn more about the different activities that Victorians took part in during their seaside visits; imagine that they are living in the Victorian era.	
Beach	Punch and Judy		4	To find out when and how seaside holidays became popular. Learn that seaside holidays have not always been popular; discover the invention of the steam train in the Victorian era that meant people could travel to the coast quickly and cheaply.	
Coast	Horse and Carriage		5	To explore seaside holidays within living memory. Explore the difference between beyond living memory and within living memory. Focus on seaside holidays in the 1950s; watch films of seaside holidays from that era, and discuss what they have learnt from these sources.	
Summer	Stagecoach		6	To compare seaside holidays in the past with seaside holidays now. Explore some of the ways in which seaside holidays in the Victorian era were both similar to and different from seaside holidays today; consider aspects such as travel and entertainment; compare and contrast photographs from then and now; use a Venn diagram to organise statements that refer to Victorian seaside holidays, seaside holidays today or both.	
Holidays	Steam engine				
Modern	Steam train				
Now	Carriage				
The past	Railway				
Victorian	Annual leave				
Queen Victoria	Caravan				
Georgian era	B&B				
King George III	Fish and chips				
Century	Ice cream				
Sources	Stick of rock				
Historian	Candy floss				
Promenade	Cockles				
Pier	Jellied eels				
Beach hut	Amusement arcade				
Bathing machine	Funfair				
Big Question Link			Vision and Values Link		
Are we there yet to discover how seaside holidays have changed?			Aspiration, wisdom, endurance, dignity and respect - develop curiosity about the past, compare it to today, and show perseverance when exploring sources; build respect by understanding how people’s lives and experiences have changed over time.		

Lower Key Stage 2

(Years 3 and 4)

Big Question Link: What does it mean to be human?

Unit grid: Stone Age to Iron Age

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
KS1 History: - I can compare and contrast life in the past and now. - I can develop my understanding of chronology. - I can compare aspects of life in different periods.	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - Changes in Britain from the Stone Age to the Iron Age	1	WELCOME TO THE STONE AGE L.I. I am able to describe what a typical day would have been like for a stone age man, woman or child. Find out about life in the different Stone Age periods (Paleolithic, Mesolithic, Neolithic). Act out a day in the Stone Age and use a storyboard to record what happens throughout the day.	A storyboard to show a day in the life of a Stone Age man/woman/child. A hunting and gathering activity on the school field.
Key Vocabulary		2	ARE YOU HUNGRY? L.I. I know about how stone age people hunted for their food and what they ate. Find out about how people in the Stone Age got their food and gradually changed from hunter-gatherers to farmers. Do a hunting and gathering activity on the school field to learn about what they might have eaten.	A whole-class information book about the Bronze Age.
Stone Age Bronze Age Iron Age Prehistoric Paleolithic Mesolithic Neolithic Hunter-gatherer Skara Brae Stone Henge Hillfort Celt		3	IF WALLS COULD TALK... L.I. I know what people learnt from stone aged paintings and other archaeological discoveries, including Skara Brae. Find out about how we know about the Stone Age. Pretend you have just discovered a Stone Age painting. Describe the painting and what it might teach us about Stone Age life.	A mind-map about the Iron Age. Comparisons between the Stone, Bronze and Iron Ages.
		4	WELCOME TO THE BRONZE AGE L.I. I can research an aspect of life in the bronze age and present my findings to an audience. As a class, create an information book about the Bronze Age. Each pair/group creates a section of the book.	
		5	STEP INSIDE A HILLFORT L.I. I know about Iron Age hill forts and what life was like inside them. Find out about different aspects of Iron Age life and record notes in a mind-map.	
		6	WHAT CHANGED? L.I. I know about many of the differences between the stone, bronze and iron ages. Make comparisons between the Stone, Bronze and Iron Ages and consider the impact of the changes on life today.	
Biq Question Link		Vision and Values Link		
What do we have in common with the early humans? What might this tell us about what it means to be human?		To develop wisdom by learning from the past.		

Big Question: How do we use...?

