





Itchen Abbas Primary School Scheme of Work for History 2023-2024



Thresholds Concepts – These need to be explicitly taught and explained each time they are covered. The symbol in the planning will inform you which concept is being taught. Retrieval – you must refer to previous examples of when the threshold concept was taught when you teach new knowledge to support children in developing their concept schemas and make links in their learning.





Threshold concept symbol	Threshold concept title and descriptor	NC aim it links to
	Understanding Chronology In this concept, we learn to understand passing of time and when things happened. We learn about what else was happening at that time in the world.	Chronological and characteristic knowledge
	Investigate and interpret the past In this concept we learn to understand that our knowledge of the past comes from historical sources of evidence and sometimes these have to be interpreted by historians.	Historical enquiry Historical interpretations
	Build an overview of world history In this concept we learn about the different characteristics of the past and that life was different for different groups in of people.	Cause and consequence Historical significance
	Communicate Historically In this concept we learn the meaning of historical vocabulary and use these words and historical techniques to communicate information about the past.	Create own structured accounts

Specific History Early Learning Goals which are taught through mini projects based on the children's interests.





Understanding the World	<ul style="list-style-type: none"> • 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;
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Squirrels Yr R	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Year R topics are planned annually based on the children's interests and needs. Year R planning is made available to parents and subject leaders. They are based on our Year R progression documents and the Early Years Framework, informed by Birth to 5 Matters.					

Hedgehogs Cycle A (Yr 1 & 2)	Unit of Work Title	Threshold Concept	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn	Space Exploration - Changes within living memory, changes in national life, significant events of international importance (Moon Landing) <i>Has space exploration changed our lives?</i>	 	<ul style="list-style-type: none"> Understand space exploration began in the past – it is part of 'history' (begin to understand time in terms of now and in the past, 'before they were born' and what their 'parents/grandparents might remember'. Ask simple questions about space exploration – prompt: Do we know when these things happened? Do we know the order that these events took place? What don't we know about the different astronauts? Are we certain about all these facts/events? How can we be sure? Do we need to check anything? 	Activate prior knowledge – What do you already know about the history of space exploration? What? Where? How? People? When?	history now/ in the past space exploration astronaut spaceman
		 	<ul style="list-style-type: none"> Slow reveal photographs of Apollo 11 mission – Have humans ever been to the moon? How do we know? Sequence set of images depicting simple chronology of space exploration – Y1 include first rocket V2 (1942), first satellite Sputnik (1957), first man on the moon (1969), first woman in space (1991); Y2 expand (could include Wright brothers flight, dog in space, International Space Station, space tourists, Tim Peake). Add own birth year to timeline. Identify further sources of evidence that could be used to find out more about the Moon Landing, (Y2 only) rejecting those that are too recent. (Y2) Prove it! Match statements to evidence from a selection of visual images – photos, stamp, plaque. Understand that some people are sceptical as to whether the moon landing happened and know some reasons why (flag, footprint etc). 		moon lunar NASA Saturn 5 Apollo 11 mission rocket satellite space station space tourist Y2 only: decade century evidence





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		<p>Enquiry - how were the astronauts able to get to the moon and back safely (1969)?</p> <ul style="list-style-type: none"> In small groups sequence images of Apollo 11 mission - provide 4 images from a total of 8 (sets A & B) i) launch ii & iii) separation of command modules from Saturn V iv) <i>Eagle</i> Landing v) raising the flag vi) collecting rocks vii) <i>Eagle</i> blasts off viii) command module floating in sea after splashdown). What parts of the mission are missing? Groups with set A join with set B to complete the sequence. List some of the hazards facing the astronauts. Understand how complex the project was and aware of the work of NASA over many years. 	<p>Last year (2022) we commemorated the Kings' coronation with a school party and flags. How else are people commemorated? Think about famous people you have learnt about at school.</p> <p>then/ now</p>	launch command module splashdown hazards
		<ul style="list-style-type: none"> What did they do when they got to the moon and how do we know? Analyse moon landing photograph and identify significant features (spacesuit, US flag, footprint, space module, astronaut, space module, astronaut carrying out experiments, astronauts naming <i>Eagle</i>, Aldrin and Armstrong. (Y2 only) Find evidence from range of images and text to prove that statements historians make are correct. Still images/ tableaux – act one action of Aldrin/ Armstrong – others guess what this represents. 		Buzz Aldrin Niel Armstrong
		<ul style="list-style-type: none"> How should we commemorate this great achievement? List possible ways of commemorating, drawing on what they have encountered in the topic so far (stamp, plaque, book) and prior experiences. Pupils create an illustrated way of commemorating the astronauts' achievements – consider what details about the event are important to capture. 		commemorate
		<ul style="list-style-type: none"> Consequence of space exploration: Has space exploration changed our lives? How? Share ideas and list. (Add 'pride'/'hope'/'awe' at human capability if not identified by children) Display photos/images: Hubble images of star nebula/ Mars Perseverance Rover/ Nike trainers/ memory foam/ medical CAT scanner/ weather forecast/ TV/child using internet /satellite/ - What does each image show/ represent? Discuss the importance of scientific experiments carried out by astronauts and scientists in space and the new knowledge, technology and discoveries that have been made possible either by travelling into space, by sending satellites into orbit or as a consequence of technology which was invented initially for use in space missions. Visual Diamond 9 in pairs – What is the most important impact of space exploration on our lives today? (for example: weather predictions/ TV/ internet/ knowledge about our solar system and the universe/ Nike trainers/ memory foam/ medical scanners/pride - shows us what humans are capable of/ blank – children's own choices) Discuss and compare. 		technology pride awe





