



# **SHERINGDALE**

**History**  
**Medium Term Planning**  
**2024-2025**

**“From developing a basic understanding of the past in EYFS, to analysing, questioning and challenging sources and information different periods of history in Year 6, children are always developing historical skills whilst building on their understanding of historical eras, making links and connections between different time periods.”**

For each unit:

- ➔ First lesson to include ‘Why we are learning about this topic’ at the start of the lesson + introduce the **explanation** question.
  - Studying history leads to a coherent knowledge and understanding of Britain’s past and that of the wider world; to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- ➔ Rest of the lessons to include sticky knowledge at the start of each lesson + **explanation** question + recap of the timeline.
- ➔ Focus is on using sources to develop substantive knowledge and to build disciplinary knowledge, increasing in complexity through the key stages.
- ➔ Look at the Prior knowledge at the start of each unit to know what knowledge to recap.
- ➔ Each lesson has a disciplinary focus which should continually keep being referred to explicitly.
- ➔ There should be challenge for each lesson.

Evergreen vocabulary (can be used in all lessons in all years)

- evidence
- source
- primary source
- secondary source
- chronology
- past and present
- reliable
- bias
- rich and poor
- theory
- extract
- account
- consequence

For the consolidation lesson:

- ➔ All to answer retrieval questions; GD shown through extended answer.
- ➔ Help children to layout answer and have key vocabulary available.
- ➔ Focus is on an historical answer, use of key vocabulary, inclusion of sticky knowledge.
- ➔ References to specific sources can be made.
- ➔ All answers must use the information learnt throughout the topic.  
E.g. “The Ancient Maya: Savages or Sophisticates?” to include an overview of evidence supporting each statement, reference to bias and unreliability of certain sources, and the pupils’ personal conclusion based on the evidence.

# EYFS

Three and Four-Year-Olds		<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Use a wider range of vocabulary</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World (Past and Present)	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
	Greater Depth Statements	<ul style="list-style-type: none"> <li>• Having read a text in class, consider and answer questions such as: what real people, places and events can we compare this to?</li> <li>• Did events in the books' past impact its present?</li> <li>• If you changed one thing, would it affect the rest?</li> <li>• Look at pictures of past and present: what's different? What's the same?</li> <li>• Discuss images of royalty: still have royalty but it changes.</li> <li>• Comment on knowledge learned from reading to compare and contrast to modern day</li> </ul>

## Year 1

### Autumn –

## Why was the King's coronation so important?

Key vocabulary: King, Queen, sovereign, ceremony, coronation, sword, throne, Westminster Abbey, crown, sceptre, orb

Sticky Knowledge:

- What is the full title of the King? (King Charles III)
- What is a coronation? (ceremony crowning a King or Queen)
- How was the coronation celebrated? (a ceremony in London; a bank holiday and events for the country)
- Why is the Crown important? (It shows a link between all British Kings and Queens)

WALT: understand who the King is (historical significance – I can point out which people were historically important)

- Explain the Royal Family from Queen Elizabeth II
- Explain who King Charles III is
- Talk about the duties of the King (and Queen)

WALT: understand what a coronation is (historical significance – I can point out which people were historically important; using evidence – pick out information from sources; find answers to simple questions about the past from sources of information)

- Look at pictures and videos of the coronation and identify significant people

WALT: understand if the coronation was in the past or present (historical significance – I can point out which people were historically important; using evidence – pick out information from sources; find answers to simple questions about the past from sources of information; chronological understanding)

- Show a timeline featuring the coronation and other important events such as pupil birth year(s)
- Look at sources of the coronation and identify how we can tell when they were made

WALT: discuss why Charles became King (cause and consequence – make comments why people did things, why events happened and what happened as a result)

- Look at sources from the day of the Queen's death
- Explain why it was Charles who became King and not his brothers or sister

WALT: find out how people celebrated the coronation (using evidence – pick out information from sources; find answers to simple questions about the past from sources of information)

- Sources show declaration of a bank holiday
- Photos and videos of coronation celebrations including street parties and special events

WALT: understand the importance of the crown in the coronation (continuity and change – point out some similarities and differences)

• Look at history of the crown, how it supposedly dates back to 11<sup>th</sup> century.  
Look at sceptre and sovereign's orb and their importance

WALT: answer the enquiry question, 'Why was the King's coronation so important?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.
- This may be largely a discussion answer depending on ability.

# Spring –

## How should we remember our monarchs?

Key vocabulary: reign, throne, queen, discovery, invention, monarch, change, ceremony, remember, sovereign

### Sticky Knowledge:

- What are the names of the three longest-lived queens?
- Name one important discovery or invention during the three queens' reigns.
- What type of source can we use to understand life from long ago?
- Put in chronological order the three queens.

WALT: discover which three queens of England are most remembered in history and why (**historical significance** – I can point out which people were historically important; **Interpretation** I can talk about some of the different ways that the past is represented e.g. a story and newspaper account)

- Read passages about each queen
- Grasp the idea of the past in powers of 5/10 chunks of years
- Give characteristics of each monarch

WALT: explore how different life was in England when the 3 queens were ruling (**Similarities and differences** I can point out some similarities and some differences between the ways of life different people living at the time I am learning about)

- Identify characteristics of each period
- Compare and contrast them

WALT: understand how we know about queens who lived long ago (**using evidence** – pick out information from sources; find answers to simple questions about the past from sources of information)

- Introduction students to concept of primary sources and evidence
- Match evidence to the monarch is it informing about
- What evidence is the same and what is different

WALT: discover what important changes happened when each queen ruled (**historical significance** – I can point out which events were historically important; **using evidence** – pick out information from sources; find answers to simple questions about the past from sources of information)

- using evidence, identify the best remembered inventions and discoveries of each age

WALT: answer the enquiry question, "How should we remember our monarchs?"

