

**Subject: History****Curriculum intent**

At Branton St Wilfrid's, we believe that high-quality history lessons inspire children to want to **know more about the past**; help children to **understand their place in the world** and develop a **sense of who they are locally, nationally and globally** and inspire children to think and act like historians – promoting **curiosity** and **fascination**. We aim to develop an awareness of the diverse nature of the UK and global populations and the contributions different societies, communities and individuals have made to human understanding and history. By making links to a range of topics, children have opportunities to **investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world**, and be able to communicate historically.

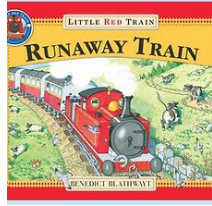
**Branton St. Wilfrid's C of E Primary School - History Whole school Progression map**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>TOPICS</b>	3-4 Year Olds Reception ELG	<b>It's A Toy's Story – Study of culture and what life was like</b>  <b>Transport</b>	<b>London's Burning</b>  <b>Aviation (Explorers)</b>	<b>Stone Age, Bronze Age, Iron Age</b>  <b>Early Civilisations overview (2 Weeks)</b> <b>Ancient Egyptians</b>	<b>Romans, Saxons and Vikings</b>	<b>Ancient Greeks</b>  <b>Early Islamic Civilisation</b>	<b>Industrial Revolution (coal mining)</b>  <b>World War 2 – Battle of Britain (Windrush)</b>
<b>SUBSTANTIVE CONCEPTS</b>							

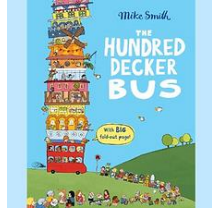
		<p><b>Technology</b> – Transport, Toys, impact of technology, invention of plastic</p> <p><b>Culture-</b> How influences have changed toys? – globalisation – toys from different parts of the world</p> <p><b>Change</b> - How influences have changed toys? – globalisation – toys from different parts of the world</p> <p><b>Diversity</b> - How influences have changed toys? – globalisation – toys from different parts of the world, Significant individuals – Rosa Parks</p> <p><b>Local Heritage</b> – Doncaster railway station</p>	<p><b>Technology</b> – Aviation, fire safety equipment</p> <p><b>Change</b> – How buildings, Planes have changed</p> <p><b>Local Heritage</b> – Doncaster airport and the impact that it has had</p> <p><b>Diversity-</b> Significant individuals – Amelia Earhart , Female explorers</p>	<p><b>Technology</b> – Tools, Farming, scribes</p> <p><b>Culture</b> – Change from nomadic tribes to farmers that stayed in one locality, Gods, mummification</p> <p><b>Change</b> - nomadic tribes to farmers that stayed in one locality</p> <p><b>Leadership</b> - The role of the pharaoh as head of state</p> <p><b>Local Heritage</b> – Our local Iron Age tribe including anything they were known for.</p>	<p><b>Technology</b> – Roman inventions, Roads, buildings</p> <p><b>Culture</b> – Dane law, religion, Societal make up of Britain before romans, mainly Celts Who Roman army was made up of – auxiliary soldiers would be from the middle East</p> <p><b>Change-</b> Laws, Religion, beliefs</p> <p><b>Leadership-</b> King Alfred, Bouicca</p> <p><b>Invasion</b> – Romans invade Britain, Viking invasion</p> <p><b>Local Heritage</b> – Evidence of the Romans in Doncaster/ Vikings in York</p> <p><b>Diversity</b> - Societal make up of Britain before romans, mainly Celts Who Roman army was made up of – auxiliary soldiers would be from the middle East</p>	<p><b>Technology</b> - Early Technology Early education ‘House of Wisdom’ - centre of medical, mathematical and scientific advancements</p> <p><b>Culture</b> – Greek Religion and power of the Gods</p> <p><b>Diversity-</b> Greek impact and legacy on Western World</p>	<p><b>Technology</b> – coal mining,</p> <p><b>Culture</b> – Societal makeup of Britain</p> <p><b>Change</b> – Societal makeup of Britain</p> <p><b>Leadership-</b> Churchill, Hitler</p> <p><b>Diversity</b> – Migration WW2 Soldiers</p> <p><b>Invasion</b> – D – Day</p> <p><b>Local Heritage</b> – coal mining in Doncaster Migration in Doncaster and surrounding areas,</p>
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Core Texts

The Runaway train - Benedict Brathwaite



The Hundred Decker Bus  
Mike Smit



Lost in the Toy Museum: An Adventure  
David Lucas

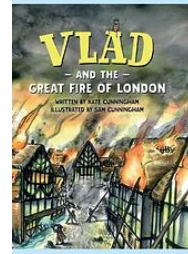


ROSA PARKS: (LITTLE PEOPLE, BIG DREAMS)

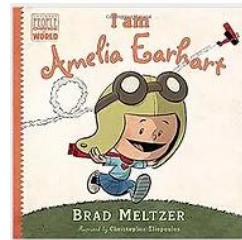


A Journey Through Transport

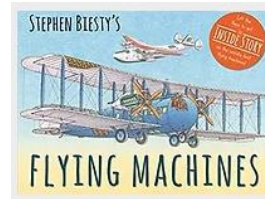
Vlad and The Great Fire of London - Kate Cunningham & Sam Cunningham



