**Bromesberrow St. Mary’s History Curriculum**

At Bromesberrow St. Mary’s school our approach to history is to ensure that we have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum for History. Class One has a one year cycle (with the knowledge, experiences and understanding growing each year when revisited from Preschool through to Year One), Class Two, a two year cycle and Class Three, a three year cycle. Topics are carefully planned in advance to ensure that learning is ‘cumulative’ and progressive, however there is room for adjustment to ensure that teachers capitalise on the children’s interests and national and local events at the time. We place strong emphasis on chronology and timelines are used and built upon in terms of detail and focus throughout the school. We have worked hard to ensure that our Bromesberrow curriculum connects the children to their local history, being specific in terms of local historic buildings and museums.

**Class One (EYFS and Y1)**

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| **Autumn term One**  **Focus: Now and Then (Toys and Transport)**  **Questions:**  **How have our toys changed?**  **How can we tell if something is from the past?**  **How has transport changed? *Car, train, plane, boat***  **Who made these changes happen? *Inventors*** | |
|  | **Knowledge of the World** |
| **Preschool (3-4 yr olds)**  **Reception (4-5 yr olds)** | **Children:**  Begin to make sense of their own life-story and family’s history.  Are able to share and learn from the life story of other families  Begin to understand the concept of past and present **e.g. noticing that trains from the past are different to the trains of today**  Explore and describe artefacts from the past, using taught and known descriptive vocabulary **e.g. using taught vocabulary to describe old teddies**  Use developing taught vocabulary to describe objects from the past and present  Learn about the past from different experiences ***e.g. books, hands on visits (Perrygrove Railway), from visitors, artefacts, videos and internet resources (Merrythought Factory)***  Connect with the past in their local area  Connect with the past through stories and non-fiction texts **e.g. Lost in the Toy Museum, Dogger, Old Bear and Nothing**  **Children:**  Are able to understand chronology in relation to a life timeline and they can demonstrate this understanding by creating their own timelines **e.g. timelines of families and of transport**  Understand the chronology of yesterday, today and tomorrow  Begin to gain an understanding of time words beyond this e.g. weeks, months and years  Use clues from the past **e.g. when looking at artefacts and photographs to explain why something is from the past, they didn’t have plastic in the past or we don’t have planes like that now.**  Use developing taught vocabulary and from their own experiences to describe objects from the past and present **e.g. it is an old bear as it is ragged and has a bald patch near his eye.**  Learn about the past from different experiences **e.g. books, hands on visits (Perrygrove Railway), from visitors, artefacts, videos and internet resources (Merrythought Factory)**  Connect with the past in their local area and be able to recognise things from the past **e.g. The Viaduct was built before my gran was born. It carries the train across, like a bridge.**  Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations **e.g. Lost in the Toy Museum, Dogger, Old Bear and Nothing.** |
| **Vocabulary**  Preschool: Now, then, old, new, past, present, older, younger, mother, father, grandmother, grandfather, brother, sister (and other) different, same, history, time, toy, special, **teddy descriptive language**: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean; **toy use verbs**: push, pull, cuddle, play, **toy materials:** wood, metal, paper, train, car, plane, viaduct, inventor,  Reception: Now, then, old, new, past, present, older, younger, mother, father, grandmother, grandfather, brother, sister (and other) different, same, history, time, timeline, **teddy descriptive language**: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean, shiny, smooth, fuzzy, velvety, hard, silky; **toy use verbs**: push, pull, cuddle, play, twist, spin, slide, wood, metal, paper, clay, plastic and rubber, train, car, plane, viaduct, inventor, steam engine, coupler, railway tracks, change | |

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| **Year One** | |
| **Year One NC Objectives**  **Children need to learn about:**  **Changes within Living Memory**  Where appropriate, these should be used to reveal aspects of change in national life  **School Objectives:**  Children can recognise toys from the past and the present day and are able to place these on a timeline, gaining an understanding of change over time (visit to Toy Museum Bromyard or virtual visit to Merrythought in Ironbridge)  Children build their vocabulary in relation to the past, in terms of chronology (days, weeks, months, years ago) and in terms of adjective use to describe, compare and contrast objects from the past and present  Children can create a life timeline, showing a good understanding of ‘what has come before’ in terms of the recent past in their family  Children are able to recognise the materials used in toy making and how and why this has changed over time e.g. tools, plastic development…  Children know the different modes of transport and how these have developed over time from the stone age wheel to horse and cart, to modern motor vehicle.  Children need to know about the evolution of the locomotive, how this has evolved and changed over time (visit to Perrygrove Railway in the Forest of Dean)  Children need to know about Andrew Jackson Beard (black American inventor of the automatic railroad car coupler)  Children need to learn also about the evolution of sea and air travel, learning about the pioneers in this e.g. the Wright brothers and Amelia Earhart and Bessie Coleman (first Black American woman to fly) | |
| **Vocabulary**  then, now, old, new, past, present, timeline, special, favourite, museum, play, **teddy descriptive language**: rough, broken, bald, dirty, scratchy, soft, fluffy, cuddly, furry, clean, shiny, smooth, fuzzy, velvety, hard, silky threadbare, bright-eyed; **toy use verbs**: push, pull, cuddle, play, twist, spin, slide, sound; **toy materials:** wood, metal, paper, clay, plastic and rubber; train, locomotive, car, automobile, plane, viaduct, inventor, steam engine, coupler, railway tracks, change, aeroplane, flight, travel, take off, land, engine, ship, sailor, captain, motor, vehicle, horn, road, sky | |
| **Summer Term One**  **Focus: Explorers through Time**  Covering- Christopher Columbus, Jeanne Baret and Neil Armstrong  **Questions:**  ***Q: What do explorers do?*** Exploring in our own area, being investigative and enquiring and finding out about the achievements of famous explorers  ***Q: What do explorers need?*** Looking at the equipment, clothing and transport needed by explorers to complete their journeys  ***Q: What have explorers discovered***? Looking at different discoveries and new lands and understanding the significance of the | |