Unit grid: History – Anglo-Saxons and Scots

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
- KS1 History Programmes of Study - Previous history unit on Stone Age to Iron Age		- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - The Roman Empire and its impact on Britain - Britain’s settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	1	How do we use timelines to show British history? Create timelines to show periods of British history and use them to develop understanding of why the Anglo-Saxons invaded when they did. Introduce ‘invaders’ and ‘settlers’ and consider the difference.	A timeline of British history
Key Vocabulary			2	How do we use maps to show British history? Find out about where the Anglo-Saxons came from and where they settled, using maps. Play invaders and settlers simulation game and create chronicles to record what happens to their tribe in the game.	A map to show where the Anglo-Saxons came from and where they settled
Invaders	Kingdoms		3	How do we use settlements? Use roleplay to explore what it would have been like for Anglo-Saxons and Britons when Anglo-Saxon tribes first invaded and settled. Consider basic needs of Anglo-Saxon settlement and design own.	An invaders and settlers simulation game and Anglo-Saxon chronicles to record what happens
Settlers	Heptarchy		4	How do we use land in our Anglo-Saxon village? Continue to use roleplay to explore life in an Anglo-Saxon village and act out different activities. Give out different jobs to different children, including building, farming, cooking, dyeing fabric, weaving, playing board games etc. Make Anglo-Saxon food for everyone to try.	A design for an Anglo-Saxon settlement
Angle-land	Wattle & daub		5	How do we use historical evidence? Find out about Anglo-Saxon beliefs and culture. Explore evidence that historians have used to learn about Anglo-Saxon life, including artefacts left by craftspeople, legends that have been passed down generations by storytellers and manuscripts written by monks. Find out about excavation of Sutton Hoo and what this revealed.	A roleplay of an Anglo-Saxon village
Tribes	Thatched		6	How do we use power wisely? Discover Anglo-Saxon kings and kingdoms and how they were ruled. Research an Anglo-Saxon king and present findings to the rest of the class. Together, find out what happened in 1066.	A presentation of research about an Anglo-Saxon king
Caledonian Picts	Farming				
Scots	Oxen				
Jutes	Plough				
Frisians	Livestock				
Angles	Crops				
Saxons	Fallow				
Romans	Stew				
Britons	Feast				
Timeline	Dye				
Chronicle	Warp-weighted loom				
Monk	Weaving				
Settlement	Woven				
West Stow	Tunic				
Brooch	Cloak Convert				
Thane	Pagan				
Craftspeople	Old English				
Evidence	Runes				
Archaeologist	Manuscript				
Artefacts	Sutton Hoo				
Religion	The Norman				
Amulets	Conquest				
Christianity	The Battle of				
Missionaries	Hastings				
Big question link			Vision and Values Link		
See session overviews for a series of ‘How do we use...?’ questions			To consider whether the Anglo-Saxons made wise choices		

Big Question: What's so important about water?

Unit grid: History – Vikings

Year A/Year B

Autumn/Spring/Summer

Prior Learning Links		Key NC Objectives	Session overviews (Saved as Google Classroom Assignments)		Unit Outcomes
- KS1 History Programmes of Study - Previous history unit on Anglo-Saxons and Scots		- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	1	Who were the Vikings? Find out who the Vikings were, where they came from and what happened when they arrived in Lindisfarne.	A map showing where the Vikings came from and where they settled
Key Vocabulary			2	What was life like in Viking Britain? Find out about life in Viking Britain and create an advert for a longhouse.	A news report about Lindisfarne
Viking (pirate raid)	King		3	How did the Vikings fight? Find out about how the Vikings fought and write a set of instructions for how to beat the Anglo-Saxons.	An advert for a longhouse
Lindisfarne	Jarls (nobles)		4	Viking traders and explorers Find out about how and what Vikings traded and play the 'Raid and Trade' game on BBC Bitesize.	A set of Viking instructions for how to beat the Anglo-Saxons in battle
Scandinavia	Karls		5	What happened to the Anglo-Saxons and Vikings? Find out about what happened to the Anglo-Saxons and Vikings and create a timeline of events. Link to pervious learning about 1066.	A timeline of events in Viking Britain
Longboat/ship	Thralls				
Trading	Thing				
Norse	Longhouse				
Warriors	Cesspit				
Farmers	Myths				
Craftspeople	Gods /				
Explorers	Goddesses				
Monasteries	Berserkers				
Monks	Battle				
Pagans	Timeline				
Anglo-Saxons					
Invasion					
Raid					
Conquer					
Alfred the Great					
Danelaw					
Settlement					
Jorvik / York					
Runes					
Archaeology					
			Vision and Values Link		
What's so important about water for the Vikings?			Which of our school values did the Vikings show?		