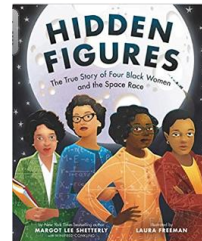
I am Amelia Earhart



Flying Machines



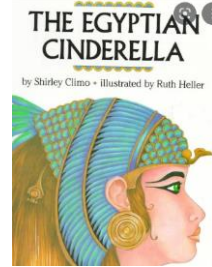
Hidden Figures: The True Story of Four Black Women and the Space Race



Stone Age Boy –

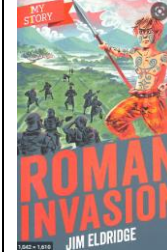


Egyptian Cinderella -



Secrets of a Sun King –  
Emma Carroll

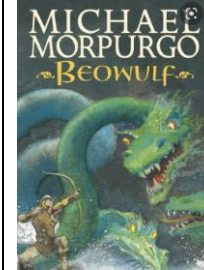
Roman Invasion – Jim Eldridge



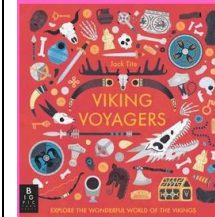
Empires End – A Roman Story – Leila Rasheed



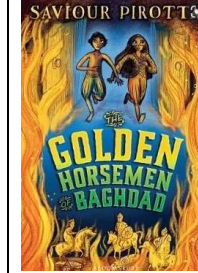
Beowulf – Michael Morpurgo



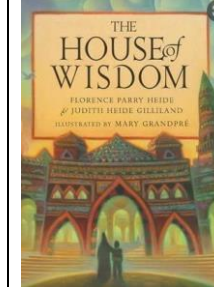
Viking Voyages



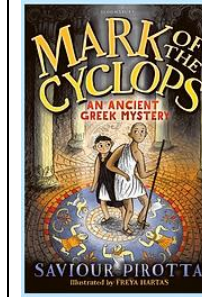
The Golden Horsemen of Baghdad by Saviour Pirotta



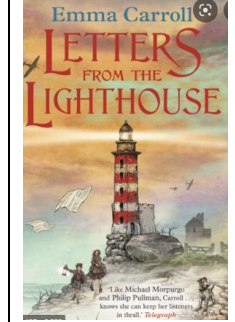
The House of Wisdom



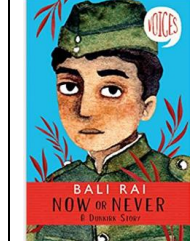
The Ancient Greek Mysteries - Saviour Pirotta & Freya Hartas



Letters from the Lighthouse



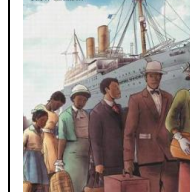
Now or Never: A Dunkirk Story



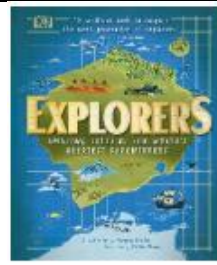
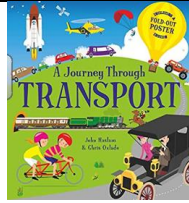
Windrush Child, Benjamin Zephaniah



The Story of the Windrush



Boy of the Deeps – Ian Wallace



**Hook**

South Yorkshire Transport Museum  
Cusworth Hall

Great Fire of London Workshop  
Explorers Day/Visit from an explorer  
Visit to Doncaster Sheffield Airport

Murton Park  
Ancient Egypt Workshop

Roman Workshop  
Jorvik Viking Centre

A day in the life: Ancient Baghdad / The Silk Road  
Ancient Greek Workshop

Doncaster Coal mining museum  
Eden Camp

**Enquiry Questions – Topic Drivers**

Transport - How has transport Changed over time?  
Toys (Victorians) - How have the toys we play with changed?

What was the Great Fire of London and how did it start?  
Who are significant Explorers of our past?

How Did Britain Change from the Stone age to the Iron Age?  
What did the earliest civilisations have in common? (2 weeks)  
What were the achievements of the Ancient Egyptians and what did it enable them to accomplish?

What did the Romans do for Britain?  
What is the effect of Anglo Saxon rule in England?  
Were Vikings Raiders or Traders?  
How was Britain changed by the Anglo Saxon and Viking settlements?

How has the Early Islamic Civilisation influenced the world?  
How did the Ancient Greeks effect our lives today?

Why was coal mining so important to the United Kingdom during the Industrial Revolution?  
What effect did World War Two have on people's lives?

