



History at The Bramble Academy	
Substantive knowledge in History:	Pupils will be taught substantive knowledge through the use of high-quality resourcing, artefacts and carefully considered sources of evidence. The skills and knowledge link to the overarching theme of the topic which is then applied in the form of historical enquiry. Through this, pupils have the opportunity to develop their disciplinary knowledge.
Disciplinary knowledge in History:	<p>Evidential Enquiry (EE) – using a range of historical sources to inform and test created hypothesis. Evaluate and reflect on said sources to reach reasoned conclusions.</p> <ol style="list-style-type: none"> 1.Chronological Understanding (CU) – sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. 2.Cause and Consequence (CC)-where one event is the result of another. 3.Continuity and Change (CCh)-not all things change over time, some things remain the same across long periods in time, sometimes lasting into the modern world. 4.Significance (S)-caused an important change. 5.Diversity (D) – understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how they have shaped the world. 6.Interpretations (I)-understand how historians, and others, form opinions about events, people and situations in order to assess validity. 7.Similarity and Difference (SD)-make beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.
Vocabulary:	The teaching of vocabulary is crucial to academic success for our children. Tier 2 and 3 vocabulary is mapped out throughout our curriculum to ensure vocabulary is both progressive and ambitious.

Sequence of Knowledge			
KS1 – Year 1			
Autumn	Summer		
Changes within living memory	Changes within living memory	Changes beyond living memory	Significant people
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements.
<p>Key concept: What is the toys' story? Using the vehicle of toys, children will recognise how some things have changed and some things have stayed the same. They will learn about the toys their parents played with. They will recognise how the school and daily life has changed through the use of artefacts, photographs and the memories of former pupils. (CCh) They will learn to use vocabulary to show the passing of time (CU) and ask and answer questions, using artefacts (toys) and books (EE), about the similarities and differences (CCh) between now and the previous 100 years (I).</p> <p>Key ideas pupils will know and understand: Week 1: How do I look back through time? <i>(Chronological Understanding)</i> - To understand what a timeline is and how it is used – e.g. using key dates from their lives to date. - To understand period-related vocabulary.</p>		<p>Key concept: Why should Amelia Earhart be remembered? Children will study the origins of the first flight and why aviation has been so significant for humans (SK) Children need to look at the timeline to see Amelia Earhart's birth and why she is significant in the field of aviation. (D) Children to look at evidence of the first flight- diary, photographs, flyers (EE)(I) Children to study and discuss the significance of her achievements in the time that she lived. (S) Children could look at examples of how aviation evolved as a result of Amelia's contribution (CC)</p> <p>Key ideas pupils will know and understand Week 1: When was the first flight and how did it happen? <i>(Significance/Chronological Understanding)</i> - To know the first flight took place in 1902 - To know the Wright brothers invented the first heavier-than-air plane</p>	



- To understand what chronological order is.

Resources: Key Stage History, Teaching Primary History: Page

Week 2 and 3: Was Bramble always this way? (*Continuity and change*)

- To know how school and its locality has changed over time.
- To know why and how the school building has changed to meet the needs of today's children (structure and technology).
- To understand and discuss the timeline of changes in our school.

Resources: Key Stage History, Teaching Primary History: Page 4-5

Week 4: (Framed enquiry): How has Bramble changed since it was built? (Recount of actual changes - building, demographics, technology) (*Evidential enquiry*)

- To write / present historically to consolidate key ideas.

Resources: Key Stage History, Teaching Primary History: Page 4-8

Week 5 and 6: How have children's lives changed in the last century? (*Continuity and change / Diversity*)

- To know what artefacts and information are - and how they are the same / different.
- To know how to use artefacts and information to differentiate the present from the past.
- To know that some things remain the same whilst some things become obsolete.
- To know how to use chronology and evidence to support this idea.

Resources: Key Stage History, Teaching Primary History: Page 4-5

Week 7 (Framed enquiry): How have the toys we play with changed in the last century? (*Evidential enquiry / Significance*)

- Consolidate key ideas using chronology, artefacts, information and their own interpretations of the past.

Key Stage History, Teaching Primary History: Page 6-7 (but link ideas to daily life/toys)

- To know that the Wright brothers first made a glider and then a plane after many experiments to fly

Resources: Key Stage History, Teaching Primary History pages 40-43

Week 2: Why do humans want to fly? (*Significance/Similarity and difference*)

- To know that Leonardo Da Vinci had sketched flying machines centuries before, showing humans had long been interested in flying
- To understand that planes have changed significantly since 1902 and see how the gradual development has taken place into jet engines
- To use sources of evidence to understand why many different attempts to fly were not previously successful

Resources: Key Stage History, Teaching Primary History pages 42-43

Week 3: What was the impact of the first flight?? (*Significance/Evidential Enquiry/ Cause and consequence*)

