

# Curriculum Overview: History



**Dorchester Primary School**

A Hull Collaborative Academy Trust school.



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*Working together in a safe and inclusive environment to develop creative, disciplined, and aspirational pupils.*



## The Dorchester Curriculum



### The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

### Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

### Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

### Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

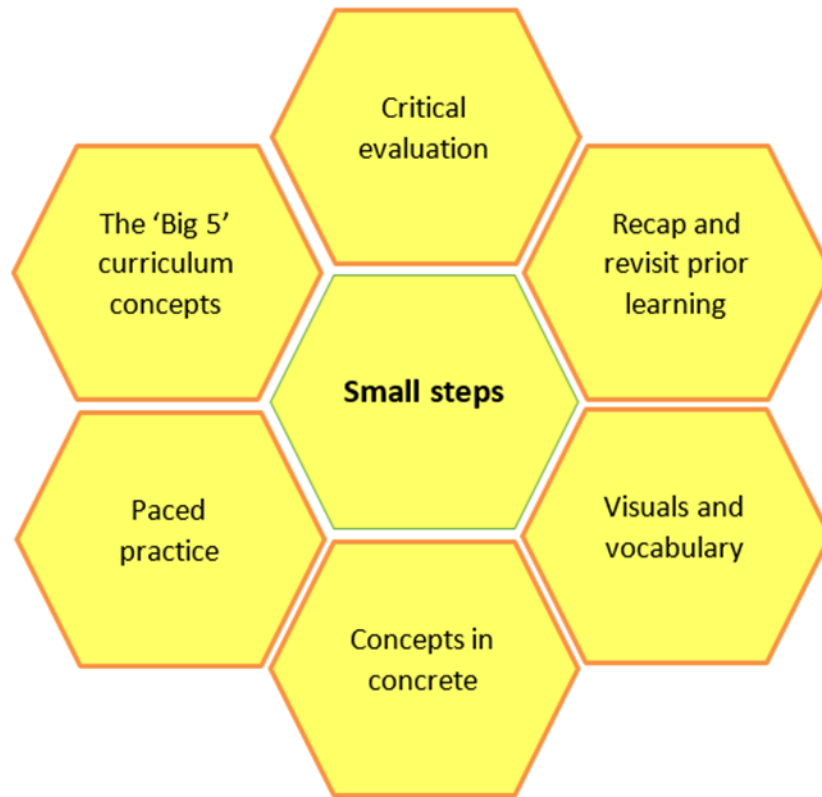
Compare and Contrast

Interpret and Summarise

Written and Oral Expression

Infer and Enquire

Predict and Connect



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## Dorchester Learning Framework

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We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

### Assessment

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.

## Curriculum Timetabling

At Dorchester, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum based on the starting points of our children

Maths, Reading (including EARS for fluency and book talk KS1) and Writing (including spelling and handwriting are taught daily.

Science, RE, PE, Music, PSHE and MFL (KS2) are taught weekly except where blocking of other subjects is needed. Computing is built within the curriculum subject areas as well as some standalone knowledge

History and History along with Art and DT are taught in alternating blocks per half term.

Day	Am (Hours)	Pm (Hours)
Mon	2hrs 45min	2hr 25mins
Tue	2hrs 45min	2hr 25mins
Wed	2hrs 45min	2hr 25mins
Thur	2hrs 45min	2hr 25mins
Fri	2hrs 45min	2hr 25mins

Curriculum Area	Hours per day	Weekly (B = Blocked)	Hours Per Year
English			
Reading	1	5 hrs	185 hours
Reading-Fluency	15 mins	1hr 15 mins	46 hours
			<b>231 hour</b>
Writing	45 mins	4 hr 15 mins	157 hours
- <i>Handwriting</i>	10 mins	50 mins	30
- <i>Spelling</i>	10mins	50mins	30
			<b>217 hours</b>
Maths			
Maths	1	5	<b>185 hours</b>
Computer Sciences			
Science	-	1hr	<b>35 hours</b>
Computing	-	45 mins	<b>26 hours</b>
Creative			
Art	-	1hr 30mins (B)	<b>24 hours</b>
Design and Technology	-	1hr 30 mins (B)	<b>24 hours</b>
Music	-	20 mins	<b>11 hours</b>
Humanities			
History	-	1hr 30 mins (B)	<b>24 hours</b>
History	-	1hr 30 mins (B)	<b>24 hours</b>
RE	-	45 minutes	<b>24 hours</b>
Additional			
Physical Education	-	1 hour	<b>35 hours</b>
MFL	-	20 mins	<b>11 hours</b>
PSHE	-	20 mins	<b>11 hours</b>



## The History Curriculum



### The History Vision

#### OUR VISION

**At Dorchester our vision is that children will become curious, creative and critical historical thinkers who are able to investigate and interpret the past, understand chronology and build an overview of Britain's past as well as that of the wider world.**

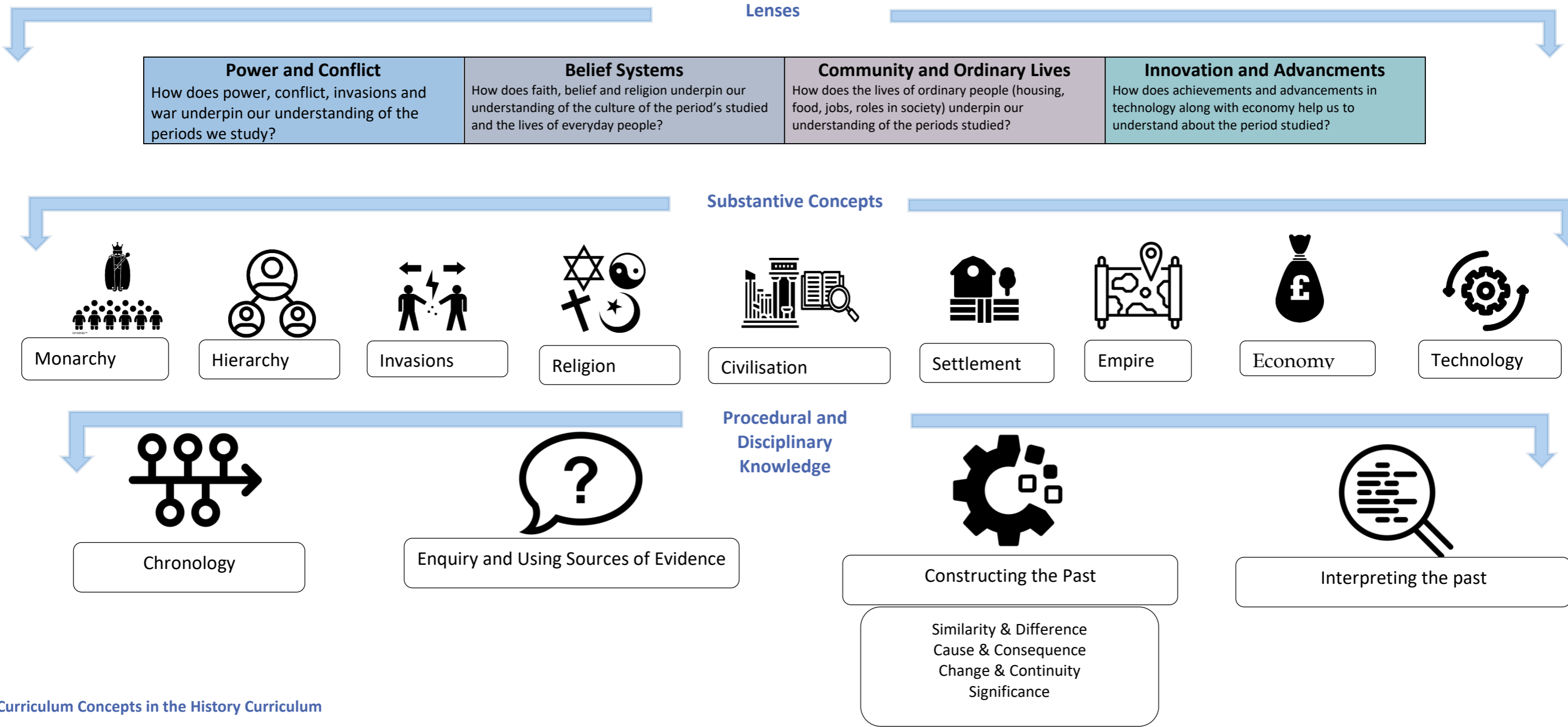
#### History Curriculum

#### Personal Development in the History curriculum

Our History curriculum will:

