History Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication	 Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', and 'swimmed' for 'swam'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	 Articulate their ideas and thoughts in well-formed sentences. Connect one idea to another using a range of connectives. Describe events in some detail. 	 Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	Continue, copy and create repeating patterns.	 Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understandin g the World	 Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	 Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	 Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge		Substantive knowledge			Drivers & 50 things	British Values & Protective	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key \	/ocab	6-	Characteristics	
Autumn	Pupils to look at	Sequence 3 or 4	Chronology &	What are castles?	Queen Victoria's reign is know	vn as	Empire	Skipton Castle	Race, Sex:	Historical Association
	the lives of	artefacts from	<u>Causation</u>		the Victorian era		Turret	Visit	Sarah Forbes	
Castles	significant	distinctly different	Children will recount	Why were castles built?			Draw bridge		Bonetta	English Heritage
	individuals in the	periods of time	some of the changes		Victoria was 18 when she bec	ame	Moat	50 things: Ride		
Queen Victoria's	past who have		Queen Victoria made to	Who was queen Victoria?	Queen in 1837		Portcullis Victorian	on a Train	Rethink Food –	Planbee
reign	contributed to	Match objects to	Britain's society				Arrow slit		Gender Equality	
reigii	national and	people of different		What character features	Queen Victoria ruled almost 6	54	Battlements			Primary Futures
	international	ages	Similarities and	helped queen Victoria to	years		Dungeon Monarch			
	achievements.		<u>Differences</u>	change Britain's monarchy			Throne			King Leonard's Teddy
		They know and	Children will describe	and society?	Victoria would become the lo	ngest	Reign			
	Children to look	recount episodes from	similarities and		reigning British Monarch, and	ł	Coronation			The Worst Princess
	at significant	stories about the past	differences between	Why was Queen Victoria	Queen of the biggest empire i	in				
	historical events,		Queen Victoria and	such a significant person?	history.					The King who Banned
	people and	Use stories to	Sarah Forbes Bonetta							the Dark
	places in their	encourage children to		Who was Sarah Forbes	Sarah Forbes was the daughte	er of				
	own locality.	distinguish between		Bonetta and why is she	an African chief.					
		fact and fiction.	<u>Historical Significance</u>	remembered?						
			Children will recognise		Queen Victoria paid for Sarah	ı's				
		Find answers to simple	why Queen Victoria is	Was Sarah Forbes Bonetta a	education and made sure she	had				
		questions about the		controversial figure?	everything that she needed.					

		past from sources of information e.g. artefacts Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT	Sources and Evidence Children will use pictures and stories to understand what castles are and why they are built	Who lived in Skipton Castle? How important was Skipton Castle to our local area? Possible Misconceptions: All castles were built from stoll It was always cold inside a cast					
_		26							
Oracy War opportunities for Autumn term	as Queen Victoria	a a trend setter? (Introdu	ction to opinions- what is a	an opinion?)					
Spring Pu	ught about	Recognise the difference between past and present in	Chronology & Causation Children will know that	What does invention mean? Who invented plastic? What is plastic made from?	A plastic is a kind of material that is made by people and can be formed into almost any shape.	Environment Plastic Chemicals	Trip to The Deep 50 things: Have	Age: David Attenborough	Historical Association Primary Futures
The Invention of Plastic. What is a part of the use as a part of the use a part of the use as a part of the use a part	ving memory. Where opropriate, nese should be sed to reveal spects of nange in ational life	use stories to distinguish between fact and fiction Find answers to simple questions about the past from sources of information e.g. artefacts Communicate their knowledge through: Discussion Drawing pictures Drama/role play Writing	the toys their parents and grandparents played with are different to their own Children will organise toys by age Children will create a simple timeline to show the evolution of toys Similarities and Differences Children will describe similarities and differences between modern toys and toys from the past	What is plastic made from? What did people use before plastic? Why was plastic invented? What do we use plastic for today? What are the positives of using plastic? What are the negatives of using plastic?	Most plastics are strong, long-lasting, and lightweight. Most plastics are made from chemicals that come from petroleum (oil), natural gas, or coal. Plastics can be made into almost any shape by heating them at a high temperature. In 1869 John Wesley Hyatt, a U.S. inventor, made the first plastic. Plastics are very useful, but they can also cause many problems for the environment if they end up in the oceans.	Material Oil petroleum Natural Gases Landfill Oceans Invention Lightweight Formed	your face painted	_	BBC Bitesize Dear Earth by Isabell Otter Somebody Swallowed Stanley by Sarah Roberts

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			<u>Historical Significance</u>		Items made out of plastic do i	I			
			Children will consider		break down and take up roon	n in			
			how toys have changed		landfill.				
İ			since the invention of						
			plastic	Possible Misconceptions:		•			
				of a constituent of the form	and the control of the				
			Sources and Evidence	If something is made from wo	ood it must be old				
			Children will use						
			artefacts and pictures						
İ			to learn about the past						
			and the past						
Oracy	For or against is go	ood to start off thinking to	wards debates. Give childr	en a range of facts related to y	our topic.' They can organise th	ne facts into 'good' and 'bad' th	en they can decide w	hether or not they	agree or disagree with
opportunities	the statement bas	ed on the facts they have	in front of them. Question	children will answer is 'was inv	enting plastic a good idea?'				
for spring term									
Summer	Pupils to look at	Match objects to	Chronology &	Who was Gandhi?	Gandhi was born on	Independence	Indian cooking		Historical Association
	the lives of	people of different	Causation	When did Gandhi live?	October 2, 1869 in	Segregation	day with parents		
Incredible India	significant	ages.	Children will recount	Why is Gandhi	Porbandar, Gujarat, India.	Racism	, parents		English Heritage
micrealible inaia	individuals in the	-000.	some key events in	remembered?	a contact, Sujarde, maid.	Revolution	Indian		
	past who have	Recognise the	Gandhi's life	What were the most	When Gandhi was 18 years	Colony	celebration Day		Primary Futures
Gandhi's	contributed to	difference between	Sanam Sinc	important events in his life?	old, he went to study law in	Protest	Colesiation bay		
campaign for	national and	past and present in	Children will recount	What were some of the	England.	Freedom	Trip to Tropical		BBC Bitesize
Independence	international	their own and others'	some of the changes in	features of the society	Liigiana.	Equality	World		סטכ טונכאנב
	achievements.	lives.	India following Gandhi's	when he lived?	Gandhi started protested	Salt march	VVOITG		
	acilievements.	iives.	campaign for	How should we remember	against segregation and	Sait march	Primary source-		
		Know and recount					Indian		
			Independence	Gandhi and why?	became a political activist				
		episodes from stories	Give the state of the		to change these unfair laws.		grandparent		
		about the past	Similarities and		G				
			<u>Differences</u>		Ghandi protested without				
		Use stories to	Children will describe		using violence and				
		encourage children to	the differences		weapons.				
		distinguish between	between India before						
		fact and fiction.	independence and now		During Gandhi's life, India				
					was a colony of the United				
		Compare adults			Kingdom, but				
		talking about the past	<u>Historical Significance</u>		wanted independence.				
		– how reliable are	Children will recognise						
		their memories?	why Gandhi is		Gandhi is famous for				
			significant in India's		working to achieve freedom				
		Find answers to simple	history		and equality for all, in India				
		questions about the			and in Africa.				
		past from sources of							
		information e.g.	Sources and Evidence		On the anniversary of				
		artefacts	Children will speak to		Gandhi's birth, Gandhi				
			adults about their		Jayanti is celebrated.				
		Communicate their	recollections of the past						
		knowledge through:			People followed Ghandi 240				
					miles across India in				
		Discussion			protest. This was called the				
		Drawing pictures			Salt March.]		
		Drama/role play		Possible Misconceptions:]		
		Making models		_					
		Writing		Peaceful protests cannot be s	uccessful				
		Using ICT							
				Gandhi always wore the whit	e dhoti				
	1	ı		•					