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**Substantive Knowledge (National Curriculum Objectives)**

	<p><b>Understanding the world</b></p> <p>Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Toys -</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>GFoL -</b> 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 – Amelia Earhart</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>Ancient Greece</b> A study of Greek life and achievements and their influence on the Western world</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</b> World War 2 Windrush</p>
	<p><b>Past and Present</b></p> <p>Talk about the lives of 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.</p>	<p><b>Transport -</b> Events beyond living memory that are significant nationally or globally</p> <p>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</p>	<p><b>Aviation – Explorers</b> the lives of significant individuals in the past who have contributed to national and international achievements -</p> <p>significant historical events, people and places in their own locality (airport)</p>	<p><b>The achievements of the earliest civilizations:</b> An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>		<p><b>A non-European society:</b> Contrasts with British history – Early Islamic Civilisation, including a study of Baghdad</p>	<p><b>A local history Study – Industrial Revolution and Coal Mining in Doncaster</b></p>

**Sticky Knowledge**

<b>Year 1</b>	<p><b>Toys</b></p> <p>Using the vehicle of toys, they will recognise how some things have changed and some things have stayed the same. They will learn about the toys their parents played with. They will recognise how the school has changed through the use of artefacts, photographs and the memories of former pupils.</p> <p>How to distinguish between old and new An understanding of chronological order How to order artefacts on timelines? How toys have changed over time – going back two generations How the materials toys are made of can tell us how old they are? How toys have changed due to technology – mechanical vs battery powered What toys did Victorian children play with? What toys did your parents play with? What toys do you play with? What was school like for Victorian children? What was school like for your parents? What is school like now and how has it changed since you started?</p> <p><b>Transport</b></p> <p>-Before the invention of cars, trains and aeroplanes, people travelled by foot, on horses and bicycles. - The invention of steam trains allowed ordinary people to travel long distances How has road transport changed over time? What have people achieved using different forms of transport? - Significant historical figures – Rosa Parks, Lewis Hamilton (Black History Month), Nicolas Hamilton (disability)</p>
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Year 2	<p><b>London's Burning</b>  On the night of 2nd September 1666, a fire broke out at Thomas Farriner's, the King's baker, in Pudding Lane.  London was just recovering from the Great Plague.  The fire was driven by a strong wind. Everything was very dry after a hot summer, and that meant the buildings burnt more easily.  The fire lasted for just under five days.  400 streets burned to the ground.  It is estimated that around 13,000 houses and 87 churches were burned.  But, luckily, we think that only 10 people died.  Samuel Pepys kept his diary from 1660 until 1669.  What was the Great Fire of London and how did it start?  How did the fire start and spread across London?  How did people react during the fire?  How do we know about the Great Fire of London?  How was London rebuilt?</p> <p><b>Aviation (Explorers)</b>  An explorer is someone who travels to a place that has not been visited before - Different explorers used different technologies depending on when they were alive - Neil Armstrong went to the moon in 1969 - Neil Armstrong travelled to the moon with Buzz Aldrin - Sunita Williams is an American astronaut and went on two space missions. - Sunita Williams has completed the most ever space walks by a female astronaut - Sir Francis Drake circumnavigated the globe in 1577 - In 2012, Felicity Aston became the first woman to ski alone across Antarctica.  The Wright Brothers invented the first aeroplane. - The first flight took place in 1903 and lasted just 12 seconds! - Modern aeroplanes are made from aluminium and plastics, but the first aeroplane was made from wood.  Children to look at the timeline to see Amelia Earhart's birth and why she is significant in the field of Aviation.  Children look at evidence of the first flight – diary, photographs, flyers.  Children to study and discuss the significance of her achievements in the time that she lived.  Children look at examples of how aviation evolved as a result of Amelia's contribution.  Why was Doncaster airport built?  How has the airport changed overtime?  What has been a consequence of the airport being built in our local area?  Learn about the lives of other significant explorers – Christopher Columbus, Women involved in the space race</p>
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**The Stone Age to Iron Age**

- 1) When was the Stone Age and what periods did it include? - The Stone Age to Iron Age covers an enormous amount of history which is very difficult to understand. It also brings to light why we can't give exact dates of when periods of history begin and ended. Paleolithic – Circa. 800,000BC to 10,000BC Bronze – 2,200 to 750BC Mesolithic – Circa. 11,000 to 5,500BC Iron – 750BC to 43AD Neolithic – Circa. 4300 – 2000BC
- 2) To understand continuity and change - The Stone Age to Iron Age period covers many thousand years and it would be wrong not to focus on the continuity and change that took place in those periods of history. The purpose of this lesson is to continue to develop the children's understanding of this period of history by giving them more information for each period of history and allowing children to make links between them to construct a narrative.
- 3) Children should be taught about archaeology as the key source of evidence for Pre-History. They should use these skills to apply the archaeology to eras of the Stone Age. Key learning is to learn how to extract information from archaeological sources using wider knowledge and inference.
- 4) Archaeology – extracting and interpreting sources - The previous lesson introduced the children to archaeology of the periods being studied in the topic. It also began to make links between the continuities and changes in this historical period. The purpose of this lesson is to continue to increase the depth of knowledge for each period of history.
- 5) The limitations of archaeological sources - The children have learned about some of the key changes between the periods of the Stone Age and Iron Age. They should have an overview and be able to refer to it using the displayed timeline with an increasing number of dates, images and events from the previous lessons. One of the main difficulties of studying this period of history is the lack of written sources from the time which means encouraging children to bring in inference and wider knowledge is vital – this lesson promotes this.
- 6) Is Skara Brae\* significant? - In the later part of the Stone Age and Iron Age, groups of people turned from being nomadic tribes to farmers that stayed in one locality. Studying these settlements shows one of the achievements of this era.