- Teach the children key substantive knowledge through four key lenses: Power and Conflict, Belief Systems, Ordinary Lives and Innovation and Economy
  - Allow children the chance to regularly revisit these lenses through nine substantive concepts that are built upon regularly where applicable in each unit. These concepts are- monarchy, hierarchy, invasions, religion, civilisation, empire, technology, economy and settlement.
  - Focus the narrative of our units on four key second order concepts- change and continuity, cause and consequence, similarity and difference and significance
  - Give children a chronological understanding of British and World History
  - Help children know more, remember more and do more.
- Citizenship –children learn about significant historical figures both past and present, understanding democratic values and how roles of people in society has developed and changed over time, learn about important civic moments within history and how they have shaped citizens and learn about our local community and it's rich history and how it has shaped the community
  - Character –students are exposed to stories of real people and events, which can provide valuable lessons and insights into human behaviour, beliefs, and values. Through our history curriculum children are exposed to stories of triumph, tragedy, resilience, perseverance and struggle.
  - British Values –learn how we are governed comparing past to now; the Rule of Law and how laws and rules have been created within history, Respect and Tolerance and how civilisations and history is shaped on these principles and Individual Liberty how the rights of people have changed over time within history.
  - Inclusion and equal opportunities – ensuring that diverse perspectives, experiences, and contributions are represented and celebrated.
  - Wider opportunities – we give opportunities to visit sites steeped in rich cultural history in particular in the local area to provide context that history is a part of them and where they live

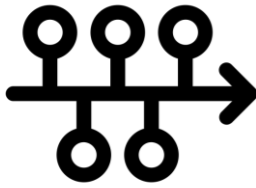

History Knowledge Overview



Curriculum Concepts in the History Curriculum

<b>Compare and Contrast –</b> Compare and contrast different groups, histories and sources within time periods and between two time periods to gain understanding	<b>Interpret and Summarise –</b> Interpret and summarise the key information given to us in different sources of evidence	<b>Infer and enquire-</b> Infer and enquire about different sources of evidence including historical artefacts	<b>Predict and Connect-</b> Make connections between periods and predict outcomes based on evidence given	<b>Written and Oral Expression –</b> Reading, write and use historical terms within their work
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## History Disciplinary Progression

	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	What is my history? Why do we remember? How have toys changed over time?	Great Fire of London, Gunpowder Plot, Victorian Period, Changes in Bransholme, Great Explorers, Amy Johnson and Helen Sharman		Trawling, Stone Age to Iron Age, Ancient Civilisations in depth study of Ancient Egypt, Romans		Anglo-Saxons and Vikings, Power of Monarchy in crime and punishment, World War II and our locality, Ancient Greece	
Chronology	<div></div> <ul style="list-style-type: none"><li>Understand chronology as a linear sequence (first, next, after that)</li><li>Sequence events or activities linked to their own life or sequence events in a story</li><li>Know the concept of ‘now’ and ‘the past’ and can identify things in the past linked to their own life or from stories /songs/nursery rhymes</li></ul>	<ul style="list-style-type: none"><li>Know that history can be split into living memory and beyond living memory</li><li>Use words and phrases linked to chronology like: before, after, past, present, then and now</li><li>Sequence an event studied in order (order GFoL events by days)</li><li>With support use a simple (blank of dates) timeline to sequence a few (3 or 4) events, objects, histories studied from beyond living memory and into living memory</li></ul>	<ul style="list-style-type: none"><li>Start to understand the chronological framework of British history (name of period) from what they are being taught (e.g Victorian period )</li><li>Use more words and phrases linked to chronology and time like: Victorian period, modern, recent, or specific decades e.g 1960s</li><li>Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory.</li><li>Sequence events, objects or processes within living memory that are closer together in chronology and on a simple timeline by using years.</li><li>Sequence key events of significant people or events studied in order on a timeline using given dates (e.g life of Amy Johnson)</li></ul>	<ul style="list-style-type: none"><li>Start to identify that history is split into periods and identify main periods linked to British History to be studied in KS2</li><li>Know history can be split into AD and BC</li><li>Sequence up to 6 events, objects or processes within a period/topic studied on a preprepared timeline using dates/years</li><li>Start to understand that timelines show scale and duration and this can be different on different timelines</li></ul>	<ul style="list-style-type: none"><li>Understand where the period studied fits into a larger chronological overview</li><li>Know what concurrent periods of history there are with the one being taught</li><li>Sequence up to 6 key dates and events on a given timeline for the period being studied and use these key dates in their work</li><li>Start to work out small durations linked to key events of periods studied with simple scale (10,100s 1000s)</li></ul>	<ul style="list-style-type: none"><li>Place the period studied into a larger chronological narrative in relation to British and World History taught.</li><li>Know where the period studied fits into a larger chronological overview (concurrent and subsequent periods)</li><li>Construct and compare more complex timelines for the period studied and concurrent periods using given scales and durations and marking with more complex dates with up to 8 events</li><li>Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used</li><li>Work out larger durations linked to key events on periods studied from a timeline</li></ul>	<ul style="list-style-type: none"><li>Construct their own overarching narrative timeline of periods of history studied across school and linked to British and world history using their own scale and durations</li><li>Construct more complex timeline with up to 10 events from the period studied</li><li>Create comparative timeline (e.g national dates for WWII compare with local dates of events)</li><li>Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted</li><li>Work out durations on timelines between dates</li></ul>
Enquiry and Using Sources of Evidence	<div></div> <ul style="list-style-type: none"><li>Ask simple questions linked to what we are learning about</li><li>With support handle sources of evidence and make simple observations on what they see</li></ul>	<ul style="list-style-type: none"><li>Ask questions and with support answer some simple historical questions (e.g What does that object tell us about that time?)</li><li>Handle sources of evidence and make observations.</li></ul>	<ul style="list-style-type: none"><li>Ask questions and answer simple historical questions with increasing confidence (e.g I think this object/source of evidence tells me that....about the period)</li><li>Handle sources of evidence and make observations that include what it might tell us about that period in history or event</li><li>Make simple comparisons between two sources of evidence on what it tells us about the past</li></ul>	<ul style="list-style-type: none"><li>Use sources of evidence to formulate questions and start to use sources of evidence to support inferences about the period studied (e.g What does this source tell us about the Roman invasion- This source I think tells us....Historians have used this source to show...)</li><li>Start to understand some sources of evidence are more reliable than others</li><li>Use sources of evidence to answer questions about the past</li></ul>	<ul style="list-style-type: none"><li>Use different sources of evidence to formulate historical valid questions linked to one of the disciplinary concepts (cause and consequence, change and continuity, significance, similarity and difference) (e.g this source of evidence is used by historians to show one of the causes of WWII was....)</li><li>Use more than one source of evidence to answer questions about the past and make interpretations</li><li>Know that sources of evidence can show bias (e.g Written accounts of Viking invasions or propaganda from WWII)</li></ul>		