|  | **Knowledge of the World** |
| **Preschool (3-4 yr olds)**  **Reception (4-5 yr olds)** | **Children:**  Begin to make sense of their own life-story and family’s history **e.g. what different occupations have the people in their family now and in the past**  Are able to share and learn from the life story of other families **e.g. sharing the occupations of different people now and then**  Begin to understand the concept of past and present **e.g.** **know that there were explorers in the past and explorers now**  Explore and describe artefacts from the past, using taught and known descriptive vocabulary  Use developing taught vocabulary to describe objects from the past and present e.g. objects used by and found by explorers  Learn about the past from different experiences e.g. books, hands on visits, from visitors, artefacts, videos and internet resources e.g.  Connect with the past in their local area  Connect with the past through stories and non-fiction texts **e.g. The Great Explorer by Chris Judge**  **Children:**  Begin to gain an understanding of time words beyond this e.g. weeks, months and years  Use clues from the past **e.g. using maps to learn about places explored and discoveries found by explorers like Christopher Columbus and Jeanne Baret.**  Use developing taught vocabulary and from their own experiences to describe objects from the past and present **e.g. using descriptive vocabulary to describe some of Columbus’s discoveries like yams, potatoes, pineapple, peppers, cocoa, vanilla, papaya, squash corn, tomatoes, peanuts, cotton and avocados**  Learn about the past from different experiences e.g. books, hands on visits, from visitors, artefacts, videos and internet resources  Connect with the past in their local area and be able to recognise things from the past **e.g. understanding that the potato (one of Herefordshire’s main crops) came from Columbus’s discoveries and that the tomatoes grown in school are from the Americas too.**  Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations **e.g. The Great Explorer by Chris Judge** |
| **Vocabulary**  Preschool: explore, explorer, now, the, past, present, describe, equipment, journey, travel, jobs (occupations)  Reception: explore, explorer, now, the, past, present, describe, equipment, journey, travel, Christopher Columbus, Jeanne Baret, maps, ship, sail, travel, ocean, America, yams, potatoes, pineapple, peppers, cocoa, vanilla, papaya, squash corn, tomatoes, peanuts, cotton and avocados, | |
| **Year One** | |
| **NC Objectives**  **Children to learn about:**  **Events Beyond Living Memory**  That are significant nationally or globally.  **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.  **School Objectives**  Children need to be able to know what it means to be an explorer, for example they know that Christopher Columbus would have needed to read maps and plan his exhibition. He would have needed to be well organised and know key geographical and navigation skills e.g. knowing the map of the world, being able to use a compass. Children are able to apply their geographical knowledge to this.  Children need to know about the equipment, clothing and transport needed by explorers to complete their journeys of discoveries.  ***Christopher Columbus***  Children need to know that Christopher Columbus was a famous explorer, a sailor who lived approximately 500 years ago (use timeline to illustrate this chronology)  Children are able to share the purpose and reason behind Christopher Columbus’ journey e.g. he wanted to prove that you could sail west to the Indies and China to gain access to riches, proving that the world was round and that this was in fact a quicker route.    Children are able to recall and describe the key events leading up the Columbus’ discoveries e.g. the King of Spain backed his voyage, lending him three ships, the Pinta, the Nina and the Santa Maria  Children need to know the journey Christopher Columbus took in his voyage and be able to plot this on a world map.  Children to know that Columbus is famous for discovering the Americas (for Europeans)  Children know about some of the products that Columbus brought back with him from the Americas and how these influence our lives in Britain now.  Children know that people were already living in the Americas before it was discovered.  Children are able to understand that this discovery opened up the Americas to the rest of the world and that Europeans have settled here since.  Children to learn about Jeanne Baret (who was the first woman to circumnavigate the world), as another pioneer traveller/explorer, knowing that her journey was possible due to Columbus’s earlier discovery of the Americas. | |
| **Vocabulary**  Explorer, voyage, Atlantic Ocean, discovery, Renaissance, America, map, ship, the Pinta, the Nina and the Santa Maria, sailor, navigate, compass, new world, North and South and America, colonies, continent, Christopher Columbus, Jeanne Baret, artefact | |

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| **Autumn term Two**  **Focus: Now and Then (Technology and Seaside holidays)**  **Questions:**  **How have seaside holidays changed?**  **How can we tell if something is from the past?**  **How has technology changed? *Telephone, television, computer***  **Who made these changes happen? *Inventors*** | |
|  | **Knowledge of the World** |
| **Preschool (3-4 yr olds)**  **Reception (4-5 yr olds)** | **Children:**  Begin to make sense of their own life-story and family’s history.  Are able to share and learn from the life story of other families  Begin to understand the concept of past and present **e.g. how the telephone has changed and developed.**  Explore and describe artefacts from the past, using taught and known descriptive vocabulary **e.g. an old typewriter to a modern computer and keyboard or an old sewing machine compared to a new sewing machine**  Use developing taught vocabulary to describe objects from the past and present  Learn about the past from different experiences ***e.g. books, hands on visits, from visitors, artefacts, videos and internet resources (virtual tours of the seaside)***  Connect with the past in their local area **e.g. visiting the Butcher’s Row museum to look at how objects have changed**  Connect with the past through stories and non-fiction texts  **Children:**  Are able to understand chronology in relation to a life timeline and they can demonstrate this understanding by creating their own timelines **e.g. seaside then and now**  Understand the chronology of yesterday, today and tomorrow  Begin to gain an understanding of time words beyond this e.g. weeks, months and years  Use clues from the past **e.g. when looking at artefacts and photographs to explain why something is from the past, like we don’t wear swimming costumes like that now.**  Use developing taught vocabulary and from their own experiences to describe objects from the past and present **e.g. being able to compare seaside from the past and present**  Learn about the past from different experiences  Connect with the past in their local area and be able to recognise things from the past **e.g. The bath tub in the Butcher’s Row museum isn’t like mine at all- we have running taps and electricity to power the shower.**  Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations |
| **Vocabulary**  **Preschool:** Now, then, old, new, past, present, telephone, telephone box, computer, laptop, ipad, digital/camera, robot, sewing machine, typewriter, seaside, beach, sun, sea, sand, sandcastles, bucket and spade, swimming costume, rock pool, ice cream, ice cream van, donkey rides, windmill, kite, pebbles, sun lotion, sun hat, beach hut, boat, shells, fish, starfish, lighthouse, seaweed, crab  **Reception:** Now, then, old, new, past, present, telephone, computer, laptop, ipad, digital/camera, oven, microwave, fridge, mobile phone, sewing machine, typewriter, television, radio, cassette, video, seaside, sea, donkey rides, sand dunes, sandcastles, swimming costume, bathing suit, rock pool, bucket and spde, ice cream van, windmill, deckchair, seagull, yacht, Punch and Judy, Pier, kite, pebbles, sun lotion, rock, beach, crab, sun galsses, sun hat, windbreak, beach hut, beach ball, boat, shells, fish, starfish, sea anemone, mussels, shrimps, seaweed, lighthouse, lifeguard, | |
| **Year One** | |
| **Year One NC Objectives**  **Children need to learn about:**  **Changes within Living Memory**  Where appropriate, these should be used to reveal aspects of change in national life  **School Objectives:**  Children know about seaside holidays from the past (Victorian times and since) and can describe some common features of these e.g. swimming costumes, bathing machine, games and food.  Children recognise how holidays have changed over time e.g. destinations, travel, leisure activities and food. They have an improved understanding of the changes in recent history for their family members.  Children need to know about key inventions that have shaped the technology we use today e.g. telephones, grammar phones, light bulb, internet (Charles Babbage)  Children are able to place these items on a timeline and see how technology has advanced and changed e.g. music playing and listening  Children know about a key inventor of technology e.g. Granville T. Woods (induction telegraph and rollercoaster) and/or Alexander Graham Bell (telephone) | |
| **Vocabulary**  Then, now, new, old, past, present, compare, change, timeline, seaside, bathing suit, swimming costume, train, car, donkey rides, fun fair, ice cream, fish and chips, seafood, rock, sand, sea, rock pools, crabs, shrimps, mussels, shells, seaweed, fishing nets, buckets, spades, umbrella, deck chair, pier, promenade, shops, café, Victorian, sea bathing, carriages, bathing machine, technology, telephone, grammar phone, sewing machine, typewriter, pager, ‘dumb’ mobile phone, fax machine, video, floppy disc, cassette, CD, DVD, television, radio, wireless, electricity, internet, inventor, communication, machine, devices, gadgets, email, video games, Charles Babbage, Alexander Graham Bell, Granville. T. Woods | |
| **Summer term Two**  **Focus: Explorers (Neil Armstrong, first man on the moon and Valentina Tereshkova, first woman in space; )**  **Questions:**  **What it is like to be a space explorer?**  **Tell me about a famous space explorer?** | |
|  | **Knowledge of the World** |
| **Preschool (3-4 yr olds)**  **Reception (4-5 yr olds)** | **Children:**  Begin to make sense of their own life-story and family’s history.  Are able to share and learn from the life story of other families  Begin to understand the concept of past and present **e.g. learning about explorers from the past and their achievements (Neil Armstrong, first man in space; and Valentina Tereshkova, first woman in space)**  Explore and describe artefacts from the past, using taught and known descriptive vocabulary **e.g. equipment used to climb mountains and to travel into space (space food)**  Use developing taught vocabulary to describe objects from the past and present **e.g. spacecraft, astronaut, summit,**  Learn about the past from different experiences **e.g. books, hands on visits, from visitors, artefacts, videos and internet resources (virtual rocket experience and Laika the Space Dog book))**  Connect with the past in their local area **e.g. being a wildlife explorer- a modern day explorer**  Connect with the past through stories and non-fiction texts **e.g. Laika the Space Dog** **and The Story of Neil Armstrong**  **Children:**  Are able to understand chronology in relation to a life timeline and they can demonstrate this understanding by creating their own timelines **e.g. recognising that Valentina Tereshkova travelled into space before Neil Armstrong landed on the moon!**  Understand the chronology of yesterday, today and tomorrow  Begin to gain an understanding of time words beyond this e.g. weeks, months and years  Use clues from the past **e.g. when looking at artefacts and photographs to explain why something is from the past, comparing space equipment now and then**  Use developing taught vocabulary and from their own experiences to describe objects from the past and present  Learn about the past from different experiences **e.g. beginning to describe the space experience of Neil Armstrong compared to Tim Peake’s more recent mission, using taught specific vocabulary.**  Connect with the past in their local area and be able to recognise things from the past **e.g.**  Connect with the past through stories and non-fiction texts and be able to offer descriptions, comparisons and observations **e.g. Laika the Space Dog and The Little Girl who Wanted to Become an Astronaut** |
| **Vocabulary**  Preschool: Now, then, old, new, past, present, space, rocket, astronaut, planet, moon, sun, stars  Reception: Now, then, old, new, past, present, space, rocket, astronaut, planet, moon, sun, stars, Neil Armstrong, Valentina Tereshkova, Laika, space suit | |
| **Year One** | |