Oracy	Ignite speech: Why was Gandhi a significant person?
opportunities	
for summer	
term	

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge		Substantive knowledge		Drivers & 50 things	British Values & Protective	Schemes/Resources/ Texts
	Carriculani		Kilowieuge	Key Questions	Key Facts	Key Vocab	unings	Characteristics	
Autumn	Pupils should be	Sequence artefacts closer	Chronology &	What is transport?	The Wright Brothers, Orville	Transport	Engineering-	Sex:	Historical Association
	taught to look at	together in time - check	<u>Causation</u>		Wright and Wilbur Wright wer	I	aspirations	First woman	
History of flight	changes within	with reference book	Children will create a	What transport was used	born in Dayton, Ohio.	Vehicle		Pilot-Amelia	BBC Teach- Amelia
, ,	living memory.		simple timeline with	in the past?		Aeroplane	Pilot's visit	Earhart	Earhart.
The Wright	Where	Describe memories of key	key events from the		They designed, built and flew	Flight			
brothers and	appropriate,	events in lives.	lives of the Wright	What means of transport	the first engine powered	Gliders			Emma Jane's
Amelia Earhart	these should be		Brothers	do we use now?	aeroplane in December 1903.	Steering			Aeroplane
Alliella Ealliait	used to reveal	Recognise why people did				Engine			
	aspects of	things, why events	Children will identify	What are the Wright	They had been experimenting				I am Amelia Earhart
	change in	happened and what	some of the changes	brothers famous for?	for many years with gliders an	d			
	national life.	happened as a result	in society due to		other vehicles before the first				Taking Flight: How
			Amelia Earhart	How was the Aviation	powered flight.				Wright Brothers
	They should look	Identify differences		changed after Wright					Conquered the Skies
	at the lives of	between ways of life at	Similarities and	Brother's invention?	They were also known for				
	significant	different times	<u>Differences</u>		inventing a way to steer an				Whoever heard of a
	individuals in the		Children will identify	What was Amelia Earhart	aeroplane.				flying bird
	past who have	Compare pictures or	differences between	famous for?					
	contributed to	photographs of people or	ways of travel in the		The Wright Brothers were				
	national and	events in the past	past and ways of	What problems did Amelia	interested in flights and starte	d			Cherry Blossom and
	international		travel now	Earhart encounter?	making aeroplanes in their				Paper Planes
	achievements.	Discuss reliability of			bicycle shop.				Kites
		photos/ accounts/stories	Children will	What impact has she had					
			compare the	on society today?	The Wright Brothers invented				
			everyday life of		wing warping to control the				
		Use a source – observe or	women in the past		wings. Amelia Earhart became				
		handle sources to answer	to the everyday life		the first woman to fly solo				
		questions about the past	of women now		across the Atlantic Ocean.				
		on the basis of simple							
		observations.	Children will identify		Amelia Earhart was the first				
			similarities and		person to fly solo from Hawaii				
		Communicate their	differences between		to the United States.				
		knowledge through:	Amelia Earhart and						
			Amy Johnson	Possible Misconceptions:					
		Discussion							
		Drawing pictures	<u>Historical</u>	The Wright Brothers were the	ne first people to fly.				
		Drama/role play	<u>Significance</u>						
		Writing	Children will	Amelia Earhart was the first	woman ever to fly an aeroplane	•			
			consider why Amelia						
			Earhart is significant						
			in world history						
			Sources and						
			Evidence						

Oracy opportunities for Autumn Term	Hot seating Wilbur	eally happened to Amelia Earh Wright at are Wright Brothers famous							
Spring My Country-My City Francis Laidler – king of the pantomime	Pupils to understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. They will look at events beyond living memory that are significant nationally or globally. Children to look at 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	Sequence photographs etc. from different periods of their life Describe memories of key events in lives Recognise why people did things, why events happened and what happened as a result Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT	Chronology & Causation Children will describe why Francis Laidler was known as the King of the Pantomime Similarities and Differences Children will identify differences in people's lives after the Alhambra theatre was built Historical Significance Children will consider why Francis Laidler is important in the context of local history Sources and Evidence Children will use and select evidence and say how it can be used to find out about the past Children will look carefully at pictures and objects to find information about the past	Who is Francis Laidler? How has Francis Laidler's history impacted Bradford and UK? Why was Francis Laidler called the king of the pantomime? What role did the theatre play in the lives of Bradford people? What is special about the design of the Alhambra theatre? Who are the Sunbeams? Possible Misconceptions: Francis Laidler invented the pantomic Laidler was a real king.		Pantomime Impresario Alhambra Theatre Interval Foyer Architecture Heritage	50 things: Alhambra visit- Pantomime Bradford Playhouse visit Heritage: Mapping unique buildings in Bradford- Bradford walk Heritage: Creating a display of photographs of the children with their parents in unique places in Bradford (encouraging parents and children to visit Bradford's famous places)	Race: Seeds of friendship Race: Invisible	Historical Association BBC Teach BBC Bitesize Historic England Education-Knowing Bradford Seeds of friendship Invisible All Through the Night Small Mouse, Big CIty Beegu
Oracy opportunities for spring Term	Discussion: Perforr	 ming a play with assistance of J	l E (Historic England)				1	1	
Summer	Pupils to understand changes within living memory.	Sequence artefacts closer together in time - check with reference book	Chronology & Causation Children will describe memories	When did seaside holidays become popular?	As the steam trains became more and more popular, people starting going to the seaside for	Steam train Carriages Seaside Puppet shows	Trip to the Seaside- Filey	Age: David Attenborough	Now Press Play- Maps Little Turtle and the Sea

