



# Marlborough Primary Academy School – Science Long Term Planning

## Subject - HISTORY LEARNING SEQUENCE

- EHCP & SEND Support refer to IEPs for the individual children.
- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
- Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.

**Essential Knowledge highlighted red is the minimum key learning for every child within each unit of work.**

<p><b><u>Communication, Language and Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, 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>	<p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Work and play cooperatively and take turns with others</li> </ul>	<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
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Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
<b>MAPLE CLASS</b>					
<p><b><u>Maple Class (Y1/Y2)</u></b></p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Gunpowder Plot</u></b></p>	<p>Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past. This unit begins the journey of understanding the</p>	<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [The Gunpowder Plot]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I]</li> </ul>	<p>Through <b><u>Historical enquiry</u></b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• know and understand key events in the past</li> <li>• know and understand features of key events</li> <li>• use words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• <span style="color: red;">To explain what Bonfire Night is.</span></li> <li>• To find out about King James I of England</li> <li>• <span style="color: red;">To find out who Guy Fawkes was.</span></li> <li>• To find out what happened next in the Gunpowder Plot.</li> </ul>	<p>bonfire, king, fire, plot, fireworks, celebration, Scotland, England, Queen, Elizabeth 1, Protestant, church, Catholics, Christians, building, Parliament, conspirators, truth, death, confession, sentenced, gunpowder, explosion,</p>

	past. Pupils will study the The Gunpowder Plot, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the significance of the event.		<p>associated with the passing of time</p> <ul style="list-style-type: none"> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical concepts:</li> <li>• Using sources</li> <li>• Causes and consequences</li> <li>• Similarities and differences</li> <li>• chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To think about why fireworks are lit on November 5th</b></li> </ul>	chronology, sources, artefacts,
<p><b><u>Maple Class (Y1/Y2)</u></b></p> <p><b><u>Spring 2</u></b></p> <p><b><u>Intrepid Explorers</u></b></p>	Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past. This unit enables the children to compare two very different explorers understanding how they are similar and different.	<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [for example, discovering America [Christopher Columbus] and landing on the moon [Neil Armstrong]]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong]</li> <li>•</li> </ul>	<p>Through <b><u>Historical enquiry</u></b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• know and understand key events in the past</li> <li>• know and understand features of key events</li> <li>• use words and phrases associated with the passing of time</li> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical concepts:</li> <li>• Using sources</li> <li>• Causes and consequences</li> <li>• Similarities and differences</li> <li>• chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To find out when Christopher Columbus lived and what he was trying to achieve.</b></li> <li>• To find out about Christopher Columbus's journey and what he discovered.</li> <li>• To explore the impact of Columbus's voyages and what he brought back to Europe.</li> <li>• <b>To find out who Neil Armstrong was and why he is remembered today.</b></li> <li>• To find out about Neil Armstrong's landing on the moon and the impact this had on the world.</li> <li>• <b>To be able to compare the lives and achievements of Columbus and Armstrong.</b></li> <li>• To investigate the achievements of a range of explorers.</li> </ul>	explorer, electricity, light, clothes, fine fabrics, silk, feathers, hats, headdresses, horses, carriages, sailing ships, merchant ship, maths, astronomy, geography, maps, travelling, West, Asia, world, King Ferdinand, Queen Isabella, Spain, journey, crew, sailing, voyage, Europe, riches, gold, spices, Nina, Santa Maria, Pinta, dangerous, crows nest, crew, porridge, biscuits, maggots, healthy diet, North America, knowledge, aeroplanes, space, telescope, satellites, Earth, orbit, astronaut, spacecraft, travelled, moon, compare, different, same, chronology,
<p><b><u>Maple Class (Y1/Y2)</u></b></p> <p><b><u>Summer 2</u></b></p> <p><b><u>Seaside Holidays in the Past</u></b></p>	Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>•</li> </ul>	<p>Through <b><u>Historical enquiry</u></b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• know and understand key events in the past</li> <li>• know and understand features of key events</li> <li>• use words and phrases associated with the passing of time</li> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical</li> </ul>	<ul style="list-style-type: none"> <li>• To identify features of a seaside holiday.</li> <li>• <b>To use photographs to find clues as to what seaside holidays were like in the past.</b></li> <li>• To find out when and how seaside holidays became popular.</li> <li>• <b>To find out what seaside holidays were like 100 years ago.</b></li> <li>• To be able to order seaside holidays in chronological order.</li> <li>• <b>To be able to identify similarities and differences</b></li> </ul>	sources, primary, secondary, activities, amusement, artefact, ball game, bathing huts, bay, beach, beach flag, boat rides, caravan site, change, cliffs, Coast, current, danger, different, donkey rides, fairground, fish and chips, fishing, float, harbor, holiday, ice cream, jet skis, lifeguard, lighthouse, locomotive, marina, modern, natural, old, paddling, parasol, passenger, past, physical, pier, popular, postcard, prom, promenade, puppet show, resort, rockpools,