- To know how to use evidence to interpret the importance of the first flight
- To use evidence to recount how people reacted to the first flight
- To know the first flight was in 1902 in a plane which flew 36 metres and flew for just 12 seconds but later that day, managed to fly for 59 seconds and 260 metres!
- To know how this event encouraged people all over the world to develop planes

Resources: Key Stage History, Teaching Primary History pages 41-43

Week 4: Who was Amelia Earhart and why is she significant? (*Diversity / Cause and consequence/ Significance*)

- To know that Amelia Earhart was the first female aviator to fly solo across the Atlantic Ocean
- To know that Amelia wanted women to be able to prove that they can equal what men can do in the aviation world



	<p>Resources: Key Stage History , BBC Teach</p> <p>Week 5 (Framed enquiry): How important is Amelia’s life for flying today?</p> <ul style="list-style-type: none"> - Consolidate key ideas using chronology, artefacts, information and their own interpretations of the past. - To explain how Amelia’s life impacted on aspirations for women and equality as well as future achievements in aviation due to her life <p>Key Stage History, BBC Teach , Twinkl, National Oak</p>
<p>Vocabulary: decade, century, change, past, present, old, new, obsolete</p>	<p>Vocabulary: decade, century, change, past, present, old, new, obsolete, aviation, flight, plane, significance, diary, photograph, evidence, beyond</p>
<p>Prior Learning: Recap prior learning through ‘reactivation’ and pre learning task.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Prior Learning: Recap prior learning through ‘reactivation’ and pre learning task.</p>

Sequence of Knowledge

KS1 – Year 2

Autumn		Summer		
Changes within living memory	Changes beyond living memory	Changes within living memory	Changes beyond living memory	Significant people
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> 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.
<p>Key concepts: Explorers</p> <p>Comparing the challenges and achievements of Columbus, Shackleton, and Armstrong (CCh) (D) These periods of time should be compared on a timeline. (CU)</p> <p>The children will learn about 3 significant explorers whose discoveries changed the way the world was viewed. They will explore the risks and challenges faced by these pioneers as they conquered new frontiers (SD). They will also evaluate the positive and negative consequences of their exploration and subsequent discoveries. (S) (I)</p> <p>Key ideas pupils will know and understand: Week 1a: How can you influence the world?</p> <ul style="list-style-type: none"> -To know what the words 'influence' and 'explore' mean. - To understand that there are many different types of explorers. -To know some of the challenges faced by explorers. 		<p>Key concepts: How significant was the Great Fire of London?</p> <p>Use evidence and sources such as Samuel Pepys diary, video, books to inform answers as to the causes and events of the fire. (EE) (I).</p> <p>Children will look at the immediate consequences of the damage to the city and mostly poor people who were impacted. (SK) (D)</p> <p>Pupils will then look at the positive consequences of the fire such as the fire insurance building design change, spreading the buildings apart more. (CC)(S)</p> <p>Key ideas pupils will know and understand Week 1 and 2: What was London like before the Great Fire? (Chronological understanding)</p> <ul style="list-style-type: none"> - To understand the plague ravaged London a year before and people at the time did not take risks as seriously as they should have 		



-To know that the achievements of individuals can change the world.

Resources: Key Stage History, Teaching Primary History: Page 53

Week 1b: How has exploration changed the world?

- Identify three famous explorers and plot them on a timeline
- To understand why explorers chose to do what they do.
- To understand how our knowledge of the world has changed over time.
- To know the similarities and differences between exploration in 1492, 1914 and 1969

Resources: Key Stage History, Teaching Primary History: Page 72

Week 2: How did Columbus discover the 'New World'?

- To know that Columbus was in search of a new route to the Far East
- To know that he discovered the 'New World' in 1492.
- To understand that Columbus' arrival had negative consequences for the indigenous people.

Resources: Key Stage History, Teaching Primary History: Page 66-71

Week 4: How close to the South Pole did Shackleton get?

- To know that Shackleton's expedition on the Endurance was from 1914-1916.
- To know that 'Endurance' became trapped in the ice and Shackleton's team had to leave the ship.
- To know that to reach a safe place, Shackleton and some of his team took the boat James Caird, crossing 800 miles in 16 days to reach South Georgia.

Resources: Key Stage History, BBC Bitesize

Week 4: Why go to the moon? How did they get to the moon?

- To know that the Space Race was between the Soviet Union and the USA.
- To know that Uri Gagarin was the first human in outer space, in 1961.
- To know that Apollo 11 was the shuttle which transported the astronauts to the moon.

