

# History at Bugle Primary School

## Our Vision

Our history curriculum is rigorously sequenced and chronological so that our children's historical knowledge, understanding and skills build over time. We have selected and designed our units carefully so that our curriculum includes diverse narratives and voices.

**Through high quality teaching and learning of History, Bugle Primary's vision is to:**

- Inspire children's curiosity, encouraging them to ask critical questions, enabling them to understand how the past has helped to shape the present state of Britain and understand how it has been influenced by the wider world.
- Develop children's knowledge of past civilisations and the expansion of these civilisations and empires.
- Introduce children to historical enquiry and the ability to formulate and research questions using a variety of sources.
- Help children to develop a sense of chronology

In our history curriculum, we have thought about key threads that run through the units of learning. These include invasion and settlement, legacy, empire, civilisation, monarchy and society. By carefully mapping these themes across the units and revisiting them in different sequences of learning, we ensure children make links and gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; and between short- and long-term timescales.

## How we plan and teach History

All teaching of history starts with a clear enquiry question that will provide the focus of discussion and exploration of new learning. From this teachers produce a number of subsidiary questions to help to facilitate and drive new learning. Medium term plans are produced which outline the clear substantive and disciplinary knowledge that be delivered along with a clear sequence of learning objectives. These are designed to ensure that new knowledge is built upon encouraging pupils to know more and remember more.

A clear whole school structure is in place to support the delivery of History across the school. Every lesson begins with an opportunity for children to revisit the period of history in terms of its chronology. This is completed in 2 ways. Firstly, by comparing and considering the period of history studied with what has come before and what comes after. Secondly, by considering the key factual dates that are being studied and their order. All books have a clearly defined timeline. This helps to ensure that children are able to evaluate and compare both the sequence of historical events but other events happening at the same time but in different parts of the world.

Within the school's lesson structure, all lessons will ensure that pupils are given opportunities to revisit previous learning through well-crafted and bespoke retrieval questions. These act as an opportunity for children to know and remember more as well as a useful ongoing opportunity for assessment. Key words and vocabulary are carefully explored at the start of every lesson. These are contextualised with images and sentences used to support understanding. New knowledge and facts are clearly articulated to pupils through discrete teaching episodes. All learning activities are carefully designed to ensure that pupils are given opportunities to show their understanding by making historical statements using their knowledge of historical facts and opinions.

## How we evaluate learning in History

The detailed unit overview outlines the main learning objectives – enquiry questions – that the children will explore and answer during their learning. The opportunity to evaluate and reflect on the learning is planned for regularly to enable the children to see how their learning is progressing.

One of the main purposes of the National Curriculum for History is to help students gain a coherent knowledge and understanding of Britain’s past and that of the wider world. In order to build a coherent, chronological narrative from the earliest times to the present day, we use a carefully constructed timeline which shows the different units children study in Key Stage 2. This allows pupils to gain historical perspective by making connections across short and long timescales and by relating their growing knowledge of periods taught to their chronological context. Using this timeline as a starting point, children sequence events, stories, pictures and periods over time to show how different periods relate to each other and to develop a coherent understanding of the past.

BC (Before Christ)				AD (Anno Domini)																															
Timeline	8000BC	3000BC	1000BC	400AD					1000AD					1500AD					1800AD					2000AD											
Century				1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>	15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>											
Period	Ancient Age							Medieval Age												Early Modern Age		Modern Age													
British History	Stone Age 8000BC - 1000 BC		Bronze Age 3000BC - 1000BC		Iron Age 1000BC - 43AD		Romans in Britain 55BC - 410AD			Anglo-Saxons & Vikings 410AD-1066AD						Medieval 1066AD-1485AD					Tudors 1485AD - 1603AD		Stuarts 1603AD - 1714AD	Georgians 1714AD - 1837AD		Victorians 1837 - 1901	20 <sup>th</sup> Century Britain (living) history								
World History					Ancient Egyptians 2960BC - 306C																														
		Ancient Sumer 4500BC - 4000BC				Ancient Greece 800BC - 146BC																													
		Benin 900AD - 1897AD																																	

# EYFS

## Development Matters

### Nursery:

- Begin to make sense of their own life story and their family history.

### Reception

- 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.

### ELG 14:

#### Understanding the World: People, Culture and Communities

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.

### ELG 13

#### Understanding the World: Past and Present

- 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.