- Sticky knowledge questions
- Taking the mantle of the expert, design images of important changes from each reign – one per monarch.

# Summer – How has Southfields changed from past to present?

Key vocabulary: Southfields, railway, agricultural, shops, station, houses, high street, residential, public transport, factory, horse and cart, travel

## Sticky Knowledge:

- Where is Southfields?
- What year did the railway come to Southfields?
- What was Southfields like before the railway?
- What is Southfields like today?

WALT: share what we know about Southfields (historical significance – I can point out which people were historically important; using evidence – pick out information from sources; find answers to simple questions about the past from sources of information)  
Look at major human and physical features of Southfields and explain why they're important

WALT: find out what Southfields was like in the past (using evidence – pick out information from sources; find answers to simple questions about the past from sources of information)

- Examine sources showing the history of Southfields
- Explain how it was mainly agricultural

WALT: discuss the impact of the railway on Southfields (cause and consequence – make comments why people did things, why events happened and what happened as a result)

- 1889, the year the railway came to Southfields
- Increase in housing
- 1904 building of Frame Food factory, 1928 OK Sauce factory, 1926 London's first mosque

WALT: compare modern activities in Southfields to people in the past (similarity and differences – point out some similarities and some differences between the ways of life of people pupils are studying)

- What would people have done before the railways?
- What did they do after the railways?
- What do we do now that is similar and different? Mention Wimbledon tennis as well.

WALT: compare how we travel around Southfields to people in the past (similarity and differences – point out some similarities and some differences between the ways of life of people pupils are studying)

- Railway, buses and taxis

WALT: answer the enquiry question, 'How has Southfields changed from past to present?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

# Year 2

## Autumn –

### What was the Great Plague?

Key vocabulary: plague, endemic, outbreak, sanitation, clergymen, physician, apothecary, quarantine, conditions, population, chamber pot, cesspit, dispose, recycling, medicine, modern

#### Sticky Knowledge:

- What city did the Great Plague affect?
- What was London like at the time of the Great Plague?
- Why did it spread so easily?
- Did the rich and poor experience the plague in the same way?

WALT: understand why the plague was called “great” and how it started (cause and consequence – pick out some reasons for and results of people’s actions and events)

- It lasted for an entire year
- Killed an estimated 100,000 people
- Was only called “Great” afterwards as it was the last widespread outbreak of plague in England
- London had always had the plague, spread by fleas on rats brought from Asia (India) and through Europe during trading voyages

WALT: understand what life was like in London at the time of the Great Plague (using evidence – say which sources (from a selection ) are likely to be the most useful for a task; can answer questions such as: ‘what was it like for a..?’, ‘what happened in the past?’, ‘how long ago did...happen?’)

- Look at a range of sources to determine what life was like in London.
- Include a range of experiences; how people travelled etc
- Life inside and outside the city walls

WALT: determine how life in London caused the plague to spread and if the same would happen now (change and continuity – point out some similarities and differences between aspects of life at different times in the past)

- How was London built? Closeness of homes
- No sanitary works
- Compare to today

WALT: examine if all peoples experience of the plague was the same (similarity and difference – describe some similarities and differences between aspects of life)

- What did the poor do?
- What did the rich do?
- What did clergymen, physicians and apothecaries do?

WALT: judge which event we think was the most important factor in the ending of the plague (**historical significance** – can talk about who or what is important; **using evidence**; **interpretation** – use information from more than one source in an answer)

- Impact of the Great Fire
- Rebuilding of the city
- Quarantine of shipping and people
- Burnt itself out

WALT: answer the enquiry question, 'What was the Great Plague?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Spring – Why was the Great Fire of London a significant event?

Key vocabulary: spread, rebuilt, diary, foreigners, punishment, population, mayor, troops, gunpowder, navy, architects, declaration, monument

Sticky Knowledge:

- How did the Great Fire start?
- Why did it spread so quickly and so far?
- Who was to blame?
- How did it change how London was rebuilt?

WALT: understand how the Great Fire of London started (**cause and consequence** – pick out some reasons for and results of people's actions and events)

- Timeline of the fire starting and how it spread
- Explain it started at a bakery in Pudding Lane
- How the layout of London helped it spread

WALT: explore who was Samuel Pepys and why his diaries are helpful when understanding what happened in the Great Fire (**historical significance** – can talk about who or what is important; **using evidence** – say which sources (from a selection) are likely to be the most useful for a task; can answer questions such as: 'what was it like for a..?', 'what happened in the past?', 'how long ago did...happen?')

- Explain why he is important
- Look at extracts from his diary (rewritten if necessary)
- Which help us to understand what happened?

WALT: investigate why there are different accounts of how the Great Fire spread so easily (**using evidence** – say which sources (from a selection) are likely to be the most useful for a task; can answer questions such as: 'what was it like for a..?', 'what happened in the past?', 'how long ago did...happen?'; (**interpretation** – I can use information from more than one source in my answer)

- Layout of London and how it spread
- What the houses were made of
- What Pepys says in his diary



- Rudimentary fire service
- Who was to blame?