The Great	Where	Sequence photographs etc.	and events from a	How did people travel to	day trips, weekends and	Juggler	and plastic	
British Seaside	appropriate,	from different periods of	Victorian seaside	the seaside?	holidays.	Brass Band	pollution	The Storm Whale
Diffisii Seasiae	these should be	their life	holiday			Promenade	p =	
Victorian	used to reveal			How does a modern-day	Lots of people in the	Fishing village		The Big Book of The
Victorian	aspects of	Describe memories of key	Similarities and	seaside holiday compare to	Victorian times, chose to	Resort		Blue
Seaside	change in	events in lives	Differences	a Victorian seaside	stay fully dressed when	Tourist Attraction		
	national life.		Children will	holiday?	they were on the beach.			One World
		Recognise why people did	compare a modern					
	Pupils to look at	things, why events	seaside holiday to a	What entertainment did	Activities on the Victorian			Dolphin Boy
	significant	happened and what	Victorian seaside	people have at the	seaside included eating			
	historical events,	happened as a result	holiday	seaside?	food, puppets shows, brass			
	people and				bands and jugglers.			
	places in their	Identify differences	Children will discuss	Why did people choose to				
	own locality.	between ways of life at	how Filey has	go to the seaside?	People would walk along			
		different times.	changed since the		the promenade, build			
			Victoria Era	What did Filey look like in	sandcastles and have			
		Compare pictures or		the past?	picnics.			
		photographs of people or	<u>Historical</u>					
		events in the past	<u>Significance</u>	How has Filey changed	Filey is a seaside town in			
			Children will	over time?	the Borough of			
		Discuss reliability of	consider why seaside		Scarborough.			
		photos/ accounts/stories.	holidays become	What do people still				
			popular	continue to do at the	Filey was a fishing village			
		Use a source – observe or		beach?	and has now become a			
		handle sources to answer	Sources and		popular tourist resort			
		questions about the past	<u>Evidence</u>	Possible Misconceptions:				
		on the basis of simple	Children will look					
		observations.	carefully at pictures and objects to find	In the Victorian times only ri	ch people could go to the seas	side.		
		Communicate their	information about					
		knowledge through:	the past					
		knowiedge amougin	the past					
		Discussion	Children will recount					
		Drawing pictures	historic details from					
		Drama/role play	eye-witness					
		Writing	accounts, photos					
			and artefacts					
Oracy	Debate: Seaside no	ow or in the past?						
opportunities								
for summer								
Term							 	

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowled				British Values & Protective	Schemes/Resources/ Texts
				Key Questions	Key Facts Key Vocab			Characteristics	
Autumn	Changes in Britain from the	Place the time studied on a time line	Chronology & Causation Children will begin to	What is a timeline?	There were 3 periods of time during the stone age	BCE – Before Common era	Stone Age Now Press Play		The First Drawing, Stone girl bone girl
	Stone Age to the Iron Age		understand that the past		PalaeolithicMesolithic	CE – Common era Prehistoric			DK findout stone age

Who first lived	Use dates and terms	is divided into different	When did the stone age,	Neolithic	timeline	Trip to Cliffe	
in Britain?	related to the study	named period of times	bronze age and iron age		Hunter gatherer	Castle Museum	Historical Association
Stone Age	unit and passing of time		occur?	The Stone Age began about	Artefacts		
		Children will place the		2.6 million years ago.	Roundhouse		English Heritage
	Sequence several	Stone Age, Bronze Age	What were the tools like in	When the first humans began	Druid		
	events or artefacts	and Iron Age on a	those ages?	to live in Europe they used	Palaeolithic		
		timeline		stones as tools.	Mesolithic		
	Find out about		What were the houses like		Neolithic		
	everyday lives of	Children will use	in those ages?	The Bronze Age began about			
	people in time studied	appropriate dates and		4000 years ago.			
		chronological	How do we know about life	Metals were used to make			
	Identify reasons for and	conventions e.g BCE & CE	in the stone age?	hunting tools. Humans also			
	results of people's			began to farm land.			
	actions	Children will put					
		artefacts in chronological		The Iron Age started between			
	Understand why people	order		1200 BCE and 1000 BCE			
	may have wanted to do			Humans used iron to make			
	something	Children will recognise		tools, and farmed land			
		some of the reasons		instead of hunting.			
	Look at representations	people in the Stone Age,		They lived in communities.			
	of the period –	Bronze Age & Iron Age		,			
	museum, cartoons etc	acted as they did	Possible Misconceptions:		1		
	Use a range of sources	Similarities and	Stone Age people lived along	rcida dinocaure			
	to find out about a	Differences	Stone Age people lived along	sside diffosadis.			
	period	Children will find	Stone Age people lived in cav	vos			
	period		Storie Age people lived iii cav	ves.			
	Observe small details –	similarities and					
	artefacts, pictures	differences between the					
	arteracts, pictures	Stone Age, Iron Age &					
	Select and record	Bronze Age					
	information relevant to	Historical Cinnificance					
	the study	Historical Significance					
	the study	Children will understand					
	Communicate their	that the discovery of					
	knowledge through:	bronze created much					
	-Discussion	change for people					
	-DiscussionDrawing pictures	6 15.11					
	-Drawing picturesDrama/role play	Sources and Evidence					
	-Making models	Children will use a					
	-Writing	variety of sources to					
	-writing	collect information about					
		the past					
		Children will identify why					
		our interpretations of					
		Stone Age to Iron Age is					
		difficult due to limited					
		primary sources or					
		written evidence					
		WITHCH CVIUCINCE					