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			<ul style="list-style-type: none"> Consider more recent space exploration – First British astronaut, Tim Peake (2015) and Anastatia Mayers and mother Keisha Scahaff who won tickets to board Virgin Galactic flight in a competition (2023) - plot on a class timeline alongside other events in unit. Outcome - ‘Should we continue to send humans into space?’ (Relate back to advances in knowledge from previous lesson v dangers.) Interview panel of ‘Historians’ – Children share their views, justifying their opinions (Y2 with evidence, facts from their learning) 		recent
Spring	Titanic – Historical Events, people in own locality (Was the Titanic a triumph or tragedy?) (KS1)		<ul style="list-style-type: none"> Know when the Titanic sailed and from where. Be able to place the events into chronological order – Know how long ago 1911 was and that George V was the king, Queen Victoria’s grandson (MONARCH). Compare with when the school was built. 	Last term you learnt that the Great Fire of London took place in 1066 and we found out how long ago that was. In Autumn, you looked at Samuel Pepys diary, this artefact helped us to understand what life was like and what happened in the Great Fire of London. You learnt about how characteristics of life when the Great Fire of London happened meant that the fire spread – there had been a long drought and the houses were made of wood and straw. We also learnt that the fire was the cause of new fire regulations being put in place.	Chronological, Chronology Artefact Tragedy, triumph, interpretation, consequence, account, wreck, iceberg, passenger, class, eyewitness, disaster, voyage
			<ul style="list-style-type: none"> Know what life was like on the Titanic for the different class passengers and crew CLASS By examining artefacts, understand the history of the period (culture, engineering, technology). Compare with modern times – how would life then be different to life now? How do we know? MIGRATION 1000 passengers on the Titanic intended to stay in America or Canada 		
			Enquiry – was the Titanic sinking a tragedy or a triumph of engineering? <ul style="list-style-type: none"> Understand why the Titanic sunk and why so many people lost their lives Identify changes to ship building and safety that happened as a result. 		
			Outcome – class debate was it a tragedy or triumph? Children to produce their own presentation of their thoughts and justifications.		
Summer	Significance Florence Nightingale		<ul style="list-style-type: none"> Investigate what makes a person significant? Share ideas. Look at photos of significant people, do you know who they are and what makes them significant? Consider Ian Dawson's criteria for significance: -Changed people’s lives (this can be for the better or worse). 	In Autumn we learnt about Samuel Pepys. What made him significant?	

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	and Mary Seacole		<p>-Changed events at the time they lived.</p> <p>-Had a lasting impact on their country or the world.</p> <p>-Had been a really good/bad example to people of how to live and/or behave.</p> <ul style="list-style-type: none"> Show a photo of Florence Nightingale and Mary Seacole. Who are they? Brainstorm ideas. <p>SMSC – during this project, children could have the biased view that nurses are female reinforced. Therefore, balance this by finding a male nurse to interview / visit the school / find out about.</p> <p>MIGRATION – Mary Seacole was born in Jamaica.</p> <p>POWER – Crimean War</p>	<p>In Spring you interpreted evidence from history to decide whether the Titanic was a triumph or disaster. Now you will use these skills to consider who was most significant.</p> <p>Hedgehogs Cycle B - Mary Anning – significant person</p>	
	Who is more significant, Florence Nightingale or Mary Seacole?	 	<ul style="list-style-type: none"> Why do you think Florence Nightingale is remembered? Look at different photos including one of the statue of her holding her lamp. What clues do we see on the statue? Why do you think Mary Seacole is remembered? Look at different photos including one of the statue of her holding her lamp. What clues do we see on the statue? What about where the statue is? Plot timeline of significant events. Where was the Crimea? How would they have got there? How long would the journey take? 		
		 	<ul style="list-style-type: none"> What was Mary Seacole's greatest achievement and how do we know? Know that Mary Seacole was more or less a forgotten figure for 200 years. How do we know the claims about her life are true? Can we find evidence to back up the statements made? Give the children 10 statements. Children to investigate whether they are true or false. Plot timeline of significant events on same timeline as Florence Nightingale to see how their lives where similar and different. <p>Are you teaching the right things about Mary Seacole to your children?</p> <p>10 things to be sure to teach:</p> <p>1. Mary was not a nurse as pupils would understand the term</p> <p>She learned about holistic medicine from her mother who was a 'doctress' who understood the healing properties of plants. She also gained experience of military life, as her father was an army officer.</p> <p>2. She travelled a lot within and beyond her native Kingston Jamaica</p> <p>Mary travelled a lot, buying and selling goods she could trade in the markets in Jamaica.</p> <p>3. She married an Englishman</p> <p>Together they ran a general store and later she up a hotel on her own When running several hotels, she was often called upon to help deal with the sick and knew the importance of keeping up the patients' fluids and keeping the sickroom clean and well-ventilated</p> <p>4. She would have known some of the British officers and men involved</p> <p>When Mary heard news of the outbreak of the Crimean War, she would have known some of the British officers and men involved from her father's day, so she wanted to help. She also felt that she had the nursing background that made her a valuable asset</p> <p>5. She was interviewed but not accepted</p> <p>When she answered Florence's call for nurses she came to England to join her team of nurses, she was interviewed but not accepted. As one recent biographer writes: 'To the organisers, Mary was 'no lady': she was a large black woman wearing parrot coloured clothes with a loud laugh and a defiant air. Certainly, she was used to being her own boss'.</p>		