**Early Civilisation (2 weeks)**

There were people in Egypt much earlier than the civilisation timeline would indicate. The Pre-Dynastic periods span many thousands of years further into the past. The Old Kingdom is the first, was more peaceful than those which came after it and was when the great pyramids were built. Each of the Kingdoms were followed by a more unstable intermediate period where the centralised power was not as strong or Egypt separated into two Kingdoms. The Middle Kingdom began with the reunification of both kingdoms as they had been governed separately during the first intermediate period. It was a time when many of the great works of art and writing were created. Paintings of sculpture depicting agriculture and daily life are more common at this time. Trade was an important feature of the old and middle kingdom but flourished under the leadership of Pharaoh Senusret III. The New Kingdom was a time of expansion to create an empire. It is also a time when trade became focused on luxury items which was less common in the preceding kingdoms. It is also the time when many famous Pharaohs reigned such as Tutankhamun, Hatshepsut and Ramesses the great. It also more documented than previous kingdoms. - There were 4 very important early civilisations named Ancient Egypt, Shang Dynasty, Indus Valley, and Sumer. - A civilisation means a group of people that have established a population who live in towns and cities, a system of government, an environment that provides the

**Ancient Egypt**

- 1) How was Egyptian society structured? The role of the Pharaoh as 'head of state' is a consistent trend throughout the entire period of history. They had a number of titles include ruling the two kingdoms, high priest of all temples and several others related to gods (Horus when coronated and Son of Ra from birth).
- 2) The importance of the Nile to the Ancient Egyptians - The Nile was fundamental to life in the hot, desert climate of Egypt. The settlements developed on its banks used it for drinking water, fishing, hunting, transport for trade and leisure (the wealthiest only). The agricultural system was very successful because of the rich silt the annual floods brought. The agricultural system allowed Egypt to flourish. It fed the population with surplus to export in return for goods they could not produce domestically. This included contact with Greece, Rome and other civilisations including Sumer. It also functioned as a highway to allow travel for varying purposes (trade, military or domestic reasons).
- 3) How did agricultural advances support the civilization? Agriculture is a key development for the earliest civilisations. It is a more efficient method of gathering food than hunter-gathering. It also meant that people settled in one location to tend crops and rear animals. In Egypt, the agriculture was developed along the banks of the Nile. They used the fertile flooded plains and the Nile's regular flooding cycle to grow enough to export the surplus. The main crops grown were a type of wheat, chickpeas and lentils, lettuce, onions, garlic, sesame, corn, barley, papyrus, flax. Animals were kept for food but eating them was mainly reserved for the wealthiest and/or religious occasions because of their cost and the inability to preserve them. Fish were eaten by the poorer in society and considered unclean by the rich. As with all history, this varied by region and over time. There were a number of key achievements and developments which improved agriculture in Egypt. The use of ox-drawn ploughs and hoes improved the planting stage in the fertile soil; the sickle also made harvesting a more efficient process. By using irrigation and the shaduf (can also be spelled shadoof), the Egyptians could keep their crops watered and growing in the heat of Egypt. Their currency was based around the unit of weight of grain (a Deben).
- 4) The role of the scribe in society and their importance to us today - Ancient Egyptian culture valued the written word. It was created by the god Thoth according to tradition to make Egyptians wiser. They believed that writing speech down made the words real and therefore even if they could not read or write, they would pay scribes to read and write letters, contracts, wills etc. It's important that children understand the important role scribes played in the role of the Egyptian state. They were a fundamental cog in the bureaucracy of the centralised governance of the kingdoms. Their roles extended into every facet of life from recording the harvest, measuring it for taxation purposes, reading and writing letters, legal documents and many other. A key role is in the designing, planning and overseeing the creation of the pyramids and tombs where the systems ensure the supply of materials and accurate construction. The hieroglyphic system is rather complex because as well as there being over 1,000 individual symbols, they can stand for multiple things: Ideogram – an idea or concept Phonogram – represents a sound Determinatives – help to specify meaning of a word Scribal education began at a young age of around 7 but could be earlier. The people that joined the school normally came from wealthier backgrounds as parents would have to provide food and water every day whilst they were at the schools. This could have come from a wealthy relative or patron but was rarer than being from a wealthy family. It took a number of years to master the basics of hieratic and hieroglyphics but some would study much longer to be able to truly master the art and produce respected documents like a copy of the Book of the Dead. They were taught that if they stuck to their lessons, the sky was the limit in terms of what they could achieve.
- 5) What did the advances allow the Egyptians to accomplish? - The Egyptians worshipped a huge number of gods that 'guided' every aspect of lives. This included the more well-known deities such as Osiris, Anubis, Re/Ra and some of the lesser-known ones like Hathor, goddess of music, dancing and drunkenness but also associated with the Milky way as a reflection of the Nile River. Mummification is the process of embalming the dead body to preserve it. They did this by removing all moisture from the body, which would prevent decay. The process involved a number of steps and took seventy days. The process was completed by special priests who would need knowledge of the rituals, prayers and also human anatomy. They would begin by removing the organs which would decay quickly apart from the heart which they believed was the centre of a person's intelligence. Those parts of the body would be placed in canopic jars to be buried with the mummy. Next, they removed all moisture by covering the body with a type of salt