term

Summer	Ancient Greece –	Compare with our life	Chronology & Causation	How can we find out about	The first known democracy	Ancient Greece	Now Press Play	Herakles
	a study of Greek	today	Children will understand	life in Ancient Greece?	was in Ancient Greece.	Athens	Ancient Greece	
Greeks	life and	·	how the Ancient Greek			Sparta		Myths and Mayhem in
GIECK3	achievements	Identify and give	period occurred	What was it like to go to	The Olympic Games began	Temple	Trip to Leeds	Ancient Greece
A	and their	reasons for different	concurrently with the	school in Ancient Greece?	over 2,700 years ago in	Stoa	City Museum	
Ancient Greece	influence on the	ways in which the past	Iron Age in the UK		Olympia.	Democracy	, ,	
	western world	is represented		What is democracy?		Olympics		
		'	Similarities and	,	Every four years, around	' '		
		Distinguish between	Differences	How were the Ancient	50,000 people came from all			
		different sources –	Children will compare	Greek Olympics different to	over the Greece to watch and			
		compare different	the everyday life of	the modern-day Olympics?	take part in the Olympic			
		versions of the same	people in Athens and		Games.			
		story	Sparta					
		555.7			The Olympic Games were			
		Use a range of sources	Children will compare		held in honour of Zeus, the			
		to find out about a	the olympics in Ancient		king of the gods.			
		period	Greece with the olympics		in governe govern			
		poou	today					
		Observe small details –	loddy					
		artefacts, pictures	Historical Significance	Possible Misconceptions:				
		diteracts, pietares	Children will begin to					
		Select and record	understand how	Ancient Greece was one cou	ntry.			
		information relevant to	democracy in Ancient					
		the study	Greece has influenced	Everyone in Ancient Greece	nad the right to vote.			
		the study	democratic societies					
		Begin to use the library	today	All buildings in Ancient Gree	ce were built from stone and ma	rble.		
		and internet for	loday					
		research	Sources and Evidence					
		Communicate their	Children will observe and					
		knowledge through:	use pictures,					
		-Discussion	photographs and					
		-Drawing pictures	artefacts to find out					
		-Drama/role play	about the past					
		-Making models	about the past					
		-Writing	Children will understand					
		-Using ICT	that there are different					
		331116 1311						
			types of sources that can					
			be used to represent the					
			past					
Oracy	Ignite speech: who	 at have ancient Greeks giv	en us?					
Oracy	ignite speech. Wile	at have ancient dieeks giv	cii us:					
opportunities								
for summer								
term								

Theme	National	Progression in Skills	Disciplinary		Substantive knowledge		Drivers & 50	British Values	Schemes/Resources/
	Curriculum		Knowledge	th			things	& Protective	Texts
				Key Questions Key Facts Key Vocab			Characteristics		

Autumn	A local history	Look at the evidence	Chronology &	What was life like in	Saltaire was built by Sir	Mill	Experiences -	Titus Salt – age	
Autumn	study	available	Causation	Victorian Bradford?	Titus Salt to provide	Textile	Now Press Play	and religion	
O Marainal Cit.	Study	available	Children will explain	Victorian Bradiord:	better living and working	Alms houses	Victorian Britain	and religion	
Our Magical City		Begin to evaluate the	the reasons why Sir	Who was Sir Titus Salt?	conditions for his	Alpaca	Victorian Britain		
		usefulness of different	Titus Salt decided to	Willo Was Sill Treas Saire.	workers.	Mausoleum	Experiences-		
Sir Titus Salt		sources	build Saltaire	Why did Sir Titus Salt		infirmary	visiting Saltaire		
				build Saltaire?	Saltaire gets its name		village		
		Offer a reasonable	Similarities and		from Sir Titus Salt, and				
		explanation for some	Differences	Why did Sir Titus Salt	the River Aire which runs		50 things: Make		
		events	Children will compare	name it Saltaire?	through it.		a guy for the		
			the living and working		When Salts mill opened		bonfire		
		Use text books and	conditions before and	What was it like working	it was the largest mill in				
		historical knowledge	after Saltaire was built	in a mill?	the world.				
			Historical Significance	Possible Misconceptions:					
			Children will explain						
			why Sir Titus is	People lived in the houses	Sir Titus Salt built for free.				
			important in the						
			context of local history	You could only live in Salta	aire if you worked at the mil	l.			
			Sources and Evidence						
			Children will use a						
			range of sources to						
			collect information						
			about the past						
			Children III						
			Children will						
			investigate different						
			accounts of life in						
			Saltaire and explain some of the reasons						
			why these accounts						
			may be different						
Oracy	Dehate: Sir Titus	⊥ Salt – Was he a good ma							<u> </u>
_	Debate. 311 Titus	Sait – was ne a good ma	···						
opportunities									
for Autumn									
Term		Ta		land a let let a ath	1 "	l	1	Т	
Spring	A study of an	Place events from	Chronology &	What was life like in 17 th	Houses were usually	timber	Experiences -		Plague: A Cross on the Door
	aspect or theme	period studied on	<u>Causation</u> Children will	Century London?	made of timber, wattle	wattle	Now Press Play –		
17 th Century	in British history	time line		What were the houses	and daub.	daub	Great Fire of London		
Britain	that extends pupils'	Use terms related to	accurately set out the events of the Great	made of in the 17 th	The upper storeys of	jetty overhang	LUIIUUII		
	chronological	the period and begin	Fire of London on a	Century?	some Tudor houses were	Tudor	Aspirations –		
The Plague/The	knowledge	to date events	timeline	Century:	bigger than the ground	Tuuoi	job/role of a fire		
Great Fire of	beyond 1066	to date events	differine	How are 17 th Century	floor and would		fighter		
London	beyond 1000	Understand more	Children will	houses different to	overhang.		ligittei		
		complex terms e.g.	understand the word	modern houses?	overnang.				
		BCE/CE	century and be able to	ouein nousesi	The overhang was called				
			use it appropriately		a jetty.				
		Use evidence to	when referring to a						
		reconstruct life in	period of time						
		time studied							
			Children will consider						
		Identify key features	why the Great Fire of						
		and events of time	London spread so						
		studied	quickly						
•	•	•	•	•	•	•	•	•	•