Constructing the Past	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<b>Cause and Consequence</b> Why events happened and the outcome of the events- can be both negative and positive	Know that actions can have a cause and consequence (link to own actions and those in stories)	I can explain why a historical event happened and what happened as a result	<ul style="list-style-type: none"><li>I can explain why an important person from history acted the way they did and what the impact of this was (e.g GfOL didn't order buildings to be knocked down straight away or Guy Fawkes was treated badly so wanted to blow up houses of parliament)</li><li>I know that some consequences can be considered positive and negative (e.g GfOL people were homeless, city was rebuilt again but safer)</li></ul>	<ul style="list-style-type: none"><li>Identify different causes and consequences of events and the impact that people's actions have had on history and society at the time</li><li>Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today</li></ul>	I can explain a range of factors that caused historical events including key turning points within a period.  I understand the impact of historical events in a historical period or on later periods of history		
<b>Change and Continuity</b> Over time (across periods)- what has stayed the same, what has changed and analyse why	<ul style="list-style-type: none"><li>Notice some things that have stayed and stayed the same over a longer period of time (beyond their lifetime)</li></ul>	<ul style="list-style-type: none"><li>I can identify things that have changed or stayed the same within living memory</li></ul>	<ul style="list-style-type: none"><li>I can identify things that have changed and stayed the same by comparing aspects of histories studied with their own life.</li><li>(e.g compare schools from Victorian period to now and how it has changed or stayed the same)</li></ul>	<ul style="list-style-type: none"><li>I can explain how aspects of period studied (using concepts) have changed or stayed the same over time.</li><li>(e.g I know how settlements have changed or stayed the same from stone age to iron age or I know how the fishing industry changed over time)</li><li>I am starting to understand why things might change or stay the same over time.</li></ul>	<ul style="list-style-type: none"><li>I can explain why things will change and stay the same over a period of time and how historians make sense of the changes within a period</li><li>(e.g demise of the southern lowlands of Maya)</li><li>I can identify some turning points in history that can be seen as reasons for changes</li></ul>	<ul style="list-style-type: none"><li>I can summarise the main events of a period studied or more than one period studied and make connections to how and why things have changed or stayed the same over time.</li><li>I can identify turning points for change in periods studied.</li></ul>	
<b>Similarity and Difference</b> Within the same time period	<ul style="list-style-type: none"><li>Notice some similarities and differences when comparing now and the past based on their own life experiences as well as learnt experiences (changing seasons ect)</li></ul>	<ul style="list-style-type: none"><li>Identify how things are similar and different within period student in relation to one of the concepts studied.</li><li>(e.g To know similarities and differences of life for rich and poor people in Victorian Britain)</li></ul>	<ul style="list-style-type: none"><li>I can explain some similarities and differences within a time period in relation to the concepts studied.</li><li>(e.g I know how ordinary life was similar and different to different people based on their hierarchy, or I know Boudicca reaction to roman invasion was different to Carthimandu reaction)</li></ul>		<ul style="list-style-type: none"><li>I can explain the differences in the lives of people from different social classes, cultures and religions or race based on hierarchy, belief systems and other concepts.</li><li>I can make comparisons between concurrent periods studied and their similarities and differences.</li></ul>		
<b>Significance</b> Why a person, event or period is deemed significant by historians	<ul style="list-style-type: none"><li>Now that we remember significant events in our life but also in history (birthday, remembrance day, bonfire night)</li></ul>	<ul style="list-style-type: none"><li>I know that for someone/something to be significant in history they/it will have either:<ul style="list-style-type: none"><li>Changed lives at the time (short term effect)</li><li>Still remembered today</li><li>Changed lives now (long term effect)</li></ul></li><li>I know someone can be significant in history without being 'famous'</li><li>I can identify at least 2/3 significant figures studied in KS1</li><li>I can, with help, identify why an event might be considered significant today</li></ul>	<ul style="list-style-type: none"><li>I will use the criteria for significance (see KS1 obj) to discuss why historians might see key people, events or periods as significant in history</li><li>I can identify significant achievements in civilisations/periods studied based on their impact on lives at the time</li><li>I know what legacy means</li></ul>		<ul style="list-style-type: none"><li>I use the criteria for significance (see kS1) to identify why historians see some events as pivotal in history</li><li>I use the criteria to identify the short- and long-term significance of people, objects and processes within periods studied and what impact they have had</li><li>I can discuss the legacy of some periods studied.</li></ul>		

## History Long Term Plan

	Autumn	Spring	Summer
EYFS	<b>What is my history? Why do we remember?</b>  Broader Theme: Ordinary Lives/economy and technology Substantive Concepts: social status, settlement, jobs, technology, power Second Order Concepts: change and continuity, significance	<b>How have toys changed since my grandparents were little?</b>  Broader Theme: economy and technology Substantive Concepts: technology/advancements Second Order Concepts: change and continuity	
KS1	<b>What are the causes of the Gunpowder Plot?</b>  Broader Theme: Belief Systems, Power Substantive Concepts: power/monarchy, conflict, hierarchy/social status Second Order Concepts: causes, significance	<b>How has life changed since the Victorian era?</b>  Broader Theme: Ordinary Lives, Economy and Technology Substantive Concepts: monarchy/power, achievements, empire, settlements, advancements, jobs/economy Second Order Concepts: similarity and difference, change	<b>Why are Ernest Shackleton and David Livingstone considered significant figures in exploration?</b>  Broader Theme: Economy and Technology, Power and Ordinary Lives Substantive Concepts: Second Order Concepts
KS1	<b>What are the causes and consequences of the Great Fire of London?</b>  Broader Theme: Technology and power Substantive Concepts: monarchy/power, settlement, economy/jobs, technology/advancements Second Order Concepts: cause and consequence, significance	<b>How has life changed in Bransholme since it was first built?</b>  Broader Theme: Ordinary Lives, Economy and technology Substantive Concepts: economy/jobs/trade, settlement, technology/advancements Second Order Concepts: change and continuity, similarity and difference	<b>Why are Amy Johnson and Helen Sharman significant pioneers of flight?</b>  Broader Theme: economy and technology, ordinary lives Substantive Concepts: economy/jobs/trade, technology/advancements Second Order Concepts: significance, consequence
LKS1	<b>What are the similarities and differences between four of the world's ancient civilisations?</b>  <b>Why was Ancient Egypt a significant civilisation?</b>  Broader Theme: Power, belief systems, economy, and technology Substantive Concepts: power, hierarchy, civilisation/achievements, technology/advancements, settlement, belief systems Second Order Concepts: significance, change and continuity		<b>What was the Roman Empire and how did it become so large?</b>  <b>What significant impact did the Romans have on Britain?</b>  Broader Theme: Power and conflict, belief systems, ordinary lives and economy and technology Substantive Concepts: power, belief systems. Empire, settlement, invasion, achievements, technology/advancements

		Second Order Concepts: cause and consequence, significance
LKS2	<p><b>Why is trawling a significant part of Hull's history?</b></p> <p>Broader Theme: Conflict, Ordinary Lives, Economy and Technology  Substantive Concepts: power, conflict, economy/jobs/trade, technology/advancements  Second Order Concepts: significance, cause and consequence</p>	<p><b>What changed and stayed the same from the Stone Age to the Iron Age?</b></p> <p>Broader Theme: Ordinary lives, economy and technology, belief systems  Substantive Concepts:  Second Order Concepts</p>
Year 5	<p><b>What are the causes and consequences of the Anglo-Saxon and Viking invasions and settlement in Britain?</b></p> <p>Broader Theme: Power and Conflict, Ordinary Lives, economy and technology, belief systems  Substantive Concepts: power/monarchy, hierarchy, settlement, invasion, economy/jobs/trade, technology/advancements  Second Order Concepts: cause and consequence, change and continuity</p> <p><b>What role have monarchy and government played in the changing punishments of crime since 1066?</b></p> <p>Broader Theme: Power, ordinary lives, technology and economy  Substantive Concepts: monarchy/power, hierarchy,  Second Order Concepts: change, consequence, significance</p>	<p><b>Why was the Maya civilisation a significant period in world history?</b>  <b>How does the Maya civilisation compare to that of Anglo-Saxon and Viking Britain of the same period?</b></p> <p>Broader Theme: Power and conflict, belief systems, economy and technology  Substantive Concepts: power, belief systems, civilisation/achievements, settlement, conflict, trade, technology/advancements  Second Order Concepts: significance, change and continuity, similarity and difference</p>
Year 6	<p><b>What impact did World War II have on the local area? (Local study)</b></p> <p><b>Why was the Battle of Britain a significant turning point during World War II? (Post 1066 linked study)</b></p> <p>Broader Theme: power and conflict, economy and technology, ordinary lives  Substantive Concepts: power, conflict, invasions, technology/advancements, economy/jobs  Second Order Concepts: cause and consequence, significance, change, similarity and difference</p>	<p><b>What was lifelike during Ancient Greece?</b></p> <p><b>What is the legacy of Ancient Greek achievements on society today?</b></p> <p>Broader Theme: Power and conflict, ordinary lives, belief systems and economy and technology  Substantive Concepts: power, hierarchy, achievements, belief systems, settlement, conflict/invasions, economy, technology/advancements  Second Order Concepts: significance, cause and consequence, change and continuity, similarity and difference</p>

## History EYFS Overview

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### Development Matters Content -Understanding the World

3 to 4 year olds will

- Begin to make sense of their own life-story and family's history.