			concepts: <ul style="list-style-type: none"> <li>Using sources</li> <li>Causes and consequences</li> <li>Similarities and differences</li> <li>chronology</li> </ul>	between seaside holidays now and in the past.	rules, safety, sand, sand dunes, sandcastle, seaside, similar, stones/shingle, surfing, swimming, tide, tourist, UK, Victorian, waves
Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills / Processes	Essential Knowledge (small steps of learning)	Vocabulary
<b>Sycamore Class (Y3/Y4)</b>					
<u>Sycamore Class (Y3/Y4)</u>  <u>Autumn 1</u>  <u>Roman Empire – Impact on Britain</u>	Pupils will study the Roman Empire and its impact on Britain to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.	<ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul> <p><b><u>This could include:</u></b></p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to: <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>acquire sufficient historical knowledge</li> <li>communicate historical concepts:</li> <li>Using and analyzing evidence</li> <li>Interpretation</li> <li>Cause and consequence</li> <li>Change and continuity</li> <li>Similarity and difference</li> <li>Significance</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>To understand the terms 'invade' and 'settle' and to place the Romans on a timeline.</li> <li>To find out why and how the Romans successfully invaded Britain</li> <li>To find out who was in Britain when the Romans invaded and learn about their way of life</li> <li>To explore who Boudica was from different points of view</li> <li>To find out about the results of Boudica's revolt</li> <li>To find out about life in Roman Britain</li> <li>To know how the Romans have influenced our lives today</li> </ul>	Agricola, armour, army, Atreates, auxiliary, barracks, Boudicca, Britannia, Britannia Inferior, Britannia Superior, Caledonia (Scotland), Catuvellauni, centurion, century, Claudius, Colchester, conquer, construct, emperor, empire, fort, gladius, galea, Gaul, general, Germanic, granary, Hadrian, Honorius, Iceni, invasion, latrines, legion, legionary, London, Mediterranean, pilum, provinces, rebel, rebellions, Roman, round houses, Saxons, scutum, Septimus Severus, settlement, St. Albans, tribe, tunic, Watling Street
<u>Sycamore Class (Y3/Y4)</u>  <u>Spring 1</u>  <u>Early Civilisations</u>	Pupils will study the achievements of some early civilisations, identifying their influence on the western world. Pupils will acquire historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.	<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to: <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>acquire sufficient historical</li> </ul>	<ul style="list-style-type: none"> <li>To explore where and when the first civilisations began.</li> <li>To find out about the first writing systems.</li> <li>To explore trade in early civilisations.</li> <li>To find out about mathematical understanding in early civilisations.</li> <li>To explore the technology and inventions of early civilisations.</li> <li>To explore the buildings and architecture of early civilisations.</li> </ul>	civilisation, society, culture, social development, organisation, settlements, towns, cities, BC, AD, archaeology, writing, tablets, historians, papyrus, bones, bamboo, pictures, symbols, invention, trade, communities, trading, numbers, systems, weights, ratio, measurements, technology, invented, sources, temples, illustration,