	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied	Similarities and Differences Children will compare 17th Century Houses to modern houses Children will discuss how the fire service has changed since the Great Fire of London Historical Significance Children will explain changes in Britain following the Great Fire of London Sources and Evidence Children will use a range of sources to collect information about the past	How did the Great Fire of London start? Why did the fire spread so quickly? Who was Samuel Pepys? What changed after the fire? Possible Misconceptions: There are no longer house. There were lots of deaths.		Extinguish Fire Hook Thatched roof Plague eradicate			The Great Fire of London West Yorkshire Fire & Rescue Service https://learn.westyorksfire.gov.uk/ Username: stmandstp Password: wyfire
Oracy opportunities	Hot seat: Samuel	Pepys					1		
for spring Term									
Summer The Great	The Roman Empire and its impact on	Place events from period studied on time line	Chronology & Causation Children will use	Who lived in Britain before the Romans invaded?	Boudicca was a warrior queen of the Iceni people.	Legion Rebellion Invasion	Experience - Now Press Play – Roman Britain	Sex: Boudica	Escape from Pompeii Chariots & Champions
Escape	Britain		appropriate dates and			Aqueduct			
		Use terms related to	chronological	Who was Boudicca?	Boudicca led the Iceni				
The Roman		the period and begin	conventions e.g BCE &	NA/I	people in a revolt against				
Empire		to date events	CE	Why was there a rebellion?	the Roman rule.				
		Understand more	Children will be able to	repellions	The Romans spoke Latin.				
		complex terms e.g.	place events, people,	How have the Romans	Much of our language				
		BC/AD	and changes of British	impacted on our lives	today comes from Latin.				
			and world history on a	today?	,				
		Use evidence to build up a picture of a past	timeline		Romans created towns.				
		event	Children will sequence		Romans introduced				
			several events,		drainage and aqueducts.				
			artefacts or historical						

	-			 	
	choose relevant	figures on a timeline	Possible Misconceptions:		
		using dates, including			
		those that are further	The Romans only came and destroyed Britain, they did no good.		
of	f life in time past	apart			
			Lots of Romans moved over to Britain during the invasion.		
	•	Children will consider			
qu	uestions	why there was a			
		rebellion against the			
	Ise the library and	Roman Empire			
in	nternet for research				
		Similarities and			
	ecall, select and	<u>Differences</u>			
	rganise historical	Children will compare			
int	nformation	the life in Britain			
		before and after the			
	communicate their	Roman Invasion			
	nowledge and				
ur	nderstanding.	Historical Significance			
		Children will identify			
		influences the Roman			
		Empire had on modern			
		day Britain			
		C IF N			
		Sources and Evidence			
		Children will use a			
		range of sources to collect information			
		about the past			
		Children will explain			
		that there are			
		different types of			
		evidence and sources			
		that can be used to			
		help represent the			
		past			
Oracy Ignite speech: what d	did the Romans do for				
opportunities					
for summer					
Term					

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab	85	Characteristics	
Autumn	A non-European society that	Use evidence to build up a picture of a past	Chronology & Causation Children will be able to	Who were the Maya people and when and where in the		Mesoamerica Pok-ta-pok	Now press play – The Maya		
Adventures Maya Civilisation	provides contrasts with	event	tell the story of events within and across the	world did they live?	calendars, writing and number systems.	Lithography Hieroglyphs			
ya civiiisation	British history – one study chosen from: early	Select relevant sections of information	Mayan Civilisation	What were the religious beliefs of the Maya people?		Syllabogram Logogram Codex			

civilitation (Markey) Civilitation (Markey) Civilitation (Markey) Septis finded services of time reading contributes or develop a chronologically services of time and develop and world history, establishing Germany and recommendation or destroy, establishing Germany and recommendation or connections, establishing Germany and severe destroy from the participation of destroy, focal and world history, establishing Germany and severe destroy from the participation of the connections, and develop and understanding design your proportionalists of the connections, and develop and develop and develop and understanding design and develop and understanding and severed proportionalists of the connections of the connections of the connection of the con			I			I	T a	I	I	
Civiliasion, with increasing and includence secure and understanding of British, local and world understanding of British, local and local and world understanding of British, local and local and world understanding of British, local and local and world understanding of British, local and local a		Islamic	Use the library and	Children will accurately	How did their number	The Maya underworld was	Cacao			
Pupils should continue to the		civilization (Maya	internet for research	use dates and terms to	system work?	called 'Xibalba' which	Maize			
Despits should contribute to develop a strain of the state of the stat		Civilisation).	with increasing	describe events in the	What are syllabograms and	means 'place of fear'.				
continue to be review on a chronologically studied. Settled and world be reviewed and understanding of British, local and world be reviewed from an decreasing and understanding and service of the period labels. However, the period service of the period service o			confidence	Mayan Civilisation	logograms?					
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bistory, development of the Mayaya control of the prior o		· ·	Make comparisons	Children will company	people:	liat would be.				
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aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Beautiful Britain One apast contended in British history that extends pupils' chronological knowledge beyond 1066 One apast contended apast event secure understanding of a British timeline that extends from the Stone the UK changed over time? One apast children will have a secure understanding of a British timeline that extends from the Stone the UK changed over time? One apast children will have a secure understanding of a British timeline that extends from the Stone the UK changed over time? One monwealth Parliament Succession Ocronotion Hereditary England did not have a last name until World War I. Out of the UK changed over time? One of th		A study of an	Use evidence to build	Chronology & Causation	How has the role of the	Kings and Queens of	Monarchy		Democracy	The Queens Castle at
Beautiful Britain Monarchs Monarch Monarchs Monarch Mo	- I0	· · · · · · · · · · · · · · · · · · ·				1	1			
that extends pupils' Select relevant sections of information knowledge beyond 1066 Use the library and that extends from the Stone knowledge beyond 1066 Use the library and that extends from the Stone extends from the Stone the UK changed? How has the population of the UK changed? Use the library and Use the library and Succession Coronation Elizabeth II worked as a military mechanic Execution Reign Queen Book by Maurice	Dogutiful Dritain	l .	' '			_			Traile or East	
Monarchs During World War II Queen Elizabeth II worked as a military mechanic beyond 1066 Use the library and Select relevant sections of information beyond 1066 Use the library and Select relevant sections of information have been day with the population of the UK changed? How has the population of the UK changed? During World War II Queen Elizabeth II worked as a military mechanic Execution Reign Execution Book by Maurice Book by Maurice Coronation Hereditary Execution Book by Maurice Coronation Hereditary Execution Book by Maurice Book by	peautiiui britain	_		_						*
chronological knowledge knowledge beyond 1066 Use the library and Sections of information beyond 2066 Sections of information beyond 2066 Sections of information beyond 2066 Sections of information knowledge with the UK changed? Elizabeth II worked as a military mechanic sections of information knowledge will the UK changed? Elizabeth II worked as a military mechanic sections of information knowledge with the UK changed? Elizabeth II worked as a military mechanic sections of information knowledge with the UK changed? Elizabeth II worked as a military mechanic sections of information knowledge with the UK changed? Elizabeth II worked as a military mechanic sections of information knowledge with the UK changed? Elizabeth II worked as a military mechanic sections of information knowledge with the UK changed? Elizabeth II worked as a military mechanic sections of information knowledge with the UK changed? Elizabeth II worked as a military mechanic sections with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section with the UK changed? Elizabeth II worked as a military mechanic section			Select relevant		How has the nonulation of	During World War II Ougan				,
knowledge beyond 1066 Use the library and Who was the first Monarch Who was the first Monarch Execution Reign Queen Book by Maurice	Monarchs	l · ·				_				Two weeks with the
beyond 1066 Use the library and Who was the first Monarch Reign Book by Maurice		_	Sections of infolliation	Age to the present day	the or changeu:		1			
		_	Use the library and		Who was the first Monarch	Illinically illectratific				
internet for research in Britain?		peyond 1000					1			*
			internet for research	<u> </u>	III DIILdIII!	<u> </u>	NUyai	<u> </u>		GIEILZIIIdíl