WALT: identify why the Great Fire of 1666 was worse than other fires (similarity and difference – describe some similarities and differences between aspects of life; interpretation – I can use information from more than one source in my answer)

- Hot summer, no rain
- Very windy
- Greater population levels
- Shoddy housing and continued use of timber
- Increase in maritime trading leading to storage of flammable products

WALT: understand how London was rebuilt to prevent another fire (change and continuity – point out some similarities and differences between aspects of life at different times in the past)

- The reconstruction of London Act
- Initial plans rejected
- Architectural styles
- Heights of private homes
- Building materials (brick and stone preferred)
- Wall thickness
- Street widths
- Building within 40 feet of the Thames
- Jetties and overhands banned

WALT: answer the enquiry question, 'Why was the Great Fire of London a significant event?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Summer –

### Mary Seacole and Florence Nightingale – How should we remember these key figures?

Key vocabulary: nurse, Crimea, sanitation, disease, racism, recognition, legacy, medicine, dressing hygiene/hygienic, soldier, wound, injured, heroine, motivation, St. Thomas', pioneer (Seacole): bankrupt, doctress, fund-raising, racism, prejudice, traditional/herbal medicine, rejected (Nightingale): ward, Scutari

Sticky Knowledge:

- Where were both Florence Nightingale and Mary Seacole nurses?
- Which people either allowed or inspired Florence Nightingale to go to Crimea?
- Why did people like Florence and why did they dislike her?
- What obstacles did Mary Seacole face in going to Crimea?
- Why did it take so long for Mary Seacole to be recognised?

WALT: understand who is Florence Nightingale and what did she do with her life (historical significance – can talk about who or what is important)

- Introduce Florence Nightingale, including timeline, and overview of her life.
- Touch on impact and legacy

WALT: find out what caused Florence Nightingale to go to Crimea (**cause and consequence** – pick out some reasons for and results of people’s actions and events)

- Moved by newspaper accounts of soldiers’ suffering in Crimea

WALT: examine if everyone had the same opinion of Florence Nightingale (**interpretation**

– I can use information from more than one source in my answer; **Using evidence** - I can say which sources (from a selection) are likely to be the most useful for a task I can ask and answer questions such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?)

- What did she do there
- Male army doctors didn’t initially want her help
- General Sir John Burgoyne didn’t like her
- Soldiers loved her (*The Lady with the Lamp*)
- Recognition and adulation

WALT: understand who was Mary Seacole (**historical significance** – can talk about who or what is important; **Using evidence** - I can say which sources (from a selection) are likely to be the most useful for a task I can ask and answer questions such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?)

- Introduce MS, including timeline, and overview of her life.
- Touch on impact and legacy

WALT: decide if Florence Nightingale rather than Mary Seacole should have her statue at St. Thomas’ Hospital (**similarity and difference** – describe some similarities and differences between aspects of life)

- Why MS deserves a statue
- Why FN deserves a statue
- Why unfair to put MS’s statue there
- How MS has been overlooked for 200 years

WALT: answer the enquiry question, ‘Mary Seacole and Florence Nightingale – How should we remember these key figures?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

# Year 3

## Autumn –

### How did life change from the Stone Age to the Iron Age?

Key vocabulary: Prehistoric period, archaeological periods, stone age, bronze age, iron age, hunter-gatherer, farmer, archaeologist, flint, reconstruction, excavation, artefacts, preserved, metal work, moulds, pottery, holy place, solstice, Salisbury, grain, quern stone, fort weaving, plough,

#### Sticky Knowledge:

- What are the three archaeological periods in the prehistoric period?
- Roughly how long ago was the Stone Age in Britain?
- How has Skara Brae informed historians?
- What is one feature of how life changed during the Bronze age?
- Why is Stone Henge a mystery?

WALT: understand when the Stone Age was and how life developed within it (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as ‘how did people...?’ ‘What did people do for...?’; interpretation – compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences)

- Pupils grasp that the term Stone Age covers an enormous period of time and that the period covered in the lesson is from about 9,000 years ago
- they can explain what the view of Stone Age man used to be: spending all day simply hunting and gathering;
- they can demonstrate understanding of four key pieces of evidence to show Stone Age man was not primitive: making and using tools, fashioned from flint and wood; proper burials; hunting ceremonies; organised way of life;
- they can make simple deductions about life style based on evidence;
- the most able can grasp that the Stone Age was a massive period of time and that most finds come from the very late Stone Age

WALT: explore what Skara Brae is and what it can tell us about life in the Stone Age (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as ‘how did people...?’ ‘What did people do for...?’; interpretation – compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences)

- By examining evidence, what can we learn about what was life and how it changed? Focus on change from hunter-gatherers to settling into farming communities.

WALT: understand when the Bronze Age was and what was life like (continuity and change – describe some changes in the historical period pupil is studying)

- Bronze replacing stone as the best tool
- Production of weapons and jewellery
- Elaborate burial ceremonies
- Examining other archaeological finds to learn more about Bronze age life

WALT: explore why Stone Henge was built (cause and consequence – suggest reasons for and results of people’s actions and events; interpretation – compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences)

- Look at a range of different interpretation as to why it was built
- Discuss why it’s so hard to have a definite answer

WALT: understand how much did life change during the Iron Age and how do we know? (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as ‘how did people...?’ ‘What did people do for...?’; continuity and change – describe some changes in the historical period pupil is studying)

- Use evidence to compare the Iron age with Stone and Bronze.
- Creation of Warrior Kings and forts
- Settling and influence of Celtic people
- What they believed

WALT: answer the enquiry question, ‘How did life change from the Stone Age to the Iron Age?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Year 3 - Spring

### How has medicine changed through the ages? (thematic)

Key vocabulary: medicine, health, NHS, service, treatment, quarantine, hospital, field medicine, homeopathic (natural medicine), specialist, specialist treatment, diagnose, physician, apothecary, leeches, magic, revolution, smallpox, anaesthesia, antiseptic, bacteria, surgeon, hygiene, welfare (system), cradle to grave, tax

Sticky Knowledge:

- Which medicines were commonplace 900 years ago?
- What major inventions and discoveries happened during the Scientific Revolution?
- How did Joseph Lister’s discovery of antiseptics save lives?
- Why was the NHS created?
- What medicine is available today that wasn’t previously?