Big Question: Who's in control?

Unit grid: Ancient Egypt

Year A/**Year B**

Autumn/Spring/Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes	
KS1 - I can compare and contrast life in the past and now. - I can develop my understanding of chronology. - I can compare aspects of life in different periods.		- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	1	Welcome to Ancient Egypt: Who? Where? When? Who were the Ancient Egyptians? Where and when did they live? Create a fact file with 3 sections to answer these 3 questions.	A fact file about who the Ancient Egyptians, where they lived and when their ancient civilisation existed.	
<u>Key Vocabulary</u>			2	Life in Ancient Egypt Find out about life in Ancient Egypt. Takes notes about jobs, clothing, food, technology and leisure. Use notes to create a comic strip about life in Ancient Egypt.	A comic strip showing daily life in Ancient Egypt.	
Egypt / Egyptian Ancient Civilisation Egyptologist Artefact Rosetta Stone Howard Carter Pharaoh Legacy Sarcophagus Pyramid Tomb Mummification Valley of the Kings	Procession Gods / Goddesses Egypt Ancient Pharoah Civilisation God Artefact Legacy Sarcophogus Pyramid Tomb Mummification Society		3	Egyptologists How do we know about Ancient Egypt? What did we learn from the Rosetta Stone? What did Howard Carter discover? What do archaeologists do?	A presentation about a famous pharaoh.	
			4	Pharaohs Find out about the role of the pharaoh. Research famous pharaohs and create presentations about them (LINK TO COMPUTING).	A class roleplay of a mummification and burial ceremony.	
			5	Mummification and Tombs Invite the class to the pharaoh’s funeral. Use a science body to demonstrate the process of mummification. Go on a funeral procession and lay the body in a tomb. Find out about where the tomb might be e.g. pyramid, Valley of the Kings etc. Write a set of instructions for mummification.	A set of instructions for mummification.	
			6	Gods and Goddesses As a class, discover the Ancient Egyptian beliefs about the journey to the afterlife. Give each child/pair a different god/goddess mask and ask them to research them. Create a class presentation/performance about Ancient Egyptian gods and goddesses.	A class presentation about gods and goddesses.	
			7	Change and Continuity Find out how the Ancient Egyptian civilisation came to an end. Create a timeline of key events. Compare Ancient Egypt to Egypt today. Evaluate the impact that this Ancient Civilisation left on the world.	A timeline of the Ancient Egyptian Civilisation.	
			Biq Question Link		Vision and Values Link	
			Who was in control of Ancient Egypt? Do we control history or does history control us?		Who’s in control of our lives? Who has control over living life in all its fullness?	

Big Question: What lights up the world?

Unit grid: History – Inventions through time

Year A/**Year B**

Autumn/**Spring**/Summer

Prior Learning Links	Key NC Objectives	Session objectives		Unit Outcomes
• I know about national and global events beyond living memory which are of significance. • I know about the lives of significant individuals in the past who have contributed to national and international achievements. • I can compare and contrast life in the past and now. • I can develop my understanding of chronology. • I can compare aspects of life in different periods.	• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	1-2	Light Technology Through Time Explore how light technology has changed throughout history and create a timeline as a class.	A class timeline showing how light technology has changed throughout different periods. A research project to show how a particular aspect of technology has changed over time. A newspaper report about Thomas Edison's incandescent light bulb.
Key Vocabulary		3-4	Inventions Through Time Give each child a category of technology or science and they need to create a project to show how that area of technology has changed over time.	
Invention Inventor Technology Change / Continuity Timeline Era Thomas Edison Incandescent light bulb		5-6	The Invention of the Light Bulb Find out about the work of Thomas Edison and other scientists and inventors who helped create the incandescent light bulb. Write a newspaper report.	
Biq Question Link		Vision and Values Link		
What lit up the world in the past? How has this changed?		How do inventors and scientists show our school values?		

