



Autumn Term	Spring Term	Summer Term
Where we study the changes in British, local and world history, putting these events into chronological order and understanding the impact of people's ideas and beliefs.		
<p><b>Ancient Greece a study of Greek life and their influence on the western world</b> 700-480BC</p>	<p><b>Study of an aspect or theme of British history</b> Battle of Britain 10<sup>th</sup> July -31<sup>st</sup> Oct 1940</p>	<p><b>Study of an aspect or theme of British history</b> Black and British covering 2,000 years</p>
<p><b>Progression of Historical skills (entering)</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils show knowledge about historical events, from local history to world history</li> <li>• Pupils show an understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>• Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask questions, creating questions that develop understanding</li> <li>• Pupils can challenge sources of information</li> <li>• Pupils begin to make purposeful decisions about information to include when forming responses to questions</li> <li>• Pupils begin to organise information purposefully when responding to or asking questions</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use some names and words from the areas they have studied over the years</li> <li>• Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• Pupils understand some words related to history in general as well as periods</li> </ul>	<p><b>Progression of Historical skills (developing)</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils have a strong knowledge about historical events, from local history to world history</li> <li>• Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>• Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask questions, creating questions that develop understanding about change, cause and significance</li> <li>• Pupils can challenge sources, questioning the validity of these</li> <li>• Pupils can make purposeful decisions about information to include when forming responses to questions</li> <li>• Pupils can organise information purposefully when responding to or asking questions</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use names and words from the areas they have studied over the years</li> <li>• Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> </ul>	<p><b>Progression of Historical skills (secure)</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils have a wide-ranging knowledge about historical events, from local history to world history</li> <li>• Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding</li> <li>• Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance</li> <li>• Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda</li> <li>• Pupils can purposefully select information when forming responses to questions</li> <li>• Pupils can organise information purposefully when responding to or asking questions</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use a range of names and words from the areas they have studied over the years</li> </ul>

of history e.g. empire, parliament, civilisation etc.

### **Chronological understanding**

- Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history
- Pupils can compare historical periods, identifying a number of similarities between them and begin to consider why this is
- Pupils can compare historical periods, identifying differences between them
- Pupils are beginning to identify trends over time, identifying how ideas have been continued/ developed

- Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc

### **Chronological understanding**

- Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history
- Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is
- Pupils can compare a range of historical periods, identifying differences between them
- Pupils can identify some trends over time, identifying how ideas have been continued/ developed

- Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc.
- Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

### **Chronological understanding**

- Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history
- Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is
- Pupils can compare a range of historical periods, identifying differences between them
- Pupils can identify trends over time, identifying how ideas have been continued/ developed

### Topic key questions

#### What consequences did the geographical features of Greece cause?

Activity – study physical features of Greece's landscapes. Consider the impact these had on Greece e.g separate states – due to mountains, islands

#### What was every day Greek life like?

Activity – Market place role play. Quickest finger first – in groups list as many people as possible that met in the market place

#### Why was Athens able to stay so strong?

Activity - PPT how Athens went from a second-rate city to one of the most powerful. Pupils to record in a spider diagram. Sen can draw a picture of the reasons instead. Consider if think Athens had enemies.

#### Can I find evidence of a Greek legend?

Activity Children examine evidence that proves or disproves the legend of Theseus and the Minotaur, draw conclusions

#### Why is ancient Athens so important that we still study it today?

Activity – Show video clip explaining the plans to rebuild it. Lesson focus' on Greek democracy. The chn will have role play cards and debate whether to rebuild it. What do we think about Greek democracy, do we use elements of this is Britain today? Also, created Olympics and theatres (and the yo-yo)

(extra lesson)

#### Can I carry out an in-depth study into the Battle of Marathon?

Activity – role play as Greek soldiers. PPT to show how that Athenians won the battle. Children to use priory cards to map out the reasons.

### Topic key questions

#### Why did Britain have to go to war?

Activity – investigate the sequence of events leading to the second World War. Role House of Commons debate for/against going to war.

#### Why was it necessary for children to be evacuated?

Activity – Children are encouraged to ask questions about the evacuation. Show the chn a photo – what can they see? What do they think is happening? What questions have they got about the photos?