### Autumn Term:

#### All about me:

- Discussing our families, recounting fun family experiences in our past.
- Thinking about changes in our life as we grow and get older.
- Look at our school rounds and the history/changes within our school.

#### Seasonal changes – Autumn:

- Exploring school's grounds and observing seasonal changes over time.

#### Festivals:

- Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle.

#### Toys:

- Explore, compare and contrast toys past and present
- Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys.
- Recount experiences of Christmas and toys received
- Watch and compare children's television: Muffin the Mule, Rainbow and programmes seen by children today.

### Spring Term

#### Seasonal Changes – Winter & Spring:

- Exploring schools' grounds and observing seasonal changes in the winter/spring
- Explore the festival and family traditions of Chinese New Year

#### Castle/homes:

- Explore and compare castle homes to our modern homes

#### Space:

- Looking at the life/experiences of Neil Armstrong/Tim Peake
- Sharing grandparent's first-hand experiences of watching the moon landing 1969.
- Exploring the art of Vincent Van Gogh – A Starry Night

#### Dinosaurs:

- Exploring the life of Mary Anning
- Recounting the extinction of the dinosaurs using non-fiction texts.

### Summer Term:

#### Explorers from the past:

- Christopher Columbus, Ernest Shackleton, Amelia Earhart & David Attenborough

#### Pirates:

- Compare modes of travel on the sea.

#### Around the world:

- Recount and share family experiences of holidays abroad

#### The UK outdoors:

- Recount and share family experiences of holidays in the UK

### General learning throughout the year:

- Through interactions talking about what they did yesterday, last week, last year.
- Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.
- Learning about the family traditions of children in class from different cultural backgrounds.

Learning Feedback times – talking about learning from the previous day / week.

# Year 1

In Year 1, children are taught to identify changes within living memory, by examining how school's have changed over time. Our school building, which dates from 1900, will provide an excellent starting point for exploring the past and thinking about how schools have changed over time. A detailed investigation of the building will provide some excellent clues as to how children's experience of school was very different in the past. Parents and grandparents will also be invited into our classroom to give a first-hand account of what school was like and how it was different in the living past. As they become more familiar with living memory, our children will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time.

Unit	All About Me.	Toys through time	Explorers and Journeys.
Concept	British History	British History	Historical significance
Threads	Cultural Change	Technological advancement	Exploration and Technological Advancement
NC	<i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>	<i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>
Enquiry question	<b>What can I tell you about me and my family?</b>	<b>How are the toys I play with similar and different to those over the last 100 years ago?</b>	<b>What is different between space travel then and now?</b>
Overview	This is our first history unit in Key Stage 1. We will start by understanding what is meant by the term relatives and begin to explore what professions relatives might have. We will move onto looking at our lives are different to when our parents were children, and our grandparents. We will end the unit by exploring our favourite toys and comparing them to those of our parents/grandparents.	This is our second history unit in Key Stage 1. We will start the unit by asking the question, 'Did children play with toys in the past?' We will begin to look at types of toys and if toys were made just for children. Leading on from this, we will explore toys past and present, by looking at the toys our grandparents played with and considering the market for boys' and girls' toys. Ending with an investigation into toys and their cost/value. This unit will see a deep dive into one popular toy that has survived the generations – The Teddy Bear. We will look at how it became so popular, who invented it and why it has remained a popular toy with children today. This will allow for an exploration into the changes over time, looking at similarities and differences. The unit will conclude with an investigation into what has made toys so popular and the impact that TV/films have had on toy design today. We will look at why toys are no longer in fashion and why some toys are no longer played with (materials used, suitability, safety).	This is our third history unit in KS1. As a result of our previous learning, we have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop our historical understanding, we will be learning about the experiences of some famous explorers: Neil Armstrong and Tim Peake. By travelling back in time from the present, through living memory and before, we will begin to consolidate our understanding of chronology. We will see that people through time have had the desire to explore our planet and beyond and that advances in technology have enabled us to reach new frontiers.
Historical Skills	<b>Chronology:</b> Recount past changes from their own lives. Sequence some events in chronological order.	<b>Chronology:</b> Recount past changes from their own lives. Sequence some events in chronological order.	<b>Chronology:</b> Sequence some events in chronological order. Match objects to people of different ages.
	<b>Investigating and interpreting:</b> Begins to use sources to identify some details and answer simple questions.	<b>Investigating and interpreting:</b> Begins to use sources to identify some details and answer simple questions.	<b>Investigating and interpreting:</b> Begins to use sources to identify some details and answer simple questions.