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	(Changing Power	with increasing	Children will be able to		Since 1066 and the Battle	Assassination			
	of Monarchs).	confidence	order an increasing	Who was the longest	of Hastings there have				
			number of significant	reigning Monarch?	been 41 kings or queens of				
	Pupils should	Know and sequence	events, movements and		Great Britain.				
	continue to	key events of time	dates on a timeline	Why did King Henry VIII					
	Develop a	studied.		want a male heir?	Queen Elizabeth II was the				
	chronologically		Children will accurately		longest reigning monarch in				
	secure	Use relevant and	use dates and terms to	Who were Henry VIII's	British history.				
	knowledge and	period labels	describe historical	wives, and what did he do	,				
	understanding of		events	to them?	Henry VIII had 6 wives.				
	British, local and	Make comparisons							
	world history,	between different	Children will be able to	What was it like living in					
	establishing clear	times in the past	devise questions about	the Tudor times?					
	narratives within	times in the past	change, cause and	the rador times:					
	and across the	Study aspects of		What is a family tree?					
	periods they	different people –	consequences, similarity,	Wilde is a failily tree:					
		differences between	difference and	Danible Missessessians					
	study. They		significant people or	Possible Misconceptions:					
	should note	men and women.	events in wider context	Managha aghi mili i i i 200	-:				
	connections,	6		Monarchs only rule over Brita	ain.				
	contrasts and	Compare life in early	Similarities and						
	trends over time	and late 'times' studied		The Monarchy still has the sa	me powers they did in the pas	t.			
	and develop the		Children will make						
	appropriate use	Compare an aspect of	comparisons between						
	of historical	life with the same	the role of the British						
	terms. They	aspect in another	Monarchs and the						
	should regularly	period	Mayan Rulers						
	address and								
	sometimes	Recall, select and	<u>Historical Significance</u>						
	devise historically	organise historical	Children will consider						
	valid questions	information	how the role of the						
	about change,		British monarch has						
	cause, similarity	Communicate their	changed over time						
	and difference,	knowledge and							
	and significance.	understanding	Sources and Evidence						
			Children will find and						
		Compare accounts of	analyse a wide range of						
		events from different	evidence about the past						
		sources – fact or fiction							
		Offer some reasons for							
		different versions of							
		events.							
0.00	Dobota is the sa	2 - الملك المراجع على مراجع على المراجع عل							
Oracy	Depate: Is the Mon	archy a good thing?							
opportunities									
for spring term		T	T				ı	T	
Summer	A local history	Use evidence to build	Chronology & Causation	What was the industrial	During the Victorian era,	Industrial	Bradford		
	study - a study	up a picture of a past	Children will know and	revolution?	there was a common belief	Revolution	Industrial		
The Industrial	over time tracing	event	describe in some		that that trains could cause	campaigned	Museum		
Age	how several		detail the main changes	How did Bradford change	insanity due to their speed	Agricultural			
	aspects of	Select relevant	to Bradford during the	because of the industrial	and the effects this had on	Foundries	50 things: Bake a		
Victorian Britain	national history	sections of information	Industrial Revolution	revolution?	the brain.		Cake: Victoria		
victorian biltani	are reflected in						Sponge		
	the locality	Use the library and	Children will describe	How can you tell if a source	Bradford has the largest		-10-		
	(Victorian	internet for research	connections, contrasts	of information is accurate?	proportion of under-fives				
	Britain).				and under 19-year olds,				
									