			<p>knowledge</p> <ul style="list-style-type: none"> <li>• communicate historical concepts:</li> <li>• Using and analyzing evidence</li> <li>• Interpretation</li> <li>• Cause and consequence</li> <li>• Change and continuity</li> <li>• Similarity and difference</li> <li>• Significance</li> <li>• Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• To consolidate knowledge and understanding of early civilisations</li> </ul>	
<p><b><u>Sycamore Class (Y3/4)</u></b></p> <p><b><u>Summer 1</u></b></p> <p><b><u>Stone Age to Iron Age</u></b></p>	<p>Pupils will study the changes in Britain from the Stone Age to the Iron Age to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p>	<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b><u>This could include:</u></b></p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>Through <b><u>Historical enquiry</u></b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>• acquire sufficient historical knowledge</li> <li>• communicate historical concepts:</li> <li>• Using and analyzing evidence</li> <li>• Interpretation</li> <li>• Cause and consequence</li> <li>• Change and continuity</li> <li>• Similarity and difference</li> <li>• Significance</li> <li>• Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce the definition and time scale of human prehistory.</li> <li>• To find out about early humans and the Palaeolithic period.</li> <li>• To find out about people who lived in the Mesolithic period.</li> <li>• To find out how people lived in the Neolithic period</li> <li>• <b>To find out about how people lived in the Bronze Age.</b></li> <li>• <b>To find out about how people lived in the Iron Age.</b></li> <li>• To recap and summarise the prehistory of Britain.</li> </ul>	<p>agriculture, alloy, archaeological, arches, artefacts, bronze, bronze age, burial, Caerwent, calendar, Celtic, construction, copper, culture, defend, Doggerland, druids, evidence, festivals, flax, flint, healing, hillfort, holy, hunter-gatherer, iron, iron age, language, lowlands, melted, Mesolithic, metalworking, monument, mystery, Neolithic, paleolithic, ploughing, pottery, precious, prehistory, raking, rare, reconstruction, records, remains, romans, roundhouses, sacrifice, sarsens, settlement, significant, site, sources, stone age, Stonehenge, tamed, thatched, theories, tin, tonnes, torc, trade, tribal, wattle and daub, wealthy, weave</p>
<b>Year Group</b>	<b>Rationale for Unit of Learning</b>	<b>Key Content from National Curriculum</b>	<b>Skills / Processes</b>	<b>Essential Knowledge (small steps of learning)</b>	<b>Vocabulary</b>
<b>Beech Class (Y5/Y6)</b>					
<p><b><u>Beech Class (Y5/Y6)</u></b></p> <p><b><u>Autumn 1</u></b></p> <p><b><u>How has Life Changed since 1948?</u></b></p>	<p>Pupils will explore the main differences and similarities between decades from 1948. They will work closely with a range of primary and secondary sources, asking questions and seeking to draw conclusions from the evidence they have.</p>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>This can include:</u></b></p> <ul style="list-style-type: none"> <li>• a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>	<p>Through <b><u>Historical enquiry</u></b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades.</b></li> <li>• <b>To identify similarities and differences between types of sources of information available in different periods in the past.</b></li> </ul>	<p>changes, differences, decades, era, sources, photographs, images, similarities, differences, information, periods, primary, secondary, reliability, interpret, evidence, conclusion, questions, home life, popular culture, technology, main events</p>

			<ul style="list-style-type: none"> <li>analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>acquire sufficient historical knowledge</li> <li>communicate historical concepts:</li> <li>Using and analyzing evidence</li> <li>Interpretation</li> <li>Cause and consequence</li> <li>Change and continuity</li> <li>Similarity and difference</li> <li>Significance</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>To find out some of the main events of the 1950s and to investigate what life was like during this period.</li> <li>To find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period.</li> <li>To find out about some of the main events of the 1970s and to investigate what life was like in Britain during this period.</li> <li>To find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period.</li> <li>To investigate what life was like in Britain in the 1990s and to identify connections between different aspects of life since 1948.</li> </ul>	
<p><b><u>Beech Class (Y5/Y6)</u></b></p> <p><b><u>Spring 2</u></b></p> <p><b><u>Local History Study – Devonport Dockyard</u></b></p>	<p>This will provide the children with an opportunity to really understand the history of the locality they live in. They will work closely with the Market Hall to produce an outcome of their findings. Links will also be made with 'The Box' museum.</p>	<ul style="list-style-type: none"> <li>a local history study</li> </ul> <p><b><u>This can include:</u></b></p> <ul style="list-style-type: none"> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Devonport Dockyard)</li> </ul>	<p>Through <b><u>Historical enquiry</u></b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>acquire sufficient historical knowledge</li> <li>communicate historical concepts:</li> <li>Using and analyzing evidence</li> <li>Interpretation</li> <li>Cause and consequence</li> <li>Change and continuity</li> <li>Similarity and difference</li> <li>Significance</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li><b>Life in Plymouth, notably Devonport</b></li> <li></li> </ul>	<p>local, enquiry, Devonport, dockyard, people, trade, work, employment, impact,</p>