called natron. Packets would be placed inside the body to ensure it was completely dried out. This would be washed off when the process was complete. Packets of linen or other materials were added to fill the body out. Linen strips were used to wrap the body using a resin to ensure they stuck. It would be placed in a sarcophagus and buried after a complex ritual. This included sacrificing servants to serve the person in the afterlife (Early Dynastic), shabti which would magically animate in the afterlife to serve and the Opening of the Mouth Ceremony which would involve a priest ritually touching parts of the body to restore the senses so the person could see, hear etc. Culturally, mummification was based around the resurrection of the body. In the myth of Osiris, he is murdered by his brother Seth and mummified by his sister Isis. After death, the person would enter the Field of Reeds where you would look the same as in life so there are examples of prosthetics being added for the afterlife. They would only reach this joyous stage



**The Romans –**

1. What was the Roman Empire? - The Roman period began in around 750BC (according to the myth). They first conquered the rest of mainland Italy and then the territory around them. The spread is an interesting way to understand how geography plays a role in the conquest of territory. The conquest of Greece and Egypt emphasise the growing power of Rome and decline in other civilizations.
2. What does the chronology of Roman Britain look like? - 1<sup>st</sup> Attempt – 54BC by Julius Caesar 2<sup>nd</sup> Attempt – 40 AD by Caligula 3<sup>rd</sup> Attempt - 43 AD by Claudius
3. What was the reaction to the Roman invasion? - The indigenous population of Britain was structured into different tribes all of whom were approached by the Romans. Roman conquest was a clever system and did not just revolve around the might of the Roman legions. Local chieftains were given the choice of whether they were willing to ‘cooperate’ with Rome and rule under their control or face the might of the army. The purpose of this lesson is to continue to build context as to what the conquest of Britain involved and how it impacted on the Celts focusing on a comparison of Boudicca and a lesser known Queen, Cartimandua.
4. What are the most significant Roman achievements? - The achievements of Ancient Rome are still obvious for people to see around us; ranging from their roads, architectural achievements, hygiene and down to something as simple as waterproof concrete. The purpose of this lesson is to allow children to explore various sources of evidence to locate evidence to justify why an achievement should be viewed as significant.
5. What was the legacy of the Romans in Britain? - The legacy of Romans can still be seen across their empire in the remains of monuments such as the Roman Baths, sections of wall, sewers, roads, place names etc. This aspect of legacy provides opportunity to compare the achievements of different eras of British history through discussion and debate. It also provides another opportunity for written and spoken debate.
6. The end of Roman Britain - Roman expansion in Britain stopped around the border with Scotland. Hadrian’s wall came to mark the border between the empire and the Picts in Scotland. The Romans attempted to expand further by building the Antonine wall which was situated further North. It was abandoned shortly afterward when the legions withdrew. Later in the period, Britain came under attack from the Picts, Saxons and Angles. This lesson focuses on the decline and eventual withdrawal of the Roman legions back to Rome itself.

**Anglo Saxons and Vikings**

- 1) When did the Vikings first arrive in England? - The early middle ages (often known as the dark ages) was a time that contrasted with the Roman period which preceded it. There were smaller kingdoms in England and no unifying leader or kingdom to take the lead. The Viking raid hit the holy island of Lindisfarne in Northumbria 793AD. A site of key importance to the English church and the shrine of St. Cuthbert. It’s important to remember that religion was not just a guiding support to people’s lives (as it could be seen today) but also took on a key role in recording events and had political influence as well. An attack on the monasteries would be seen as an outrage to the pious AngloSaxons.
- 2) How did the Saxons react to the raid on Lindisfarne and what does this tell us about Viking society and culture? - he Viking raid on Lindisfarne was in 793 and came approximately 350 years after the Saxons had come to settle in England. During these 350 years, Northumbria and Mercia had spent time as the dominant kingdom. The reaction of the Saxons acts as an introduction to different perspectives of a historical event. The attack on the Holy Island of Lindisfarne would have impacted on the Saxons and their religious convictions. It’s important to remember that this is only one part of the ‘true history’ and the Vikings would not have seen Lindisfarne as a holy site in their pagan religion. In addition, Viking culture saw glory in war and dying on the battlefield saw them enter the glorious afterlife of Valhalla.
- 3) Are there other aspects of their culture that portray a different perspective? - he way in which the Vikings have been represented through history has changed from the horned-helmet savages seen in films and other artistic representations. Their talents clearly included military prowess but a number of key areas. Leif Erikson discovered North America 500 years before Columbus which required highquality sailing vessels which is a considerable feat of engineering and navigation. This is also evident because of their specialised ships for trade or military use. Their trade network extended into the modern-day country of Iraq where sources mark the interaction between Vikings and Baghdad. It is true to say the Vikings were vicious raiders but it does them a disservice not to mark their other ‘talents’.
- 4) The Viking invasion and Does Alfred deserve to be known as ‘the Great’? - The Viking raids were a feature of the early medieval period (often known as the Dark Ages). They were not coordinated and often ended when they were paid to leave. This changed in 865AD when a more organised force landed in Kent. They wintered in East Anglia then conquered much of the north including what would become their capital Jorvik (York). The Great Heathen army split in half after 8 years in England. Guthrum went South and began to raid Wessex. Eventually, Alfred defeated Guthrum at the battle of Edington; he was baptised. After this key event the Danelaw was created and gave the invaders a Danish kingdom which covered lots of the North and East of England alongside the last remaining Saxon Kingdom (Alfred’s Wessex).
- 5) Beginning to reclaim the Danelaw with a focus on Edward and Aethelflaed - When Alfred died, his kingdom was in a more secure position as a result of his actions in terms of administration, military and literacy reforms. His two children, Edward and Æthelflæd (ath-el-flad), continued his work and shared his vision for a unified England. To that end, they continued to build on the defensive burh network he began. They also began the process of reclaiming the Danelaw and achieved some important victories. Æthelflæd became Lady of the Mercians when her husband died. She a competent military commander who reclaimed Derby and the surrender of York without bloodshed. Sadly, she was not given credit in the Anglo-Saxon Chronicle. The Mercian register provides a more positive account as do other contemporary sources. Edward achieved a number of victories and by the end of his reign, had regained lands up to Northumbria. According to William of Malmesbury, a 12th century historian, Edward was "much inferior to his father in the cultivation of letters", but "incomparably more glorious in the power of his rule".
- 6) The end of Anglo-Saxon England - he Anglo-Saxon King did not claim the throne directly as a result of blood relationship to the previous. They were elected by the witan which was made up of a religious and secular members of the ruling class. It also had an advisory role on matters of tax. At the end of Edward’s life, he promised the throne to the powerful earl Harold Godwinson who was confirmed king by the witan. William’s claim originated from a promise that Edward had allegedly made and Harold supported. Harald Hardrada was King of Norway and his claim to the throne was a result of his lineage of King Canute