- To know the geographical makeup of London with narrow streets and wooden buildings (wattle and daub) were a fire hazard
- To understand that brick buildings were very expensive and they did not adhere to warnings of fire

Resources: Key Stage History, Teaching Primary History: Page 36-40

Week 3: What caused the Great Fire of London? (Cause and consequence)

- To know that the fire was caused in a baker's shop and spread quickly due to the materials of the houses
- . To know that there were many fires in London around that time and it was not considered too much of a problem

Resources: Key Stage History, Teaching Primary History: Page 36-40

Week 4: Why did the fire spread so quickly? (Significance/ Similarity and difference)

- To understand that inaction from the mayor caused it to spread
- To know that the fire spread due to materials, close proximity and wind changes
- To know that the fire ended due to buildings being pulled down to act as a barrier of air between the fire and other potential buildings

Resources: Key Stage History, Teaching Primary History: Page 36-40

Week 5 and 6: What does the evidence tell us about the Great Fire of London? (Evidential enquiry/ cause and consequence)

- To learn about what evidence is and the use of Samuel Pepys' diary as a source
- To know that his diary helps us understand the events of the period in detail because of it

Resources: Key Stage History, Teaching Primary History: Page 36-40

Week 7 (Framed enquiry): What were the consequences of the Great Fire of London?

- Recapping historical skills of chronological understanding, enquiry and substantive knowledge to answer this question.



<p>Resources: Key Stage History, Teaching Primary History: Pages 13-16</p> <p>Week 5: What happened on the moon?</p> <ul style="list-style-type: none"> - To know that the man's first moon landing was 20th July 1969. - To know that Neil Armstrong was the first man to step onto the moon. - To know that Buzz Aldrin was the second man to step onto the moon. -To know Michael Collins remained on board 'Columbia' to monitor his fellow astronauts. <p>Resources: Key Stage History, Teaching Primary History: Pages 13-16</p> <p>Week 6: Who had the biggest impact on the way the world is viewed? (Framed Enquiry)</p> <ul style="list-style-type: none"> - Consolidate key ideas using chronology, artefacts, information, and their own interpretations of the past. <p>Resources: Key Stage History</p>	<ul style="list-style-type: none"> - To know that Sir Christopher Wren had to redesign London in a way to ensure that a fire could never repeat the kind of damage again - To know that the first fire brigades had to be put into each parish - To understand that the fire actually had positive consequences for future health and safety including burnish many rat-infested slums <p>Resources: Key Stage History, Teaching Primary History: Page 36-40</p>
<p>Vocabulary:</p> <p>explorer, voyage, vessel, indigenous, expedition, astronaut, space race, Cold War, civilisation, community, revolutionary, migration, invention, source, archaeologist, artefact, century, BCE, CE</p>	<p>Vocabulary</p> <p>ruler, reign (as in the duration), monarch, monarchy (as a system of government), king, palace, democracy, election, resistance, citizen, culture, equality, eye-witness, source, century, CE/BCE, city, river, consequence, testimony, slum</p>
<p>Prior Learning:</p> <p>Recap prior learning through 'reactivation' and pre learning task.</p>	<p>Prior Learning:</p> <p>Recap prior learning through 'reactivation' and pre learning task.</p>

Sequence of Knowledge

KS2- Year 3 / Cycle A

Autumn	Summer
Stone Age to Iron Age	The Roman Empire and its Impact on Britain
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> 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.
<p>How did Britain change from the Stone Age to the Iron Age?</p> <p>Stone Age to Iron Age teach chronologically- what life was like in each of the periods. Timeline- history as a narrative that is broken into different periods of time, Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age. (CU) (CCh) Teach the significance of change on life during these periods due to the advancement of technology. (S) (I)</p> <p>Key changes to focus on: homes to facilitate settlement, tools (technology), food (farming systems/agriculture) (CC) (S) (SK)</p> <p>Key ideas pupils will know and understand</p> <p>Week 1: What was the Stone Age and when was it? (Chronological understanding)</p>	<p>Who was around in our ancient world?</p> <p>A civilisation is a stage of human development. Children to locate the positions of the Ancient Sumer, Indus Valley, Shang Dynasty and Ancient Egypt on world map. Then, show position on a timeline (some of the overview topics need to be completed in guided reading sessions). (CU)</p> <p>Similarities and differences: their dependence along rivers and their introduction of system of governments and monarchy, organised society (common features of civilisation) (SK) (SD) (CCH) Make links between situations and changes across different societies of the ancient world.</p> <p>Children to learn about the societal hierarchy of Egyptians then focus on the achievements of agriculture from the flood plains (surplus trading) and writing. The role of the scribe in Ancient Egypt (written communication and mathematical communication). (SK) (CC) (EE) (S)(I)</p> <p>Which connections can be made from the agricultural systems to the building of the pyramids?</p> <p>Key ideas pupils will know and understand</p> <p>Week 1: What is a civilisation and where are the earliest civilisations found? (Chronological understanding)</p>



- To understand that the Stone Age was a huge period of time and the history is difficult to understand because there is very little evidence to define its periods

-To know that the Stone Age is typically divided into
 Palaeolithic – Circa. 800,000BC to 10,000BC Bronze – 2,200 to 750BC
 Mesolithic – Circa. 11,000 to 5,500BC Iron – 750BC to 43AD
 Neolithic – Circa. 4300 – 2000BC

