



Reaching for the Stars *with Aspiration and Hope*

Bromesberrow St. Mary's History Long Term Plan (Rolling Programme)

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, Class Two, a two year cycle and Class Three, a three year cycle. We plan our topics as we go and these are populated in the table as we plan to ensure that teachers are able to be creative and flexible in approach, so as to capitalise on the children's interests and national and local events at the time.

What we teach: National Curriculum Objectives

We teach the Early Years Foundation Stage (for our preschool and Reception children) and the National Curriculum, broken down into Key Stage 1, Yrs. 1 and 2; and Key Stage 2, yrs. 3-6. We have set out the objectives below to set out the expectation as children progress in their learning throughout the school.

Early Years Foundation Stage

At the end of the Early Years (end of reception year) children should know about:

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.



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Key stage 1

National Curriculum Objectives	<p>Pupils should be taught:</p> <p><u>Class 1-Changes within Living Memory</u> Where appropriate , these should be used to reveal aspects of change in national life</p> <p><u>Class 1-Events Beyond Living Memory</u> That are significant nationally or global.</p> <p><u>Class 1-The lives of significant individuals</u> In the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p><u>Class 2-Significant historical events</u> People and places in their own locality</p>
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Key Stage 2

National Curriculum Objectives	<p>Pupils should be taught:</p> <p><u>Pre- Roman Britain (Y3)</u> Pupils should be taught about changes in Britain from the Stone Age through to the Iron Age.</p> <p><u>Roman Britain (Y3)</u> Pupils should be taught about the Roman Empire and its impact on Britain.</p> <p><u>Anglo- Saxons and Scots (Y3)</u> Pupils should be taught about Britain's Settlement by Anglo-Saxons and Scots.</p> <p><u>Anglo Saxons and Vikings (Y3)</u> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Local History (Y3, 4,5,6)</u> Pupils should be taught about an aspect of local history</p> <p><u>Extended Chronological Study (Y3, 4,5,6)</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <p><u>Ancient Civilisations (Y4,5,6)</u> 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:</p> <ul style="list-style-type: none"> a) Ancient Sumer b) Indus Valley c) Ancient Egypt d) Shang Dynasty of Ancient China <p><u>Ancient Greece(Y4,5,6)</u> Pupils should be taught a study of Greek life and achievements and their influence on the western world.</p> <p><u>Non European Study (Y4,5,6)</u> 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.</p>
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What we will be teaching and when

Below we have set out clearly the progression and specific subject knowledge children will be taught at each stage of their learning.

Class One (EYFS and Y1)

EYFS

	Area of Learning	Positive Relationships	Enabling Environments
Development Matters (Guidance document)	<p>Understanding the World: People and Communities</p> <p>30-50 months: Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends of family.</p>	<p>Encourage children to talk about their own home and community life and to find out about other children's experiences.</p> <p>Encourage children to develop positive relationships with community members.</p>	<p>Provide activities and opportunities for children to share experiences and knowledge from different parts of their loves with each other.</p> <p>Provide ways of preserving memories of special events.</p> <p>Make a display with the children, showing all the people who make up the community of the setting.</p> <p>Visit different parts of the local community,</p>



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	<p>40-60 months: enjoys joining in with family customs.</p> <p>ELG: children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</p>	<p>including areas where some children may be knowledgeable.</p>
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Vocabulary

Past, present, events, culture, customs, traditions, celebrations, community, belief, family, friends, similar, different, compare.

Autumn- Year One

Topic:

Then and Now!

Covering toys, holidays and transport

Q: How have our toys changed? Looking at toys from the past. Placing these on a timeline. Exploring how these have changed and why?

Q: How have seaside holidays changed? Looking at Victorian (and in between then and present day) seaside holidays in Britain compared to the holidays the children experience now

Q: How has transport/technology changed? Looking at how transport/technology has changed over time. Placing new modes of transport/inventions on a timeline.