<p><b>Beech Class (Y5/Y6)</b></p> <p><b>Summer 1</b></p> <p><b><u>Vikings and Anglo-Saxons</u></b></p>	<p>Pupils will study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p>	<ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li><b><u>This can include:</u></b></li> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>acquire sufficient historical knowledge</li> <li>communicate historical concepts:</li> <li>Using and analyzing evidence</li> <li>Interpretation</li> <li>Cause and consequence</li> <li>Change and continuity</li> <li>Similarity and difference</li> <li>Significance</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>To explore what Britain was like before the first Viking invasions.</li> <li>To find out about the Viking invasions of Britain.</li> <li>To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.</li> <li>To find out why King Alfred was dubbed 'Alfred the Great'.</li> <li>To explore what life was like for Vikings living in Britain.</li> <li>To find out how and when England became a unified country.</li> <li>To find out about the end of the Anglo-Saxon and Viking era in Britain.</li> </ul>	<p>'Holmgang', 'Thing', alliance, Bayeux Tapestry, borough, burial, chieftain, confront, conquest, Danelaw, decisive, defend, duel, fortifications, heir, invasion, jarl, karls, king, longhouse, longship, monarchy, Norse myths, opposition, plunder, priory/monastery, raid, ranks, reign, reinforcements, religious institutions, rivals, tactic, territory, thralls, trade, unification, Vahalla, Vikings</p>
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## YEAR B (2024-2025)

<p><b><u>Subject - HISTORY LEARNING SEQUENCE</u></b></p> <ul style="list-style-type: none"> <li>EHCP &amp; SEND Support refer to IEPs for the individual children.</li> <li>Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.</li> <li>Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.</li> </ul> <p><b>Essential Knowledge highlighted red is the minimum key learning for every child within each unit of work.</b></p>			
<p><b><u>Communication, Language and Literacy</u></b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, 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>	<p><b><u>PSED</u></b></p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>Be confident to try new activities and show independence, resilience and</li> </ul>	<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand</li> </ul>

<p>recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		<p>perseverance in the face of challenge</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> </ul>	<p>recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
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Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills/Processes	Essential Knowledge	Vocabulary
<b>MAPLE CLASS</b>					
<p><b>Maple Class (Y1/Y2)</b></p> <p><b>Autumn 2</b></p> <p><b>Toys – Past and Present</b></p>	<p>Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.</p>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li></li> <li></li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>know and understand key events in the past</li> <li>know and understand features of key events</li> <li>use words and phrases associated with the passing of time</li> <li>use a wide vocabulary of historical terms</li> <li>ask and answer questions</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>Using sources</li> <li>Causes and consequences</li> <li>Similarities and differences</li> <li>chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe the characteristics of toys.</li> <li>To find out what toys our parents and grandparents played with.</li> <li>To find out what toys were like at different times in the past.</li> <li>To be able to identify toys that are old and toys that are new.</li> <li>To be able to describe how toys are different and how they are the same.</li> <li>To be able to create a toy museum.</li> </ul>	<p>batteries, category, change, characteristics, chronological, order, decade, differences, exhibit, group, materials, mechanical, museum, newest, older, oldest, past, present, similarities, timeline, toys, visitor</p>
<p><b>Maple Class (Y1/Y2)</b></p> <p><b>Spring 2</b></p> <p><b>Famous Queens</b></p>	<p>Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past. Pupils will study the lives of significant individuals in the past who have contributed to national and international achievements. Pupils will acquire historical knowledge whilst</p>	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I, Queen Victoria and Queen Elizabeth 2]</li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>know and understand key events in the past</li> <li>know and understand features of key events</li> <li>use words and phrases associated with the passing of time</li> <li>use a wide vocabulary of historical terms</li> <li>ask and answer questions</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>Using sources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To understand what a monarch is and where monarchs live.</li> <li>To explore Tudor life and Queen Elizabeth I.</li> <li>To explore who Queen Victoria was.</li> <li>To explore the Victorian period.</li> <li>To explore the life of Queen Elizabeth II.</li> <li>To compare three major time periods</li> <li>To compare the three significant queens.</li> </ul>	<p>absolute, army, arrow, barons, battle, beheaded, Bill of Rights, Catholic, Cavaliers, census, chronology, Church of England, Civil War, conquered, conqueror, constitutional, monarchy, coronation, crown, disobey, divine rights, Domesday, dynasty, executed, Glorious Revolution, government,</p>