Big Question: What is stronger – people or their environment?

Unit grid: Romans and local history

Year A/**Year B**

Autumn/Spring/**Summer**

Prior Learning Links			Key NC Objectives	Session objectives		Unit Outcomes
KS1 History - I know about significant historical events, people and places from my own locality. - I can compare and contrast life in the past and now. - I can develop my understanding of chronology.			- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - The Roman Empire and its impact on Britain - A local history study	1-2	ROMANS INVADING! Find out about who the Romans were, where they came from and how they invaded Britain, including what the Roman army was like. Consider their relationship with the Celts, including Boudica and the Iceni tribe. Write from different perspectives to tell the story of the invasion and battles.	Writing from different perspectives about the Roman invasion of Britain. A mind-map about Roman life.
Key Vocabulary				3-4	JUST LIKE A ROMAN... Find out about what life in Roman Britain was like and what impact they had. Use a mind-map to take notes and turn the mind-map into an information text about Roman life. [Link to Roman numerals].	An information text about Roman life. A trip to Colchester Castle.
Roman Rome (capital) Italy, Europe Empire Ancient Civilisation Colosseum Emperor Invasion Britannia Julius Ceasar Claudius Conquer Army Soldiers Centuries / centurion Legionaries / legion Auxiliaries / auxilia Artillery / cavalry	Hadrian's Wall Celts / Celtic Tribes Citizens Taxes Coins Iceni Boudica Chariots Circus Amphitheatre Gladiators Bathhouse Hypocaust Aqueducts Sewers Latrines Local history Artefact Archaeology Change Legacy Roman	Villa / insulae / domus Forum Basilica Gods / Goddesses Temple Concrete / roads Slaves Entertainers Merchants Senate / senator Banquet / feast Tunic Toga Stola Brooch Latin Roman numerals Colchester (Camulodunum) Formation Armour Fort / barracks Rome Fort		5-6	ROMAN COLCHESTER Go to Colchester Castle to find out about Roman Colchester (local area) and the impact the Romans had on the area.	
Big Question Link				Vision and Values Link		
Why were the Romans a strong civilization?				Do you think the Romans followed our school values?		

Upper Key Stage 2

(Years 5 and 6)

Big Question Link: How do you live?

Unit grid: History: The Changing Power of the Monarchy

Year A/Year B

Autumn 1/Autumn 2/Spring 1/Spring 2/Summer 1/Summer 2

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studies of different British historical periods including Romans, and how Power changed	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	1	King John 1 King John I and the Magna Carta. What was King John I like as a king, why was the Magna Carta introduced and how did it limit the power of the monarch?	A speech either for or against the continuation of the monarchy
Key Vocabulary		2	Henry VIII Henry VIII and what he was like as a ruler. The main achievements of King Henry VIII, analyse sources to understand more about him as well as bias in sources. Consider the reformation and the impact on the church.	
Monarchy Power Magna Carta Sources Reliability Credible Legacy Bias Influence Society		3	Queen Mary I Queen Mary I and whether she deserved her title of “Bloody Mary.” How did she get her title? Consider her childhood experiences and draw on sources to decide whether she deserved her title or if she was just misunderstood.	
		4	King Charles I King Charles I and how he caused the abolishment of the monarchy. Analyse sources to make predictions about what he was like as a ruler and what happened to him before completing independent research to find out accurate facts. Opportunities to discuss biased sources throughout.	
		5	The Modern Monarchy The modern monarchy and their power and influence. Think about the current monarchy and how much power and influence they have in modern society. Consider the key question of how the power of the monarchy has changed and whether they are still as influential today using all the knowledge they have gained throughout the whole topic.	
		6	Convince me Decide whether you are for or against the Monarchy remaining. Write a speech arguing your case with evidence.	
Biq Question Link		Vision and Values Link		
How does the monarchy affect how people live?		How do monarchs live life in all its fullness?		