<b>Sources</b>	<b>Artefacts and photographs</b> - Photos of relatives, images of houses that they have lived in and their families, clothing that they/their parents wore as a child.	<b>Artefacts and photographs</b> - toys from the present, recent past and from beyond living memory	Photographs of Neil Armstrong and Tim Peake. Linking chronology to the type of image sources available. Explore a trip the Space Centre in Newquay.
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## Year 2

As children progress into Year 2 they will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus, children will study the first flight, and explore the lives of significant individuals in the past who have contributed to national and international achievements: Florence Nightengale and Edith Cavell. Finally, the children will study The Great Fire of London and investigate how the homes we see around us in London have changed over time. Using literacy and drama, children will develop their ability to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children will start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Unit	Explorers & Journeys	Activists & Pioneers	British History
<b>Concept</b>	Exploration	Cultural change	Technological Advancement
<b>Threads</b>	Historical significance – Local Study	Similarity and difference	Cause and consequence
<b>NC</b>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>	<i>Significant historical events, people and places in their own locality. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>
<b>Enquiry Question</b>	<b>Who were the greatest inventors of travel: Trevithick or The Wright Brothers?</b>	<b>What legacy did these significant women leave behind?</b>	<b>Who was to blame and who helped in the Great Fire of London?</b>
<b>Overview</b>	In this unit, we will travel back to a time when we did not see countless planes flying above our heads. Instead, people had long been looking up at the sky and wishing to fly. We will discover that there were many futile attempts to build the first aero plane and that the history of flight can be traced back hundreds of years to the first kites and even the drawings of Leonardo da Vinci. We will then focus on the Wright brothers for the first part of this unit. Initially, we will look at the different ways of humans travelling, past and present and look at the local transport links. We will then begin to look at who Orville and Wilbur were and what they were like (scientific enthusiasts). As we move through the first part of the unit, we will explore why they became famous and whether it was easy to make the first ‘heavier than air’ powered flight. We will explore the impact on weather on their attempts. To conclude the first part of the unit, we will look at their later achievements and explore trade – import/export before discussing how they are	Throughout history, individuals and groups have used their voices to stand up for what they believe in. In this unit, children will learn about two activists from different times and places: Florence Nightingale and Edith Cavell. Through understanding the context and lived experience of each individual, the children will develop an understanding of why and how they chose to promote change. By making comparisons between the two women, children will identify and explain similarities and differences in their methods and their lasting legacy.	In this unit, we will travel back in time to London in the seventeenth century. In 1665, the plague hit London, killing thousands of people. While the people were still recovering, a second disaster hit the city in 1666: the Great Fire of London. The fire started in Pudding Lane on 2 September 1666 in the bakery of Thomas Farriner, who was the King’s baker. We will learn about the different reasons for the fire spreading so quickly and causing such devastation. We will also discover the lasting legacy of the fire and what makes an event that occurred more than 300 years ago so significant.

	remembered today. Our learning with then look at the developments in the railway in Cornwall and make links to the development of the Great Western Railway and how it allowed it to link the Southwest to the rest of the country. A similar structure will take place as with The Wright Brothers; and exploration on who Trevithick was, what his achievements were and how he is remembered today.		
<b>Historical Skills</b>	<b>Chronology:</b> Sequence some events in chronological order.	<b>Chronology:</b> Place historical figures, events and artefacts in order on a timeline, using dates	<b>Chronology:</b> Sequence some events in chronological order.
	<b>Investigating and interpreting:</b> Find answers to simple questions about the past from sources of information.	<b>Investigating and interpreting:</b> Use artefacts, pictures, stories, online sources + databases to learn about the past.	<b>Investigating and interpreting:</b> Use artefacts, pictures, stories, online sources + databases to learn about the past.
<b>Sources</b>	<b>Photograph:</b> Original Wright Brothers 1903 Aeroplane ('Kitty Hawk') in first flight, December 17, 1903, at Kitty Hawk, NC. Orville Wright at controls. Wilbur Wright at right (First flight was 12 seconds)" By Orville Wright and John T. Daniels, December 17, 1903 (165-WW-713-6); Records of the War Department General and Special Staffs; Record Group 165; National Archives.	<b>Newspaper articles</b> from June 1913 - Emily Davison and from New York Times Feb 23rd 1956 (Rosa Parks). Malala Yousafzai newspaper coverage from 2012 onwards - her journey. <b>Quotes</b> from all three.	<b>Extracts from Samuel Pepys' Diary</b> - 2nd September 1666 onwards <a href="https://www.gutenberg.org/files/3331/3331.txt">https://www.gutenberg.org/files/3331/3331.txt</a>