	developing their use of historical concepts to evaluate the significance of the individuals of the past.		<ul style="list-style-type: none"> <li>• Causes and consequences</li> <li>• Similarities and differences</li> <li>• chronology</li> </ul>		gunpowder, Gunpowder Plot, Hanoverian, heir, hereditary, historians, human rights, influence, invaders, justice, Magna Carta, monarch, Normandy, orb, parliament, Plantagenet, plot, Pope, prime, Prime Minister, rebel, reign, Roundheads, sceptre, Spanish Armada, survival, taxes, throne, Tudor, Victorian Age, Windsor
<b>Maple Class (Y1/Y2)</b> <b>Summer 2</b> <b>Castles</b>	Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally [for example, Norman invasion]</li> <li>•</li> </ul>	Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to: <ul style="list-style-type: none"> <li>• know and understand key events in the past</li> <li>• know and understand features of key events</li> <li>• use words and phrases associated with the passing of time</li> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>• Using sources</li> <li>• Causes and consequences</li> <li>• Similarities and differences</li> <li>• chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To find out who built the first castles in the UK and why.</li> <li>• To find out about UK castles that were built by the Normans.</li> <li>• To find out about the structure of medieval castles.</li> <li>• To find out about the people living in medieval castles.</li> <li>• To find out about how the common people were treated in medieval times.</li> <li>• To find out about how the Tower of London's use has changed over time.</li> </ul>	castles, Bayeux Tapestry, Normans, invade, timeline, crowned, king, legendary, Battle of Hastings, conquered, England, Wales, Scotland, Ireland, monarch, rebelled, soldiers, motte and bailey, stone keep castles, Tower of London, defending, middle ages, Medieval Period, similarities, differences, battlements, attackers, moat, ditch, entrance, portcullis, drawbridge, siege, surrender, starve, knights, lords, ladies, peasants revolt, tax, poll tax, stronghold, Royal mint, royal residence, tourist attraction, crown jewels.
<b>Year Group</b>	<b>Rationale for Unit of Learning</b>	<b>Key Content from National Curriculum</b>	<b>Skills / Processes</b>	<b>Essential Knowledge (small steps of learning)</b>	<b>Vocabulary</b>
<b>Sycamore Class (Y3/Y4)</b>					
<b>Sycamore Class (Y3/Y4)</b> <b>Autumn 1</b> <b>Non-European Civilisation - Mayans</b>	Pupils will study a non-European society that provides contrasts with British history. Pupils will study the Mayan civilization in depth, acquiring	<ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <u>Mayan civilization c. AD 900</u>;</li> </ul>	Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to: <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> </ul>	<ul style="list-style-type: none"> <li>• To explore where and when the remains of the Mayan civilisation were discovered.</li> <li>• To find out about how the Mayans civilisation developed over time.</li> </ul>	abandoned, abandonment, ancestors, archaeologist, artefacts, bark, base-20, blowpipes, calendar, carvings, ceremonies,

	historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.	Benin (West Africa) c. AD 900-1300. •	<ul style="list-style-type: none"> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>acquire sufficient historical knowledge</li> <li>communicate historical concepts:</li> <li>Using and analyzing evidence</li> <li>Interpretation</li> <li>Cause and consequence</li> <li>Change and continuity</li> <li>Similarity and difference</li> <li>Significance</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>To find out about the city states of the Maya and how society was organised.</li> <li>To find out about Mayan religion and beliefs.</li> <li>To find out about everyday life for the Mayan people.</li> <li>To explore Mayan writing and calendars.</li> <li>To find out about the decline of the Mayan civilisation.</li> </ul>	city-states, civilization, climate change, codices, colonised, corn, craftsmen, currency, dams, decipher, decline, disease, drought, environment, European invaders, excavation, farm, farmers, festivals, flourish, forage, glyphs, greed, hunt, hunter-gatherer, immunity, invaders, king/queen, leather, merchants, natural disaster, nobles, peasants, pellets, permanent, poison, population, priests, regions, religion, sacrifices, settlements, slash and burn, irrigation, slaves, social hierarchy, terraces, theories, thriving, warfare
<b>Sycamore Class (Y3/Y4)</b> <b>Spring 1</b> <b>Anglo Saxons and Scots</b>	Pupils will study Britain's settlement by Anglo-Saxons and Scots to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>acquire sufficient historical knowledge</li> <li>communicate historical concepts:</li> <li>Using and analyzing evidence</li> <li>Interpretation</li> <li>Cause and consequence</li> <li>Change and continuity</li> <li>Similarity and difference</li> <li>Significance</li> <li>Chronology</li> </ul>	<ul style="list-style-type: none"> <li>To find out how we know about the past.</li> <li>To find out about Anglo-Saxon migration.</li> <li>To find out who the Picts and Scots were and where they lived.</li> <li>To use a range of artefacts to find out about Anglo- Saxon life.</li> <li>To explore Anglo-Saxon society and culture.</li> <li>To know about paganism and the spread of Christianity in Britain.</li> <li>To use historical evidence to draw a conclusion about who was buried at Sutton Hoo.</li> </ul>	'cyning' – king, Anglo-Saxons, archaeologist, archaeology, Bretwalda, brooches, burhs, Ceorl, Christianity, coinage, converted, craft worker, Danelaw, defence, defendant, discovery, earl, evidence, fort, fyrd' – army, Hadrian's Wall, heptarchy, invaders, livestock, mead, missionary work, monastery, monk, oath-keeper, pagan, peninsula, reign, replica, riddles, runes, saint, Scots, sources, Sutton Hoo, thane, thatched, Tribe, wergild, Witan, Woden, paganism
<b>Sycamore Class (Y3/4)</b>	Pupils will study the achievements of the earliest civilisations,	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first</li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to:</p>	<ul style="list-style-type: none"> <li>To explore where and when the first civilisations began.</li> </ul>	afterlife, Akhet, archaeological site, architect, artisans,

<p><b>Summer 1</b></p> <p><b><u>Ancient Egypt – Early Civilisation</u></b></p>	<p>gaining an overview of where and when the first civilisations appeared. Pupils will study the Ancient Egyptian civilisation in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p>	<p>civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>• acquire sufficient historical knowledge</li> <li>• communicate historical concepts:</li> <li>• Using and analyzing evidence</li> <li>• Interpretation</li> <li>• Cause and consequence</li> <li>• Change and continuity</li> <li>• Similarity and difference</li> <li>• Significance</li> <li>• Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To find out about the first writing systems</b></li> <li>• To explore trade in early civilisations.</li> <li>• <b>To find out about mathematical understanding in early civilisations.</b></li> <li>• To explore the technology and inventions of early civilisations.</li> <li>• To explore the buildings and architecture of early civilisations.</li> <li>• To consolidate knowledge and understanding of early civilisations</li> </ul>	<p>black silt, canopic jars, Deir el-Medina, dynasty, economy, Egyptology, elites, embalming, exiled, export, Giza pyramids, heir, hieroglyphic, writing, hieroglyphs, import, irrigation, legacy, life expectancy, Monument, mortuary temple, mummification, natron, noble, papyrus, Peret, pharaohs, plundered, reign, reliefs, replica, Saqqara, sarcophagus, Shemu, Sphinx, temples, The Underworld, UNESCO World Heritage Site,, Valley of the Kings, vizier</p>
Year Group	Rationale for Unit of Learning	Key Content from National Curriculum	Skills / Processes	Essential Knowledge (small steps of learning)	Vocabulary
Beech Class (Y5/Y6)					
<p><b><u>Beech Class (Y5/Y6)</u></b></p> <p><b><u>Autumn 1</u></b></p> <p><b><u>Historical Aspect – Crime and Punishment</u></b></p>	<p>Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. They will explore how attitudes towards crime and punishment have changed over time comparing it to today.</p>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b><u>This can include:</u></b></p> <ul style="list-style-type: none"> <li>• changes in an aspect of social history, such as <u>crime and punishment from the Anglo-Saxons to the present</u> or leisure and entertainment in the 20th Century</li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>• acquire sufficient historical knowledge</li> <li>• communicate historical concepts:</li> <li>• Using and analyzing evidence</li> <li>• Interpretation</li> <li>• Cause and consequence</li> <li>• Change and continuity</li> <li>• Similarity and difference</li> <li>• Significance</li> <li>• Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To introduce the broad trends of crime and punishment from the Romans to the 21st century.</b></li> <li>• <b>To explore crime and punishment in the Roman period.</b></li> <li>• To explore crime and punishment in the Anglo-Saxon and Viking period.</li> <li>• To explore crime and punishment in the medieval and Tudor periods.</li> <li>• <b>To explore crime and punishment in the early modern period.</b></li> <li>• To explore crime and punishment in the Victorian period.</li> <li>• <b>To recap the history of crime and punishment and compare it to today.</b></li> </ul>	<p>crime, punishment, prevent, deter, prison, time periods, jury, judge, trial, lawyer, magistrate, pillory, transportation, citizens, non-citizens, trail, execution, compensation, witnesses, shaming punishment, justice, Parliament, investigation,</p>
<p><b><u>Beech Class (Y5/Y6)</u></b></p>	<p>Pupils will study the achievements of the</p>	<ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where</li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability</p>		<p>Shang Dynasty, China, hereditary rulers,</p>