#### Children in reception will:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the

#### **Key Vocabulary:**

**King/queen, remember, toys, past , now, first, next, ancient, home, school , transport, changes,**

### Next Steps in Learning at KS1:

- Move to learning chronology within and beyond living memory.
- Study more specific periods, people, and events within history
- Use second order concepts to understand history.
- Build up a wider range of vocabulary linked to history
- Order events with living memory using days of the week
- Explore a range of historical sources and draw information from the sources

#### **Assessment:**

By the end of EYFS children can

- Know what now and the past mean
- Know some vocabulary linked to time (first, next, yesterday)
- Know some things happened a long time ago
- Identify some ways things in the past are different and similar to their lives

Why do we remember?		How have toys changed since my grandparents were little?	
What was lifelike in the past?	Why do celebrate Remembrance day?	What toys do I like to play with?	How have toys changed from the past?
DM goal: Comment on images of familiar situations in the past. <ul style="list-style-type: none"> <li>- Know what their daily life involves</li> <li>- Know using images, stories and recounts from older people what life was like for them in relation to things the know (schools, home, shopping)</li> </ul>	DM goals: Compare and contrast characters from stories, including figures from the past.  Recognise that people have different beliefs and celebrate special times in different ways.  Know how we celebrate remembrance day Use story to know what life was like during this time Know how they will celebrate this day Know why it is important to remember others in the past	DM goals Comment on images of familiar situations in the past.  -Know about different toys for different ages  Know what toys they like	DM goal  Comment on images of familiar situations in the past. <ul style="list-style-type: none"> <li>- Know how toys have changed over time</li> </ul>

**National Curriculum Content:**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

**Key Vocabulary:** causes, consequences, changes, significant, monarchy, Victorian, Great Fire of London, Gunpowder Plot, Local history, Bransholme, Guy Fawkes, Helen Sharman, Amy Johnson, Victorian, chronology, timeline, living memory, beyond living memory, order

**Prior Learning:**

Children should:

- Know what now and the past mean
- Know some vocabulary linked to time (first, next, yesterday)
- Know some things happened a long time ago
- Identify some ways things in the past are different and similar to their lives

**Next Steps in Learning:**

Children will build on their learning in KS1 by:

- Learning specific periods of history
- To calculate duration of events within a timeline
- To know what AD and BC are
- To explore in more depth specific periods of history using the substantive concepts they will have started to address in KS1

**Assessment:**

By the end of KS1 children should know:

- The name of at least 4 significant people from the past
- The name of at least 2 significant events from the past
- What living memory and beyond living memory mean
- Know how technology has changed society within living memory
- Some causes and consequences of events in the past

Year group and Cycle	History Unit	Key Knowledge (by the end of this unit I will know)	Power and Conflict				Community and Ordinary Lives		Belief Systems		Innovation and Economy	
			Monarchy	Hierarchy	Invasions	Empire	Settlement	Civilisation	Religion	Economy	Technology	
Year 1 & 2	Gunpowder Plot	I know who Guy Fawkes was I know what the Gunpowder plot was I know what caused people to plot to blow up the Houses of Parliament I know how we remember this event today	I know what role the monarchy played in the Gunpowder plot	I know how Catholics were treated by the King during this time						I know why Guy Fawkes and other catholic people felt they were treated badly		
Year 1 & 2	Victorian Era	I know some similarities and differences between the reign of Queen Victoria and Queen Elizabeth II I know how schools have changed and stayed the same since Victorian era. I know how life was different for ‘rich children compared with ‘poor’ children. I know Britain was a growing empire during Victorian period. I know some of the ways Britain advanced during the Victorian period (urban industrial nation, The Great Exhibition, railways, growth of the empire)	I know who Queen Victoria and Queen Elizabeth II are and how they are similar and different	I know how society was governed during Victorian times and the impact on people (rich vs poor life)	I know that during the Victorian period Britain expanded it’s empire by invading other countries	I know what is meant by the British empire	I know that during Victorian period many people moved from farming/rural settlements into urban industrial cities	I know that Victorians saw advancements in industry as advancing their civilisation (railways )	I know the part religion played in some beliefs during this time and impact on how ‘poor’ were treated (Barnardo’s, Wilderspin)	I know about the growth of railways to support trade I know how often ‘poor’ people were set to work during Victorian times and the jobs they did	I know some of the main advancements in technology during this period	
Year 1 & 2	Famous Explorers	I know who David Livingstone is and why he was a significant explorer. I know who Ernest Shackleton is and why he was a significant explorer. I know how exploration has changed over time	I know Queen Victoria was the monarch during David Livingstone’s life and for some of Ernest Shackleton’s				I know about the different settlements the explorers travelled to and why	I know what life was like in the civilisations they explored	I know how religion played a part in some of their explorations and views of other places		I know how these explorers travelled to different places	
Year 1 & 2	Great Fire of London	I know the causes and consequences of the Great Fire of London I know the legacy of the Great fire on London (change of building regulations) I know the legacy the Great Fire had on firefighting methods	I know who the monarch was at the time and the role they played in stopping the fire	I know that most people affected by the fire were ‘poor’ people			I know what London was like as a settlement including the area where the fire spread quickly (houses)			I know the different jobs people did during that period	I know what firefighting methods were used I know how firefighting methods have advanced since the fire.	
Year 1 & 2	Changes in Bransholme	I know that Bransholme started to be built in the 1960s and this is within living memory I know how schools have changed since the 1950s to now I know how houses (technology inside) have changed since 1950s to now I know how holidays have changed since 1950s to now	I know there has been a change of monarch within our living memory				I know how ‘Bransholme’ has grown as settlement			I know how jobs have changed over the last 80 years	I know how technology has changed everyday life over the last 80 years	
Year 1 & 2	Amy Johnson and Helen Sharman	I know who Amy Johnson is and why she is significant I know who Helen Sharman is and why she is significant I know how flight has changed from beyond and within living memory								I know what jobs Amy and Helen did	I know how flight has changed over time	