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			<p>6. She found the money herself to make the journey to the Crimea Mary was a mature, opinionated, woman who was confident and determined enough to deal with this set back. She found the money herself to make the journey to the Crimea in Russia where set up the 'British Hotel' which was a sort of clinic cum restaurant and takeaway.</p> <p>7. She was ready to dash to the battlefield Unlike Florence, Mary would be ready to dash to the battlefield carrying dressings, food and drink (including sherry as an antiseptic).</p> <p>8. Her approach to nursing was quite different to Florence Nightingale's Her approach to nursing was quite different to Florence Nightingale's. Mary would cheer the patients up with a hug and the odd swig of wine! while Florence was worshipped for the incredibly efficient way she ran the wards.</p> <p>9. After the war she was left bankrupt When the war was over, many soldiers left without settling their debts, so Mary was left bankrupt. So popular was she that a fund was set up to help her and a massive party was held over four nights for the launch of her book Wonderful Adventures of Mary Seacole in Many Lands.</p> <p>10. Awareness of Mary's career has improved in past 30 years When Mary died in 1881, her celebrity died with her. But over the last 30 years or so, people's awareness of Mary's career has improved and she now proudly boasts her own statue outside StThomas' hospital in London. Within the BAME community and far beyond, Mary has become a role model for nurses and others who recognise her holistic approach, the warmth of her compassion and her good humour.</p>		
		 	<ul style="list-style-type: none"> Florence was born in Embley in Hampshire. Find this on a map and reflect how close that is to Itchen Abbas. Her family were wealthy, so why did Florence Nightingale put herself in danger by going to the Crimea? CLASS What did she do to improve the lives of the soldiers when she arrived in the Crimea? Begin to consider the long lasting changes Florence Nightingale had on hospitals. Know the cause of her changes and the consequences on modern medical practices 		
			<ul style="list-style-type: none"> Did Mary Seacole and Florence Nightingale know each other? What evidence do we have that tells us about their relationships? Both were women and born in 1820. What was the role of women in this time? Mary was mixed race. Is there evidence that shows prejudice against people of mixed race gave her more challenges to overcome? Consider slavery and the British Empire. CLASS <p><i>NOTE: BE VERY CAREFUL IF LETTING CHILDREN RESEARCH THIS ONLINE – MANY WEBSITES REFER TO MARRIAGE AND SEXUALITY WHICH MAY NOT BE APPROPRIATE</i></p> <ul style="list-style-type: none"> Does this change how you feel about their achievements? Would their achievements have been so significant if they had been men in this time? 		
			<ul style="list-style-type: none"> Split the class in two to write a balanced argument of their views. Thinking about the impact both women had in the Crimea, who do you feel was most significant thinking about the criteria we looked at in lesson 1. When we think about the consequences of their actions and long term impact, who was most significant. 		

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| | | | <ul style="list-style-type: none"> Each group to present their views to the other then discuss their final answer to who was most significant referring to the criteria. | | |
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Hedgehogs Cycle B (Yr 1 & 2)	Unit of Work Title	Threshold a	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn	Toys - Changes within living memory, changes in national life <i>Would you prefer to play with your Grandparents toys or yours?</i>		<ul style="list-style-type: none"> We are going to learn about how toys have changed over time. Know the language of time – old, older, new, newest Place children on a simple time line against other important adult in their lives. When were you born? 	What toys did your parents play with when they were young? What do you know about what your parents played? How do you know?	Old, older, new, newest, same, different, similar, families, communities, traditions, museum, museum guide, curator, researcher, artefact, interpret
			<ul style="list-style-type: none"> We are going to look at artefacts. These are objects and photographs that can teach us about the past. Explore similarities and differences between modern and older toys Listen to first-hand accounts and be able to ask questions School visit – Milestones Museum Compare aspects of the lives of children from the past with their own 		
			<ul style="list-style-type: none"> We are going to learn about what life was like for our parents and grandparents when they were children and how that has changed and why (think about changes to technology as the cause) Can they identify which toys are still popular and why? Can they identify which toys did not exist and understand that this was because of changes that have happened to technology. Did different societies have different toys? Can you find out about any toy crazes from the recent past?		
			<ul style="list-style-type: none"> We are going to think historically. We want to show what history we have learnt to our families. What would we need to include? Enquiry – would you prefer to play with your Grandparents toys or yours? Outcome – make a toy museum with information about what each toy did and how it was aimed at. The museum to include comparisons of modern and old toys. 		
Spring	Event beyond living		<ul style="list-style-type: none"> Be able to put the events of the Great Fire of London in chronological order Know how long ago 1666 was and who was on the thrown (King Charles II – MONARCH) 		Sources, evidence,