<p><b>Spring 1</b> <b>Shang Dynasty</b></p>	<p>earliest civilisations, gaining an overview of where and when the first civilisations appeared. Pupils will study the Shang Dynasty civilisation in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p>	<p>and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; <u>The Shang Dynasty of Ancient China</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>• acquire sufficient historical knowledge</li> <li>• communicate historical concepts:</li> <li>• Using and analyzing evidence</li> <li>• Interpretation</li> <li>• Cause and consequence</li> <li>• Change and continuity</li> <li>• Similarity and difference</li> <li>• Significance</li> <li>• Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To find out about the Shang Dynasty of China and explore how we know about it.</b></li> <li>• <b>To explore the evidence surrounding the Shang kings.</b></li> <li>• To find out about Shang royal burials.</li> <li>• <b>To find out what ordinary life was like for people during the Shang Dynasty.</b></li> <li>• To find out about the writing and calendar created during the Shang Dynasty.</li> <li>• <b>To find out why the Shang Dynasty ended.</b></li> </ul>	<p>kingdom, power, Bronze Age, oracle bones, society, archaeologists, burials, tombs, ceremonial objects, ceramic pottery, pyramid system, absolute power, subjects, protection, domesticated, peasants, craftsmen, alphabet, bamboo, silk, calendar, pictographs, excavations, astronomical, radiocarbon, scientists, legend,</p>
<p><b>Beech Class (Y5/Y6)</b> <b>Summer 2</b> <b>Ancient Greece</b></p>	<p>Pupils will study the achievements of the Ancient Greek civilisation, identifying their influence on the western world. Pupils will study Ancient Greece in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p>	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>•</li> </ul>	<p>Through <b>Historical enquiry</b> pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> </ul> <p>Understand and gain historical perspectives</p> <ul style="list-style-type: none"> <li>• acquire sufficient historical knowledge</li> <li>• communicate historical concepts:</li> <li>• Using and analyzing evidence</li> <li>• Interpretation</li> <li>• Cause and consequence</li> <li>• Change and continuity</li> <li>• Similarity and difference</li> <li>• Significance</li> <li>• Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To begin to find out who the ancient Greeks were, and place their civilisation in time</b></li> <li>• To understand the different types of government in ancient Greece</li> <li>• <b>To compare and contrast the two city-states of Athens and Sparta</b></li> <li>• To use sources to find out about daily life in ancient Greece</li> <li>• To know about religion in ancient Greece</li> <li>• To find out about the ancient Greek scholars and philosophers</li> <li>• <b>To know how modern-day life has been influenced by the ancient Greeks</b></li> </ul>	<p>Acropolis, alliances, allies, architecture, Boule, city-state, civilisation, Classical Period, conquest, Dark Age, democracy, dialogue, Dikasteria, diplomacy, Ekklesia, empire, ethics, excavated, fragmented, fresco, geometry, heir, Hippocratic oath, inquiry, integrate, labyrinth, Minoan, monarchy, Mycenae, Mycenaean, Oligarchy,, Parthenon, phalanx, Philosophy, polis, retaliated, revolted, Socratic method, surrendered, tholos, triremes, truce, tyranny</p>