-To know that the names of each period reflect the types of technology available to humans at that time

Resources: topic resources on Curriculum drive, Key Stage History, Teaching Primary History: 93-98

Week 2: How was the Stone Age divided? (*Continuity and Change*)

- To know that the Stone Age was divided into the Palaeolithic, Mesolithic and Neolithic periods.
 -To understand that the Palaeolithic was such a huge time period where the evolution of humans started to advance
 - To know that animals started to be domesticated, humans became hunter-gatherers, used stone tools, and lived a nomadic lifestyle
 - To know that farming started to begin, smaller tools, more permanent settlements developed during the Mesolithic period
 - To know that we have the most evidence from the Neolithic period because it was the most recent, people lived in mudbrick round houses, farming on a larger scale (evidence from Skara Brae)

Resources: topic resources on Curriculum drive, Key Stage History, Teaching Primary History: Page 94

Week 3: How did the Bronze Age significantly change life as we know it? (*Similarity and difference / continuity and change / chronological understanding / significance*)

- To know that the Bronze Age was named as such because of the metal they created from rock.

- To know a civilisation is a stage of human social and cultural development.
 - To know where the Ancient Sumer, Egyptian, Shang Dynasty and Indus Valley civilisations were located.
 - To plot these on a timeline and compare this to modern timelines

Resources: Key Stage History, Teaching Primary History: Pages 183-203

Week 2: How did the earliest civilisations compare to each other? (*Similarity and difference*)

- To know that the Egyptians, Indus Valley, Shang Dynasty and Ancient Sumer were reliant on rivers and the silk road.
 - To know that they introduced the earliest systems of government and monarchy.
 - To know how they organised society.

Resources: Key Stage History, Teaching Primary History: Page 183-203

Week 3 and 4: What do we know about the Egyptians and where is the evidence found? (*Evidential enquiry / Chronological understanding*)

- To locate Egypt on a map and understand the significance of the Nile which flows to a delta in the north of Egypt
 - To know that the Egyptians are famous for their architecture and wealth, which derived from their success in agriculture and trade.
 - To plot the different kingdoms and some significant pharaohs on a timeline to understand the vast periods for which they existed.
 - Understand how artefacts and evidence are interpreted by historians (page 188- Howard Carter)

Resources: Key Stage History, Teaching Primary History: Page 184-5

Week 5 and 6: How important was the scribe in Ancient Egypt? (*Significance*)

- To know that the Egyptians used hieroglyphics to show written communication.
 - To know that writing and mathematics shaped the dominance of Egypt, due to their form of written communication.



<p>- To know that tin mining began and evidence of long distance trade first appeared. - To know that metal tools made farming much more efficient and signified the beginning of early industry.</p> <p>Resources: topic resources on Curriculum drive, Key Stage History, Teaching Primary History: Page 94</p> <p>Week 4: How did the Iron Age change British life? (<i>Diversity / Significance/ Continuity and Change</i>)</p> <p>- To know that Iron was a much stronger metal which led to more efficient methods of technology and Britons became advanced wheat farmers -To know the Britons now lived in tribes (the people known as Celts) and traded using iron bars as currency - To understand that sources of evidence from this period can be limited</p> <p>Resources: Mr T History topic resources on Curriculum drive,</p> <p>Week 5 (Framed enquiry): How did Britain change from the Stone Age to the Iron Age? - Recapping all learning from this term. Use sources of evidence and chronological understanding to explain the answer</p> <p>Resources: topic resources on Curriculum drive, Key Stage History</p>	<p>Resources: Key Stage History, Teaching Primary History: Page 184-5</p> <p>Week 7 (Framed enquiry): What were the key achievements of ancient Egypt ? (<i>Evidential enquiry / interpretation</i>)</p> <p>- To know that the achievements in agriculture fuelled the achievements in trade. - To know how this wealth led to the building of structures such as the pyramids and other feats of architecture. - Recapping historical skills of chronological understanding, enquiry, interpretation and substantive knowledge to answer this question.</p> <p>Resources: Key Stage History, Teaching Primary History: Page 186-7</p>
<p>Vocabulary: source, archaeologist, artefact, century, BCE, CE, peasantry, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic period, scale, millennia, hunter-gatherer, hill forts</p>	<p>Vocabulary: civilisation, ruler, monarch, monarchy, reign, polytheism, invasion, conquest, trade, culture, state, citizens, literacy, occupation, legacy, river, empire, irrigation, ox-drawn plough</p>
<p>Prior Learning: Recap prior learning through 'reactivation' and pre learning task.</p>	<p>Prior Learning: Recap prior learning through 'reactivation' and pre learning task.</p>