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	memory – Great fire of London Why did the Great Fire of London burn down so many houses?		<ul style="list-style-type: none"> Share artefacts from the period and look at different sources. Similarities and differences with modern time? 	Do you remember when we learnt about historical explorers?	artefact, belongings, salvage, douse the fire, wooden house, sparks, gunpowder, explosives, past, old, new, long time ago, similar, different, history, historical account
			<p>Enquiry – What happened in Pudding Lane? (1666)</p> <ul style="list-style-type: none"> Children use their knowledge of now to think what Pudding Lane might be (bakeries, desserts?). What buildings could there be on Pudding Lane. Children make buildings. Teacher to set fire to them and record children's feelings (display) To know how they tried to put the fire out and compare with how we would do this today. To understand that the Great Fire had an impact and changes happened as a result and to be able to name some of those changes. CLASS, PARLIAMENT – Act for the Rebuilding of the City of London 		
			<ul style="list-style-type: none"> Outcome – to create a play depicting the events of the Great Fire of London to present to parents. 		
Summer	Significant Individual Mary Anning What did Mary do that was so special? https://www.famousscientists.org/mary-anning/ https://www.nhm.ac.uk/discover/		<ul style="list-style-type: none"> Why do we remember Mary Anning? She was someone who used clues to find out about the past – use clues to find out about Mary Anning. Refer to text Stone Girl, Bone Girl (English text) to infer about who she was. Identify Lyme Regis on a map. How far is this from Itchen Abbas? What facts can we share about Mary Anning including sequencing the main events of her life on a timeline. 	Last term we started to understand the characteristics of the past and how life was different for different sections in society. We saw this when we studied the Titanic in cycle B too. Hedgehogs Cycle A – Florence Nightingale and Mary Seacole significant people. How was life different for these two people?	Anatomy Coprolite Crocodile Curiosity Dinosaur Dragon Fossil Geological Society Geology Ichthyosaur Lyme Regis Marine Natural History Museum Palaeontologist
			<ul style="list-style-type: none"> What did Mary do that was so special? Develop a more sophisticated understanding of the significant events in Mary Anning Life and be able to order them. 		
			<ul style="list-style-type: none"> Mary Anning was born in 1799. What was life like for women in this time? What jobs did they have? How were they expected to live? Mary's family lived in poverty? Speculate how this influenced how Mary lived. CLASS Which other people were important in Mary's life and why? Richard Anning, Mary Moore. Joseph Anning, Thomas Birth, Georges Cuvier 		
			<ul style="list-style-type: none"> What challenges did Mary need to overcome? CLASS Investigate what sort of person Mary was and how these qualities helped her to succeed in a man's world (brave when she walked under the rocks that fell down when looking for fossils, clever because when could tell how all the bones fitted together in a 		

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	mary-anning-unsung-hero.html		dinosaur skeleton, determined to do everything she could to get enough money for the family after her father died, curious to know more about fossils and dinosaurs etc).		Plesiosaur Pterodactyl Reptile Royal Society Science Skeleton
			<ul style="list-style-type: none"> What do we know because of Mary Anning? Look at her sketches and learn that these are sources of evidence. Children demonstrate that people were only just beginning to understand that dinosaurs and other creatures existed in the past. Why were her achievements not celebrated more in her lifetime? 		
			<ul style="list-style-type: none"> Children to justify their views on how and why Mary Anning should be remembered using the following scenario: In Lyme Regis they are going to improve their museum dedicated to Mary Anning. It will cost a lot of money and the Council are not sure she deserves all this money being spent on her. Children to use their ideas from last week to create a commemorative poster on Mary Anning and what we should remember about her and how her life has influenced now. This will be shared with the museum to help them. 		


Otters Cycle A (Yr 3 & 4)	Unit of Work Title	Thresh old	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn	The Roman Empire and its impact on Britain		<ul style="list-style-type: none"> Be able to place the Roman age in chronology and have a brief understanding of what was happening throughout the world. 753 BCE – 476 AD CIVILISATION, MIGRATION, POWER	In Hedgehogs we explored evidence to help us understand and interpret different life was under the reign of different Queens. We have learnt that there are causes and consequences from history when we saw how the Titanic changed sea travel and safety.	Empire, invasion, army, military, legion, cohort, Britons, tribes, territory, artefacts, villa, architecture, administration (councils, taxes, officials etc), conquers, Italy, Rome, slavery,
	How did the Romans' change the lives of Britain's forever?		<ul style="list-style-type: none"> What do our interpretations of artefacts we have found help us understand about the Romans? Visit to Fishbourne or Rockbourne or Fishbourne Roman Villa 		
			<ul style="list-style-type: none"> Enquiry – Why did the Roman Emperor Claudius leave hot Italy to invade wet Britain? What would England be like if he hadn't? Know the reasons for the Roman invasion and that they also invaded and visited other counties (Roman Emperors were considered Pharaohs in Egypt) Understand why the Roman army were so successful – politics of Rome and administration. 		