	with increasing	and trends over short	Why is Margaret McMillan	and the largest average		Now press play –	
	confidence	and longer time periods	important?	house size.		Victorian Britain	
Develop a							
chronologically	Know and sequence	Children will show a	How did the industrial	Many people worked in		50 things: Learn	
secure	key events of time	chronologically	revolution affect the	factories, foundries or		a card game	
knowledge and	studied.	secure knowledge and	environment?	mills.			
understanding of		understanding of local,					
British, local and	Use relevant and	national and global	How did the railways	The Victorians transformed			
world history,	period labels	history	change during the	Britain from an agricultural			
establishing clear			industrial revolution?	country to a world			
narratives within	Make comparisons	Children will be able to		industrial power.			
and across the	between different	devise questions about					
periods they	times in the past	change, cause and		The arrival of the railways			
study.		consequences, similarity,		had the biggest impact on			
	Study aspects of	difference and		British with everything			
	different people –	significant		travelling faster than ever			
	differences between	people or events in a		before.			
	men and women.	wider context		Margaret MeMillan			
	Compare life in early	Children will as a tha		Margaret McMillan campaigned for improved			
	Compare life in early and late 'times' studied	Children will see the		conditions for children.			
	and late times studied	relationship between different pre and post		conditions for children.			
	Compare an aspect of	industrial Britain		Margaret McMillan created			
	life with the same	and the legacy or		nursery education for			
	aspect in another	impacts for people today		young children.			
	period	impacts for people today		young children.			
	period	Similarities and	Possible Misconceptions:	1	<u>I</u>		
	Recall, select and	<u>Differences</u>	i ossibie imisconceptionsi				
	organise historical	Children will compare	Any changes during the Indu	strial Revolution happened qui	cklv.		
	information	pre and post industrial	,				
		revolution everyday life	The changes made in the Ind	lustrial Revolution do not impa	ct us today.		
	Communicate their		· ·	·	•		
	knowledge and	Historical Significance					
	understanding	Children will describe					
		the achievements of the					
	Examine causes and	Industrial Revolution as					
	results of great events	a turning point in British					
	and the impact on	history in the context of					
	people	then and now					
		Sources and Evidence					
		Children will recognise					
		when they are using					
		primary and secondary					
		sources of information					
		to investigate the past					
		Children will select					
		relevant sections of					
		information to address					
		historically valid					
		questions and construct					
		detailed, informed					
		responses					
		Children will consider					
		Children will consider					
		different ways of					

		checking the accuracy of interpretations of the past			
		Children will realise that there is often not a single answer to historical questions			
Oracy opportunities for summer term	Ignite speech: How did Bradford change duri	ng the Industrial Age?		1	

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Substantive knowledge		Drivers & 50 things	British Values & Protective	Schemes/Resources/ Texts	
				Key Questions	Key Facts	Key Vocab	8	Characteristics	
Autumn	A study of an	Find out about beliefs,	Chronology &	How long was WWI?			Now Press Play –	Sex: Role of	English – The Hunger
	aspect or theme	behaviour, and	<u>Causation</u>	WW2?	What is propaganda?	Nazi	World War 2	women in the	Games, War Game:
Fighting Fit	in British history	characteristics of	Children will			Evacuation		War	Village Green to No
WW1 and WW2	that extends	people, recognising	demonstrate a	Why and how did WWII	What was food rationing?	Rationing			Man's Land
	pupils'	that not everyone	coherent chronological	begin?	Adolf Hitler used to have	Antisemitism	Eden Camp visit	Respect:	
	chronological	shares the same views	narrative, knowledge		people test his food before	The Blitz		Attend	Guided reading – Vlad
	knowledge	and feelings	and understanding of	Who were Britain's allies	he ate it as he thought	Anderson shelter		remembrance	and the First World
	beyond 1066		Britain's past and the	during WWII?	people were trying to	Air raid		service on	War, Survivors, A
	(World War I and	Compare beliefs and	wider world		poison him.	Allies		Remembrance	Christmas Truce
	World War 2)	behaviour with		Who was the leader of the		Holocaust		Day in Bradford	
		another time studied	Children will know the	Nazi party and why were	Over 3.5 million people	Propaganda		to Lay a wreath	Class reader – The
	Pupils should		name and date of	his views so extreme?	were evacuated from the				Emergency Zoo,
	continue to	Write another	significant events	14/h-1 1:6- 1:1 - : 14040	biggest cities in the UK			Race:	Oranges in No Man's
	develop a	explanation of a past	during WW1 & WW2	What was life like in a WWI	during WWII.			Catherine	Land
	chronologically	event in terms of cause	and be able to place it	trench?	Wartime food rationing			Black(nurse)	
	secure	and effect using	correctly on a timeline	How did animals help in	began in 1940 and lasted			Sexual	
	knowledge and understanding	evidence to support and illustrate their	Children will examine	WWI?	until 1954.			orientation:	
	of British, local	explanation	the causes of WW1 &	VVVII	until 1954.			Alan Turing	
	and world	explanation	WW2 and the impact	What is the purpose of an	During World War II,			Alaii Turing	
	history,	Know key dates,	these had on people	air raid?	around 50 million people			Individual	
	establishing clear	characters and events	these had on people	an raid:	lost their lives.			Liberty: Chiune	
	narratives within	of time studied	Similarities and		lost then lives.			Sugihara	
	and across the	or time stadied	Differences		VE (Victory in England) Day			Juginara	
	periods they	Link sources and work	Children will make		is celebrated on 8 th May				
	study. They	out how conclusions	comparisons between		each year. This marks the				
	should note	were arrived at	WW1 & WW2		day that Germany				
	connections,				surrendered.				
	contrasts and	Consider ways of	Children will explain						
	trends over time	checking the accuracy							