#### How did Britain manage to stay strong during the war?

Activity – Chn annotate a cartoon which shows various reasons Britain stood firm. Each table then researches one aspect and feeds back to the class

#### How did Britain manage to carry on with everyday life and what evidence do we have?

Activity – look at the major role women played in taking over traditional male roles to keep the country running. Examine propoganda, photos, newspapers etc

#### Extra lesson – Why is the contribution of Black people fighting in WW2 only now just been properly recognised?

Activity – research the roles of black soldiers during the war. How were they treated? Why do we think that we now recognise their contribution?

### Topic key questions

#### How shall we tell the story of the first black Britons in history?

Activity - Investigate the clues and findings of the first Black people in Romans times – how do we know? What evidence? Chn generate questions and discussion. Photo lesson.

#### What part did Black people start to play once they started to settle 500 year ago?

Activity – chn to understand that between Roman times and up to 500 years ago, there weren't black people in Britain. Consider why Black people started to settle and what roles/positions they held – use the clues. Consider context and don't jump to conclusions. Use some of clues to annotate in books.

#### How did the slave trade impact Black people and what was Britain's role?

Activity – Britain's role in the trade. How slaves were treated. Chn split into groups and complete a case study of different peoples experience and feedback to the class. Use the clues, draw conclusions. Record and create QR code.

#### How did the arrival of Empire Windrush change the way Black people were treated in Britain?

Activity – Explain what the Windrush was. Role plan showing the experiences that the immigrants experienced. Discuss put on a spectrum/scale of 1-10 of the best/worst experiences.

#### How has life changed in Britain for black people over the last 60 years?

Activity – Children take event cards and move around the room putting them selves into chronological order and telling the rest of the class what event their card is. Extension – can you think of any arguments as to why life hasn't improved that much today?

<p><b>Comparisons to then and now</b></p> <p>Democracy Voting on government builds and spending Voting out corrupt politicians today parties at number 10 in lockdown</p>	<p><b>Comparison to then and now</b></p> <p>Rationing – During the Covid pandemic 2020 some food and cleaning items were rationed or unavailable. Invasion – Russian invasion of the Ukraine.</p>	<p><b>Comparison to then and now</b></p> <p>BLM – taking the knee at sport events, marches, Inequality continues today Asian factory workers on extremely low pay and poor working conditions</p>
<p><b>School artefacts</b></p> <p>Grecian dress, bracelets and head dress Greek helmet God of blacksmiths Minerva plaque Apollo plaque Trojan plaque Greek farmer Hippocrates plaque.</p>	<p><b>School artefacts</b></p> <p>Churchill pack      Ration books War at sea pack      Morse code kit American pack      Gas masks Children’s war pack Union jack flag      Replica newspapers Anti-gas shields Victoria cross British coins      ID Cards Concentration ID tags</p>	<p><b>School artefacts</b></p> <p>To be purchased</p>
<p><b>National curriculum</b></p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. They should note connections contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>National curriculum</b></p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. They should note connections contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>National curriculum</b></p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. They should note connections contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

### Key vocabulary for children

Theatre	Story telling art form based on acting on stages. Ancient Greek plays were Comedies or Tragedies.
Masks	Face masks worn by Greek actors to portray emotions and represent characters.
Hydria	Greek water pot.
Hoplite	Heavily armoured Greek warrior.
Phalanx	Close fighting formation used by hoplites, where shields were used to protect each other.
Parthenon	Greek temple dedicated to the goddess Athena, the matron goddess of Athens.
Zeus	King of the Greek gods. Was responsible for the sky, lightning, thunder and justice.
Hera	Queen of the Greek gods. Was responsible for women, marriage and childbirth.
Democracy	Form of government where people vote to make decisions, or choose leaders.
Trojan Horse	Hollow, wooden horse used by the Greeks to trick the Trojans into opening the gates of Troy.
Olympics	World-wide sporting event that takes place every four years. Originally honoured Zeus.
Minotaur	Half-man, half-bull monster, fought by Theseus.