<b>Year 1 and 2</b> <b>Why are the causes and consequences of the Great Fire of London?</b>					
When was the GFoL and how long did it last?	What was life like for ordinary people in London during 1666?	What were the causes of the Great Fire of London?	What did significant figures at the time do to stop the fire?	What were consequences of the fire?	What is the lasting legacy of the Great Fire of London?
<p>Chronology</p> <p>-Know that GFoL was beyond living memory, add other periods studied and events to a class timeline of beyond and within living memory, have key events linked to changes in fire fight to add</p> <p>-Create a timeline detailing the events of the GFoL- use days rather than dates</p> <p>Extend- explore some events prior to fire (dry summer, 2 weeks of no rain so houses tinder dry etc)</p>	<p>Ordinary Lives</p> <p>-Know what houses were like at the time for the majority of people living in London</p> <p>-Know most people affected by the fire were from poor communities</p> <p>Use hearth tax from national archives see how many fires in houses and the jobs the people did who lived in these houses</p>	<p>Cause</p> <p>- Know that there wasn't just one cause– fire in bakery, building materials and design, weather (dry summer and wind) lack of fire service or technology for larger fires</p>	<p>Significance, power-monarchy</p> <p>-Know what King Charles II did and didn't do to stop the fire</p> <p>-Know who Tomas Budworth is</p> <p>Explore evidence from diary - Samuel Pepys and other historians as to what these significant figures did.</p> <p>Discuss if their actions caused the fire to grow- could they have stopped it?</p>	<p>Consequences</p> <ul style="list-style-type: none"> <li>- Know that the fire made many people homeless</li> <li>- -know it burnt down over 1/5 of the city</li> <li>- Know many historians attribute the fire to stopping the spread of the</li> </ul> <p>Understand consequences of events can be seen as both positive and negative</p>	<p>Consequences, technology, change</p> <p>-Know that the city was rebuilt using better materials (use sources from national archives of King Charles orders)</p> <p>-know that there was an official fire service set up and look at how fire fighting has changed over time</p> <p>-explore class timeline to look at duration of change and why it has changed (technology advancements)</p>

Assessment: Test children to see if they know:

- GFOL was in 1666 and this is beyond living memory
- Know at least two features of Tudor style housing as that which was in Pudding Lane (timber, shared wall with neighbouring house, business on bottom and living quarters above, larger roofs at the top, cramped (many people living inside))
- Know the GFoL was beyond living memory
- Know how quickly the fire spread and how many days it took to be under control (Started Sunday 2nd September, under control by Thursday 6th September)
- Know some significant figures linked to the fire- King Charles II, Thomas Budworth, Thomas Farriner
- Know at least one way people know what happened through evidence (government reports on causes, maps and diaries eg Samuel Pepys diary)
- Know that there wasn't just one cause– fire in bakery, building materials and design, weather (dry summer and wind) lack of fire service or technology for larger fires
- Know the monarch, King Charles II was in charge of responding to the fire and he initially didn't respond then ordered houses to be taken down (fire break) then helped appoint people in rebuilding the city
- Know negative consequences (homelessness, destroyed housing, death (never know official amount) and positive consequences (legacy) rebuilding the city in safer ways and creation of a national fire service

<b>Year 1 and 2</b> <b>How has life changed in Bransholme since it was first built?</b>					
What does within and beyond living memory mean and what significant events have happened within living memory?	How has shopping changed and stayed the same within living memory in my local area?	How has education changed and stayed the same since the 1940s?	How has technology changed daily life since the 1940s?	How have holidays changed since the 1940s?	Assessment
Chronology  <ul style="list-style-type: none"> <li>- Know what within and beyond living memory mean</li> <li>- Place artefacts and events in order on a within living memory timeline</li> </ul>	Ordinary Lives  <ul style="list-style-type: none"> <li>-Know what Bransholme was before they started building a housing estate</li> <li>-Know what Bransholme was like when it was first built</li> <li>-Know how people shopped during the 1940s and 1950s</li> <li>-Know when Bransholme center was built and how people shop now</li> <li>-Know how shops have changed within living memory</li> </ul>	Ordinary lives, technology  <ul style="list-style-type: none"> <li>-Know what is meant by technology</li> <li>-Know what a school day would have been like in the 1940s</li> <li>-Know how education and school life has changed and stayed the same since then</li> <li>-</li> </ul>	Technology, ordinary lives  <ul style="list-style-type: none"> <li>Know what significant aspects of technology that have been invented since 1940s</li> <li>Know how certain technology has improved daily life</li> <li>Know how technology is used to communicate these days</li> </ul>	<ul style="list-style-type: none"> <li>I know where people went on holiday in the 1940s and 1950s</li> <li>I know where people might go on holiday now and why (technology, flights ect)</li> <li>I can compare the similarities and differences between a UK holiday now and in the 1950s</li> </ul>	<ul style="list-style-type: none"> <li>-know that living memory means people are still alive today who can remember or were alive when an event happened and beyond living memory means no one is alive today who was around at that time. (living memory normally about 100 years)</li> <li>-know that in the last 100 years there have been lots of changes in daily life because of advancements in technology</li> <li>-Know at least 3 way life has changed within living memory</li> <li>-know that some things still continue to stay the same in the last 100 years (children go to school, people communicate with one another, people go on holiday) but how people do it has changed</li> </ul>

<b>Year 1 and 2</b> <b>Why are Amy Johnson and Helen Sharman significant pioneers of flight?</b>					
How has flight changed from beyond living memory to within living memory?	Who is Amy Johnson and what do we know about her life?	Why is Amy Johnson considered a significant figure in flying?	Who is Helen Sharman and what do we know about her life?	Why is Helen Sharman considered a significant figure in space travel?	How are the achievements of Sharman and Johnson similar and different and what is their legacy today?
Chronology, technology, change  Plot key events linking to the history of aviation on a timeline Know what beyond living memory and within living memory mean	Chronology, economy-jobs, ordinary life  Create a timeline of Amy Johnson life using years rather than dates so starts at 0 years till her death. Highlight some achievements and discuss idea of significance. -know some key events in Johnson life	Significance  Discuss what significance means and it doesn't mean famous  -Know that it was her 1930 solo flight to Australia that made her significant, look at newspaper reports and articles of her at the time and how historians remember her now	Chronology, economy-jobs, ordinary life  Create a timeline of Helen Sharman life using years rather than dates- start at 0 years old  Highlight some achievements and discuss idea of them being significant -know some key events in the life of Helen Sharman	Significance  -know why Sharman was significant in terms of being the first female British astronaut to visit the Mir Station - know some information about how what she did impacted space travel	Similarity and difference, technology, change  -know ways they are similar and different (both female, both linked to aviation, one space, one flying etc) - know that both inspired people in particular women and can be considered role models <a href="https://www.yorkshirepost.co.uk/heritage-and-retro/heritage/30-years-on-sheffield-astronaut-helen-sharman-is-still-a-role-model-3237696">https://www.yorkshirepost.co.uk/heritage-and-retro/heritage/30-years-on-sheffield-astronaut-helen-sharman-is-still-a-role-model-3237696</a> - know how they have been commemorated and remembered (moths in Hull and plaque for Sharman in Sheffield)

Assessment: Test children to see if they know:

- Know Amy Johnson was from Hull
- Broke records linked to flying in particular she was the first women to fly solo from England to Darwin, Australia in 1930
- Know she played a role in the war flying planes (transported equipment)
- Know she inspired people, especially women, to have careers in flying.
- Know Helen Sharman was the first British astronaut and the first woman to visit the Mir space station.
- Know Sharman was an astronaut.
- Know she inspired many people, especially women, to follow a career in science and technology when these are predominately male led careers.
- Know where both figures fall in chronology concept of beyond living memory (Amy Johnson) and within living memory (Helen Sharman)
- Know two ways planes have changed over time since their creation.