## Year 3

In Year 3, children will begin to develop a knowledge of the past, in order to gain an understanding of Britain today. They will use a range of sources to underpin their knowledge and understanding as they learn about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will then begin to explore early civilization, through a study Ancient Sumer before moving on to study the achievements, beliefs and legacy of another one of the earliest civilizations - Ancient Egypt.

Unit	Changes in Britain from the Stone Age to the Iron Age	Ancient Sumer	Ancient Egypt
<b>Concept</b>	Empire/Cultural change	Cultural change/exploration	Cultural change/empire
<b>Threads</b>	Continuity and Change	Similarity and Difference	Similarity and Difference

<b>NC</b>	<i>Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.</i>	<i>A depth study of Ancient Sumer. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>	<i>A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>
<b>Enquiry Question</b>	<b>Was it better to live the life of a settler or a nomad?</b>	<b>What did Ancient Sumer ever do for us?</b>	<b>Were the pyramids Ancient Egypt's greatest success?</b>
<b>Overview</b>	In this unit, we will learn that people have been living in Britain for a very long time. We will learn about the changes that occurred over a time span of 10,000 years during the main periods in prehistory: The Stone Age, Bronze Age and Iron Age. During the Stone Age, we will explore how, during the Paleolithic era, humans moved constantly yet as we moved into the Neolithic era, Humans began to farm and make clearings in woodlands. Copper, then bronze and finally iron started to be used to make weapons and tools.  By the Iron age, trading had become more common and people began to explore how to make their tools more effective. Tribes became more common and people began to live in roundhouses or hillforts.	Ancient Sumer is often called 'the Cradle of Civilisation'. The Ancient Greeks called it Mesopotamia - the land between two rivers. We will begin this unit by looking at an overview of early civilisation (Ancient Sumer, Ancient Egypt, Shang Dynasty and Indus Valley), begin to look at what is similar and what is different and gain an understanding of where they are located in the world. We will then take a deep dive into Ancient Sumer's early civilisation. Starting with understanding why farming was such an important aspect of life and what methods were used and their significance. We will explore what life was like in a Sumer town and look at how the world's oldest towns were developed (construction and trade). We will then look at the early rulers and the beliefs of the Ancient Sumerians. To conclude the unit, we will look at the purpose of the Ziggurat and how communication took place including what systems they developed that have had an impact on us today.	In this unit, we will travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. We will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt.
<b>Historical Skills</b>	<b>Chronology:</b> Use dates and terms related to the three periods and passing of time.  <b>Investigating and interpreting:</b> Discuss reliability sources linked to the scarcity of primary sources. Pose a variety of questions.	<b>Chronology:</b> Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD.  <b>Investigating and interpreting:</b> Begin to evaluate the usefulness of different sources & use evidence to reconstruct life in time studied.	<b>Chronology:</b> Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD  <b>Investigating and interpreting:</b> Begin to evaluate the usefulness of different sources & use evidence to reconstruct life in time studied.

<b>Sources</b>			
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**Year 4**

In Year 4, the children will learn about the Ancient civilization of the Ancient Greeks and their legacy before moving on to look at the impact of the Roman Empire on Britain. Towards the end of the year, the children will begin to look at Britain's settlement by the Anglo-Saxons. They will then build on this unit by learning about the Viking and Anglo-Saxon struggle for the Kingdom of England. These periods of history will be studied in a broad chronological order, to help support children's understanding of the sequence of events and trends, e.g. invasion and settlement, over time.