Big Question Link: What do you believe?
Unit grid: History: Early Islamic civilisation
Year A/Year B
Autumn /Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studies of different British historical periods including Romans, and how Power changed Learning about Anglo-Saxons in LKS2	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900;	1	What can maps tell us about the people who made them? Examine and discuss historic maps. Discuss a comparison between Islamic Civilisation and Europe c.1000 CE.	Freeze-frames Narrative writing
Key Vocabulary		2	What can we learn about the founder of Islam? Most important things to know about Muhammad (pbuh)?	
Maps Islamic civilization Muhammad Baghdad, Al-Mansur Historical evidence Anglo-Saxon England Golden Age of Baghdad		3	Why did Islam spread so far and so quickly? Understand some of the reasons why Islam spread so quickly.	
		4	What does Al-Mansur’s city tell us about him as a ruler? Discuss what we can learn about Al-Mansur from the city that he built. Examine a range of sources of historical evidence relating to ancient Baghdad, evaluating their usefulness and reliability.	
		5	Who were the citizens of Baghdad? Read descriptions of Baghdad and create our own artist’s impression. Compare and discuss other artist’s impressions.	
		6	How can we find out about life in Baghdad? Make notes about everyday life in Baghdad. Recreate scenes from everyday life in Baghdad through creating freeze-frames.	
		7	How did life in the Golden Age of Baghdad compare to life in the Dark Age of Anglo-Saxon England? research and make a summary about life in Anglo-Saxon England. make a comparison between Anglo-Saxon England and Golden Age Baghdad.	
		8	What caused the end of Early Islamic Civilisation in Baghdad? Examine a range of sources of historical evidence relating to the fall of Baghdad, evaluating their usefulness and reliability. create a narrative of the fall of Baghdad.	
Biq Question Link		Vision and Values Link		
believe in historical evidence		Respect the history of Baghdad and early Islam		

Big Question Link: ¿Qué hizo que los mayas fueran increíbles?

Unit grid: History: Mayan history

Year A/Year B

Autumn /Spring /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studies of different British and world historical periods including Romans, and how Power changed Anglo-Saxons Ancient Egyptians	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - A non-European society that provides contrasts with British history –Mayan civilization c. AD 900	1	To compare the achievements of the Maya and the Anglo-Saxons. Contrast two civilisations from different places in the world Present an argument	Class mural Mayan instrument Mayan headdress
Key Vocabulary Maya invasion culture music gods headdress		2	To compare the Norman and Spanish invasions of Anglo-Saxon and Maya land. Learn about the Norman invasion. Learn about the Spanish invasion of Mesoamerica. Take part in a role-play	
		3	To research the legacy of the Maya and Anglo-Saxon cultures in their modern countries. Do research online about the legacy of the Maya or Anglo-Saxons. Assess through discussion the validity of this research. Present their findings to the class	
		4	To learn about childhood in Maya society. Learn about the differences between childhoods for the rich and for the poor Maya. Understand that life and trade skills were passed down from parents to children and that family life was extremely important. Gain an understanding of Maya life and draw scenes of everyday life on a class mural	
		5	To understand the importance of music in Maya culture & in their relationship with the gods. Learn more about the music of the time using images of scenes drawn by the Maya. Have a greater understanding of the importance of music in the Maya culture and in their relationship with the gods. Make a Maya instrument to play at the celebration	
		6	To design and make a Maya headdress. Learn about the foods eaten in the Maya community. Gain a deeper understanding of Maya clothing, headdresses and hair styles. Design and make a headdress suitable for a Maya celebration	
		7	To learn that the Maya people are still in existence and understand something of their modern culture. Understand that the Maya people are still in existence in modern culture and that Maya children go to school in some areas	
		Biq Question Link		
The legacy of the Mayan civilisation		To enjoy the music		

Big Question Link: Evacuee or Refugee?