WALT: understand what was medicine like in the Stone Age? (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as ‘how did people...?’ ‘What did people do for...?’

- Use of herbs and roots in medicines
- The role of shamans

WALT: understand how people were treated during the Great Plague (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as ‘how did people...?’ ‘What did people do for...?’; similarity and difference – describe similarities and differences between some people, events and beliefs)

- Look at a different range of how people were treated included quarantine
- Treating plague publications
- What were the rich able to do?

WALT: explore how hospitals have changed (continuity and change – describe some changes in the historical period pupil is studying; similarity and difference – describe similarities and differences between some people, events and beliefs)

- Look at examples of early hospitals including field medicine
- Compare with hospitals today

WALT: understand who Joseph Lister was and his impact on medicine (historical significance – which people and events are more important)

- Introduce Joseph Lister, including timeline, and overview of his life.
- Discuss impact and legacy

WALT: understand why the NHS was created (cause and consequence – suggest reasons for and results of people’s actions and events; (historical significance – which people and events are more important)

- Look at life before the NHS existed
- Why is it still important today? Can focus on its free at the point of treatment compared to privatised healthcare

WALT: compare what medicine looks like today (continuity and change – describe some changes in the historical period pupil is studying; similarity and difference – describe similarities and differences between some people, events and beliefs)

- Draw similarities with older forms of medicine to today (e.g. how we still use nature in medicine and homeopathic treatments)
- What could only exist today (and why?)

WALT: answer the enquiry question, ‘How has medicine changed through the ages?’

- Sticky knowledge questions + open question
- Final open question, focus on GD layout + vocabulary + include a picture.

## Year 3 - Summer

### How did the civilization of Egypt wax and wane??

#### Key vocabulary:

Ancient, Civilisation, Pharaoh,  
Irrigation, Tutankhamun, Pyramid, Giza, Herodotus, Hatshepsut, Punt, expedition, trade,  
water travel, Akhenaten, Aten, Nefertiti, Hatshepsut, workshop of Tutmose,  
Tutankhamun, symbolism, Ramesses II, battle of Kadesh, Hittite, Poem of Pentaur,  
Ptolemy II, Alexandria, Cleopatra

#### Sticky Knowledge:

- How did the pyramids come to be built?
- For what reasons did the Egyptians trade?
- Why were Akhenaten's actions viewed differently?
- How did Ramesses II ensure that only his version of events should be remembered?
- What did the Ancient Egyptians use mummification?
- What is an impact they have had on the modern world?

WALT: explore who built the Great Pyramid at Giza (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as 'how did people...?' 'What did people do for...?')

- Read Herodotus's account of the building of the pyramid
- Using a range of sources, students to explain how the pyramids came to be built.
- Students to evaluate the usefulness of Herodotus as source

WALT: investigate why Hatshepsut sent an expedition to Punt (cause and consequence – suggest reasons for and results of people's actions and events)

- Students to investigate water travel in ancient Egypt
- Students recognise that they used different ships for different purposes
- Students explore different reasons why Egyptians traded using an account of Hatshepsut's expedition

WALT: discover what Akhenaten do that made him so hated (historical significance – which people and events are more important; interpretation – compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences)

- Introduce lesson by presenting the different Egyptian gods.
- Students review statements by Amenhotep IV and Akhenaten explaining what has happened and looking at how Aten is presented.
- Students discuss implications for different people of this change: priest, artist, everyday family, soldier, princess, considering the positives and negatives.

WALT: understand what happened to Akhenaten's successors? (interpretation – using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as 'how did people...?' 'What did people do for...?')

- Compare images of different pharaohs and identify differences.,
- Can students recognise different pharaohs based on their characteristic features.

- Introduce importance of family life with Nefertiti and the princesses.
- Looking at images of Tutankhamun and Ankhnesenamun – what do they show? How do we know they date from Amarna?

WALT: analyse why we remember Ramesses II. (**historical significance** – which people and events are more important; **interpretation** – compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences)

- Using extracts from Poem of Pentaur, and images of Ramesses II, students work to decide what happened based on the account Ramesses recorded in his temples.
- Discuss what happened at the battle of Kadesh – how did Ramesses achieve his aim?
- What might the Hittite version be like?

WALT: explore how the civilisation of Egypt end? (**Cause and consequence** - I can give some reasons for and results of historical events, situations and changes between periods I have studied; **interpretation** – compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences)

- Give some background information about Cleopatra, giving a simple explanation of Cleopatra's dilemma.
- Using copies of Plutarch's account of Cleopatra meeting Mark Anthony, make notes on what he was trying to achieve with his description.

WALT: answer the enquiry question, 'Who were the Ancient Egyptians?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Year 4

### Autumn –

## How did Ancient Greece influence our lives today?

Key vocabulary: artefacts, import, export, trade, ceramics, pottery, bronze, silver, civilisation, complex, invade, retreat, empire, militaristic, tyrant, democracy, ostracism, slave (helot), outnumber, city state, unified, victorious, revolt, spear, Olympics, *ekecheiria*

Sticky Knowledge:

- Why is pottery important an important object for understanding Ancient Greek life?
- What features of Athenian society still exist today?
- How were Sparta and Athens different?
- What is the impact of Ancient Greece on modern sports?