Unit	The Ancient Greeks - what was their legacy?	Roman Britain	Anglo Saxon Britain (Anglo-Saxons / Vikings/Scots)
Concept	Empire/Cultural change	Empire, Technological advancement, rebellion, exploration.	Crime & Punishment/exploration/invasion & settlement
Threads	Ancient Civilisations.	British History	British History
NC	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	<i>The Roman Empire and its impact on Britain Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Makes links back to Iron Age Britain.</i>	<i>Britain's settlement by Anglo Saxons and Scots Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources</i>
Enquiry Question	<b>What was life really like in Ancient Greece during the Classical period?</b>	<b>How did the Romans invade Britain and how successful were they?</b>  <b>What impact did the Romans have on life in Britain today?</b>	<b>What changes did the Anglo Saxons bring to British society?</b>  <b>The Vikings ruthless killers or peaceful settlers?</b>
Overview	Our modern world owes a lot to the ancient Greeks. In this unit, we will explore the rich legacy of this empire and its historical significance with a focus on the classical period. We will begin by exploring civilisation and our understanding of what that means. Linking back to other civilisations already investigated. The children will need to understand where the Ancient Greek era sat in relation to other key historical events. As we progress through this unit, we will develop an understanding of who the Greeks were and how they were ruled. This will be the children's first introduction to democracy. Following on from this, an understanding will be gained of the cities within Greece and which was most powerful before exploring the beliefs that Ancient Greeks had and what influence the philosophers had on the common people. The unit will be drawn to a close by looking at how Greeks spent their leisure time and what legacies they have left behind.	Having explored the developments in Britain from the Stone Age to the Iron Age, this unit helps us to understand that during the same period, in Italy, the Roman Empire had started to flourish. We will begin by learning about the successful invasion led by Emperor Claudius in AD 43, after two failed attempts by Julius Caesar. Having become the dominant power in the Mediterranean, the Romans realised that a bigger empire would bring ever-greater treasures so they decided to invade Britain, however we will learn that it took the next 35 years to capture and conquer the rest of Britain, but not as far as the highlands. We will look at the creation of Hadrian's wall, but the Picts.  To further understand the influence the Romans had on the culture of people in Britain we will conclude this unit by considering the lasting legacy of the Roman empire in Britain. We will explore the encouragement of building towns with shops and the implementation of taxes. We will begin to learn about the impact on the introduction of straight roads, the use of wool and leather and the introduction of the Roman baths.	In this unit, we will be learning about what happened to Britain after the Romans left. We will find out who the Anglo-Saxons were and how they settled in Britain. We will contrast them to the Roman invaders by examining similarities in their motivations for invasion and differences in how they built society. We will examine their settlements and discover what life was like in Anglo-Saxon Britain. How did they live? How did they make a difference to our lives today?  Later in the term, we will begin to explore that in AD 787, the first three Viking ships landed on the Dorset coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland.
Historical Skills	<b>Chronology:</b> Know and sequence key events in the period studied – understand where other key events in time sit on the timeline.	<b>Chronology:</b> Sequence several events or artefacts on a timeline.	<b>Chronology:</b> Uses dates to place events, artefacts and historical figures on a timeline. Understand that changes occur over time. Add evidence



			and dates to the timeline to represent this.
	<b>Investigating and interpreting:</b> Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	<b>Investigating and interpreting:</b> Study two different accounts of the same event, exploring similarities and differences.	<b>Investigating and interpreting:</b> Refer to more than one source of evidence for a more accurate understanding of events.
<b>Sources</b>	British Museum – architecture of the buildings.	Map of Roman roads - legacy <a href="https://www.history.org.uk/primary/categories/765/module/3694/romans-anglo-saxons-and-vikings/3697/finding-out-about-roman-settlements-using-maps-an">https://www.history.org.uk/primary/categories/765/module/3694/romans-anglo-saxons-and-vikings/3697/finding-out-about-roman-settlements-using-maps-an</a>	Anglo-Saxon Chronicle (British Library) <a href="http://www.bl.uk/learning/timeline/item126532.html">http://www.bl.uk/learning/timeline/item126532.html</a>

## Year 5

In Year 5, children will explore one final ancient civilization – the Kingdom of Benin, comparing and contrasting the cultures and beliefs of the Benin with those of the British empire. They will follow this by studying an aspect of British History – The Tudors. During this unit, they will study how Britain emerged from the Middle Ages – looking at the exploration of Sir Frances Drake and the domination of Henry VIII. In their final history unit, they will complete a comparative study of childhood in Victorian times and the present day. By drawing these comparisons, children will be exposed to some of the most significant developments of the last two centuries, from children’s rights to technological breakthroughs.