### Key vocabulary for children

Appeasement	The hope of avoiding war. Initially nothing was don't to stop Germany by the UK and France to prevent a war.
Invasion	When a country uses force to take over another country
Nazi	Member of the fascist German political party
Allies	Countries which fought on the British side (USA, Russia, France)
Axis	Countries which fought on the German side (Japan, Italy, Russia 1939-1941)
Evacuees	Someone moved from an area of danger to a safer place (normally from cities to countryside)
Rationing	The controlled distribution of scarce substances (clothes and food e.g sugar)
Blitz	Series of aerial bombing raids by the German air force over British main cities (for example London)
Luftwaffe	The German air force
Air raid shelter	A building to protect people from dropping bombs during raids
Victory	Success or triumph in a struggle

### Key vocabulary for children

Caribbean	Collection of islands off the coast of central and south America
Slavery	People own other people. These owned people are called slaves and have to do everything they are told.
Trade	Buying and selling of goods and services.
Plantation	Large farms or estates which grow crops, cotton, rubber to sell.
HMT Empire Windrush	Boat that sailed from Australia to England via the Caribbean, collecting passengers along the way – mostly men.
Commonwealth Empire	54 countries around the world who see the queen as their leader and work in equal partnership.
Equality	Each person or group of people are given the same opportunity.
Freedom	To live happily and freely, allowed to say and do what you want to.
Prejudice	An opinion already formed without any reason or experience.
Racism	Unfair treatment of people of a particular race by individuals or society to benefit them.
Civil rights	To give equal right to a person regardless of colour, age, gender, religion, by governments ad those in charge.

### Keys dates and events

776 BC	First Olympic games
600 BC	First coins introduced
505 BC	Athens introduces democracy
490 BC	Battle of Marathon (Athens vs Persia)
431-404 BC	Peloponnesian wars between two sides lead by Athens and Sparta
386 BC	Plato founds the academy
323 BC	Alexander the Great dies after defeating the Persians
146 BC	Roman rule of Greece begins with the sacking of Corinth

### Keys dates and events

1 <sup>st</sup> Sept 1939	Under the leadership of Adolf Hitler, Nazi Germany invade Poland.
3 <sup>rd</sup> Sept 1939	Britain and France declare war on Germany – start of WW2. Neville Chamberlain (British Prime Minister 1937-40) has tried to previously appease Germany.
January 1940	Rationing introduced to Britain
May to June 1940	Dunkirk is evacuated and France surrenders. Germany use a quick invasion to take over Western Europe. (known a Blitzkrieg)
July 1940	Germany launch air strikes over Britain (start of the Battle of Britain and the Blitz) Winston Churchill is the British Prime Minister Germany, Italy and Japan sign a pact, forming the axis.
7 <sup>th</sup> Dec 1941	Japanese bomb Pearl Harbour in America. Their President Franklin D Roosevelt enters the war fighting with the allies.
6 <sup>th</sup> June 1944	D-Day and Normandy invasions. The Allies invade France and push Germany back.
30 <sup>th</sup> April 1945	Hitler commits suicide
7 <sup>th</sup> May 1945	Germany surrenders & victory in Europe is declared the next day
Aug 1945	America drop bombs on Japan killing over 226,000 people
2 <sup>nd</sup> Sept 1945	Japan surrender, ending WW2

### Keys dates and events

193 AD	Septimus Severus becomes first black Roman Emperor, living in York for 3 years
1507	John Blanke, black trumpeter in King Henry 8 <sup>th</sup> court mentioned in records. Only evidence of a black man in Tudor times
1562	John Hawkins sails to Africa, he kidnaps 300 black people and enforces them to work for him, becoming slaves.
1774	Ignatius Sancho First black person to vote in Britain
1807	Buying and selling of slaves ends but slaves are still not free
1834	Enslaved people are freed
1835	John Kent becomes the first black police officer
1939-1945	10,000 soldiers from the Caribbean volunteer to fight for Britain in WW2
1948	The Empire Windrush docks with 500 Caribbean passengers on board.
1987	First black MP's - Bernie Grant, Dianne Abbott and Paul Boateng
2020	Protests following the death of George Floyd and Black Lives Matter movement starts



**Cross curriculum links**

Geography (locations/landscapes)  
Music & PE (dance and music WW2)  
Literacy (spoken word, writing)  
Maths (concept of time)  
IT Bletchley Park WW2