| **Year One NC Objectives**  **Children need to learn about:**  **Events Beyond Living Memory**  That are significant nationally or globally.  **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.  **School Objectives:**  ***Neil Armstrong, Valentina Tereshkova, Laika***  Children know that Neil Armstrong is famous for being the first man to walk on the moon in 1969 and that he was American.  Children to understand the importance of cooperation and a ‘team effort’, knowing that Neil Armstrong wouldn’t have been able to complete his journey without his crew members (Buzz Aldrin and Michael Collins)  Children know that Valentina Tereshkova was the first woman in space and that she was Russian.  Children are able to recount what life was like in space e.g. navigating Apollo 11, Vostok 6, and space food, toileting, activities and clothing.  Children are able to describe and recall the key events of the first Lunar Landing and Neil Armstrong’s voyage.  Children to understand the significance of the Neil’s words ‘this is one small step for man, but one giant leap for mankind’, gaining an understanding of this event as an international achievement for mankind.  Children gain an understanding of animals role in space exploration, learning about Laika, the Russian space dog, who made the first orbital flight around the Earth on Sputnik 2  Children can compare the more recent space exploration of British astronaut Tim Peake, to that of the early astronauts of the 1960’s. | |
| **Vocabulary**  Neil Armstrong, Buzz Aldrin, Michael Collins, Valentina Tereshkova, space, explore, mission, Apollo 11, Vostok 6, Sputnik 2, Russia, America, moon, lunar, landing, rocket, space suit, Nasa, Astronaut, orbit, achievement, planet, Sun, Earth, orbit, Tim Peake, crew, | |

**Class Two (Year 2 and 3)**

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| **Autumn A** |
| **Topic: Prehistoric Adventures**  **Covering: *Stone Age, Iron Age and Prehistoric times***  ***Q:* What were dinosaurs really like?** Learning about the different types of dinosaurs, their habitats, diet and appearance.  **Q: What was it like to be a stone age human?** Skara Brae and Stonehenge  **Q: What are the differences between Bronze and Iron Age?** Herefordshire Beacon as a local study. |
| **NC Objectives:**  **Pre- Roman Britain (Y3)** Pupils should be taught about changes in Britain from the Stone Age through to the Iron Age.  **Events Beyond Living Memory**  That are significant nationally or global.  **Local History (Y3, 4,5,6)** Pupils should be taught about an aspect of local history  **School Objectives**  Children to understand how we have learnt about the existence of dinosaurs (archaeology) and how this has led to what we know about dinosaurs today.  Children to be able to recognise and name some key dinosaurs, and to be able to describe their appearance, diet and habitats.  Children need to know where Skara Brae is located, how it was discovered and how old it is (being able to place on a timeline)  Children need to gain an understanding of how Stone Age people lived, focusing on: food, clothing, living space, tools and rubbish  Children to know where Stonehenge is located and how old it is (being placed on a timeline)  Children need to understand how Stonehenge was constructed and its significance/use/purpose.  Children to gain an understanding of the way of life for Stone Age people through cave paintings e.g. through looking at the world famous Lascaux paintings  Children to know when the Bronze Age was and be able to place this on a timeline  Children to know that the Bronze Age signified a change from man working with stone, to working with tin and copper to form bronze in a furnace (introduced by the Beaker People)  Children to learn about tin and copper mining and children’s role in this, learning from the Great Orme Copper Mine in North Wales  Children need to recognise the importance of the development of Bronze Age tools and how this made it easier for people to farm and grow crops.  Children to learn about the invention of the loom in Bronze Age times and how this was used to make woollen clothing.  Children to know when the Iron Age was and be able to place this on a timeline  Children to learn about the daily lives of Iron Age people through their tools and how these had evolved from Stone Age (\*visit to Eastnor Forge)  Children to learn about the prehistory of the Herefordshire Beacon (British Camp) as an Iron Age Hill Fort (\*visit the site)  Children to learn about the religious beliefs of people at this time and the role of druids. |
| **Vocabulary**  Y2- dinosaur (and some key dinosaur names), prehistoric, carnivore, herbivore, omnivore, habitat, diet, appearance, prey, scales, teeth, claws, bone, egg, skull, fossil, archaeology, Skara Brae, Stone Age, tools, clothing, cave paintings, stone circles, Stonehenge, clothing, Bronze Age, Iron Age, bronze, tin, copper, iron, mammoth, sabretooth tiger, woolly rhino, weapons, spear, fur pelt, hunter, gatherer arrow, flint, jewellery, antler, cave, camp, hill fort, warriers, beliefs, warriers, mines  Y3- dinosaur (and some key dinosaur names), prehistoric, carnivore, herbivore, omnivore, habitat, diet, appearance, prey, scales, teeth, claws, bone, egg, skull, fossil, Skara Brae, Stone Age, tools, clothing, cave paintings, Lascaux paintings, stone circles, Stonehenge, Bronze Age, Iron Age, tin, copper, iron, Iron age hill fort, Herefordshire Beacon, Neolithic man/woman, mammoth, sabretooth tiger, woolly rhino, weapons, spear, fur pelt, hunter, gatherer, arrow, flint, jewellery, antler, cave, camp, warriers, hammerstone, borer, Neanderthal, homo sapiens, round house, wattle and daub, Boudicca, clans, hill forts, beliefs and druids, mines |
| **Summer A** |
| **Topic: Fearsome warriers!**  **Covering Anglo Saxons, Scots and Vikings**  **Q: What was life like in Anglo-Saxon times?** Learning about life in Anglo Saxon Britain and how this came to be.  **Q: What was it like to be a Viking?** Using artefacts and other sources to learn more about what it meant to be a Viking, exploring culture beliefs and traditions.  **Q: Who were the Picts?** Understanding that there was a different rule in Scotland and that there existed ongoing conflict between the Gaelic tribes and the English rule. |
| **NC Objectives**  **Anglo- Saxons and Scots (Y3)** Pupils should be taught about Britain’s Settlement by Anglo-Saxons and Scots.  **Anglo Saxons and Vikings (Y3)** Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  **School Objectives**  ***Anglo-Saxons***  Children to know where the Anglo Saxon period occurred on a timeline (AD410 to 1066) and how this relates to other periods they have studied (particularly the departure of the Romans and the Norman Conquest.  Children to understand the terms ‘invader’ and ‘settler’.  Children know that the Anglo Saxons originated from Germany, the Netherlands and Denmark and the main tribes were the Angles, the Saxons and the Jutes.  Children to map out the invasion routes travelled by these invaders and where they settled.  Children to gain an understanding of what life was like in Anglo Saxon times, learning about clothing, food, homes, jewellery, weaponry.  Children to learn about and explore writing kennings and sagas  Children learn about the Anglo-Saxon runic alphabet  Children to learn about important Saxon kings e.g. King Ethelred, King Alfred and King Offa  Children to know about the significance of Edward the Confessor’s death leading to the end of Anglo-Saxon rule and the beginning of Norman rule (Battle of Hastings, 1066)  Children to use the Bayeux Tapestry to learn about the events of the Battle of Hastings, learning about the battle between King Harold and William the Conqueror  ***Vikings***  Children to know that the Viking period in Europe and Britain was between AD700 to 1100 and be able to place this on a timeline.  