Sequence of Knowledge

KS2- Year 3 / 4 Cycle B

Autumn	Summer
A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> An in-depth study linked to the Industrial Revolution A study over time tracing how several aspects of national history are reflected in the locality 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Greek life and achievements and their influence on the western world The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day
<p>Key concepts: How did the industrial revolution impact Mansfield? The children will learn about the community of Mansfield and the changes over time due to its industrialised past. (SK) They will use reports, artefacts, photos and census materials to examine these changes. They will use a range of evidence to make conclusions about historical time periods, changes and events. Pupils will think about steam power created the start of the industrial revolution and the significance of such an invention. (EE)(S) (I) The children will place key advancements on a timeline. (CU) Children should study the impact of the industrial revolution on Mansfield which includes migration to the town (SD)(CC), expansion of population and civic buildings. Furthermore, look at the growth of infrastructure and how railways were needed. (CCh)</p> <p>Key ideas pupils will know and understand Week 1 and 2: What was the Industrial Revolution? - To understand the link between the Industrial Revolution and the invention of steam power. - To place key events from the Industrial Revolution onto a timeline and understand where they are in relation to other key historical events.</p> <p>Resources: Key Stage History, Teaching Primary History: 148- 149</p>	<p>Key concepts: How did the Ancient Greeks impact our lived today? The children will learn about the contributions Ancient Greeks made to life today such as: medicine, government, inventions, writing, mathematics, philosophy, theatre and warfare. (S)(D)(CCh) The children will learn about the sequencing of Ancient Greek civilization, which started around 6000BC. (CU) To use a range of sources to compare life in Athens to Sparta in Ancient Greece. (EE)(I) Children will learn that the first ever Olympic games were held in 776 BC to honour Zeus. (CCh)(S)</p> <p>Key ideas pupils will know and understand Week 1: Who were the Ancient Greeks? - To know that the period of the Ancient Greeks over the Classic and the Neolithic period. - To be able to plot key events onto a timeline. - To know that Ancient Greece was split into several city-states that were self-governed. - To know how life differed for boys and girls in Ancient Greece.</p> <p>Resources: Key Stage History, Teaching Primary History: page 195</p>


Week 3: Why was Mansfield suitable for the Industrial Revolution?

- To know the geographical features (rivers, resources, routes, proximity to mining areas) were key to helping Mansfield's development during this period.
- To know how these key features supported the growing industry in Mansfield.
- To know that Mansfield is famous for manufacturing.

Resources: Key Stage History, Teaching Primary History: Page 150-156

Week 4: How did Mansfield grow during the Industrial Revolution?

- To understand key changes for Mansfield's infrastructure and people e.g. jobs, businesses, where families live, infrastructure, migration
- To study and analyse historical artefacts, which evidence these changes (from being agricultural to predominantly industrial).

Resources: Key Stage History, Teaching Primary History: Page 149-156

Week 5 and 6: How has Mansfield changed since the Industrial Revolution?

- To understand how deindustrialisation has changed Mansfield – e.g. jobs, businesses, where families live, transport requirements
- To know that migration patterns have changed and therefore the community has also
- To know that as the population rises, both buildings and infrastructure must change to accommodate it.

Resources: Key Stage History

Week 7 (Framed enquiry): What was the impact of the Industrial Revolution on Mansfield?

- Recapping historical skills of chronological understanding, enquiry, interpretation and substantive knowledge to answer this question.

Resources: Key Stage History

Week 2: What did the Greeks do for us?

- To know what the Ancient Greeks achieved.
- To know that some of our language comes from Ancient Greece.
- To know how to gather information from a range of sources to learn about the Olympics and how they differ from modern Olympics.

Resources: Key Stage History, Teaching Primary History: page 195

Week 3: How have the Greeks influenced the western world?

- To know how democracy stems from a form of ruling first used in Athens in 508 BC.
- To understand the importance of democracy and its importance for preparing for a life in modern Britain.
- To know how our daily life has been influenced by the Ancient Greeks, such as the Hippocratic oath and Pythagoras.

Resources: Key Stage History, Teaching Primary History: page 195

Week 4: How did Ancient Greeks fight strategically?

- To understand the different roles within the army.
- To know how the Greek army won against the Persians.
- To know how to gather information from a range of sources to learn more about the armies

Resources: Key Stage History, Teaching Primary History: page 195

Week 5: True or False?

- To understand what is a myth and how this applies to Ancient Greece.
- To know that the Greeks believed that there were 12 major deities and their importance to daily life.