<b>Year 1 and 2</b> <b>Why are the causes and consequences of the Gunpowder Plot?</b>					
When was the Gunpowder plot and how long did it last?	What was lifelike for people during this time?	What were the causes of the Gunpowder plot?	Why didn't the gunpowder plot happen?	How is the Gunpowder plot been remembered through history?	Assessment
Chronology  -Know that Gunpoweder plot was beyond living memory -Know key events of the gunpowder plot and place in order	Beliefs  -Know about daily life during this time  -houses -monarchs (hierarchy- don't use this word) -jobs -dress  Know who the monarch at this time was	Cause  - Know how catholic people were being treated during this time  -Know some significant figures in the gunpowder plot	Significance, power-monarchy  -Know why the gunpowder plot didn't happen  -Know what happened to guy fawkes	Know why we have bonfire night and some of the traditions over time of this night  Know why people burn a 'guy'	-Know that the Gunpowder plot is beyond living memory say one thing about life at that time  Know what causes the men to create a gunpowder plot  Say what the men hoped to achieve

<b>Year 1 and 2</b> <b>How has life changed since the Victorian era?</b>					
When was the Victorian period and how do we know about this period?	Who is Queen Victoria and how is she similar and different to Queen Elizabeth II?	How did life compare in the Victorian times for those who were rich and those who were poor?	What were schools like during the Victorian period?	What key inventions were there during the Victorian period?	Assessment
Chronology Key outcomes for lesson:  Chronology -Know the terms living memory and beyond living memory -Know key period linked to topic- e.g know the name Victorian period and that it is beyond living memory	- -know terms monarch, British Empire, reign and commonwealth -Know why both queens are seen as significant figures in British history -Understand concept of similarity and difference	To be able to state ways that life for the rich and poor were different  To understand the similarities and differences between life of children during Queen Victoria reign and Elizabeth II reign (e.g now)	- Know how school has changed and continued to stay the same since Victorian period  -Identify similarities and difference to life now	Name at least two key inventions from the Victorian people and say why it was significant then  Name why an invention from Victorian period is still important now- some may know how it has changed since its first invention	

Year 1 and 2 Why are Ernest Shackleton and David Livingstone considered significant figures in exploration?					
What is exploration mean and when were Shackelton and Livingstone Explorers?	Who is Ernest Shackleton and why he a significant figure of exploration?	Who is David Livingstone and why is he a significant figure of exploration?	How has exploration advanced since Shackleton and Livingstone?		Assessment
Chronology Key outcomes for lesson:  Chronology  -Know the terms living memory and beyond living memory  -Know when they explored	- know some key events in Shackleton exploration of the Antartic	- Know some key events in his exploration of Africa	- Know how technology has helped exploration advance - Know how we now explore space - Know a famous figure in space exploration		

**National Curriculum Content:**

- Changes in Britain from Stone Age to Iron Age
- The Roman Empire and its impact on Britain
- A local history study
- 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

**Prior Learning:**

Children will have learnt in EYFS/KS1

- The name of at least 4 significant people from the past
- The name of at least 2 significant events from the past
- What living memory and beyond living memory mean
- Know how technology has changed society within living memory
- Some causes and consequences of events in the past

**Next Steps in Learning:**

Children will build on their learning in UKS2 by

- Continue to develop the chronological narrative of British and world history
- Do four more in depth studies of periods of world and British history
- Use historical research to make interpretations on periods of history
- Understand in more clarity the interconnectedness of periods of history

**Key Vocabulary:**

**Ancient Civilisation, Ancient Egypt, Trawling, Stone Age, Iron Age, Bronze Age, Roman's, settlement, invasions, legacy, changes, cause, consequence, significant, impact, beliefs, polytheistic, advancements, technology, money, resources, trade**

**Assessment:**

By the end of LKS2 children should:

- Know when the periods of history studied are and where they fall in the chronological narrative they will be taught at Dorchester
- Have a good understanding of each period of history in terms of significant events, significant people, belief systems, significant advancements and what daily life was like for people
- They will know about hierarchy and how periods ruled
- Know how periods of history are connected with one another
- Use sources of evidence to understand periods in the past

Year group and Cycle	History Unit	Key Knowledge (by the end of this unit I will know)	Power and Conflict				Community and Ordinary Lives		Belief Systems		Innovation and Economy	
			Monarchy	Hierarchy	Invasions	Empire	Settlement	Civilisation	Religion	Economy	Technology	
Year 3 & 4	Impact of Trawling on Hull’s History	I know some of the key changes and developments in the Hull trawling industry. I know what the ‘headscarf’ movement is and why it is important part of Hull’s history	I know who was in charge during the Triple Trawler Tragedy and government response	I know the hierarchy during this time and how women were treated during the movement			I know how the tragedies and trawling impacted on Hull and local areas			I know why trawling and fishing industry is important to the economy of Hull	I know how trawling industry has changed. I know what changes in technology were being called for in the headscarf movement	
Year 3 & 4	Changes from Stone Age to Iron Age	I know how settlements have changed from Stone Age to Iron Age I know how technology (tools) have changed from Stone Age to Iron Age I know how religion impacted on life during pre-historic Britain. I know how society was structured (hierarchy) during Pre-Historic Britain I know how parts of this period can still be seen today (Stone Age/monolithic monuments)		I know how society was structured during Stone Age to Iron Age Britain	I know why Iron Age forts were constructed to stop invasions		I know where and why people settled in certain places during this time		I know what part the belief systems played a part in life at that time	I know how settlements would trade with one another	I know the advancement of tools was linked to materials found during the time	
Year 3 & 4	Ancient Civilisation including Ancient Egypt	I know some similarities and differences between four of the world’s ancient civilisations. I know what makes a civilisation within history.  I know what significant achievements Ancient Egyptian civilisation had I know how their belief system played a part in everyday life I know the hierarchy of Ancient Egypt I know how technological advances (irrigation) helped advance society	I know about Pharaohs and the role they played in society	I know the hierarchy in society during Ancient Egypt	I know how Ancient Egyptian civilisation ended with Roman invasion		I know where they settled and why I know what everyday settlement was like	I know some of the main reasons they are known as civilisations (writing systems, advanced society-governed etc)	I know what part the belief systems played in life during that time	I know how people worked during this period and the main roles people did (agriculture) I know trade was important during this time	I know some of the main advancements during the Ancient Egyptian period	
Year 3 and 4	The Roman Empire and Impact on Britain	I know how the Roman Empire came to be so vast. I know the power the army had on expanding and controlling the Roman Empire I know some reasons why the Roman Empire invaded Britain I know some of the impact Roman invasion had on Iron Age tribes of the time (Boudicca revolt) I know some of the significant advancement that Roman’s brought to Britain (roads, sewage system, money, settlements) I know what the hierarchy was in Roman Britain and the main roles in society	I know who was in charge (Emperor) and role they played in the empire	I know the hierarchy of Roman Britain and main role most people had in society (peasants and farming)	I know some reasons why Roman Empire got so vast I know why the Roman Empire invaded Britain	I know what is meant by an empire and some of the countries within the Roman empire	I know where Roman’s settled in Britain and why	I know some of the significant advancements to the British civilisation brought by the Romans	I know the belief systems during the time and how Christianity was introduced to Britain	I know some of the key jobs during this period and how trade helped with the growth of the roman empire	I know some of the technological advancements and their impact on changing roman Britain	

Year 3 and 4 Impact of Trawling on Hull's History

**Why is trawling a significant part of Hull's history?**

Overview: What is the chronology of British and World History?	What are the key events in the history of fighting in Hull?	How did the fishing industry impact Hull and where?	What is the Triple Trawler Tragedy?	What was the headscarf movement and how did it impact the trawling industry	Assessment
<ul style="list-style-type: none"> <li>- I know the chronology of world and British history that I will be taught in KS2</li> </ul>	<ul style="list-style-type: none"> <li>- I Know some key dates within the fishing industry of Hull</li> <li>- I can work out the duration of some events</li> </ul>	<ul style="list-style-type: none"> <li>- I know about the growth of places such as St Andrews docks and Hessle road</li> <li>- I know what life will have been like for trawlerman in these areas</li> </ul>	-I know what the triple trawler tragedy is	<p>I know what the headscarf movement was</p> <p>I know some significant figures in the movement.</p> <p>I know how they changed the laws for trawling</p>	