Children to know that the Vikings came from Scandinavia (Norway, Sweden and Denmark) and be able to locate these places on the map and follow the Viking journey to Britain.  Children to know that the Vikings travelled by longboat and what these looked like e.g. look at famous discoveries and excavations as well as online reproductions.  Children to compare Viking life and traditions with that of the Anglo Saxons, learning about similarities and differences in food, clothing, beliefs and settlements.  Children to use artefacts to learn what life was like in Viking times.  Children to learn about the significance of Alfred the Great and his peace treaty with the Vikings, knowing that the people to the west of the UK were Anglo- Saxon ruled and the East of the country governed by the Vikings and Dane law.  ***Scots***  Children to know that the Picts were around before the first Roman invasion (mention in records from AD296) and that they continued to be around until the 11th Century when they became the Scottish as we know today.    Children to know that there were two tribes in Scotland, the Scotti and the Picts (named for their painted bodies), both farmers.  Children to know that these tribes spoke different languages and were geographically separated by the Grampian Mountains.  Children to learn about the lives of the Picts, looking at metal work, carvings and jewellery.  Children to know that the Picts often rose up against the Anglo Saxons and English rule, noting some significant battles e.g. Battle of Brunanburh and Carham |
| **Vocabulary**  Y2-invader, settler, Viking, Anglo-Saxon, Jute, Britain, tribe, Scot, carving, jewellery, Grampian Mountains, Scotland, England, Romans, Normans, Battle of Hastings, longboat, discovery, artefact, weaponry  Y3- invader, settler, Viking, Anglo-Saxon, Jute, Britain, tribe, Scot, carving, jewellery, Grampian Mountains, Scotland, England, Romans, Normans, Battle of Hastings, longboat, discovery, excavation, archaeology, weaponry, Scotti, Pict, Battle of Brunanburh and Carham, geographically isolated, William the Conqueror, Scandinavia, Denmark, Germany, Sweden, Norway, Alfred the Great, Edward the Confessor, William the Conqueror, King Harold, peace treaty, |
| **Autumn B** |
| **Topic: The Great Fire of London**  **Q: What was life like in Stuart and Tudor England?** Comparing city and country life (using Ledbury as an example to visit some Tudor buildings/museums). Learning about housing, food, clothing, traditions and how people lived. Compare this to today.  **Q: Fire, Fire! What happened?** Looking at the events that led up to the fire and what happened during.  **Q: How did London rise from the ashes?** Looking at the redesigning and rebuilding of London and how the city learnt from the fire. |
| **NC Objectives**  Events Beyond Living Memory  That are significant nationally or global.  **School Objectives**  Children need to know when the Great Fire happened (1666) and see where this is on the timeline.  Children are able to identify and Tudor house by its features in their local area. They can then compare this to their own homes.  Children know a little about what it was like to live in these times and are able to compare this to modern day life e.g. clothing, food, toys, hobbies and jobs.  Children understand more about their local town (Ledbury-the Market House, Painted Room, The Master’s House) and their capital city through its museums and buildings (The Tower of London, Lady Chapel in Westminster Abbey, Lambeth Palace, St. Katherine Cree, All Hallows by the Tower)  Children are able to recall the events leading up to, during and after the great fire  Children understand the importance and significance of Samuel Pepys’ diary as a primary source of information and eye witness account.  Children to understand how London was redesigned and rebuilt, learning from the fire, e.g. wider streets, different building materials and the Pudding Lane commemorative monument. |
| **Vocabulary**  Y2-Ledbury, Tudor, history, past, present, change, museum, building beams, black and white, wattle, daub, fireplace, thatched, jobs, hobbies, Pudding Lane, baker, Samuel Pepys, eye-witness account, materials, St. Paul’s Cathedral, Christopher Wren.  Y3- Ledbury, Tudor, history, past, present, change, museum (Butcher’s Row, Heritage Centre, Painted Room,), building (Market House, Talbot Hotel, The Master’s House), beams, black and white, wattle, daub, fireplace, thatched, timbered, occupations, hobbies, Lady Chapel (Westminster Abbey), Lambeth Palace, Samuel Pepys, diary, primary source, eye-witness account, materials, Pudding Lane Commemorative Monument, Christopher Wren, St. Paul’s Cathedral, the Sister’s Houses |
| **Summer B** |
| **Rotten Romans!**  **Q-What was Ancient Rome like?** Learning about the Ancient Rome civilisation  **Q- How did Rome become an Empire?** Learning about how Rome came to attain such power  **Q- What was it like to live in Roman Britain?** Looking at the changes and influence of the Roman invasion and the lasting images still seen today. |
| **NC Objectives**  Roman Britain (Y3) Pupils should be taught about the Roman Empire and its impact on Britain.  Extended Chronological Study (Y3) Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066  Local History (Y3, 4,5,6) Pupils should be taught about an aspect of local history  **School Objectives**  Children to know that the Romans ruled Britain from 43-410 AD and be able to place significant events on a timeline  Children to understand that the Romans invaded Britain from Rome and that the Roman Empire was vast (ruling over 45 million across Europe, North Africa and Asia)  Children to learn about the legend of Romulus and Remus and how this is the story of how Rome was born  Children to learn about how Rome and subsequently the Roman Empire was ruled, from kings, to senators (republic of Rome), to Emperors (Roman Empire).  Children to learn about some of the key figures and rulers of Rome, e.g. Julius Caesar and Emperor Augustus  Children to learn about the beliefs of the Romans, from their Gods and Goddesses through to their conversion to Christianity.  Children to learn about life in Rome, exploring clothing, buildings (Colosseum, Basilica, Pantheon and amphitheatre), artwork (mosaics), inventions (aqueducts, concrete, water wheel, oil lamps) diet, family life, work, money (coins) and hobbies (e.g. chariot racing and gladiators)  Children to gain an understanding of the power of the Roman Empire, learning about its army e.g. legionaries, auxiliaries and centuries  Children to know the facts of the Roman Invasions on Britain, learning about the initial failed attempts by Julius Caesar, the success of Emperor Claudius 100 years later and the rebellion of Boudicca.  Children to connect their previous learning on Celtic Britain and learn about what life was like for the British people under Roman rule.  Children to understand the influence of the Roman rule in Britain had e.g. learning about roman roads, aqueducts, public baths, sewerage  Children to learn about the roman life in Britain in our area e.g. through learning about or visiting either the Corinium Museum in Cirencester, Cirencester Amphitheatre or Chedworth Roman Villa.  Children to learn about what life was like in Roman Britain, comparing rich and poor and man, woman and child roles. |