Unit grid: Science: History: WW2

Year A/**Year B**

Autumn /Spring /Summer

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes
KS1: Florence Nightingale and the Crimean War LKS2: Inventions through time Y6 only: The changing power of the Monarchs		- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A local history study	1	What events led to the outbreak of World War 2? Find out when Britain and France declared war on Germany. Explore some of the factors that led to war with Germany. Begin to construct a timeline to help understand the chronology of World War 2.	Timeline Summary
Key Vocabulary			2	What was ‘appeasement’? Discover how Neville Chamberlain tried to respond to Hitler. Explore arguments for and against appeasement. Continue to explore the ‘narrative’ of the events that led to the start of World War 2.	
			3	Who was Winston Churchill; why do we remember him? Find out more about Winston Churchill. Continue to build understanding of the interwoven events that led to the start of World War 2. Discuss the significance of various dates and events in the build-up to the war.	
			4	What happened at Dunkirk? Learn about the events of the Dunkirk evacuation. Read and summarise a first-hand account of the Dunkirk evacuation. Discover how Churchill used these events to influence public opinion. Consider the significance of different parts of the story of the Dunkirk evacuation.	
			5	What was the ‘Battle of Britain’? Discover more about - and some of the reasons for Britain’s success - in the Battle of Britain. Take part in a simulation activity. Find out how Churchill used events to influence public opinion. Research information about aspects of the Battle of Britain.	
			6	What was ‘The Blitz’? Learn about key events and features of the Blitz. Read about and discuss the impact of the Blitz on different cities. Read and discuss a first-hand account of the Blitz. Examine objects carefully and discuss their significance.	
			7	How did World War Two affect children in Britain? Learn more about evacuations. Read and discuss different sources of information. Discuss the effects of the Second World War on children in Britain.	
			8	What gives us a true picture of life for children in the war? Know more about children’s experience in World War 2. Read and discuss different sources of information.	
			9	Why do we remember the Kindertransport? Learn about the events that led to Kindertransport. Read and discuss children’s experience of Kindertransport. Discuss the significance of Kindertransport	
			10	Why were the D-Day landings successful? Learn about the preparations for D-Day and the events of the Normandy landings. Consider the significance of D-Day for the war and for individuals.	
			11	What did it take for the war to come to an end? Understand the events leading to the end of the war. Consider the Paris Peace Treaties of 1947 and make a peace dove as part of a class reflection.	
War Declare Timeline Chronology WW2 Appeasement Neville Chamberlain Hitler Dunkirk Evacuation First-hand account Winston Churchill Public opinion Battle of Britain Poster		Speech Pilot Radar Planes The Blitz Impact Key events Evacuation Kindertransport D-Day Normandy Normandy landing End of war Paris Peace Treaties of 1947 Dove of peace			
Biq Question Link		Vision and Values Link			
How do you think the children felt?		Recognise the endurance of people in war			

Big Question Link: How far can you go?

Unit grid: History: Space Race History

Year A/**Year B**

Autumn /**Spring** /Summer

Prior Learning Links	Key NC Objectives	Session overviews		Unit Outcomes
Studies of different British and world historical periods and how Power changed Inventions through time	- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources	1	To learn about the invention and development of the telescope and how it changed astronomy.	Chronological recount
Key Vocabulary Telescope Astronomy Galileo Space exploration Landing on the moon Apollo 11 Space Race Hubble telescope International Space Station		2	To find out about the early years of space exploration from 1940 to 1970	
		3	To find out about the first landing on the moon.	
		4	To find out about Mae Jemison.	
		5	To investigate some of the ways in which astronauts explore space today.	
		6	Write an unbiased chronological recount of the Space Race.	
Biq Question Link		Vision and Values Link		
Do you want to go into space?		The aspiration of Mae Jemison		

Big Question Link: What would you vote for?