**Ancient Greece**

1. When was Ancient Greece? - Ancient Greece can be defined into a number of different periods. These periods tie it into other aspects of history that we study including the Neolithic and bronze age. Exploring the chronology of Greece helps children's understanding of its duration relative to other civilizations studied.  
Neolithic Period - 6000 – 2900BC, Early Bronze Age-2900 – 2000BC, Minoan Age- 2000 – 1400BC, Mycenaean Period - 1600 – 1100BC, The Dark Ages- 1100 – 650BC, Archaic Period - 750 – 500BC, Classical Period - 500 - 336BC, Hellenistic Period  
750 – 500BC. - Some of the Greek periods of history have names children should be able to associate with the Stone Age (mentioned above). The extension of the main task promotes making Chronological links between the Greeks with the Egyptians because of their relative proximity and Romans because of Greece's eventual fall to become a Roman province.
2. Where is Greece and how did it affect the Greeks? - The geography of an area influences how a country develops over time. Its climate and physical features have implications on food production, travel and settlements. Greece is very mountainous and this impacted on the travel, communication and the ease at which it could be invaded. The number of islands around it also had implications for the Greeks. This lesson presents links to the rest of the world by comparing the physical geography of other parts of the world and potential implications. It's also a useful opportunity to link to the previous lesson on concurrent timelines and how the proximity of the Greeks, Egyptians and Romans mean contact is more likely. It's also a chance to discuss whether they would have come into contact with the Bronze Age Britons given distance.
3. What impacted on the lives of the Ancient Greeks? - It's hard to comprehend the extent to which religion influenced the lives of people in Ancient Greece. They used the power of the gods to explain 'everything' in their lives – both good and bad.
4. What is their impact on the modern world? - Their importance goes far beyond the Olympics and can be seen in most aspects of our life. This lesson explores several of them including health, architecture and others in ways that children can relate to and see in the wider world to make those important links.
5. An Enquiry into the city states - Ancient Greece was organised into city states, which is very different to the UK of the 21st century. They operated as separate entities but did come together on certain occasions such as war. They each had their own individual identities and successes. The most famous culture of Ancient Greece is probably the warriors of Sparta. This lesson gives children chance to study the cultures and explore their own view on the differing approaches. Links can be made to the way in which the tribes of the Celts and Britons worked. It's important for children to understand that countries as we see them today weren't unified and were often made up of various tribal societies.
6. Enquiry into the impact of the Greeks - This lesson allows children to enquire about an aspect of their legacy that is of interest to them. This can focus on the life of a significant individual or other achievement mentioned in lesson 4. The purpose is help them develop their historical skillset alongside an ever-increasing depth of knowledge. The key element of study related to the Greeks is their legacy and impact on the modern western world