WALT: discover how we can know so much about the Ancient Greeks who lived over 2,500 years ago (**using evidence** – I can discuss sources of evidence in more detail and ask questions such as 'what was it like for a ... during ...?')

- Explore a range of sources that historians use including archaeology and written excerpts
- Draw explicit links to previous study of Ancient Egypt

WALT: explore what pottery can tell us about everyday life in Ancient Greece (using evidence – I can discuss sources of evidence in more detail and ask questions such as ‘what was it like for a ... during ...?’)

- Discuss how pottery shows scenes from everyday life
- Infer from images about what they considered beautiful or important

WALT: discover why Athens was so strong during this time (change and continuity – describe changes within periods and societies)

- Discovery of silver
- Centre of trade
- Location
- Why it fell (rise of Sparta)

WALT: understand what was so special about life in Athens that means we study it (historical interpretation - compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences)

- Excelled in theatre, philosophy
- Democracy
- Athletics (you return to this)

WALT: compare similarities and differences between Sparta and Athens (similarity and difference – describe similarities and differences between some people, events and beliefs)

- Focus mainly on Sparta
- Militaristic culture and freedoms of women
- Role of slaves

WALT: explore the influence of the Ancient Greeks on sports today (similarity and difference – describe similarities and differences between some people, events and beliefs)

- Ancient Olympic Games
- Many events from then still feature now
- Importance of *ekecheiria*
- Role of training

WALT: answer the enquiry question, ‘How did Ancient Greece influence our lives today?’

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

**Spring –**  
**What impact has the Roman Empire had on**  
**Britain?**



Key vocabulary: amphitheatre, aqueduct, election, forum, Londinium, Roman Governor, sewage, tribe, villa, Ceaser, sanitation, Boudicca, Hadrian's Wall, Icen

Sticky Knowledge:

- Who was living in Great Britain before the Roman invasion?
- Why was the Roman empire important?
- What is Boudicca remembered for?
- What was the purpose of Hadrian's wall?
- What is one legacy of Roman rule?

WALT: understand what Great Britain was like before the Roman invasion (using evidence – comment on the usefulness of different sources of evidence; use a source of evidence to answer and ask questions; ask questions such as 'how did people...?' 'What did people do for...?')

- Revisiting and going deeper on Celtic life from Year 3 Autumn, with a focus on things that changed under the Romans (no single political or cultural identity; large, independent tribes; not always living in peace)

WALT: understand what was the Roman civilisation and how did they invade? (historical significance – which people and events are more important)

- Explain what the Roman Empire was (and timeline) and how far it stretched
- Invasion under Caesar and Claudius

WALT: explore why Boudicca is a significant figure in British history (historical significance – which people and events are more important)

- Warrior Queen of the Icen people
- Why she revolted and what she did
- What she became a symbol for and how she has been used throughout history

WALT: understand why Hadrian's wall was built (cause and consequence – give some reasons for and results of historical events, situations and changes between periods) (choose the river you are visiting next week)

- Where and what is Hadrian's wall
- Why it was built
- Was it effective?

WALT: explore what changes happened in Britain during the Roman period of rule (cause and consequence – give some reasons for and results of historical events, situations and changes between periods)

- New towns, plants, animals, religion, reading, counting, naming, roads, sanitation etc
- How they exist today

WALT: answer the enquiry question, 'What impact has the Roman Empire had on Britain?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

# Summer – How have Explorers changed the world? (thematic)

Key vocabulary: Republic of Venice, merchants Silk Road, Mongol Empire, Kublai Khan, Spice Islands, Native Americans, Atlantic Ocean, circumnavigation, colonising, Pacific Ocean, pirate, Mariana Trench, ocean species, ocean currents,

## Sticky Knowledge:

- What was Marco Polo the first European to do?
- What impact did Marco Polo's exploration have on Europe?
- Why do some people remember Columbus as a villain?
- What did Sir Francis Drake do for Britain?
- What important discoveries did the HMS Challenger make?

WALT: understand how Marco Polo's discoveries influenced Europe (**cause and consequence** – give some reasons for and results of historical events, situations and changes between periods)

- Books of his travel
- The Silk Road
- Sharing culture between East and West
- Served Emperor Kublai Khan

WALT: discuss: Christopher Columbus – Hero or Villain? (**historical significance** – which people and events are more important; **interpretation** – suggest some reasons why there are different accounts and interpretations of the past)

- Look at who and what Christopher Columbus did
- Look at different ways he is remembered (including headless statue)

WALT: compare the voyages of Sir Francis Drake and Christopher Columbus (**similarity and difference** – describe similarities and differences between some people, events and beliefs; **historical significance** – which people and events are more important)

- Pioneer in navigation
- Defended Britain against the Spanish
- Leading slaver

WALT: explain the impact of the HMS Challenger's discoveries (**cause and consequence** – give some reasons for and results of historical events, situations and changes between periods; **interpretation** – suggest some reasons why there are different accounts and interpretations of the past)

- Turned from war ship in to a scientific ship
- What its objectives were
- Revelations about species living in the ocean
- Impact of this for scientific community and sailing communities

WALT: compare the cause, effect and legacy of ocean explorations (**cause and consequence** – give some reasons for and results of historical events, situations and changes between periods; **interpretation** – suggest some reasons why there are different

accounts and interpretations of the past; **historical significance** – which people and events are more important))

- Why did each voyage happen
- Who had the strongest motivation
- What had the greatest impact
- How have they been interpreted since (legacy)

WALT: answer the enquiry question, 'How have explorers shaped the world?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

# Year 5

## Autumn –

### What did the Anglo-Saxons bring to Britain?

Key vocabulary: archaeological, Anglo-Saxon kingdoms, shires, Shire reeve, thane, legacy, Wessex, Witan, wergild, churl, Mercia, Christianity, Scots, Angles, Saxons, Jutes, Picts, warriors, farming, invasion, St Cuthbert, pagan, monastery, tapestry, Sutton Hoo, metalwork, sculpture, treaty, Danelaw, tithing, ordeal, hue and cry,

#### Sticky Knowledge:

- Where were the Anglo-Saxons from?
- How did England get its name?
- What impact did Christianity have?
- Why is King Alfred remembered as “Great”?
- What are the features of Anglo-Saxon justice?