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	and develop the	of interpretations –	the diverse experiences	Possible Misconceptions:					
	appropriate use	fact or fiction and	and ideas, beliefs,						
	of historical	opinion	attitudes of men,	Soldiers lived in the trenches	for months or years.				
	terms.	De la constitución de la constit	women, children etc in	MANA COLUMN TO THE STATE OF					
		Be aware that different evidence will lead to		WW1 was only fought in Euro					
		different conclusions	Historical Significance Children will describe	The blitz only happened at ni	ght.				
		Confidently use the	key changes during	Everyone had an air raid shel	ter.				
		library and internet for	WW1 & WW2 using						
		research	words such as social,						
			religious, political,						
			technological and						
			cultural						
			Sources and Evidence Children will know the						
			difference between						
			primary and secondary						
			evidence and the						
			impact of this on						
			reliability						
			,						
			Children will show an						
			awareness of the						
			concept of propaganda						
			and understand that						
			people in the past						
			represented ideas or						
			events in a way that						
			may be to persuade others						
			others						
Oracy	Debate: Women w	⊥ vere more important durin	g the war than men were.						
opportunities		houldn't be allowed to figh	_						
for Autumn		Ü							
Term									
Spring	Study the	Find out about beliefs,	Chronology &	How long ago was the	Most Ancient Egyptian	Entomb	Rethink food		English – Mary and the
968	achievements of	behaviour, and	Causation	Egyptian empire?	pyramids were built as	Sarcophagus	(Spring 1)		Riddle of the Sphinx,
Journeys	the earliest	characteristics of	Children will use		tombs for pharaohs and	Scarab			What a Waste
Ancient Egypt	civilizations – an	people, recognising	timelines to place	What was important to	their families.	Sphinx	Now Press Play –		Guided reading –
Ancient Egypt	overview of	that not everyone	events, periods and	people during Ancient		Hieroglyphics	water cycle,		Climate Rebels, How to
	where and when	shares the same views	cultural movements	Egyptian times?	Egyptians believed that by	Mummification	climate change,		Change the World
	the first	and feelings	from around the world		preserving a dead person's	Rosetta Stone	ancient Egypt,		
	civilizations			How does Ancient Egypt	body, through the process	Cartouche	Forces, recycling		Class reader – A
	appeared	Compare beliefs and	Similarities and	compare to other ancient	of mummification, their	Pharaoh			Mummy Ate My
	(Ancient	behaviour with	<u>Differences</u>	civilisations?	soul would live on in the				Homework
	Egyptians).	another time studied	Children will explain	What stone are required for	afterlife forever.				
	Pupils should	Write another	similarities and differences in the	What steps are required for mummification?	The Egyptian alphabet				
	continue to	explanation of a past	everyday life of people	mummication!	The Egyptian alphabet contained more than 700				
	develop a	event in terms of cause		Who were the ancient	hieroglyphs.				
	chronologically	and effect using	III AIICIEIIL LEYPL	Egyptian gods?	incrogryphs.				
	secure	evidence to support	Children will make	-916ggg 90gg	Cats were considered				
	knowledge and	and illustrate their	comparisons between		sacred animals by the				
	understanding	explanation	25		Ancient Egyptians.				
		1	1	I	0,12	1	1	I	<u> </u>

	of British, local		Egypt and other ancient		Cats were believed to bring	<u> </u>	1	1
	and world	Know key dates,	civilisations		a household good luck.			
	history,	characters and events	Civilisations	Possible Misconceptions:	a nouschold good luck.	<u> </u>	-	
	establishing clear	of time studied	Historical Significance	i ossibie iviisconceptions.				
	narratives within		Children will describe	Only rich people were mumn	nified.			
	and across the		the achievements of	, , , , , , , , , , , , , , , , , , , ,				
	periods they		the Ancient Egyptians	Egyptian tombs were booby-	trapped.			
	study. They		and their significance to		•			
	should note		human development.	Hieroglyphs are ancient emo	jis.			
	connections,							
	contrasts and		Sources and Evidence					
	trends over time		Children will find and					
	and develop the		analyse a wide range of					
	appropriate use		sources and evidence,					
	of historical		and use this to form					
	terms.		their own opinions					
			about the death of King					
			Tutankhamun					
			Children will use a					
			range of evidence to offer some clear					
			reasons for different					
			interpretations of					
			events, linking this to					
			factual understanding					
			of the past					
Oracy								
opportunities								
for spring Term								
Summer	The Viking and	Study different aspects	Chronology &	Where did the Vikings	The Vikings were expert	Saga	Jorvic Viking	Odd and the Frost
	Anglo-Saxon	of different people -	<u>Causation</u>	come from and why did	boat builders and sailors.	Runes	centre visit	Giants, The Explorer
Back to our	struggle for the	differences between	Children will use	they invade Britain?		Longhouse		
roots	Kingdom of	men and women	timelines to place		Viking longboats were	Danegeld	Now Press Play –	Viking Voyagers, A
	England to the		events, periods and	How did the Vikings change	designed to float high in	Danelaw	Vikings,	Children's Introduction
	time of Edward	Examine causes and	cultural movements	this country?	the water making them	Anglos	rainforests,	to Norse Mythology,
Vikings and	the Confessor.	results of great events	from around the world	Miles to come the constitutions	easy to land on beaches.	Saxons	evolution	Eyewitness Amazon
Anglo Saxons	Britain's	and the impact on	Children will use	What were the religious beliefs and practices of the	When important Vikings	Scots		
	settlement by	people	timelines to	Anglo-Saxon people?	died, they would be placed			
	Anglo-Saxons and	Compare life in early	demonstrate changes	Aligio-Saxoli people:	with all their clothes,			
	Scots	and late 'times' studied	and developments in	What was the significance	jewellery, animals, in a			
			culture, technology,	of the Anglo-Saxon kings?	burial ship.			
		Compare an aspect of	religion and society]				
		lie with the same	,	Who was King Ethelred?	Burial ships would either be			
		aspect in another	Similarities and		covered with a huge			
		period	<u>Differences</u>	When and why was	mound of earth or set			
			Children will compare	Danegeld introduced?	alight and pushed out to			
			the everyday life of		sea.			
			Anglo Saxons and	How did the legal system				
			Vikings, and their	work in Anglo-Saxon	The 'long houses' where			
			reasons for settling in	Britain?	families lived would have			
			Britain		turf roofs to help keep in			
					the heat.			
					l .			1

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		<u>Historical Significance</u>	Possible Misconceptions:	
		Children will describe		
		the achievements of	Everyone who lived in Scandinavia was a Viking.	
		the Anglo Saxons and		
		Vikings and their	All Vikings were warriors.	
		significance to human		
		development in the UK		
		and Europe		
		Sources and Evidence		
		Children will use a wide		
		range of different		
		evidence to collect		
		information about the		
		past, such as ceramics,		
		pictures, documents,		
		printed sources,		
		posters and online		
		materials		
		Children will consider		
		different ways of		
		checking the accuracy		
		of interpretations of		
		the past		
		Children will begin to		
		evaluate the usefulness		
		of different sources		
Oracy	Ignite speech: based on Norse God of your cl	noice.	· · · · · · · · · · · · · · · · · · ·	· · ·
opportunities				
for summer				
Term				
161111				