

TERMLY PLAN

John E. Batty Primary		Year Group Top Level Plan			Subject:		History (KS2)	
		Autumn		Spring		Summer		
Year Grp.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 3	<ul style="list-style-type: none"> Place events and people on a timeline using key dates and terms. Use dates in communicating my knowledge. Use a wide range of evidence including primary and secondary sources. Compare different aspects of everyday life over different Periods studied addressing the following. SOCIAL JUSTICE, POWER (Absolute to Democracy), RELIGION and EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression) Identify a change in the period studied. Identify what stayed the same within the period studied. 							
	<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> Know the timeline of each era (Stone Age approximately 12,000 years ago -10,000BCE and Bronze Age approximately 4,500 years ago – 2500BCE) Know who the people were? Know what archaeology is and its importance – allowing archaeologists to understand more about how people lived, worked, fought, ate etc. Know where people originated from, where they settled Know how and why they changed from hunter-gatherers to farmers. Know about the different styles of shelters from each era and how the different communities were developed. Know that the Stone Age people lived within isolated communities where they lived a nomadic existence. Know that over time the Iron Age changed the way people lived from nomads to settling within small settlements and communities in a given area. Know and compare how and why people worked from both eras and how they spent their leisure times (traditions etc.). Know about the belief systems in place for both eras. Understanding the importance of traditions in burials, ceremonies and celebrations depending on the hierarchy within a community. Know when and where metal was discovered and understand how it led to developments in weapons/warfare, tools and technology, hunting and farming. 		<p><u>Ancient civilization - Ancient Egypt</u></p> <ul style="list-style-type: none"> Know that the Ancient Civilisation of the Egyptians was from 3150BC to 330BC. Know where in the world this civilisation occurred and the significance of the Nile on farming. Know how artefact’s including Hieroglyphics can help us to know about the past. Know about the Pharaohs and there overarching power – compare to democracy today. Know about the British archaeologist Howard carter and his famous find of the tomb of Tutankhamun in 1922 and the historical impact it has made on the world’s understanding of Ancient Egyptian life. Know that Egyptians had slaves and compare with current opinion holding slaves today. Know that the Egyptians worshipped a range of different gods. Know about the process of embalming and the preparation for afterlife. Know about similarities and difference between everyday life comparing now, Egypt and the Stone to Iron Age. Know how the Egyptian Civilisation Ended with First invasion by Alexandra the great and then the Roman Empire (30BC). Know about some Legacy of the civilizations e.g. Pyramids, Architecture 			<p><u>Local History of Redcar</u></p> <ul style="list-style-type: none"> Identify Redcar on a number of different aged maps – 1800s, 1930s, today and observe its growth. Know that Redcar originated as a farming and fishing settlement. Know about James Cook, his early life and his legacy in terms of discovering Australia and Hawaiian Islands. Know that Redcar was the first place in the world to have a lifeboat -Zetland Life Boat, when it was built and its rescuing history – possible visit to Lifeboat Museum. Know when railways came to Redcar and how it brought industry and seaside tourism to Redcar – relate to Stockton and Darlington Railway (detailed study to be done in Year 5). Know where ironstone was mined (Eston Hills) and how it formed the original basis for the development of the iron and steel works in Redcar Know when and why Dorman Long Built - Dormanstown to home the steel workers. Know that Redcar had a thriving tourist industry including cinema and two piers and compare to the tourist industry today and what changes have occurred in the area (e.g. one vertical pier, changing cinema, hub etc. Understand how the tourist industry and steel works have changed, eventually declining over time and the impact this has had upon the area (tourism, employment, life expectancy) Know who John Emmerson Batty was and his impact upon local area and education of children including commissioning the building of John Emmerson County School in 1930. 		

- Create a timeline showing change and continuity over a period studied.
- Use dates and terms.
- Understand and compare the reliability of a range of evidence. Select evidence to answer a question.
- Understand the reasons for different interpretations of evidence
- Compare different aspects of everyday life over different periods studied addressing the following
SOCIAL JUSTICE, POWER (Absolute to Democracy), RELIGION and EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression homes, clothes)
- Describe a change and a continuity in the period studied.