Resources: Key Stage History, Teaching Primary History: page 195



	<p>Week 6: (Framed Enquiry) What was the impact of Ancient Greeks on our life today? - Recapping historical skills of chronological understanding, enquiry, interpretation and substantive knowledge to answer this question.</p> <p>Resources: Key Stage History, Teaching Primary History: page 195</p>
<p>Vocabulary: ruler, reign king, queen Victorian times, monarch, monarchy, civilisation, community, revolutionary, migration, invention, source, archaeologist, artefact, century, BCE, CE, peasantry</p>	<p>Vocabulary: democracy, hoplite, trireme, myth, Acropolis, Parthenon, agora, city state, ostrakon, polis</p>
<p>Prior Learning: Recap prior learning through 'reactivation' and pre learning task.</p>	<p>Prior Learning: Recap prior learning through 'reactivation' and pre learning task.</p>

Sequence of Knowledge

KS2- Year 5 / 6 Cycle A

Autumn	Summer
A study of who shaped early Medieval Britain.	A study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> History of Britain up to 410 from the start of the Roman Invasion. How to use timelines to place the arrivals and impacts of each of the Romans on Britain to 410. What Britain was like before the Roman invasion and the societal makeup. Why the Romans invaded Britain focusing on the attraction of Britain's natural resources that would support the expanding Roman Empire and how the leaders needed to prove their worth to Rome. The difference between the acceptance and resistance towards the Roman occupation. Roman Empire begins as a monarchy which is overthrown and becomes a republic, then an empire ruled by an emperor. Britain was a province of the empire. 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice
<p>Key concepts: Who shaped Early Medieval Britain? Children will learn about the history of Britain up to 410 from the start of the Roman Invasion. Children will use timelines to place the arrivals and impacts of each of the Romans on Britain to 410. (CU) Children will learn about what Britain was like before the Roman invasion and the societal makeup. (SK) (D) Next, they will investigate why the Romans invaded Britain focusing on the attraction of Britain's natural resources that would support the expanding Roman Empire and how the leaders needed to prove their worth to Rome. Children will investigate the difference between the acceptance and resistance towards the Roman occupation. Roman Empire begins as a monarchy which is overthrown and becomes a republic, then an empire ruled by an emperor. Britain was a province of the empire. (EE) (I)(S/CC)</p> <p>Key ideas pupils will know and understand - Week 1: What was the Roman Empire and how did it grow? - - To know that an empire is a group of states or countries ruled by a single ruler (the emperor). - - To know that the Roman army grew through adding auxiliary soldiers from each country / state it conquered. - - To plot on a timeline / map when and where it expanded due to how the army advanced and conquered these places.</p>	<p>Key concepts: Early Medieval Britain: How did the Anglo Saxons and Vikings struggle for the Kingdom of England Children will learn about the Viking raids then invasions on the monasteries of North Eastern Britain and the subsequent invasions due to the gold and expensive artefacts of the church. They will investigate how the Vikings attacked and battled the Anglo Saxons leading to a share of the land through Danelaw. (CCh) (S) Northumbria and Mercia quickly conquered because of Saxon military structure. Alfred reforms the navy, military, fortified settlements and wins the battle of Edington which creates Danelaw and saves Wessex. His children began to reclaim England. Children could look at different historical perspectives if Alfred was great or not. (I)(EE) (S)</p> <p>Key ideas pupils will know and understand Week 1 and 2: Who were the Vikings and why did they raid Britain? (Chronological understanding) - To know that the Vikings were ferocious fighters from Scandinavia (Norway, Sweden and Denmark)</p>



THE BRAMBLE ACADEMY

- - To know the difference between BCE/CE.

- Resources: Key Stage History, Teaching Primary History: Pages 107-110

- Week 2: What was Britain like before the Roman invasion?

- - To know that Britain was made up of many smaller states/areas ruled by different tribes known collectively as the Celts.

- - To understand the differences between the lifestyles of Celtic and Roman invaders.

- Resources: Key Stage History, Teaching Primary History: Page 101

- Week 3: Who was Julius Caesar and what did he want Britain for?

- - To know that Caesar was a successful general for the Romans.

- - To know that Caesar wanted to invade Britain for numerous reasons such as resources (metals, wood, cattle, land) to get revenge for the Celts helping the Gauls fight Rome and for his own success

- - To know that he failed to successfully invade Britain in 55BCE and 54BCE

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- Resources: Key Stage History, Teaching Primary History: Page 101-103

- Week 4: Who was Emperor Claudius and why did he invade Britain?

- - To know that Emperor Claudius invaded in 43CE

- - To know that the Romans manner of attack and their technology (weaponry and armament) and tactics (formation, battle styles and shapes) helped them invade successfully

- - To know that Claudius invaded Britain for numerous reasons such as for natural resources (but not limited to) metals, wood, cattle land, soldiers; to complete what Caesar couldn't and to make him popular in Rome when Empire morale was low.

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- Resources: Key Stage History, Teaching Primary History: Page 101-111

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- Week 5 and 6 (Framed enquiry): What was the Roman Empire what was its impact on Britain?

- - To use all of the knowledge from above.

- - To know how Roman life, from architecture to technology has impacted on Britain.

- - Recapping historical skills of this unit (see preamble for unit) to ensure disciplinary concepts used when answering this question.