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			<ul style="list-style-type: none"> Compare the Roman period of UK with Iron Age – what changes / similarities were there Know the long lasting impact of the Romans on Britain and how this has impacted on modern life (toilets, roads, language and place names, buildings, architecture) 	In Hedgehogs you used historical language and thinking to hold a debate about the Titanic. Last term you used these skills to write a report about prehistoric times.	Archaeologists Archaeological dig
			Outcome – Create a TV documentary on why the Romans invaded Britain and the long lasting impact this had.		
Spring	Anglo-Saxons and Scots How great really was King Alfred?		<ul style="list-style-type: none"> Understanding the chronology of the period (410 – 1066 AD). Understand links between Romans and Anglo Saxons – that the periods cross over and how they relate. MIGRATION, POWER, MONARCH	In Squirrels, we learnt that the Great Fire of London happened in 1666 IN Hedgehogs you learnt when prehistoric man existed <ul style="list-style-type: none"> Stone age (8000 – 4000 BCE) Bronze Age – (3000 BCE – 1200 BCE) Iron Age – (500 BCE – 332 BCE) You learnt the Roman Empire was 27 BCE – 476 AD In Hedgehogs, you learnt that changes in what tools prehistoric man used helped us develop an understanding of what life was like. Last term, we learnt how our interpretations of artefacts help us understand the Roman Empire? In Hedgehogs, you learnt that ship designs and safety measures were changed due to the Titanic. Last term we learnt how changes to how prehistoric man lived were caused by developing farming techniques. You also learnt that the cause of the Roman Empire invasion of Britain was to look for riches in	archaeologists Invasion, settlement, Christianity, pagan, migrants, origins, conversion, occupation Archaeological dig
			<ul style="list-style-type: none"> Learn about the Anglo-Saxon Chronicles Explore sources of evidence and interpretations regarding views of Alfred the Great Explore sources of evidence on the way of Saxon life for different levels of society – CLASS Understand why Alfred is portrayed as ‘great’ and explore different interpretations from different sources Why was Winchester so important? 		
			Enquiry – Alfred the Great; how great was he? <ul style="list-style-type: none"> Understand the reasons for the Saxon Invasion. Explore the push and pull factors. Link back to the Roman’s Motives for invading – compare. Hypothesis about where the early Saxons settled and why. Know the key changes such as the coming of Christianity 		
			Outcome – children to present their views on King Arthur including why his statue is in Winchester and the importance of Winchester at that time.		

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				land, slaves and metals and what the consequences over time were.	
Summer	The Vikings to Edward the Confessor Do the Vikings deserve their reputation as warriors or where they here for trade?		<ul style="list-style-type: none"> Viking period = 793 AD- 1066AD. This means the Vikings period was the same as the Anglo-Saxons. Learn and review the chronology of the era from Romans through to Vikings and understand how each group responded to earlier civilisations as well as leaving their own characteristic mark (what changed, what stayed the same). CIVILISATION, MIGRATION, POWER, CLASS	You have learnt the chronology of the Roman Empire was 753 BCE – 476 AD and now we know the Anglo Saxons overlapped the Roman Empire (410 – 1066 AD) We learnt how our interpretations of artefacts help us understand the Roman Empire and that we know they settled in Britain as archaeologists have discovered their villas. Last term we thought like a historian to report on the importance of Winchester during Anglo-Saxon times.	archaeologists Raider, trader, warrior, barbarian, interpretation, reputation, monks, stereotype, provenance, judgement, accuracy, occupation Archaeological dig
			<ul style="list-style-type: none"> To interrogate sources of evidence and reasons for the Vikings bad reputation. To understand that the records of Monks until recently were our main source of evidence and why these may not be reliable – that we need to know the provenance of any account before reading judgements about it's accuracy. 		
			Enquiry – Do the Vikings deserve their reputation as warriors and barbarians? <ul style="list-style-type: none"> To explore that Vikings were raiders and traders but at different times Know the story of the raid on Lindisfarne School visit to Ufton Court for Viking and Anglo Saxon experience.		
			Outcome – Class debate and then each child to create a documentary of their choice entitled 'What where the Vikings Really Like?		


Otters Cycle B (Yr 3 & 4)	Unit of Work Title	Thresh old	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn	The Mayans (Getting to Grips with the Mayans) The Mayans were		<ul style="list-style-type: none"> Ancient Mayans (1800 BCE – 250 AD) Revise BCE / AD from Hedgehogs Compare with what was happening in Britain at the same time. Bronze Age – (3000 BCE – 1200 BCE) Iron Age – (500 BCE – 332 BCE) Understands the chronology of the period and compare and contrast with other periods studied including the Roman Empire CIVILISATION, GOVERNMENT, POWER, CLASS	Roman Empire 27 BCE – 476 AD Anglo Saxons 410 – 1066 AD Viking period = 793 AD- 1066AD We learnt how our interpretations of artefacts help us understand the Roman Empire and that we know they settled in	Slash and burn, irrigations, terrain (jungle and mountain), temple, excavation, cosmology and