Unit	The rise and fall of the Kingdom of Benin – contrasts with British history.	The Tudor Period.	The Victorian Era
<b>Concept</b>	Empire/Invasion	Rebellion/Empire/Exploration	Cultural/Technological advancements/ Crime and punishment
<b>Threads</b>	Non-European study	British History – Local Study	Societal and cultural change + Technological advancement
<b>NC</b>	<i>A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>
<b>Enquiry Question</b>	<b>How important is Eweka’s story? Exploring Benin’s Big Picture of the Past.</b>	<b>How effectively was England ruled by the Tudors?</b>	<b>Was the Victorian era a good time to live if you were a woman or girl?</b>

<b>Overview</b>	<p>In this unit, we will learn all about the kingdom of Benin through four smaller enquiries. We will begin by asking the question, 'What is Africa's big picture?' The children will develop their knowledge of the past using a range of sources in order to relate Benin to a broader African context. We will then move on to develop a coherent narrative of Africa's past looking at their ancestors, trade, voyages and slavery. Enquiry two will lead us to the question, 'if objects could speak what story would they tell? The story of Benin's Bronzes.' We will look at building knowledge of artefacts and how they relate to historical context and link these artefacts to the themes of power, belief, technology and trade before drawing conclusions as to why people took the bronzes. We will then begin to explore what Britain/Europe thought of Benin when it was at the height of its power. We will look at why sailors went to Benin and how similar it was to Britain as well as looking at how well African people were treated in Britain. Our final enquiry will allow us to examine a key event associated with Benin 900-1300 and compare with what happened in Britain.</p>	<p>In this unit, we will go back to a fascinating and fast-changing century when the Tudors ruled Britain. Building on our learning from the ancient period, we will study how Europe emerged from the Middle Ages. In this period, Frances Drake sailed across the oceans, circumnavigating the world for the first time. In England, the Tudor dynasty ruled for 118 years and it was dominated by the long reigns of Henry VIII and Elizabeth. We will begin by placing the Tudors on a timeline and exploring the family tree – we will link to Geography and explore the physical and human geography of England and how it has changed since the Tudor era, alongside locating the countries that Sir Francis Drake travelled to and discovered. As we move through this unit, we will look at Tudor fashion, investigate the foods which Tudor people ate, discover the punishments given to criminals and who was in charge of law and order. We will conclude the unit by exploring illness and disease and think about what life was like as a child in the Tudor times (differences between rich &amp; poor).</p> <p><b>Significant figure:</b> Henry VIII or Elizabeth I</p>	<p>In this unit, we will learn about where the Victorian times sits in British History and how long Queen Victoria reigned for. We will compare this to the reign of Queen Elizabeth 1 and Elizabeth 2. With an emphasis on female monarchs. The unit will look at life as a female during this era. Exploring the concept of class, jobs and whether everyone had to work for a living. The unit will go on to investigate what life was like for women and children at home, dependent on class and what kinds of work the women had to do. To conclude the unit, there will an opportunity to investigate whether women were offered the same opportunities in education.</p> <p><b>Significant figure:</b> Queen Victoria / Dr Barnardo</p>
<b>Historical Skills</b>	<p><b>Chronology:</b> Describe and explain key changes in historical period (e.g. political, cultural, social, religious and technological changes).</p>	<p><b>Chronology:</b> Use dates and historical terminology to describe events.</p>	<p><b>Chronology:</b> Understand that continuity and change occur over time. Add evidence and dates to the timeline to represent this.</p>
	<p><b>Investigating and interpreting:</b> Explore all available evidence to form their own opinion on a historical event</p>	<p><b>Investigating and interpreting:</b> Give reasons why separate versions of the same event may differ in the accounts.</p>	<p><b>Investigating and interpreting:</b> Select reliable sources of evidence to answer questions about the past</p>
<b>Sources</b>	<p>Photographs of Benin Bronzes + debate  Map of Benin - <a href="#">Black presence (nationalarchives.gov.uk)</a>  Pictures of the bronzes <a href="#">Visit resource: Benin   British Museum</a>  Bronzes – news article <a href="#">Why western museums should keep their treasures   British Museum   The Guardian</a>  <a href="#">Yes, I'm a trustee of English Heritage. And I want the Benin bronzes returned   David Olusoga   The Guardian</a>  Ancient Benin city <a href="#">File: Ancient Benin city.JPG - WikiVisually</a>  Elizabeth on her travels  <a href="https://www.elizabethi.org/contents/travels/">https://www.elizabethi.org/contents/travels/</a></p>	<p>Tudor Portraits (Elizabeth I) - National Portrait Gallery  <a href="https://www.npg.org.uk/collections/search/person/mp01452/queen-elizabeth-i">https://www.npg.org.uk/collections/search/person/mp01452/queen-elizabeth-i</a></p>	<p>Ragged School Museum - artefacts from Victorian Schooling. Extracts from National Archives with transcripts (workhouse conditions)  <a href="https://www.nationalarchives.gov.uk/education/resources/workhouse-voices/struck-by-the-master/">https://www.nationalarchives.gov.uk/education/resources/workhouse-voices/struck-by-the-master/</a></p>