WALT: understand how we know about the Anglo-Saxons and Scots (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence)

- Timeline and discuss how historians know about the period

WALT: explore why did the Anglo-Saxons and the Scots invade and how do we know where they settled? (cause and consequence – explain my suggestions when giving reasons for and results of historical events, situations and changes)

- Different and similar reasons why they invaded
- How we know where they settled **look at town names and family names**
- See Push and Pull from Keystage History

WALT: understand how did people’s lives change when Christianity came to Britain and how can we be sure? (Similarity and difference – describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world)

- What changed and what stayed the same with the spreading of Christianity
- Look at the works of Bede and other writers

WALT: discover what we can tell about the Anglo-Saxons from their art and culture (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence)

- Great craft workers
- Where their crafts have been found in Europe
- Toys, games and music
- Sutton Hoo discoveries
- Beowulf

WALT: discover why King Alfred is remembered as Great (historical significance – explain why x is a significant part of history and the impact it has had on modern society)

- Defence of his kingdom against a stronger enemy
- Securing peace with the Vikings

- Reforms of Wessex and beyond

WALT: explore how effective was Saxon Justice (Interpretation, using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence; talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose, when and where)

- Different features of Anglo-Saxon justice
- Was it effective? What did it improve? What was still bad about it?

WALT: answer the enquiry question, 'What did the Anglo-Saxons bring to Britain?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Spring –

### Who were the Vikings – Traders or Raiders?

Key vocabulary: Baltic, Iceland, barbarian, Scandinavia, empire, plunder, medieval, expedition, navigation, coastal, pillage, heathen, raids, settlement, conquest, warfare, foreign, saga, descendants, Nordic, Lindisfarne, Mercia, East Anglia, Northumbria, trade route

Sticky Knowledge:

- Where were the Vikings from?
- How did the Vikings try to take over England?
- Where did they settle?
- What were some countries the Vikings traded with?
- How did Viking rule in England end?

WALT: discuss what images we have of the Vikings (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence; interpretation – talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose, when and where; interpretation – how have people's view of history changed over time? Is it accurate?)

- Look at common misconceptions of Vikings in popular history

WALT: understand how and why did the Vikings try to take over the country and how close did they get? Focus on King Alfred's and King Athelstan's resistances (Similarity and difference – describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world)

- Viking raids for acquisition of wealth (Lindisfarne)
- Building of ships to cross sea of Denmark
- How Anglo-Saxon kings stopped them

WALT: explore how we know where the Vikings settled focus on linguistics e.g. town names (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence)

- Using town names, explore how etymology shows us where they landed

WALT: understand how and where the Vikings traded (cause and consequence – explain my suggestions when giving reasons for and results of historical events, situations and changes)

- England, Scotland, France
- Russia and Constantinople
- Emphasise unusualness of this
- Why: discover or open new trade routes to secure future income and traded in slaves

WALT: understand how the Anglo-Saxon and Viking periods came to an end (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence)

- Issue of succession following the death of Edward the Confessor
- Invasion by Hardrada
- Invasion by Duke William of Normandy
- Battle of Stamford Bridge

WALT: answer the enquiry question, 'Who were the Vikings – traders or raiders?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Summer – Were the Victorian times a Dark Age or a Golden Age?

Key vocabulary: population increase, Industrial Revolution, British Empire, steam engine, trade, colony, mill, overseer, deformity, infirmary, (landed) gentry, labourer, service, financial, canal, seaside resort, vacation theory, coaching inn, stagecoach, raw materials

Sticky Knowledge:

- What was the Industrial Revolution?
- How did the Industrial Revolution affect Britain?
- What was life like in a Victorian town or city?
- What was an impact of the British Empire?

WALT: explore what the main changes that took place during this time were (continuity and change – describe in detail and make some links between events, situations and changes within the period being studied; describe in detail and make some links between events, situations and changes between different periods)

- Focus on Industrial Revolution

WALT: discover why it is so difficult to find out what factory conditions were really like (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence)

- Focus that sources have to be treated carefully as sometimes people lie or try to cover up, bias, exaggerate
- Parents would have lied about age of children and why factor owners' views were different

WALT: compare town life to life in the countryside (Similarity and difference – describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world)

- Towns grew quickly and without planning
- Why so many migrated
- Annotation of urban scenes
- Artists don't always paint realistic images

WALT: understand what the main changes in transport were and who benefited (cause and consequence – explain my suggestions when giving reasons for and results of historical events, situations and changes)

- Speed and range of changes
- Mainly affected urban centres
- Impact of transport on leisure
- Changes slower than expected due to fear of change

WALT: discover what we can learn about Victorian times from a study of society (Using evidence – I can compare sources to help me identify reliable information, I can ask a range of questions about the evidence; interpretation – talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose, when and where)

- Focus on either schools, workhouses or climbing boys
- 1870 Act brings compulsory education but many still didn't get it
- Make deductions from photographs
- Rich educated privately

WALT: explore the growth and impact of the British Empire (cause and consequence – explain my suggestions when giving reasons for and results of historical events, situations and changes)