Ancient civilization - Roman invasion of Britain

- Give a brief summary of Britain before the Romans invaded.
- Know that the Roman period in Britain was from 43 CE (AD) to 410 CE (AD)
- Research and give a brief summary of what the Roman Empire was, where it stemmed from and how it extended to Britain.
- Know why they invaded different countries (focusing on Britain/England)?
- Know why Hadrian's Wall was built by the Romans
- Understand and explain why the Romans left?
- Identify the legacy of the Romans on Britain including the impact the Romans had on homes, roads, the calendar, laws, legal system, the census, heating, concrete, aqueducts and language
- Link to local study of Segedunem – found at the east end of Hadrian's Wall (including a field trip to the archaeological site)

Anglo Saxons/Scots

- Know that the Anglo Saxon period was from 450 to 1066
- Know that they Anglo – Saxons originated from Germanic tribes invading and settling in Britain:
- Angles, Saxons and Jutes
- Know that Britain was divided into kingdoms.
- Know that there was a struggle between the Scots and Anglo Saxons
- Know about the legend of Alfred the Great
- Know how evidence from Sutton Hoo burial site can be interpreted.
- Know the Legacy of the Anglo Saxons, Scots E.g. Idea of the English Nation, Literature – Beowulf, legend of Alfred the great, Beginnings of English Law, root of our language, introduced the penny
- Know about the conflicting religions of Christianity and Paganism

Vikings

- Vikings
- Know the Viking period was from 793 to 1066.
- Know the origin of the term Viking – Norse term Vikingr = old Norse vic (creek) + old English wic (camp, dwelling place)
- Know why the Vikings come to Britain?
- Know why the Vikings raided monasteries on the East coast.
- Know about the Vikings Invasion and Settlement in York
- Know about Danegeld and how it was used to pay off Viking Invaders.
- Dispel the myth of helmets
- Know how the Anglo Saxons and Vikings became integrated
- Know how place names can indicate if Viking or Anglo Saxon settlements.
- Know what Danelaw was
- Know about the end of Anglo Saxon and Viking Era and how William the Conqueror invaded Britain in 1066 at the battle of Hastings.
- Know about some of the legacy from the Viking period: Improved shipbuilding technology – long boats, Settlements e.g. Dublin, Language and place names, Combs

Year 5

- Create a detailed timeline putting key events in order
- Justify a choice of evidence based on reliability and usefulness.
- Explain why a piece of evidence may be biased.
- Compare different aspects of everyday life over different periods studied addressing the following - SOCIAL JUSTICE, POWER (Absolute to Democracy), RELIGION and EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression)
- Describe and explain a change over time and a continuity over time, giving reasons for this.

Ancient civilization – Mayans

- Know that the Mayan civilisation originated in the Yucatan around 2600 BCE and lasted until approximately 1697 CE.
- Know the key features of the society including homes, clothes, food, jobs, hierarchy, government (people’s roles in society)
- Know the importance of their religion and their gods and their impact upon the daily lives of the Maya tribes.
- Know about the religious sacrifices and their purpose.
- Know about their art, jewellery and pottery and their purpose and importance.
- Know the importance of the Mayan calendar and its impact upon daily life, seasons, religious beliefs/sacrifices and farming.
- Know the legacy of the Mayans and the buildings left behind – what can the architecture tell archaeologists about these tribes.
- Know that Fredrick Catherwood was born 1799 in London and was an English architect, artist and explorer who made meticulous drawings and paintings of the Mayans and shared them for people to understand these tribes.
- Know the name of Hernan Cortes who was a Spanish Conquistador who was part of a group sent to conquer the Maya in Guatemala around the mid-1500s.
- Know the impact of the Conquistadors upon the Mayan civilisation.
- Know how to compare the Maya with another society previously studied in KS2 – E.g. Romans, Egyptians etc.