**Early Islamic Civilisation**

1. Introductory Chronology and Context - The chronology of this period comes at the end of the Roman Empire in what is often called the Dark Ages. The achievements of this civilization are academic and could be viewed as the people that preserved the knowledge of the classical civilizations. It's important to make the chronological and geographical links between the Saxons and Vikings, especially to promote contact through peaceful trade.
2. How does this civilization tie into our existing knowledge? (Concurrent timelines) - Can explore multiple timelines Begin to make links between timelines using chronological and geographical knowledge. This period of history falls into the Dark Ages and Early Medieval period. The aim of this lesson is to promote those links and add additional context to a period the children will have less knowledge of.
3. What was Baghdad like as a city? Baghdad was the largest city in the world around 900AD with approximately 1,000,000 people living there. The purpose of this sequence of lessons is to build up a knowledge base related to various aspects of the city. This first lesson introduces children to the city itself and relating it to other cities of the age for comparison. - This lesson provides opportunity to link Baghdad to other significant cities studied earlier in school such as Rome, Athens, Sparta, London, York etc
4. How did the geography of the region impact on the city? - Baghdad was the largest city in the world around 900AD with approximately 1,000,000 people living there. The purpose of this sequence of lessons is to build up a knowledge base related to various aspects of the city. This lesson links into the last by looking at its position as part of the silk road (trade route) from Asia into Europe. It also adds context as to the function of different parts of the city.
5. Why was Baghdad significant? - Baghdad contained what was known as the 'House of Wisdom' which was where classical works were translated into Arabic. It was also the centre of medical, mathematical and scientific advancements of the age. It presents a stark contrast to Saxon and Viking England.
6. Pursuing a line of enquiry - The previous lessons have built up an understanding of various aspects of the period of history. This final lesson is designed to deepen that understanding with a study focusing on an aspect of the society, culture, lifestyle and/or achievements that take their interest.

<b>Year 6</b>	<p><b>Industrial Revolution (Coal Mining)</b></p> <ol style="list-style-type: none"> <li>When did the industrial revolution take place? - To be able to discuss a chronology of events involving a significant period of British history. To be able to locate a period of time within their understanding of British history.</li> <li>What lead to the industrial revolution? To be able to discuss the social and political factors that lead to the time period known as the 'industrial revolution' in the United Kingdom: population boom, advancements in agriculture, birth of factories, advancements in power and transport and the British empire influencing and paving the way for the rest of the world.</li> <li>What changed during the industrial revolution? To be able to use historical sources, paintings and stories to explore the changes that happened during the industrial revolution. Migration and Immigration - People moving to the cities to be able to work in the factories, gaining a more reliable wage. Mass production of goods, meaning things more readily available and often at a more affordable price. etc,</li> <li>What impact did the industrial revolution have upon the world? To be able to explore the way in which the United Kingdom became 'the workshop to the world' and the influence this had on the advancements to production, transportation and technology.</li> <li>What negative affects did the industrial revolution have upon the people living in the UK? To be able to use historical sources, paintings and stories to explore the negative effects the changes that happened during the industrial revolution had upon the people living in the UK between 1750 and 1900.</li> <li>What changes were implemented because of the problems that arose in during the industrial revolution? To be able to explore the political and social changes that were influenced by the decisions made during the industrial revolution. To be able to use historical sources to explore and understand the reasons behind the Factory Act and how this changed the working conditions for young people.</li> </ol> <p>Know how to use geological maps to identify areas where coal seams can be located in the UK.          To know where the coal mines were in South Yorkshire and Doncaster. Look carefully for evidence of mines in the local area and draw a sketch map of findings. Use six-figure grid references to find where the nearest mining sites were in relation to our school (closest Rossington Colliery, now a housing estate and Amazon I-port Depo).          To know the importance of coal during the industrial revolution. To know about coal and war.          To know about children in the mines and learn about important acts that were passed in order to protect women and children.          Use historical evidence to understand the misery of the coal mines.</p> <p><b>WW2 and Windrush</b></p> <ol style="list-style-type: none"> <li>The reasons for WW2</li> <li>Operation Pied Piper</li> <li>The Blitz</li> <li>Rationing</li> <li>Black and Asian Soldiers</li> <li>Holocaust</li> <li>D-Day</li> <li>Windrush Generation</li> </ol>
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**Disciplinary Concepts (Historical Skills)**

Similarities and differences	Children know about similarities and differences between themselves, others, and families, and communities and traditions	Begin to describe similarities and differences between historical artefacts and pictures (toys, clothes, school) Recognise differences between past and present	Describe how their own life is different from past generations (fire brigade now to then)	Describe how their own lives are similar or different to children living in past times Compare actions/inventions with life today (tools used in different ages compared to what we have available today)	Compare two periods of history, identifying similarities and differences between them (Celts and Romans or Romans and Vikings) Look for links and events in periods studied	Make connections between two periods of history to begin to develop historical perspective Compare elements in early and late times of periods studied	Make connections, draw contrasts and identify trends in two periods of history to improve historical perspective (First and Second World wars) Compare beliefs and behaviour across periods studied
Chronology	Children talk about past and present events in their own lives and family members	Begin to order artefacts and pictures from significantly different time periods Match objects to different time periods Sequence events in their lives	Order events in a period of history studied and begin to recall the important dates Sequence photographs from different periods (fire brigade photos)	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time (fitting periods studied into wider time lines) Use dates from study unit	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied (place Romans, Saxons and Vikings on timeline – recall specific dates) Understand BC/AD	Independently place historical events or change on a timeline, remembering key facts from a period of history studied	Create a timeline from dates/details studied within a topic and consider how these events impacted the overall era studied
Significant individuals	Name a significant historical figure – Queen Victoria.	Sequence the story of a significant historical figure	Use the story of a famous historical figure to compare aspects of life in different times (		Explain how significant historical figures contributed to national and international achievements in a variety of eras (Roman legacy)		Describe how a significant individual or movement has influenced the UK or wider world Hitler – leadership, greed)