Year 3 and 4 Pre-History Unit <u>What changed and stayed the same from the Stone Age to the Iron Age?</u>					
When was pre-historic Britain and what periods of history were concurrent to it?	What was life like in the Paleolithic and Mesolithic and how did it change?	How did life change as we went into the Neolithic period?	Who were the beaker people and why are they significant to the changing pre-historic period?	What beliefs did the pre-historic people have and how did that impact their life?	What is Stonehenge and why was it a significant site?
<ul style="list-style-type: none"> <li>- I know some key events in the Stone, Bornze and iron age</li> <li>- I know the name of some key periods during pre-historic Britain (see lessons for names)</li> </ul> <p>-I know some other concurrent world histories</p> <p>I can compare a world history and pre-historic images and discuss which would have been more advanced</p>	<ul style="list-style-type: none"> <li>- Know some key features of life during these Stone Age periods</li> <li>- I know what they ate during this period</li> <li>- I know how things changed during these periods</li> </ul>	<ul style="list-style-type: none"> <li>- I know how getting food changed as we went into the Neolitihic period</li> <li>- I know what tools were created</li> </ul>	<p>I know who the beaker people are</p> <p>I know what changed these people brought to life during this time</p> <p>I know how tools were changing as we moved into the Bronze Age</p>	<ul style="list-style-type: none"> <li>- Know some key beliefs of bronze and iron age people</li> </ul>	<ul style="list-style-type: none"> <li>- Know what Stonehenge is</li> </ul>
What was life like in the Yorkshire and Humber region during the pre-historic period	What changed from the Bronze Age to the iron Age?	How did people live during the Iron Age?	What have recent discoveries told us about this period?	Assessment	
<ul style="list-style-type: none"> <li>- Know some features of the pre-historic period with Yorkshire and Humber region</li> <li>- Know where people settled</li> </ul>	<ul style="list-style-type: none"> <li>• Know some of the changes from bronze age to iron age including technology (metals used)</li> </ul>	<ul style="list-style-type: none"> <li>- Know about roundhouses</li> <li>- Know about hillforts</li> </ul>	<p>I know about some recent archeological discoveries</p> <p>I know what discoveries tell us about that period</p>		

<b>Year 3 and 4 Unit</b> <b><u>What are the similarities and differences between four of the world's ancient civilisations?</u></b> <b><u>Why was Ancient Egypt a significant civilisation?</u></b>					
<b>When was pre-historic Britain and what periods of history were concurrent to it?</b>	<b>What was life like in the Paleolithic and Mesolithic and how did it change?</b>	<b>How did life change as we went into the Neolithic period?</b>	<b>Who were the beaker people and why are they significant to the changing pre-historic period?</b>	<b>What beliefs did the pre-historic people have and how did that impact their life?</b>	<b>What is Stonehenge and why was it a significant site?</b>
<ul style="list-style-type: none"> <li>- I know some key events in the Stone, Bornze and iron age</li> <li>- I know the name of some key periods during pre-historic Britain (see lessons for names)</li> </ul> <p>-I know some other concurrent world histories</p> <p>I can compare a world history and pre-historic images and discuss which would have been more advanced</p>	<ul style="list-style-type: none"> <li>- Know some key features of life during these Stone Age periods</li> <li>- I know what they ate during this period</li> <li>- I know how things changed during these periods</li> </ul>	<ul style="list-style-type: none"> <li>- I know how getting food changed as we went into the Neolithihic period</li> <li>- I know what tools were created</li> </ul>	<p>I know who the beaker people are</p> <p>I know what changed these people brought to life during this time</p> <p>I know how tools were changing as we moved into the Bronze Age</p>	<ul style="list-style-type: none"> <li>- Know some key beliefs of bronze and iron age people</li> </ul>	<ul style="list-style-type: none"> <li>- Know what Stonehenge is</li> </ul>
<b>What was life like in the Yorkshire and Humber region during the pre-historic period</b>	<b>What changed from the Bronze Age to the iron Age?</b>	<b>How did people live during the Iron Age?</b>	<b>What have recent discoveries told us about this period?</b>		
<ul style="list-style-type: none"> <li>- Know some features of the pre-historic period with Yorkshire and Humber region</li> <li>- Know where people settled</li> </ul>	<ul style="list-style-type: none"> <li>• Know some of the changes from bronze age to iron age including technology (metals used)</li> </ul>	<ul style="list-style-type: none"> <li>- Know about roundhouses</li> <li>- Know about hillforts</li> </ul>	<p>I know about some recent archeological discoveries</p> <p>I know what discoveries tell us about that period</p>		

<b>Year 3 and 4 Romans Unit</b> <b>What impact did the Roman's have on Britian?</b>					
When was the Roman Empire and Roman Britain?	How did the Roman Empire become so powerful and why did they invade Britain?	What was the reaction to the Roman invasion from the people in Britain at the time?	What are the most significant achievements during Roman's reign in Britain and do they have a legacy today?	What are the most significant achievements during Roman's reign in Britain and do they have a legacy today?	How was Roman Britain governed?
Chronology, empire  <ul style="list-style-type: none"> <li>- Know what the Roman Empire was.</li> <li>- Know dates for Roman Empire and Roman Britain</li> <li>- Be able to place Roman Britain and other significant periods to be studied on a timeline or review timeline already created (what came before Roman period etc, what comes after)</li> <li>- Know some key events in Roman Britain period linked to what they will be learning</li> </ul> (give timeline with scale ) Yr 4 – work out duration of events,.	Invasion, settlement, empire, army  <ul style="list-style-type: none"> <li>-know what made the Roman Army so powerful (</li> <li>-know the 3 main reason that made the Roman Empire so powerful</li> <li>1) Military Invasions/Skilled Army</li> <li>2) Political organisation</li> <li>3) engineering and infrastructure (2 and 3 they will learn about later on in the unit)</li> <li>- Know some of the reasons the Roman's invaded Britain (use historical sources to examine reasons)</li> </ul>	Invasion, conflict  Discuss what Britain looked like at the time of the invasion- Celtic tribes and forts (year 4 will have done this in stone age to iron age)  <ul style="list-style-type: none"> <li>- Know who Boudicca and Carthimandu are</li> <li>- Know the consequences of the roman invasion</li> <li>- Know both females reactions to the Roman invasion</li> <li>- Know some of the key events in Boudicca rebellion</li> <li>- Know how Boudicca was portrayed by the Roman's by exploring sources of evidence</li> </ul>	Technology/achievements  Engineering and Architecture- Roman's brought their advanced knowledge of building structures. Recap what life was like before-Iron Age settlements.  <ul style="list-style-type: none"> <li>-Know Roman's were the first to build roads in Britain</li> <li>-Know Roman's were the first to create major towns within Britain</li> <li>-Know romans built aqueducts and sewage systems</li> <li>-Know Roman's built special baths</li> </ul> Explore achievements in architecture and engineering thinking about what it is, why it brought about a positive change, legacy- is there something similar available today	Civilisation  Language and Literature-Roman's brought a written and spoken language of Latin and that is still seen in use today in place names, on coins etc  <ul style="list-style-type: none"> <li>- Know Roman language was introduced and it had a significant impact on British language development</li> <li>- Know that Roman writing and number systems are still used today</li> </ul> Similar to last lesson think about what was achieved/brought to Britain, what impact it had at the time, legacy it has/how it is seen in moder Britain	Hierarchy, governed.  <ul style="list-style-type: none"> <li>-Know the hierarchy in Roman Britain and Empire</li> <li>-Know what role Emperor had and how it is similar and different to a monarch</li> <li>-Know Roman's in charge were responsible for bringing about sets of laws and keeping order and many of their systems are in practise today (e.g trial by jury)</li> <li>-Know that most of society were farmers and workers known as Plebeians</li> </ul>
How did Celtic settlements compare with Roman settlements in Britain?	How did Roman's religious beliefs change over time?	Why did the Roman's leave Britain?	Assessment		
Settlements, technology, advancements  <ul style="list-style-type: none"> <li>• Know the difference between a smaller Celtic settlement and a newer Roman town</li> <li>- Urban planning- Roman towns are considered first urban settlements and were planned in a uniformed way (straight streets, unformed, central business area) Celtic are more rural and were often more organic in where they built</li> <li>- Building materials and design- celtic settlements were more simple and building made of wood while Roman towns buildings were made of stone and mortar</li> </ul> Did interact with many farmers/tradesman (Plebians) going into city for trade	Religion, beliefs  <ul style="list-style-type: none"> <li>• Know that prior to Roman's conversion to Christianity they were a polytheistic religion similar to Celtic with gods and goddesses</li> <li>• Know that change to Christianity was gradual and many in Britain still held pagan beliefs up till Romans leaving</li> <li>• -Know that it was the role of missionaries to spread Christian beliefs and some were killed for doing so</li> <li>• -Know Christianity was outlawed in the Roman Empire until the Edict of Milan in 313 AD by Emperor Constatine</li> </ul>	Empire  Know the Roman's legions were ordered to leave and left Britain in 410AD Know some reasons why the legions left Know the impact Roman's leaving had on Britain (many continued to follow Roman law and ways but also left country open to invasion and attack)			