| **Vocabulary**  Y2-Roman, Empire, Britain, Julius Caesar, Emperor, conquer, Romulus, Remus, gods and goddesses (Diana, Mars, Mercury, Venus, Saturn, Neptune, Apollo, Cupid, Pluto, Uranus, Jupiter), Christianity, Toga, tunic, sandals, inventions, coins, grapes, roads, candle, harp, temple, solidier, mosaic, arch, villa, army, sewer, chariot, armour, gladiator, baths, helmet, Celt, feast, slave, rich, poor, Barbarian,  Y3-Roman, Empire, Britain, Julius Caesar, Emperor, conquer, Romulus, Remus, gods and goddesses (Diana, Mars, Mercury, Venus, Saturn, Neptune, Apollo, Cupid, Pluto, Uranus, Jupiter), Christianity, Toga, tunic, sandals, inventions, coins, grapes, roads, candle, harp, temple, solidier, mosaic, arch, villa, army, sewer, chariot, armour, gladiator, baths, helmet, Celt, feast, slave, rich, poor, Barbarian, Boudicca, Aquila (eagle symbol), amphitheatre, aqueduct, Colosseum, Roman road, Basilica, Pantheon, Centurion, Republic, Senate, senator, Emperor Claudius, legion, legionaries, auxiliaries and centuries, |

**Class Three (Y4, 5 and 6)**

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| **Autumn A** |
| **Topic: Being Human**  **Q: What did it mean to be a suffragette?** Suffragette movement  **Q: What was it like to live in Bromesberrow 250 years ago?** Learning about Bromesberrow Place and the influence it had on the settlement  **Q: Colonialism (Africa and India)-contrasting with Suffragettes in UK** |
| **NC Objectives:**  **Extended Chronological Study** Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066  **Local History (Y3, 4,5,6)** pupils should be taught about an aspect of local history  **Extended Chronological Study (Y3, 4,5,6)** Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066  **School Objectives**  **Suffragette Movement**  Y4/ 5/6- Children need to :  Know that the word ‘suffrage’ means to have the right to vote in elections  Understand that the suffragettes and suffragists campaigned for women to have the right to vote equal to men.  Know the role and significance of Emmeline Pankhurst and her daughters in leading the British suffragette movement  Know about the key events surrounding the suffragette movement e.g. Emily Wilding Davison as a martyr in 1913  Know that some women won the right to vote from 1918 and all women from 1928    Y5/6- Children need to:  Understand the political purpose, gains and losses of the suffragette actions e.g. Emily Pankhurst trial  Be able to debate whether political violence and protest is justified dependent on the cause  Understand the differences between the suffragette and suffragist movement  Y6- Children need to:  Be able to debate whether political violence and protest is justified dependent on the cause and connect this to modern day protests e.g. climate change and veganism.  Understand the differences between the suffragists and suffragette movements and debate peaceful and violent protest  **Local Study-Bromesberrow Place**  Y4/5/6-Children need to:  Know when Bromesberrow Place and Estate was first built (1768) and how the building has evolved over the years.  Learn about the Georgian period, through visiting Bromesberrow Place, looking at artwork, artefacts and heirlooms.  Learn about how Bromesberrow estate and village life has changed over time.  Learn about the estate’s role in founding the church and church’s role in the community over time  Learn about the church of St. Mary’s and its history as a place of worship.  Know how the school is connected to Bromesberrow Estate, when it was built and how it has changed over time.  Y5/6-  Children know the importance of Bromesberrow Place and Estate to the development of the Bromesberrow Settlement.  Learn about the estate’s role in founding the church and church’s role in the community over time  Y6-  Children to explore the changes in occupation over time in the village, recognising the impact of transport, migration and education on local people’s opportunities and prospects. |
| **Vocabulary**  **Suffragette Movement**  Y4: Suffrage, suffragette, suffragist, vote, election, right, Emmeline Pankhurst, Emily Wilding Davison  Y5: Suffrage, suffragette, suffragist, vote, election, right, equality, Emmeline Pankhurst, Emily Wilding Davison, political, protest, cause  Y6: Suffrage, suffragette, suffragist, vote, election, right, equality, Emmeline Pankhurst, Emily Wilding Davison, political, protest, cause political violence, political protest, peaceful protest, climate change, veganism  **Bromesberrow Place**  Y4: Bromesberrow Place, Bromesberrow Estate, Georgian, labourer, farm hand, artwork, artefact, time period, change, Bromesberrow St. Mary’s church, village, agriculture, forestry  Y5: Bromesberrow Place, Bromesberrow Estate, Georgian, labourer, farm hand, artwork, artefact, time period, change, Bromesberrow St. Mary’s church, village, Regency,  Y6: Bromesberrow Place, Bromesberrow Estate, Georgian, labourer, farm hand, artwork, artefact, time period, change, Bromesberrow St. Mary’s church , Regency interconnected, dependent, |
| **Summer A** |
| **Topic: Brilliant Benin**  **Q: What was the Benin Kingdom?**  **Q: What was life like in the Benin Kingdom?**  **Q: How has the Benin Kingdom influenced the world today?** |
| **NC Objectives**  **Non European Study (Y4,5,6)** Pupils should be taught about a non-European society that provides contrasts with British history-one study chosen from: early Islamic civilisation, including a study of Bagdad c. AD 900; Mayan civilisation c. AD 900; or Benin (West Africa) c.AD 900-1300.  **School Objectives:**  year 4/5/6- children need to:   * Locate the Benin Kingdom on a map of Africa and place its significance on a timeline of African history. * Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.) as well as important dates in history. * Examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom.   Year 5/6- children need to:   * Describe some of the beliefs and rituals of the people of the Benin Kingdom. * Discuss the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them. * Develop an understanding of the oral tradition of African history. * Recall key facts about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom. * Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15thcentury.     Year 6-children need to:   * Compare and contrast the artwork and artefacts created in the Benin Kingdom with those created simultaneously in European civilisations. * Question the Validity of historical sources recorded by European travellers to the Benin Kingdom from the 15th century onwards. * Compare and contrast the oral tradition of African history with the European preference for written records. * Evaluate their understanding of the significance of the Benin Kingdom within African and world history and identify areas for further study. |