- What was the British Empire?
- What was it so important to Victorian Britain? Also Great Exhibition
- Positives and Negatives

WALT: answer the enquiry question, 'Were the Victorian times a Dark Age or a Golden Age?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

# Year 6

## Autumn –

### The Ancient Maya: Savages or Sophisticates?

Key vocabulary: Chichen Itza, City-state, Utzamna, Pyramid, cacao, classic period, decipher, epigrapher, hieroglyphs, jade, maize, codex, sacrifice, cultivation, nomads, slash and burn, raw materials, class structure, nobles, merchant, artisan, peasant, agriculture, ancestor, base-20, city-state, codices, glyph, Haab, Long Count, Tzolk'in, cenote

#### Sticky Knowledge:

- How long did the Mayan empire exist and when did the classic period come to an end?
- Why was the Mayan empire able to grow despite living in jungles and mountains?
- What discoveries did the Maya make?
- What reasons are given for the collapse of the Mayan empire?
- Why do some historians think the Maya were bloodthirsty?

WALT: explore who the ancient Maya were (**historical significance** – explain why x is a significant part of history and understand and explain their historical impact)

- Timeline and overview
- Secure understanding of Classic period

WALT: discuss why the Mayan empire grew **compare with Egyptian/Roman empire** (**similarities and differences** – explain similarities and differences in experiences and ideas, beliefs and attitudes; **interpretation** – discuss how and why different arguments and interpretations of the past have been constructed; know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation)

- What the Maya could do to successfully expand (growing crops, irrigation, hunting etc)
- What was similar and different between these empires

WALT: explore what we can learn about the Maya from studying their cities (**using evidence** - I can explain my evaluation of particular pieces of information and particular sources)

- Look at city layouts – what can we infer about them?

WALT: understand the class structure of Mayan society (**Similarities and differences** - I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies)

- Focus on comparing and contrasting with previously studied societies

WALT: explore why the Mayan empire came to an end (**cause and consequence** – analyse and explain historical reasons for and results of historical events, situations and changes)

- Role of causes
- Compare with each other



WALT: discover if the Maya practised human sacrifice (interpretation – discuss how and why different arguments and interpretations of the past have been constructed; know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation)

- Why would the Spanish say they did it?
- What evidence is there?
- What do historians say?

WALT: answer our enquiry question, “The Ancient Maya – Savages or Sophisticates?”

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Spring – What impact did WW2 have on the lives of women and children?

Key vocabulary:

Sticky Knowledge:

- How did the use of propaganda by the British government try to influence public opinion towards the Blitz?
- How was education impacted during World War II?
- How was family life impacted by WW II?
- Did all children in WW2 have the same experience?
- Why were women needed to perform traditional male roles during the war?
- What is one reason WW2 was a turning point in British society?

WALT: explore what was WW2, who did it involve and why did it start? (cause and consequence – analyse and explain historical reasons for and results of historical events, situations and changes)

- Timelines, important events and leaders

WALT: discover what life was like for children in London during the Blitz (using evidence - I can explain my evaluation of particular pieces of information and particular sources)

- Role of shelters, gas mask

WALT: understand what impact evacuation had on the lives of children in the UK (using evidence - I can explain my evaluation of particular pieces of information and particular sources)

- What was evacuation, who did it affect, what was it like

WALT: compare if children in Germany were affected in the same way as children in the UK (using evidence - I can explain my evaluation of particular pieces of information and particular sources; similarities and differences – explain similarities and differences in experiences and ideas, beliefs and attitudes)

- Explore sources and draw similarities and differences

WALT: explore how significant the impact of WW2 was on women (continuity and change – describe and make links between events, situations and changes within and between different periods and societies; consider how people at the time might have viewed the changes and how this differs from the view today)

- What could women not do before the war and what could they do after?

WALT: understand how World War 2 was a turning point for British society and for the future of children (continuity and change – describe and make links between events, situations and changes within and between different periods and societies; consider how people at the time might have viewed the changes and how this differs from the view today)

- The changing role of women and health of children

WALT: answer the enquiry question, 'What impact did WW2 have on the lives of women and children?'

- Sticky knowledge questions
- Final open question, focus on GD layout + vocabulary + include a picture.

## Summer – **How has a local site (Battersea Power Station) changed over the past century?**

Key vocabulary: industry, working class, squalid, endemically poor, controversy, environmental concerns, decommissioned, fossil fuels, subsidy, National Coal Board, mines, House of Commons/Lords, residential, listed building, services economy, architecture

Sticky Knowledge:

- What is Battersea Power Station and why was it built?
- What was Battersea like 100 years ago?
- Why is there controversy over whether BPS was deliberately targeted for bombing during WW2?
- Why did Battersea Power Station stop generating electricity?
- Why was BPS not demolished?

WALT: discover what we can find out about Battersea 100 years ago (using evidence - I can explain my evaluation of particular pieces of information and particular sources)

- Use of photos to infer what it was like (link back to Victorian studies)

WALT: understand why Battersea Power Station was built and what issues it caused (historical significance – explain why x is a significant part of history and understand and explain their historical impact)

- Analyse why it was so important – what effect did it have?

WALT: understand how Battersea Power Station survived the bombing during WW2 (interpretation – discuss how and why different arguments and interpretations of the past have been constructed; know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation)

- Why it was targeted; how the plumes meant it avoided extensive bombing

WALT: understand why Battersea Power Station stopped generating electricity (interpretation – discuss how and why different arguments and interpretations of the past have been constructed; know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation)

- Raising concerns over public health, air quality and pollution.