Unit grid: Science: History: Ancient Greeks

Year A/**Year B**

Autumn /Spring /**Summer**

Prior Learning Links		Key NC Objectives	Session overviews		Unit Outcomes																																						
- Romans and local history - Ancient Egyptians		- Ancient Greece – a study of Greek life and achievements and their influence on the western world - the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day	1	To explore some of the key events during the ancient Greek period. Use and understand the terms ‘trade’, ‘civilisation’ and ‘chronologically’, discuss when the ancient Greek period was in relation to other periods in world history. order key events chronologically during a period in history	Speech Debate																																						
Key Vocabulary			2	To examine how Alexander the Great’s Empire grew and the effects of this. Discuss the terms ‘empire’, ‘culture’ and ‘legacies’. explain how Alexander the Great’s Empire grew. describe how Alexander the Great’s Empire affected different people.																																							
			3	To research aspects of daily life and society in ancient Greece Explore how enslavement was central to life in ancient Greece. Gather information from secondary sources about aspects of life in ancient Greece. Share research findings with others and pose own historical questions.																																							
<table><tr><td>Trade, civilization</td><td>Citizen</td></tr><tr><td>City</td><td>Pericles</td></tr><tr><td>State</td><td>Debate</td></tr><tr><td>Polis</td><td>Rhetoric</td></tr><tr><td>Timeline</td><td>Olympic games</td></tr><tr><td>Chronology</td><td>Equestrian</td></tr><tr><td>BC and AD</td><td>Pentathlon</td></tr><tr><td>Empire</td><td>Olympia</td></tr><tr><td>Legacies</td><td>Zeus</td></tr><tr><td>Culture</td><td>Gods</td></tr><tr><td>Enslavement</td><td>Goddesses</td></tr><tr><td>Enslaved people</td><td>Beliefs</td></tr><tr><td>Primary source</td><td>Altar</td></tr><tr><td>Secondary source</td><td>Temple</td></tr><tr><td>Athens</td><td>Religion</td></tr><tr><td>Sparta</td><td>Priests</td></tr><tr><td>Similarities</td><td>Immortal</td></tr><tr><td>Differences</td><td>Mortal</td></tr><tr><td>Democracy</td><td>Myths</td></tr></table>			Trade, civilization	Citizen		City	Pericles	State	Debate	Polis	Rhetoric	Timeline	Olympic games	Chronology	Equestrian	BC and AD	Pentathlon	Empire	Olympia	Legacies	Zeus	Culture	Gods	Enslavement	Goddesses	Enslaved people	Beliefs	Primary source	Altar	Secondary source	Temple	Athens	Religion	Sparta	Priests	Similarities	Immortal	Differences	Mortal	Democracy	Myths	4	To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. Explore some comparisons between life in ancient Athens and life in ancient Sparta. Discuss how democracy worked in ancient Athens. Take part in a debate about life in ancient Sparta and life in ancient Athens.
			Trade, civilization	Citizen																																							
			City	Pericles																																							
			State	Debate																																							
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Athens	Religion																																										
Sparta	Priests																																										
Similarities	Immortal																																										
Differences	Mortal																																										
Democracy	Myths																																										
5	To explore the Olympics in ancient Greek times through examining primary sources Gather evidence about the past by looking at ancient Greek pottery. Explain what primary and secondary sources are and how they differ.																																										
6	To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. Discuss the modern Olympics. select relevant information from a secondary source about the ancient Greek Olympic Games. Make comparisons between the modern Olympic Games and the Olympics in ancient Greek times.																																										
7	To explore the beliefs of the ancient Greeks. Describe some of the key beliefs of the ancient Greeks and discuss how they worshipped. Name and describe some of the ancient Greek gods and goddesses.																																										
8	To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. Show my understanding of the events and characters in this myth by sequencing one version of the Trojan War story. Explore sources of evidence which have been used to find out about the Trojan War, discuss whether the Trojan War really happened or whether it was a myth																																										
9	To learn about how democracy worked in Ancient Greece. Understand different modern democratic systems. Undertake public speaking and debate. Voice their opinion on representative democracy																																										
		10	To learn about how democracy is organised in modern Britain. Understand the system of democracy in Ancient Greece. Take part in a debate run as a community of enquiry. Compare and contrast two forms of democracy																																								
		11	To use their knowledge of Ancient Greek and modern democracy to create their own democratic system. Apply their knowledge of different democratic systems to create their own. Take part in debate. Evaluate their own participation in the debate																																								
Biq Question Link			Vision and Values Link																																								
Democracy and the lasting link			Using democracy to support acceptance																																								