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	considered an advanced civilisation. So why did it collapse?		<ul style="list-style-type: none"> Understand that sources of evidence, such as artists reconstructions are based on evidence and speculation and may not be accurate Explore the Codices and Mayan pyramids and their stone carvings and inscriptions 	<p>Britain as archaeologists have discovered their villas. We learnt how the Roman Invasion impacted on life in Britain during the Anglo-Saxon times.</p> <p>will have learnt about the reasons and the impact the Viking invasion had on lives in Britain.</p> <p>In Hedgehogs you used historical language and thinking to hold a debate about the Titanic.</p> <p>You also used these skills to think like a historian to justify their views on the Vikings.</p>	<p>cosmogony, domestication, obsidian, pyramid, hierarchy, class system and society structure, trade and merchants, astronomy, BCEE (before common era) CE (common era) chronological order Ancient civilisation</p>
			<p>Enquiry - When so much of the land they lived on was mountain and jungle, why did the Maya manage to become so important?</p> <ul style="list-style-type: none"> Understand the significance of mathematical and written systems on the success of the Mayans and how advanced they were in their understanding of the world Know how the Mayans lived and how their civilisation advanced due to new techniques such as farming and domestication of crops. Compare farming in Mayan times to farming now in our local area. Compare and contrast early Mayan civilisation with prehistoric man and later Mayan civilisation with Roman period. Plot places on a map of the world 		
			<p>Outcome – Balanced argument - why do you think the Mayan Civilisation collapsed and the cities abandoned?</p> <p>https://mayaarchaeologist.co.uk/teachers/teacher-resources/maya-lesson-plans-ks2/</p>		
Spring	British Study that extends beyond 1066 How has entertainment changed and what impact has this had on the health of the nation?		<ul style="list-style-type: none"> 20th and 21st century Britain What was happening around the world at the same time? World Wars, Scientific discoveries, etc. What events caused these changes to occur? <p>GOVERNMENT, CLASS</p>	<p>In Hedgehogs, you learnt about Toys that your family would have used when they were younger and the causes of changes to toys over time</p>	<p>Broadcast, century, decade, entertainment, leisure, invented, popular, technology, holiday, pass times, cinema, sport, revolutionary</p>
			<ul style="list-style-type: none"> Be able to select and justify different sources of evidence and explain how the interpretations of these sources will influence our understanding of what life was like. 		
			<p>Enquiry- How has entertainment and leisure changed throughout the 20th century?</p> <ul style="list-style-type: none"> Organise relevant historical information to identify similarities and differences in leisure and entertainment and speculate on reasons for these. 		
			<p>Outcome – Debate the effects of technology over time to physical health. Explain</p>		
Summer	Changes in Britain from the Stone		<ul style="list-style-type: none"> Learn about BC / AD and prehistoric Stone age (8000 – 3000 BC) Bronze Age – (3000 BC – 1200 BC) 	<p>Roman Empire 27 BCE – 476 AD Anglo Saxons 410 – 1066 AD Viking period = 793 AD- 1066AD</p>	<p>Prehistoric Stone age, iron age, bronze age,</p>

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	Age to the Iron Age		Place the time periods on a time line, compare similarities and differences between the periods (houses, farming, use of tools) and other countries (cave painting in Chauvet, France, pottery in China, Ancient Egypt, Indus Valley, Sumerians, Ancient Greeks, Ancient Romans	In studying these periods, you interpreted sources of evidence to learn about the past. What can you remember? We also considered how the consequences of events caused changes from the Roman migration and invasion.	BCE (before common era) CE (common era) chronology, Neolithic, Palaeolithic, Mesolithic (lith means stone), shelter and settlement, hunter / gatherer (foraging), ancestors, ice age, glacial, archaeology, tanning, climate, smelting, trade archaeologists
	Was prehistoric man just a simple hunter gatherer?		Use a variety of sources of evidence including Skara Brae, Amesbury Archer and Stone Henge (Wiltshire). Children will need to understand that there is only archaeological evidence about these period. Consider the validity of the sources – why are people from these periods were portrayed as unsophisticated? Is this accurate?		
		 	Enquiry – is it true to say that Stone Age to Bronze Age man was just a simple hunter gatherer only interested in food and shelter? What are the causes and effects of how people lived? Enquiry – What changes do the use of metals cause? How has the Iron age effected/ changed how we live today? Outcome – Create a non-fiction text page to answer the 2 enquiries School visit to Buster Iron Age Farm – first hand experience MIGRATION – see this article link below https://www.nhm.ac.uk/press-office/press-releases/ancient-dna-shows-migrants-introduced-farming-to-britain-from-eu.html		

Foxes Cycle A (Yr 5 & 6)	Unit of Work Title	Threshold Concepts	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn	Earliest Civilisations of All What do civilisations need to succeed?		<ul style="list-style-type: none"> What is a civilisation? What are children's ideas? What are the definitions? What is culture? How are these the same / different? What do you remember from Mayan civilisation in Otters? Know that there are 4 civilisations which are believed to be the earliest: Ancient Egypt, Indus valley, Sumer (Mesopotamia Modern Iraq) • Shang dynasty China. Children to place the chronology of when these periods began and how long they lasted on a timeline Compare all early civilisations on a time line plus other periods studied so far Locate the civilisations on a globe / map. Civilisation – a human society with its own social organisation (written records, system of government) and culture. 	https://www.cononleyprimary.org.uk/sites/default/files/uploads/media/files/2021-earliest-civilisations-and-ancient-egypt.pdf Roman Empire 27 BCE – 476 AD Anglo Saxons 410 – 1066 AD Viking period = 793 AD- 1066AD Stone age (8000 – 3000 BC) Bronze Age – (3000 BC – 1200 BC) Ancient Mayans (1800 BCE – 250 AD)	Administration Fertile Calendar Hierarchy Cities Irrigation Civilization Location Climate Mathematics Elite