	<a href="#">What was life like in Benin? - BBC Bitesize</a>  Life in tudor times <a href="#">The National Archives   Exhibitions &amp; Learning online</a>   <a href="#">Black presence</a>   <a href="#">Early times</a> Mappa Mundi <a href="#">History West Midlands</a>   <a href="#">Mappa Mundi – A Medieval Vision of the World (historywm.com)</a>		
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## Year 6

The first history unit in Year 6 introduces children to learning about 20<sup>th</sup> century global conflict. In Year 5, learning about the Victorian era enabled the children to begin to understand the concept of empire and expansion. This foundation provides a framework for understanding the concept of alliances during the Second World War. The children will also draw upon their learning in Year 3 and 4 about invasion and settlements, as well as about Ancient Greece, to help them understand that there is a long history of conflict owing to territorial expansion. Building upon this learning, the children will learn about the local impact of the Second World War in Cornwall – looking at the life of an evacuee. By the end of Year 6, our pupils will be ready to explore one of humanity's greatest ethical dilemmas: how attitudes have changed towards black sports people. They will finish the year by exploring leisure and entertainment in the 20<sup>th</sup> century.

Unit	World War II	Significant Historical changes and Key Figures.	Leisure and Entertainment in the 20 <sup>th</sup> Century
<b>Concept</b>	Invasion Technological advancement and Legacy	Cultural Change	Cultural change
<b>Threads</b>	Cause and consequence.	Historical significance	Continuity and change
<b>NC</b>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history.</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i>
<b>Enquiry Question</b>	<b>What was the impact of total war on the British people?</b>	<b>How have attitudes changes towards black sportsmen and women in the past 100 years?</b>	<b>How have the ways people in Britain spend their leisure time changed over time?</b>
<b>Overview</b>	The first history unit in year 6 will see an exploration of 20 <sup>th</sup> century global conflict. We will learn about Operation Sealion and why Hitler's plan to invade Britain in WWII was unsuccessful. We will understand the events of the battle of Britain, who was involved in the defence effort and why winning the battle is considered by many historians to be a key turning point in British history. We will also learn about how civilians at home in Britain were affected by these events. Analysing sources will help us to explore how nights of consecutive air raids during the Blitz (which continued after the Battle of Britain was over) affected urban communities and find out how people tried to stay safe. We learn what happened to children who were evacuated from the city to the country and link this it our reading of When the sky falls.	<ul style="list-style-type: none"> <li>- Jack Leslie Plymouth Argyle</li> <li>- Marcus Rashford</li> <li>- Viv Anderson</li> <li>- Andrew Watson</li> </ul>	<ul style="list-style-type: none"> <li>- Look at entertainment as an overview</li> <li>- Focus in on one type of entertainment (theatre, film and television, music etc)</li> <li>- Have a mini theme within this (beatlemania/Disney&amp;Pixar/Shakespeare)</li> </ul>

<b>Historical Skills</b>	<b>Chronology:</b> Relate current studies to previous learning and make comparisons between different times in history. Compare against invasions from the Romans, Anglo-Saxon Britain and Vikings.	<b>Chronology:</b> Relate current studies to previous learning and make comparisons between different times in history – look at dates on a timeline that are significant to changes in Black History.	<b>Chronology:</b>
	<b>Investigating and interpreting:</b> Select suitable sources of evidence giving reasons for the choice.	<b>Investigating and interpreting:</b> Select suitable sources of evidence giving reasons for the choice.	<b>Investigating and interpreting:</b> Select suitable sources of evidence giving reasons for the choice
<b>Sources</b>	<b>Photographs</b> of the Blitz. <b>Transcripts</b> of first hand recounts of the Blitz. <b>Posters</b> for Home Front. <b>Audio + transcript of Winston Churchill speech.</b>		