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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)

Children are able to recognise the materials used and how and why this has changed over time e.g. tools, plastic development...

Children know about seaside holidays from the past (Victorian times and since) and can describe some common features of these e.g. swimming costumes, 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 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 motor vehicle, who invented to various models and when (visit to the Morgan factory in Malvern)

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

Children need to know about key inventions that have shaped the technology we use today e.g. telephones, grammar phones, light bulb, internet

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. Thomas Edison (light bulb) or Alexander Graham Bell (telephone)



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Vocabulary

then, now, old, new, past, present, special, favourite, museum, play, use, spin, cuddle, twist, bounce, push, pull, noise, sound, seaside, bathing suit, swimming costume, train, car, donkey rides, fun fair, ice cream, fish and chips, seafood, rock, sand, sea, rockpools, crabs, shrimps, mussels, shells, seaweed, fishing nets, buckets, spades, umbrella, deck chair, pier, promenade, shops, café, aeroplane, flight, travel, take off, land, engine, ship, sailor, captain, motor, vehicle, horn, road, sky, technology, telephone, grammar phone, cassette, CD, television, radio, wireless, electricity, internet, inventor, timeline

Summer – Year One

Topic: Explorers through Time

Covering- Christopher Columbus and Neil Armstrong

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

NC Objectives

Children to learn about:

Events Beyond Living Memory

That are significant nationally or globally.



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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

Children know that people were already living in the Americas before it was discovered.



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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.

Neil Armstrong

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 are able to recount what life was like in space e.g. navigating Apollo 11, 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.

Vocabulary

Explorer, voyage, Atlantic Ocean, discovery, Renaissance, America, map, ship, the Pinta, the Nina and the Santa Maria, sail, sailor, navigate, compass, new world, colonies, continent, Christopher Columbus, Neil Armstrong, space, Apollo 11, moon, lunar, landing, rocket, space suit, Nasa, Astronaut, walk, orbit, achievement



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Class Two (Year 2 and 3)

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)



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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, warriors, beliefs, warriors, mines



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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, warriors, hammerstone, borer, Neanderthal, homo sapiens, round house, wattle and daub, Boudicca, clans, hill forts, beliefs and druids, mines

Summer A

Topic: Fearsome warriors!

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.



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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.



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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.



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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



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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



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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,



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Class Three (Y4, 5 and 6)

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:



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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.



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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

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 Ogoja, Edo etc.) as well as important dates in history.



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- 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 15th century.

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).



Reaching for the Stars *with Aspiration and Hope*

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:

- a) Ancient Sumer
- b) Indus Valley
- c) Ancient Egypt
- d) 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; or Benin (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, Belize, Guatemala, Honduras, El Salvador, Xunantunich, Chichen Itza, Uxmal, Palenque, Calakmul, Coba, Copán, Tikal, Tulum) (Idol at Copan, Pyramidal Building and Fragments of Sculpture at Copan).



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- 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

Yr 4: Maya Civilisation, syllabograms, logograms, rulers, nobles, Middleworld, Underworld, Upperworld, Maize, Caoco trees, Maya numbers, chocolate, Kakaw, currency, Gods.

Yr 5: Underworld (Xibalba), Codices, hieroglyphic, Maya Civilisation, syllabograms, logograms, rulers, nobles, Middleworld, Underworld, Upperworld, Maize, Caoco trees, Maya numbers, chocolate, Kakaw, currency, Gods.

Yr 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.



Reaching for the Stars *with Aspiration and Hope*

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 Qebehseuf). 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



Reaching for the Stars *with Aspiration and Hope*

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, Tutankhamun, 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, Qebehseuf, 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, Tutankhamun, 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, Qebehseuf, 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, Tutankhamun, 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.



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- 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.



Reaching for the Stars *with Aspiration and Hope*

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

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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.
- Show some understanding of 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.
- Describe with confidence what the Holocaust was and who suffered as a result.

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.



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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.