<ul style="list-style-type: none">- Resources: Key Stage History, Teaching Primary History: Page 101-111-- Escape from Pompeii – information text about disasters/Roman life- Empires End: A Roman story - narrative	
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	<p>- The Vikings invaded the North Eastern coast of Britain and plundered the monasteries of Lindisfarne in 793 and Jarrow in 794 CE, burning them, killing all monks and stealing everything of value.</p> <p>Resources: Key Stage History, Teaching Primary History: Pages 130-140, Mr T History topic resources on Curriculum drive</p> <p>Week 3 and 4: Why did the Vikings invade Britain? (<i>Cause and consequence / Similarity and difference</i>)</p> <ul style="list-style-type: none"> -To know they were excellent farmers, traders and sailors. - To understand that climatic conditions in Scandinavia forced the Vikings to seek more fertile land and a steady climate to farm. Availability of land was a problem, similar to the Anglo-Saxons. - The Viking raiders also knew about the riches of the monasteries from the initial raids. <p>Resources: Key Stage History, Teaching Primary History: Pages 130-140, Mr T History topic resources on Curriculum drive</p> <p>Week 5 and 6: Did the Vikings conquer all of Anglo-Saxon Britain? (<i>Continuity and change</i>)</p> <ul style="list-style-type: none"> - To know the Vikings quickly conquered Britain but struggled to fully capture the Kingdom of Wessex - To know that they signed the treaty of Wedmore but the Vikings betrayed it and invaded Wessex. They held Wessex for a short while. - The Viking longboats were designed in a shape that enabled them to travel through streams and estuaries with ease, leading them to key targets. - They invaded the Scottish western isles as well as eastern Ireland and western Wales <p>Resources: Key Stage History, Teaching Primary History: Pages 130-140, Mr T History topic resources on Curriculum drive</p>
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	<p>Week 7 and 8: Who was Alfred the Great and how did he struggle for power? (<i>Evidential enquiry / interpretation</i>)</p> <ul style="list-style-type: none"> - To know that King Alfred of Wessex was a famous Anglo-Saxon king. - He is known for defeating the Vikings at the battle of Edington. - He fortified towns, created conscription for farmers and created a navy to protect the coastline and river mouths from Viking ships. - He believed in education such as translating Latin into the Anglo-Saxon language and made laws for the country. - Alfred defeated Guthrum, a Viking and agreed a treaty where that Guthrum would rule North of Wessex, known as Danelaw. <p>Resources: Key Stage History, Teaching Primary History: Pages 130-140, Mr T History topic resources on Curriculum drive</p> <p>Week 9 and 10 (Framed enquiry) Was King Alfred really 'Great'? (<i>Interpretation/ Similarity and difference</i>)</p> <ul style="list-style-type: none"> - To know that when Alfred died, it opened up Wessex to attack. - Alfred's son, Edward continued to have success against the Vikings and pushed them back into the Danelaw. - When Edward died, Athelstan, Alfred's Grandson, took power and pushed the Vikings back to the far north of Northumbria and warred with Irish, Scots, Vikings and Strathclyde warriors - Athelstan won these battles and became King of all England and distributed coins with this on. - He secured treaties with other leaders by marrying off his sisters to foreign rulers <p>Resources: Key Stage History, Teaching Primary History: Pages 130-140, Mr T History topic resources on Curriculum drive</p>
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<p>Vocabulary: ruler, king, queen, monarch, monarchy, resistance, rebellion, invasion, conquest, tribe, emperor, empire, defeat, occupation, citizen, culture, state, conflict, warrior, community, migration, source, archaeologist.</p>	<p>Vocabulary: ruler, king, queen, monarch, monarchy, reign, resistance, rebellion, invasion, conquest, tribe, emperor, empire, defeat, occupation, citizen, culture, state, conflict, warrior, community, migration, source, archaeologist, treaties</p>
<p>Prior Learning: Recap prior learning through ‘reactivation’ and pre-learning task.</p>	<p>Prior Learning: Recap prior learning through ‘reactivation’ and pre-learning task.</p>