| **Vocabulary**  Yr 4: Africa, Queen Idia, Benin City, Ogiso, Igodomigodo/Edo, Igodo, Owodo, Ohen Artefacts, continent, AD, Chronology, ancient, River Nile, River, Niger, Yoruba, Nigeria, Ife, Dynasty, Warriors, wood and ivory carving, Benin art, Bayeux tapestry, Double bell, Brass Head, Mbira instrument,  Yr 5: Africa, Queen Idia, Benin City, Ogiso, Igodomigodo/Edo, Igodo, Owodo, Ohen, Artefacts, Continent, AD, Chronology, ancient, River Nile, River Niger, Yoruba, Nigeria, Ife, Dynasty, Warriors, wood and ivory carving, Benin art, Bayeux tapestry, Double bell, Brass Head, Mbira instrument, beliefs, rituals, Benin Bronzes, Oba, Eweka, Jacob Egharevba, Diversity, slave trade, Ceremonies, Human sacrifice, reincarnated, animists, spirits, European, 21st century, civilisation, Empire.  Yr 6: Africa Queen Idia, Benin City, Ogiso, Igodomigodo/Edo, Igodo, Owodo, Ohen, Artefacts, Continent, AD, Chronology, ancient, River Nile, River Niger, Yoruba, Nigeria, Ife, Dynasty, Warriors, wood and ivory carving, Benin art, Bayeux tapestry, beliefs, rituals, Benin Bronzes, Oba, Eweka, Jacob Egharevba, Diversity, Battle of Hastings (William the Conqueror), declare independence, slave trade, Ceremonies, Human sacrifice, reincarnated, animists, spirits, European, 21st century, civilisation, Empire, Benin Punitive expedition (punishment). |
| **Autumn B** |
| **Topic:**  **Marvellous Maya**  **Q: Who were the Mayans?** Looking at when and where the Mayan’s existed**.**  **Q: What was important to the Mayans?**  Learning about Mayan life, clothing, diet, homes and jewellery  **Q: What did they believe?** Learning about Mayan beliefs and religions |
| **NC Objectives**  **Children need to learn about:**  **Ancient Civilisations (Y4,5,6)** Pupils should be taught about the achievements of the earliest civilisations-an overview of where and when the first civilisations appeared and a depth study of one of the following:   1. Ancient Sumer 2. Indus Valley 3. Ancient Egypt 4. Shang Dynasty of Ancient China   **Non European Study (Y4,5,6)** Pupils should be taught about a non European society that provides contrasts with British history-one study chosen from: early Islamic civilisation, including a study of Bagdad c. AD 900; Mayan civilisation c. AD 900; orBenin (West Africa) c.AD 900-1300.  **School Objectives**  Year 4/5/6- children need to:  Know where ancient Maya people lived, naming some major features and cities in them. (El Mirador, Guatemala, the Yucatan, Chichen Itza, Spanish, Central America, Mexico, elize, Guatemala, Honduras, El Salvador, Xunantunich, Chichen Itza, Uxmal, Palenque, Calakmul, Coba, Copán, Tikal, Tulum) (Idol at Copan, Pyramidal Building and Fragments of Scultpure at Copan).  Read and write some basic Maya numbers, explaining what syllabograms and logograms are.  Know that corn and chocolate were important foods and be able to identify some reasons for this.  Year 5/6- children need to be able to :  Explain different ritual elements of the ancient Maya religion and describe some of the main gods. (Shield Jaguar, Lady Xook, Itzamna, Ix Chel, Maize God, Chac, Kimi).    Year 6:- children need to:  Explain how the number and writing system works in more detail (choose suitable syllabograms to create their own glyph blocks).  Know that corn and chocolate were important foods and be able to identify some reasons for this. Research and provide some of their own ideas in relation to this.  Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. (Shield Jaguar, Lady Xook, Itzamna, Ix Chel, Maize God, Chac, Kimi). |
| **Vocabulary**  Year 4: Maya Civilisation, syllabograms, logograms, rulers, nobles, Middleworld, Underworld, Upperworld, Maize, Caoco trees, Maya numbers, chocolate, Kakaw, currency, Gods.  Year 5: Underworld (Xibalba), Codices, hieroglyphic, Maya Civilisation, syllabograms, logograms, rulers, nobles, Middleworld, Underworld, Upperworld, Maize, Caoco trees, Maya numbers, chocolate, Kakaw, currency, Gods.  Year 6: Underworld (Xibalba), Codices, hieroglyphic, Maya Civilisation, syllabograms, logograms, rulers, nobles, Middleworld, Underworld, Upperworld, Maize, Caoco trees, Maya numbers, chocolate, Kakaw, currency, Gods, John Lloyd Stephens, Frederik Catherwood, lithography, archaeological. |
| **Summer B** |
| **Topic:**  **Ancient Egypt:**  **Who is Tutankhamun?**  **How and where the ancient Egyptians lived?** Building, types of homes.  **What was important to the daily lives of ancient Egyptians?** Gods, traditions, trade. |
| **NC Objectives:**  **Children need to learn:**  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.  **School objectives:**  Year 4/5/6:   * Understand what was important to people during ancient Egyptian times (Wealth, power, education?) * Compare the powers of different Egyptian gods (Ra, Amun, Horus, Thoth, Ma’at, Isis, Osiris, Hathor, Anubis, Sekhmet). * Find Egypt and the River Nile on a map. * Ask questions when shown artefacts in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording (The Rosetta Stone, Cartouches). * Gather information about mummification. What is it? Why is it done?   Year 5/6:   * Know where and when the Egyptians lived by using maps and artefacts to gain this information (King Menes uniting two Egyptian Kingdoms 3100BC – 30BC). * Understand the importance of the River Nile to the ancient Egyptian people (irrigation) (transport, food, trade, crops, building, and papyrus). * Research and gather information about mummification and Egyptian gods carefully (Hapi, Imesty, Duamatef and Qebehsenuf). Use this information to understand traditions in Egyptian times.   Year 6:   * Address and sometimes ask historically valid questions about change, cause, similarity when learning about the daily lives of many ancient Egyptian people. * Produce informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time (Howard Carter). * Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'. |