Tudors - Conflicts

- Know that the Tudor period was between 1485 and 1603.
- Know that at the end of the War of the Roses that Richard the III (House of York) was defeated by Henry VII (House of Lancaster) at the Battle of Bosworth.
- Know that the Tudor Rose was a combination of the Lancaster Red Rose and the Yorkshire White Rose and was symbol of unity between the two houses when Richard III married Elizabeth of York.
- Know that Henry VIII succeeded Henry VII and that his reign was overshadowed by his unsuccessful desire to have a male successor to his throne.
- Know about Henry VIII six wives and how his wish to have his marriage with Catherine of Aragon annulled resulted in a break from Rome and papal supremacy.
- Know that Henry VIII started the Church of England and made himself its supreme head and broke away from the Catholic religion.
- Know that Henry VIII oversaw the dissolution of Catholic monasteries through the reformation and took the wealth from these for himself.
- Know that there was tension and changing rights between Catholics and Protestants during the reign of Henry VIII, Edward VI, Mary I and Elizabeth I.
- Explore characteristics of Henry VIII and Elizabeth I from source material and know some commonly held views on how their character changed during their reign.
- Know that Catholic Spain attempted, but failed to invade protestant Britain with an Armada during the reign of Elizabeth I. Know the role of Sir Francis Drake and the weather in defeating the Armada.

Victorians (Industrial Revolution)

- Know that the Victorian period was from 1837 to 1901 during the reign of Queen Victoria.
- Know that the invention of steam railways significantly changed Britain eg:
- Standardised time / mixing of people / allowed more efficient transportation of goods / rapid economic growth/ enable holidays / enabled people to have a wider variety of food.
- Know that the Stockton to Darlington Railway was the world’s first steam powered public railway.
- Know about the Rainhill Trials and that it was won by Robert Stephenson’s rocket.
- Revisit previous learning about the impact of Railways on Redcar.
- Know that the Factories Acts and the Elementary Education Act 1870 during Victorian period improved working conditions and opportunities for children to be educated.
- Know what constituted working and school life for children during the Victorian period.
- Know that industrialisation during the Victorian period resulted in a migration from Rural to Urban living and the growth of towns and cities.
- Know how rapid urbanisation impacted on public health, particularly for the poor living in slums.
- Know how improvements in sanitation (including building of sewers) and medical breakthroughs in use of widespread vaccination resulted in improved health outcomes.
- Know about John Snow and how his work in detecting the source of Cholera influenced improvements in the supply of clean water.