<ul style="list-style-type: none"> <li>Listed as Grade II historical sight.</li> </ul>
<u>Visit BPS</u>
<u>WALT: answer the enquiry question, 'How had a local site changed over the last century?'</u>
<ul style="list-style-type: none"> <li>Sticky knowledge questions</li> <li>Final open question, focus on GD layout + vocabulary + include a picture.</li> </ul>

History Overview			
	Term	NC Coverage	Enquiry Question
Year 1	Autumn	Changes within living memory	Why was the King's coronation so important?
	Spring	Lives of significant individuals	How should we remember our monarchs?
	Summer	Our Local Area	How has Southfields changed from past to present?
Year 2	Autumn	Events beyond living memory	What was the Great Plague?
	Spring	Events beyond living memory	Why was the Great Fire of London a significant event?
	Summer	Lives of significant individuals	Mary Seacole and Florence Nightingale – How should we remember these key figures?
Year 3	Autumn	Changes in Britain from the Stone Age to the Iron Age	How did life change from the Stone Age to the Iron Age?
	Spring	Study of a theme in British history that extends pupil's chronological knowledge beyond 1066	How has medicine changed through the ages? (thematic)
	Summer	Achievements of the earliest civilizations	Who were the Ancient Egyptians?
Year 4	Autumn	Ancient Greece	How did Ancient Greece influence our lives today?
	Spring	The Roman Empire and its impact on Britain	What impact has the Roman Empire had on Britain?
	Summer	Study of a theme in British history that extends pupil's chronological knowledge beyond 1066	How Have Explorers changed the world? (thematic)
Year 5	Autumn	Britain's settlement by Anglo-Saxons and Scots	What did the Anglo-Saxons bring to Britain?
	Spring	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Who were the Vikings – Traders or Raiders?
	Summer	Study of a theme in British history that extends pupil's chronological knowledge beyond 1066	Were the Victorian times a Dark Age or a Golden Age?

<b>Year 6</b>	Autumn	Non-European society that provides contrasts with British history	The Ancient Maya: Savages or Sophisticates?
	Spring	Study of a theme in British history that extends pupil's chronological knowledge beyond 1066	What impact did WW2 have on the lives of women and children?
	Summer	Local history study	How has a local site (Battersea Power Station) changed over the past century?

## Strands

### Year 1

**Using evidence** I can pick out information about the past from sources like pictures, objects and stories -I can find answers to simple questions about the past from sources of information

**Interpretation** I can talk about some of the different ways that the past is represented e.g. a story and newspaper account

**Continuity and change** I can point out some similarities and differences between aspects of my life and the life of the people in the period I am learning about

**Cause and consequence** I can make some comments about why people did things, why events happened and what happened as a result

**Similarities and differences** I can point out some similarities and some differences between the ways of life different people living at the time I am learning about

**Historical Significance** I can point out which people were historically important e.g. who is important in a picture or story

### Year 2

**Using evidence** - I can say which sources (from a selection) are likely to be the most useful for a task I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'

**Interpretation** I can use information from more than one source in my answer

**Continuity and change** I can point out some similarities and differences between aspects of life at different times in the past

**Cause and consequence** I can pick out some reasons for and results of people's actions and events  
Similarities and

**Similarities and differences** I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying

**Historical Significance** I can talk about who was important e.g. in a simple historical account

### Year 3

**Using evidence** - I can comment on the usefulness of different sources of evidence I can use a source of evidence to answer and ask questions I can ask questions such as 'how did people ....? What did people do for ....?'

**Interpretation** I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences

**Continuity and change** - I can describe some changes in the historical period I am studying

**Cause and consequence** - I can suggest reasons for and results of people's actions and events

**Similarities and differences** - I can describe similarities and differences between some people, events and beliefs in the period of history I am studying

**Historical Significance** I can suggest which people and events are more important

### Year 4

**Using evidence** - I can discuss sources of evidence in more detail I can ask questions such as 'what was it like for a ..... during .....?'

**Interpretation** I can suggest some reasons why there are different accounts and interpretations of the past

**Continuity and change** - I can describe changes within periods and societies I have learned about

**Cause and consequence** - I can give some reasons for and results of historical events, situations and changes between periods I have studied.

**Similarities and differences** - I can describe similarities and differences in society, culture and religion in Britain at local and national levels

**Historical Significance** I can explain which people and events are the most significant

### Year 5

**Using evidence** - I can compare sources of evidence to help me identify reliable information I can ask a range of questions about the evidence I can address and create enquiry questions (with support)

**Interpretation** I can talk about the different factors that contribute to the accuracy and usefulness of a source (author, audience, purpose, when and where); how have people's view of history changed over time? Is it accurate?

**Continuity and change** - - I can describe in detail and make some links between events, situations and changes within the period I am studying. I can describe in detail and make some links between events, situations and changes between different periods.

**Cause and consequence** - I can explain my suggestions when giving reasons for and results of historical events, situations and changes

**Similarities and differences** - - I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world

**Historical Significance** can explain why 'x' is a significant part of history and the impact it has had on modern society.

### Year 6

**Using evidence** - I can explain my evaluation of particular pieces of information and particular sources. I can create and address enquiry questions

**Interpretation** I can discuss how and why different arguments and interpretations of the past have been constructed I know and understand that some evidence is propaganda, opinion and misinformation and that this affects interpretation)

**Continuity and change** - I can describe and make links between events, situations and changes within and between different periods and societies I can consider how people at the time might have viewed the changes and how this differs from the view today

**Cause and consequence** - - I can analyse and explain reasons for and results of historical events, situations and changes

**Similarities and differences** I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies

**Historical Significance** I can explain why 'x' is a significant part of history and understand and explain their historical impact