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		CIVILISATION, GOVERNMENT, POWER, CLASS, MONARCH	<p>We can use this knowledge we have learnt to compare chronology of the world. We can build our overview of ancient civilisations by remembering what was significant about the Mayans</p> <p>In Hedgehogs in Geography, we thought about why rivers were important and how they impact people’s lives.</p>	<p>Number system Time Writing Farming</p>
		<p>What does a civilisation need to grow and succeed What do the locations of the earliest civilisations have in common?</p> <p>Locate the civilisations on a globe / map. What do you notice? All in a similar position and located near to at least 1 river. Why do you think this is? Link to Geography topics on rivers</p> <p>Why rivers were important: (drinking water, fertile floodplains for agriculture, transport)</p> <p>Consider why these conditions enabled civilisations to grow and succeed; rivers and climate helped settlements to become established. Population grew because enough food could be produced to feed the people. Systems of government became established so people could live together by the same rules. Beliefs, art, music were shared by people. Forms of writing were created for communication and keeping records.</p> <p>Cause and Consequence (situation ion globe/ temperate climate, location next to a river = right conditions for settlements to grow and flourish over time to become civilisations)</p> <p>Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society</p>		

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		 	<p>Ancient Sumer – 600BCE – 1750 BCE Indus Valley 7000-600 BCE Shang Dynasty – 1600-1046 BCE Ancient Egyptians - 3100 – 322 BCE</p> <p>Over the next three weeks, investigate the different civilisations to find the following:</p> <ul style="list-style-type: none"> - Approximate dates /duration of each civilization Location of each civilization and importance of climate and major rivers. Identify the main shared characteristics of each civilization through research (geographical location, written language, mathematics, measuring time, laws, governance, cities, metals, wheels, pottery etc) Identify differences between attributes/ achievements and firsts/earliest or greatest (size, longest, tallest etc) 		
			<p>Outcome - present a factfile identifying at least 3 attributes all four civilisations had in common.</p> <p>Compare their advanced state to what Britain was like in this times.</p> <p>Give valid reasons for their choice of which civilisation was the most significant (they can state they are equal but must cite examples and reasons why.</p>		
Spring	<p>Ancient Egyptians (Everyday life in Ancient Egypt)</p> <p>What similarities and differences are there between Ancient Egypt and other civilisations?</p>		<ul style="list-style-type: none"> • Ancient Egyptians (3100 – 322 BCE) • Now what was happening around the world at the same time: • Ancient Mayans (1800 BCE – 250 AD) • Compare with what was happening in Britain at the same time. Bronze Age – (3000 BCE – 1200 BCE) • Iron Age – (500 BCE – 332 BCE) <p>CIVILISATION, GOVERNMENT, POWER, CLASS, MONARCH</p>	<p>Roman Empire 27 BCE – 476 AD Anglo Saxons 410 – 1066 AD Viking period = 793 AD- 1066AD Stone age (8000 – 3000 BC) Bronze Age – (3000 BCE – 1200 BC) Ancient Mayans (1800 BCE – 250 AD) Sumer – 600BCE – 1750 BCE Indus Valley 7000-600 BCE Shang Dynasty – 1600-1046 BCE</p>	<p>Tomb painting, pharaohs, burials, rituals, mummification, afterlife, hieroglyphs BCEE (before common era) CE (common era) chronological order Ancient civilisation</p>
			<ul style="list-style-type: none"> • Be able to select and justify different sources of evidence and explain how the interpretations of these sources will influence our understanding of what life was like. 	<p>In Otters you learnt how changes to how prehistoric man lived were caused by developing farming techniques. You also learnt that the Roman Empire invaded Britain to look for riches in land, slaves and metals. You also learnt how the Roman Invasion impacted on life in Britain during the Anglo-Saxon times. will have learnt about the reasons and the impact the Viking invasion had on lives in Britain.</p>	

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				You also learnt about hieroglyphs and inscriptions we have found from the Mayan Civilisation.	
		<p>Enquiry- What did Ancient Egypt have in common with other civilisations at the time?</p> <ul style="list-style-type: none">● Organise relevant historical information to identify similarities and differences with other civilisations and speculate on reasons for these.● Understand the impact of status on lifestyle. Compare similarities and differences with modern society in Egypt / UK● Know that the Nile played a vital role in the development of the Ancient Egyptian civilisation and that other geographical factors would have influenced other civilisations. Refer to geography topics on Rivers● Compare in more detail with Ancient Mayan civilisation, focus on what they had in common.	<p>In Hedgehogs you learnt how changes to how prehistoric man lived were caused by developing farming techniques. You also learnt that the Roman Empire invaded Britain to look for riches in land, slaves and metals.</p> <p>Yr 5's learnt how the Roman Invasion impacted on life in Britain during the Anglo-Saxon times.</p> <p>will have learnt about the reasons and the impact the Viking invasion had on lives in Britain.</p>		
Summer	NO HISTORY UNIT THIS TERM				

Foxes Cycle B (Yr 5 and 6)	Unit of Work Title	Threshold Concepts	End Point - Key concepts, knowledge / skills specific to this unit/	Retrieval of Previous Learning	Key vocabulary
Autumn	The Legacy of Ancient Greece		<ul style="list-style-type: none"> • Know the chronology of Ancient Greek civilisation (700-480 BCE) CIVILISATION, GOVERNMENT, POWER, CLASS, MONARCH 	<p>Roman Empire 27 BCE – 476 AD</p> <p>Anglo Saxons 410 – 1066 AD</p> <p>Viking period = 793 AD- 1066AD</p> <p>Stone age (8000 – 3000 BC)</p> <p>Bronze Age – (3000 BCE – 1200 BC)</p>	<p>architecture, theatre, Olympics, Politics, democracy, oligarchy, tyrants, legacy, ostrakon,</p>
			<ul style="list-style-type: none"> • Enquiry - How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? 		