Year 6	<ul style="list-style-type: none"> • Create two parallel timelines to compare two periods in history. • Form a hypothesis. Test a hypothesis. • Use literacy skills to communicate historical knowledge. • Compare different aspects of everyday life over different periods studied addressing the following. • SOCIAL JUSTICE • POWER (Absolute to Democracy) - government • RELIGION • EVERYDAY LIFE FOR ORDINARY PEOPLE (Shelter, Transport, Life Expectancy/ Health, Work, Leisure/Creative Expression) • ARCHITECTURE • Explain change and continuity in the everyday life of people in a period studied. 			
	<p><u>Ancient civilization - Ancient Greece</u></p> <ul style="list-style-type: none"> • Know that the most powerful Greek era lasted from 2000 BCE and 146BCE (but the earliest dates back to 4000BCE) place it on a timeline adding key events or people. • Understand the term democracy and how it fitted into how city states were organised and ruled. • Know the main four forms of Greek government – oligarchy, tyranny, democracy and monarchy, • Know the names of the major city states of the time: Athens, Sparta, Corinth, Thiva, Rodos and Argos. • Know about the daily lives of Ancient Greek people (rich, poor and slaves) including - shelter/homes, transport, life expectancy/health, food, education, warfare and the differences between men’s and women’s lives. • Know about Greek religion and Mount Olympus and the importance of the Greek gods and temples in people’s everyday life and warfare. • Name some of the significant Gods, their powers, what they were god of and their symbols. Including - Zeus, Poseidon, Hades, Hera, Ares and Athena. • Know about significant Greek inventions their impact and their influence on today. Archimedes – mathematician who invented the Archimedes screw, Philo who invented the waterwheel and Hippocrates who became known as the father of all medicine – Hippocratic Oath. • Understand the term philosophy and know the names of some Greek philosophers and their ideas. Plato, who founded the world’s first university, Archimedes – mathematician who invented the Archimedes screw. Pythagoras who discovered a theorem for right-angled triangles • Know about forms of Greek architecture and the names of three types of capitals (tops of columns) – Doric, Corinthian and Ionic) and how they were used in buildings. • Know about Greek art and culture including 	<p><u>Conflicts – conditions and impact WWI</u></p> <ul style="list-style-type: none"> • Know that the shooting of Archduke Ferdinand caused countries in Europe to fall out and war was declared. • Know that Britain became involved because Germany invaded Belgium • Know the differences between the Allied nations and the Central Powers • Know that World War One (WWI) started in 1914 and lasted four years until 1918 - WWI • Know how and why men signed up • Know about the changes in technology during and after the war including the introduction of bi-planes (and dog-fighting), tanks, ships and the Flying Zeppelin • Know about trench Life and the impact it had upon fighting and the mental and physical effects of fighting from the trenches • Know about the introduction of gas in trench warfare. • Know the traditional role of women before the war, how it changed during the war and their impact upon the successful outcome of the war. • Understand the human cost of the war. • Know about the war surgeon John McCrae who wrote the poem ‘In Flanders Field’ and how it inspired the British Legion to use the poppy as a symbol for raising funds for wounded soldiers (use Michael Morpurgo’s book ‘Poppy Field’). • Understand the importance of Remembrance Day and why society ‘should never forget’. • Link English reading test of ‘Private Peaceful (Michael Morpurgo) as a hook for learning and to understand the impact of war on an ‘ordinary’ British family. 	<p><u>Conflicts - War – WWII</u></p> <ul style="list-style-type: none"> • Know that the German invasion of Poland caused countries in Europe to fall out and war was declared again. • Know that Britain became involved because Germany invaded Belgium • Know the differences between the Allied nations and the Central Powers • Know that World War Two (WWII) started September 1st 1939 and lasted six years until May 8th 1945 • Know who the main leaders of the countries were during the war including Winston Churchill, Adolf Hitler and Franklin Roosevelt and how they used propaganda to inform and persuade the public. • Know about the changes in technology during and after the war including the introduction of spitfires, bouncing bombs, submarines and code breakers and the impact they had on the way the war was fought • Know how the war impacted upon childhood: bombing raids (shelters – DT project), rationing, evacuation • Know about the introduction of nuclear warfare and its impact. • Know the traditional role of women before the war, how it changed during the war, their impact upon the successful outcome of the war and how it changed women’s roles in society. • Understand the human cost of the war including the Holocaust and the treatment of Jews (relate the Holocaust to the Year 6 PSHE topic about prejudice and discrimination). 	<p><u>Britain since 1948</u></p> <ul style="list-style-type: none"> • Know that Britain had been devastated by the war and how post-war Britain had to build again after WWII • Know and explain the comparisons of different aspects of life – across the decades: development of technology and its impact upon life in Britain and beyond post 1948. • Know the significant events and changes for each decade: shelter, transport, life expectancy/health, work, leisure/creative expression fashion, health and beyond Britain. <p><u>1948 – 1959</u></p> <ul style="list-style-type: none"> • Know about the forming of NHS and impact upon health and life expectancy • Know about the development of motorways and its impact upon transport and mobility <p><u>1960 – 1969</u></p> <ul style="list-style-type: none"> • Know about the changes in pop culture and impact upon young people’s lives, landing of man on the Moon and impact of space exploration <p><u>1970 – 1979</u></p> <ul style="list-style-type: none"> • Know about the increase of unemployment and the effects upon jobs and life at home • Know about Britain’s first female prime minister and her impact <p><u>1980-1989</u></p> <ul style="list-style-type: none"> • Know about the development of computer science, including the development of the internet <p><u>1990 – 1999</u></p> <ul style="list-style-type: none"> • Know about the introduction of the internet and mobile technology to the public and their impact upon communication <p><u>2000 to date</u></p> <ul style="list-style-type: none"> • Know who Nelson Mandela was, his release in 1990 and his impact upon apartheid in Africa when he became president in 1994 (relate this to the Year 6 PSHE topic about prejudice and discrimination).

	<p>pottery (informing/telling stories, sign of wealth) and the theatre and its part in society.</p> <ul style="list-style-type: none">• Know about men and Greek theatres and the types of plays – tragedies and comedies.• Know and give examples of the legacy of the Ancient Greeks on our lives today (E.g. language, theatre, sport/Olympic Games, mathematics, inventions, philosophy and architecture/Sir Robert Smirke).			
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