Sequence of Knowledge

KS2- Year 5 / 6 Cycle B

Autumn	Summer
Significant turning points in British history: The Battle of Britain	A study of early Islamic civilisation to provide a non-European contrast with British history.
<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> An aspect of in British history that extends pupil's chronological knowledge beyond 1066. A key turning point in the history of Britain 	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> Non-European society- Early Islamic civilisation
<p>Key concepts: The Battle of Britain Children will learn about what happened after France surrendered to Germany in 1940 and the fierce battle that took place in the skies above Britain. (CC) (S) (CCh) Children will understand how this significant turning point in the history of Britain played out and the impact it had on both the war and Britain as we know it today. (EE) (S) (I)</p> <p>Key ideas pupils will know and understand</p> <p>Week 1: What triggered the Battle of Britain? <i>(Cause and Consequence / Chronological understanding)</i></p> <ul style="list-style-type: none"> - To know that France surrendered to Germany in June 1940. - To understand why Hitler needed control of the skies over Britain before deploying his land army. - To know that Blitz targeted key cities in Britain and the impact this had on citizens. - To understand the term Blitzkrieg. <p>Resources: Key Stage History, Teaching Primary History: Pages 177-179</p>	<p>Key concepts: What did the Early Islamic World Look Like? Children will learn about the accomplishments of Islamic society through the study of the House of Wisdom (medicine, mathematics and science) and how the legacy of such remains today (S) (CCh). Children to study how Baghdad was built and what life was like there compared to that in Britain at the same time (links to Y5 history). (D) (SD) Focus on its position on the silk road and how this gave the early Islamic civilisation its wealth through goods and knowledge. (SD) (EE) (S)</p> <p>Key ideas pupils will know and understand</p> <p>Week 1: What was the early Islamic civilisation? <i>(Diversity / Chronological understanding)</i></p> <ul style="list-style-type: none"> - To plot the events around this period of the House of Wisdom on a timeline and a map. - To understand where this period of time sits, in comparison with other periods previously studied. - To know that Baghdad was geographically located along the Silk Road and that trade made the city wealthy. <p>Resources: Key Stage History, Teaching Primary History: Pages 204-210</p>



Week 2: Why was the Battle of Britain important? (*Cause and Consequence / Significance*)

- To know what the Battle of Britain is and when it happened.
- To be able to show, on a map, where the BEF and French were trapped.
- To understand both the power of the German forces and the dire situation in Britain.

Resources: Key Stage History, Teaching Primary History: Pages 179

Week 3: How did the RAF prepare for battle? (*Similarity and Difference / Interpretation*)

- To understand the term Luftwaffe
- To recognise the different planes used by each side
- To understand the advantages and disadvantages of each side

Resources: Key Stage History, Teaching Primary History: Pages 180

Week 4: How did the Luftwaffe fight back? (*Cause and Consequence / Evidential Enquiry*)

- To understand why the Germans lost the Battle of Britain and what they did next
- To understand that there are different opinions on what may have happened had the Luftwaffe been the RAF

Resources: Key Stage History, Teaching Primary History: Pages 181

Week 5 (Framed enquiry): Which factors determined the outcome of the Battle of Britain?? (*Evidential Enquiry / Interpretation*)

Recapping historical skills of this unit (see preamble for unit) to ensure disciplinary concepts used when answering this question.

- To understand that different factors effected both sides and consider how the outcome could have been different if these had changed.

Resources: Key Stage History, Teaching Primary History: Page 178

Week 2: Why was Baghdad designed the way it was and how did it suit the purposes of the House of Wisdom? (*Significance / Cause and consequence*)

- To know that Baghdad became a centre for all learning- a way to bring all studies from different thinkers worldwide, together.
- To know that scholars from all over the world visited Baghdad due to its geographical location and rising significance.
- To know that Baghdad welcomed philosophers of all religions to share their knowledge

Resources: Key Stage History, Teaching Primary History: 204-210

Week 3: Why was Baghdad a round city? (*Cause and consequence / Similarity and difference*)

- To know that a round shape was a new style for a city
- To understand why each building was placed where it was and why the city was designed in this way
- To know which other cities have followed this shape in the periods after 900CE

.Resources: Key Stage History, Teaching Primary History: Page 204-210

Week 4: How was life different between Baghdad and Britain in 900CE? (*Similarity and difference / Diversity*)

- To know that Baghdad was culturally and economically more advanced than Britain in 900CE
- To understand that during this time, whilst Baghdad was a hub for trade and education, Britain was in a state of turmoil due to in-fighting and Viking invasion.

Resources: Key Stage History, Teaching Primary History: Page 204-210

Week 5 (Framed enquiry): Why was Baghdad such a significant settlement? (*Interpretation*)

Recapping historical skills of this unit (see preamble for unit) to ensure disciplinary concepts used when answering this question.

- To discuss how Baghdad was 'forward thinking' for its time and the influences it has had on life today.



	Resources: Key Stage History, Teaching Primary History: Page 204-210
Vocabulary: RAF, Luftwaffe, radar, Operation Sea Lion, BEF, Blitzkrieg, surrender, declare, invasion hostile, resistance, Stuka dive bombers, dogfighting, agile, tactics, fighter command	Vocabulary: ruler, king, monarch, monarchy, reign, democracy, election, parliament, government, tribe, exploration, civilisation, citizen, culture, state, hostility, community, migration, source, archaeologist, navigation, legacy, equality, tolerance, tyranny, dictator, conscription, invasion, conquest, triumph
Prior Learning: Recap prior learning through 'reactivation' and pre-learning task.	Prior Learning: Recap prior learning through 'reactivation' and pre-learning task.