Continuity and change	Children talk about past and present events in their own lives and family members	Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities) recalling a significant memory from the past	Compare how buildings have changed over time – style and materials (link into how fire was able to spread so easily) Technology	Describe some of the main changes in Britain, resulting from an event (discovery/invention/war etc)	Explain the impact of a significant historical figure on life in Britain (Boudicca V Romans or Emperor Claudius - invaded Britain and changed way of life or Alfred the Great for being a fair and just ruler)	Link events from periods studied to changes or developments in contemporary society, in Britain and/or the wider world (inventions/developments in ancient civilisations – writing, maths, time)	Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world (why wars started – why it was repeated)
Cause and consequence	Children know that other children don't always enjoy the same things and are sensitive to this	Understand how a change impacted a major event	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result	Identify reasons for and results of people's actions (why new technology was created and used during different ages)	Express an opinion on whether a person or event had a positive or negative impact on life in Britain (pros and cons of Roman invasion)	Examine causes and results of great events and the impact on people	Describe the negative and/or positive impact of a period of history (how people suffered/came together during World War II)
Historical questions	Ask and respond to simple questions about the past	Ask and respond to simple questions about the past, using sources of information (children create own questions using sources and then try to find out answers)	Ask and answer questions about a range of historical sources (use books, pictures, video clips, artefacts)	Suggest useful research questions (from mind map and use of different sources)	Ask and answer more complex questions through independent research (gather and promote use of questions during research)	Follow independent lines of enquiry and make informed responses based on this	Independently investigate a complex historical research question (Why were the Jews persecuted during the war?)
Recording	Retell a story or significant event from their own past	Retell a story or significant event from their own past (write about when they first started school, etc or talk about different events from childhood with photos)	Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings (retell story of Great Fire)	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events	Choose the best way to record a range of historical information, giving reasons for their choice (posters, diagrams, presentations)	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations	Select, organise summarise and present relevant information from a wide range of sources in the most effective way for a given purpose (in response to a pupil led enquiry)
Historical enquiry	Look at their own families and immediate surroundings	Use simple source material (e.g. photographs) to answer questions about an event beyond living memory (toys, clothes, school, hospitals)	Build a 'bigger picture' of a historical period, using a range of source material (books, pictures, clips, artefacts)	Choose the most important source material for a task, showing awareness of a range of sources (evaluate different sources – which tell us the most?)	Use a range of source materials to answer questions about the past which go beyond simple observations (use wide range to answer questions children have)	Describe how different types of evidence tell us different things about the past (sources linked to Tutankhamun's tomb)	Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history (different points of view from people in World War II)

### Local History Study

		How Doncaster has changed – What our local area used to look like when our grandparents were alive. Victorian country houses in Doncaster – Cusworth, Brodsworth)  Doncaster train station	Doncaster airport – What has been the consequence of the airport being built in our local area?	Your local Iron Age tribe including anything they were known for.	Evidence of Romans in Doncaster  Where did Doncaster belong after Danelaw was established.  The Vikings in Doncaster and York		The extent to which Doncaster was bombed or took in evacuated children.  Coal mining in Doncaster  Doncaster during the industrial revolution – migration
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### Vocabulary

	<p>Victorian Queen Victoria royal marbles skipping snakes and ladders blackboard chalk chimney sweep school teacher Yesterday A week ago Last month Then Next After Before Past Present Living memory and (Beyond living memory) Recent memory Further in the past mode · transport · travel · journey · vehicle · ship · wind · engine · oar · sail · raft · canoe · longboat · battleship · steamship · container ship · motorboat · speedboat · solar powered pedals eat Wheel batteries brakes</p>	<p>Diary London Pudding Lane smoke fire flames fireman fire brigade wooden buildings Lord Mayor Samuel Pepys Stuart King Charles II River Thames leather buckets burned escape Yesterday A week ago Last month Then Next After Before Past Present Living memory and (Beyond living memory) Recent memory Further in the past Day Week Month Year Decade</p>	<p>Neolific Tribal Nomad druid hunter-gatherers shelter roundhouse hillfort domesticated smelting Skara Brae bronze/iron prey period of history Duration* Scale Interval AD/CE BC/BCE Century Millenia Millennium</p>	<p>peasant centurion Empire Boudicca emperor gladiator conquer invade/invasion archaeologist raid longhouse Scandinavia Anglo-Saxon Kingdoms Angles Saxons wattle and daub thatch Lindisfarne shires longboat chieftan Danegeld Danelaw period of history Duration Scale Interval AD/CE BC/BCE Century Millenia Millennium</p>	<p>philosophy Athenians Acropolis Parthenon Marathon Spartans citizen democracy Olympics truce period of history Duration Scale Interval AD/CE BC/BCE Century Millenia Millennium</p>	<p>Industrial revolution machine industries mill factory city invention population agriculture housing distribution locomotive social reformation political change act law parliament votes Period of history Duration Scale Interval AD/CE BC/BCE Century Millenia Millennium</p>
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