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	What impact have the Greeks had on our society?		<ul style="list-style-type: none"> Develop an awareness of the need to be careful when generalising from historical evidence and sources 	<p>Ancient Mayans (1800 BCE – 250 AD)</p> <p>Sumer – 600BCE – 1750 BCE</p> <p>Indus Valley 7000-600 BCE</p> <p>Shang Dynasty – 1600-1046 BCE</p> <p>Refer to time after – Roman (27 BCE – 476 AD)</p> <p>In Otters you learnt about hieroglyphs and inscriptions we have found from the Mayan Civilisation and artefacts from Egypt help us interpret and understand life then.</p>	legal system, juror, philosophy
			<ul style="list-style-type: none"> To know about the lives of significant Greek people and their impact on society including the arts, theatre and sport Understand how democracy began in Ancient Greece and why this system evolved Research the lives and roles of women in Ancient Greece (including Sparta). Compare with the lives of men through a debate. Compare with modern culture in the UK and wider world. 		
			Outcome – What impact have the Greeks had on our society? Children to present their findings as a historian in the form of their choice using the correct historical vocabulary and drawing upon evidence and their interpretations.		
Spring	Kings and Queens		<ul style="list-style-type: none"> Understand the chronology of 1066 – 2020 1066 – William the Conqueror John 1199-1216 Norman (Genghis Kahn) 	Previously we have learnt about the Romans (Otters) who were just before this period and the	Monarchy / monarch, parliament,

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	Beyond 1066 The Changing Power of the Monarchy pack		<ul style="list-style-type: none"> James I 1603-1625 Stuarts (Shakespeare, Late Renaissance, Taj Mahal built) Queen Anne 1702-1714 Stuart (Industrial Revolution, French Revolution) Queen Victoria 1837-1901 Victorians (Charles Darwin, Sigmund Freud) <p>GOVERNMENT, POWER, CLASS, MONARCH</p>	<p>Titanic (Hedgehogs) which was just after.</p> <ul style="list-style-type: none"> 1066 – Vikings have ended, Roman influence is coming to an end Titanic 1911 (influences of Victorian reign) 	power, prime minister, Democracy
	Why does parliament rule the country rather than the monarchy?		<ul style="list-style-type: none"> Enquiry – Why does parliament rule the country rather than the monarchy? Who has had power in England? How has this changed over time? Interrogate sources of evidence and investigate how power shifted from monarchy to parliament and why 	We have previously learnt about how democracy evolved in Ancient Greece. We learnt about Athenians assemblies and councils and how that influenced our democracy. (Foxes A)	
			<ul style="list-style-type: none"> Have an overview of four monarchs, when and where they reigned. (King John, James I and VI, Queen Anne, Queen Victoria) Have an overview of the events in each monarchs reign and how this affected the relative power of the monarch or parliament. What were the causes and consequence of the changes in power? Reflect on the life and times of Queen Elizabeth II and King Charles III 	<p>We previously learnt about Edward the Confessor and that the English throne was not hereditary but passed on through the Witans (royal advisors) (Otters)</p> <p>But, Alfred the Great became king because his older brother died and the crown was passed to Alfred when his father died (Otters)</p>	
			Outcome – Create a documentary showing how power has changed over the time of these monarchs. Compare with our current system (include any current affair such as Brexit / Pandemic). Speculate for the future – who should have power now? Does are current system work? Think back to Ancient Greek Democracy.	<p>Use of appropriate historical accounts</p> <p>Use of historical vocabulary</p> <p>Exploration of the evidence and interpretations</p>	
Summer	Study of aspect of British History		<p>Understand when the war started and finished.</p> <p>Recall key dates and events during the war using a timeline.</p> <p>GOVERNMENT, POWER, CLASS, MIGRATION</p>	In Hedgehogs, you learnt about a significant British event (The Great Fire of London) and explored how these events of time changed our lives now.	war, chronological, evacuation, rationing, holocaust,
			<p>Enquire – What was life like for the following groups of people during the war?</p> <p>- Children</p>		

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	Battle of Britain (WW2)		<ul style="list-style-type: none"> - Woman - Jews 	<p>In Hedgehogs, you learnt about significant British event (The Titanic) and explored the causes and consequences.</p> <p>In Otters, you learnt about significant British periods (Iron Age, Stone Age, Romans) and explored the causes and consequences of these periods.</p>	sacrifice, bravery, Nazi
	How have our lives been changed because of the war?		<p>Can explain which countries and key individuals were involved in the war.</p> <p>Provide some understanding of why the war started.</p> <p>Communicate/ explain some of the changes and consequences that have occurred as a direct result of the war. How have our lives been changed because of the war?</p>		
			<p>Outcome: Write a diary entry from the perspective of one of the following: evacuee, woman, Jew.</p> <p>Children to show understanding by recalling facts and events that contributed or impacted these people's lives.</p>		