| **Vocabulary**  **Yr 4:** Egypt, artefacts, ancient, King Menes, wealth, education, River Nile, Cleopatra, Mummies, Mummification, Purified, Canopic Jars, Natron, Linen, Amulet, Book of the Dead, Tomb, Pyramid, Sarcophagus, Treasury, Entrance, Burial Chamber, Antechamber, Annex, Tutankhmun, Mr Howard Carter, Egyptian Pharaoh, hieroglyphs, Cartouches, The Rosetta Stone, Ra, Amun, Horus, Thoth, Ma’at, Isis, Osiris, Hathor, Anubis, Sekhmet.  **Yr 5:** Irrigation, papyrus, mummification, Purified, Canopic Jars, Natron, Hapi, Imesty, Duamatef, Qebehsenuf, Egypt, artefacts, ancient, King Menes, wealth, education, River Nile, Cleopatra, Mummies, Mummification, Purified, Canopic Jars, Natron, Linen, Amulet, Book of the Dead, Tomb, Pyramid, Sarcophagus, Treasury, Entrance, Burial Chamber, Antechamber, Annex, Tutankhmun, Mr Howard Carter, Egyptian Pharaoh, hieroglyphs, Cartouches, The Rosetta Stone, Ra, Amun, Horus, Thoth, Ma’at, Isis, Osiris, Hathor, Anubis, Sekhmet.  **Yr 6:** BC/AD, civilisation, artefact, Irrigation, papyrus, mummification, Purified, Canopic Jars, Natron, Hapi, Imesty, Duamatef, Qebehsenuf, Egypt, artefacts, ancient, King Menes, wealth, education, River Nile, Cleopatra, Mummies, Mummification, Purified, Canopic Jars, Natron, Linen, Amulet, Book of the Dead, Tomb, Pyramid, Sarcophagus, Treasury, Entrance, Burial Chamber, Antechamber, Annex, Tutankhmun, Mr Howard Carter, Egyptian Pharaoh, hieroglyphs, Cartouches, The Rosetta Stone, Ra, Amun, Horus, Thoth, Ma’at, Isis, Osiris, Hathor, Anubis, Sekhmet. |
| **Autumn C** |
| **Topic:** Ancient Greece  **Who are the ancient Greek people?**  **How did the Ancient Greek people establish their Empire?** Changes made, the people that made it happen.  **How have political systems changed over time?** Compare between then and now. Similarities/differences. |
| **NC Objectives:**  **Children need to learn:**  Ancient Greece – a study of Greek life and achievements and their influence on the western world.  **School Objectives:**  Year 4/5/6:   * Say when the Ancient Greek people lived and order some events from the time on a timeline. * Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding. * Talk about some Ancient Greek gods and know some features of Greek myths. * Show some understanding of how the political system worked. * Explain the creation of the Olympics, its purpose, and how they have continued throughout time (776BC)   Yr 5/6:   * Explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked. * Describe elements of the Battle of Marathon and the Trojan War in significant detail and write their own Greek myth containing the relevant elements. * Examine artefacts in order to draw conclusions about what life was like in Ancient Greece.   Yr 6:   * Compare and contrast modern day political systems with those from Ancient Greece showing a full understanding of the concepts and appreciation of how the Athenian system shaped modern politics. (jury service, lawyers, court) * Write detailed accounts of key events from the Ancient Greek time and ask and answer questions which extend and deepen their understanding. (Trojan War, Battle of Marathon). * Analyse a variety of evidence and artefacts and use these to support their conclusions about what life in Ancient Greece was like. |
| **Vocabulary:**  **Yr 4:** Greece, ancient, Athens, citizens, vote, Roman Empire, King Phillip 2nd, Hippocrates, Odysseys, Homer, Parthenon, Olympic Games, Classical Period, The Ekklesia, The Boule, The Dikasteria, Zeus, Sparta, King Darius, Battle of Marathon, Persian Empire, General Miltiades, Pheidippides, Sparta, Temples, Gods, Goddess, Mount Olympus, Myths, Legends, Trojan War, Troy, Prince of Troy, King Menelaus, Agamemnon, Trojan Horse.  **Yr 5:**  Greece, ancient, Athens, citizens, vote, Roman Empire, King Phillip 2nd, Hippocrates, Odysseys, Homer, Parthenon, Olympic Games, Classical Period, Democracy, The Ekklesia, The Boule, The Dikasteria, Zeus, Sparta, King Darius, Battle of Marathon, Persian Empire, General Miltiades, Pheidippides, Sparta, Temples, Gods, Goddess, Mount Olympus, Myths, Legends, Trojan War, Troy, Prince of Troy, King Menelaus, Agamemnon, Trojan Horse, Zeus, Poseidon, Hades, Hera, Ares, Athena, Apollo, Aphrodite, Hermes, Artemis, Heinrich Schliemann, Priam’s Treasure, Politics, government.  **Yr 6:**  Greece, ancient, Athens, citizens, vote, Roman Empire, King Phillip 2nd, Hippocrates, Odysseys, Homer, Parthenon, Olympic Games, Classical Period, Democracy, The Ekklesia, The Boule, The Dikasteria, Zeus, Sparta, King Darius, Battle of Marathon, Persian Empire, General Miltiades, Pheidippides, Sparta, Temples, Gods, Goddess, Mount Olympus, Myths, Legends, Trojan War, Troy, Prince of Troy, King Menelaus, Agamemnon, Trojan Horse, Zeus, Poseidon, Hades, Hera, Ares, Athena, Apollo, Aphrodite, Hermes, Artemis, Heinrich Schliemann, Priam’s Treasure, Politics, government, jurors, laws, jury service, courts. |
| **Summer C** |
| **Topic**  **World War Two**  **Q: What was World War 2 all about?** Thinking about the key events building up to the war and who was involved and why.  **Q: How were people affected during World War 2?** Looking at the lives of different people e.g. women’s work, rationing and evacuation  **Q: What can we learn from World War 2?** Learning from the Holocaust and other significant wartime events about linking these to more recent times. |
| **NC Objectives**  **School Objectives**  Y4/5/6 Children need to:   * Know when the war started (1 September 1939 – 2 September 1945) * Know some of the countries and key individuals involved. (Britain, Germany, France, Poland, South Africa, Canada, Australia, New Zealand, Soviet Union, United States of America, China, Japan, Italy). (Neville Chamberlain, Adolf Hitler) * Recall some details about key events (Hitler’s troops invade Poland, The battle of France, The battle of Britain, The Blitz, The evacuation of Dunkirk, Pearl Harbour, D-Day, Hiroshima bomb, VE Day). * Describe what evacuation and rationing were, explaining how they worked and how different people were affected. * Describe some of the jobs women did during the war. * Describe what the Holocaust was and who suffered as a result.   Y5/6 children need to:     * Describe some of the jobs women did during the war and explain how and why the changing role of women was significant to the war effort.     Y6 children need to:   * Evaluate and assess the reason, impact and significance of key wartime events. * Explain the Holocaust in detail and make links and comparisons to issues today. * Explain the use of propaganda and its purpose in the war. |
| Vocabulary    **Yr 4:** Outbreak, Neville Chamberlain, Adolf Hitler, Invade, Britain, Germany, Evacuation, rationing, Holocaust, bullied, concentration camps, Anne Frank, chronology.  **Yr 5:** Outbreak, Neville Chamberlain, Adolf Hitler, Invade, Britain, Germany, Evacuation, rationing, Holocaust, bullied, concentration camps, Anne Frank, chronology, Allies, Axis, United Nations, Battle of Britain, The Blitz, Active Service, Propaganda, economy, inequality, scapegoat, antisemitism, discrimination, executed, Dunkirk.  **Yr 6:** Outbreak, Neville Chamberlain, Adolf Hitler, Invade, Britain, Germany, Evacuation, rationing, Holocaust, bullied, concentration camps, Anne Frank, chronology, Allies, Axis, United Nations, Battle of Britain, The Blitz, Active Service, Propaganda, economy, inequality, scapegoat, antisemitism, discrimination, executed, Dunkirk, Leaned Lease, Patriotic heroines, conscription, genocide, |