**National Curriculum Content:**

- A non-0 European society in contrast to a similar period in British history
- Ancient Greece
- An aspect of British history post 1066
- A local history study
- Britain's settlement of Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom

**Prior Learning:**

Children will have previously learnt:

- Know when the periods of history studied are and where they fall in the chronological narrative they will be taught at Dorchester
- Have a good understanding of each period of history in terms of significant events, significant people, belief systems, significant advancements and what daily life was like for people
- They will know about hierarchy and how periods ruled
- Know how periods of history are connected with one another
- Use sources of evidence to understand periods in the past

**Next Steps in Learning:**

Children will build on their learning in UKS2 at KS3 by:

In Key Stage 3, at our local secondary, children will explore the story of Britain and its place in the world, from the Roman invasion in 43AD, through to the influence of technology in the industrial revolution and the 20th century via the World Wars & Cold War. Within this we investigate the changing power of the Church and State and consider its social and political impact across this timescale. In order to develop our student's knowledge of the wider world, in Year 9 we have a detailed investigation into the destruction of the Indian way of life in North America, looking at the impact of European migration and how the development of the United States impacted the indigenous people.

**Key Vocabulary:**

**Ancient Civilisation, Ancient Egypt, Trawling, Stone Age, Iron Age, Bronze Age, Roman's, settlement, invasions, legacy, changes, cause, consequence, significant, impact, beliefs, polytheistic, advancements, technology, money, resources, trade, monarchy, governance, hierarchy, polytheistic, sacrifice, empire, economy, technology, advancements**

**Assessment:**

By the end of UKS2 children should:

- Have a clear historical narrative of British and world history as taught at our school
- Know key details about periods in British and World history
- Know the impact of significantly important events on our city
- Know how power and conflict underpins many of the key events within periods studied
- Know how beliefs systems play a role in understanding the periods studied
- Know how the lives of everyday people in the periods studied gives us an insight into that period
- Know how technological advancements within a periods gives us an understanding of that period
- Know the legacy of periods studied on a place

## History Knowledge Overview - Year 5

Year group and Cycle	History Unit	Key Knowledge (by the end of this unit I will know)	Power and Conflict				Community and Ordinary Lives		Belief Systems	Innovation and Economy	
			Monarchy	Hierarchy	Invasions	Empire	Settlement	Civilisation	Religion	Economy	Technology
Year 5	Anglo-Saxon and Vikings	<p>I know where the Anglo-Saxon and Vikings came from and why they invaded and settled in Britain.</p> <p>I know the impact that the Anglo-Saxon invasion had on Britain (kingdoms, creation of monarchy)</p> <p>I know the impact that the Viking invasions and conflict and struggle with the Saxons had on Britain (Danelaw, monarchy, 1066)</p> <p>I know what ordinary life was like for most British people (agriculture, trade)</p> <p>I know how the religious beliefs shaped British society</p>	I know about the role of monarchy in Saxon and Viking period. I know who Alfred the Great is	I know what the hierarchy was in this period and what the main roles in society were	I know why Saxon invaded Britain. I know why Vikings invaded Britain. I know how conflict continued during period		I know Britain was split into 7 kingdoms then 3 kingdoms I know what typical life was like in a small settlement		I know how beliefs systems and religion developed during Saxon and Viking Britain	I know how people earned a living during this time (agriculture) and who with, what and how Saxon and Vikings traded	I know some important inventions during this period and impact on daily life (plough-agriculture)
Year 5	Changing Role of the Monarchy	I know how the monarchy and their belief systems played a role in crime and punishment from the Saxon times to modern Britain.	I know the role monarchy played in developing punishments for crimes	I know how hierarchy in society was used within punishing crimes in society (rich vs poor)					I know how the 'church' and beliefs played a role in developing punishments for crime	I know how money was used within punishments for crime	I know the changing technology used to punish crimes from 1066
Year 5	Ancient Maya	<p>I know who the Maya civilisation were and what made them a significant civilisation.</p> <p>I know how Maya people were ruled and what everyday life was like for them.</p> <p>I know how their beliefs impacted on their everyday life</p> <p>I know why Maya civilisation came to an end</p> <p>I know how the Maya civilisation and Saxon &amp; Viking Britain are similar and different.</p>	I know the role monarchs played in Maya civilisation	I know the hierarchy of Maya society and what the roles in Maya civilisation were	I know how wars and invasions led to the demise of the Maya civilisation	I know how the Maya empire grew in Mesoamerica	I know where Maya people settled and why. I know why some settlements were abandoned.	I know what made the Maya a significant civilisation (writing, maths and architecture)	I know what Maya beliefs were and how it impacted life	I know how Maya made money (trade, agriculture)	I know some the main advancements in Maya period (farming systems, structures, Maya maths)

**What are the causes and consequences of the Anglo-Saxon and Viking invasions and settlement in Britain?**

1. What is the chronology of British and World history	2. When did they arrive and where did the Saxons and Vikings come from?	3. What was lifelike in England at the end of the 4 <sup>th</sup> Century when the Roman's had left?	4. Why did the Anglo-Saxons invade and settle in Britain and where did they settle?	5. How was Anglo-Saxon Britain ruled?	6. Why and when did the Vikings invade and settle in Britain?
<p>Chronology</p> <ul style="list-style-type: none"> <li>- I know the chronology of British and world history taught at Dorchester</li> <li>- I know how to work out durations</li> <li>- I know what AD/BC and CE and BCE mean</li> </ul>	<p>I know some key events in the Saxon and Viking settlement of Britain (link to future learning)</p> <p>I now where they came from</p>	<p>I know some key features of life in Britain once the Roman's have left</p>	<p>I know some reasons why they invaded and then settled in Britain</p> <p>I know the Saxons formed 7 Kingdoms (start of different counties)</p>	<p>Monarchy, government, hierarchy, settlements</p> <p>-know what the hierarchy was during Saxon Britain and how that impacted on everyday life</p> <p>-know who governed, rules and the powers they had (monarchy)</p>	<p>R</p> <p>- Know about some major Viking invasions in Britain</p> <p>I know where they settled</p>
7. How did the Viking and Saxon struggle for the kingdom impact on British history?	8. What was everyday life like during the Saxon and Viking period?	9. How did religious beliefs of Saxon and Vikings shape their society?	10. Why did the Saxon and Viking periods end and how are they remembered today?		Assessment
<p>I know about the conflict between Viking and Saxons and what it meant for Britain (Danelaw, struggle for who was King of England)</p> <p>I know about significant monarch -King Alfred the Great- and his role in the conflict</p>	<p>I know what life was like for everyday citizens.</p> <ul style="list-style-type: none"> <li>- Jobs</li> <li>- -trade</li> <li>- Housing</li> </ul> <p>I know how the invention of the plough supported everyday life</p>	<ul style="list-style-type: none"> <li>- I know that Saxon and Vikings were originally polytheistic</li> <li>- I know that missionaries converted many Saxons and some Vikings to Christianity</li> </ul> <p>I know that Monks were the ones who wrote much of the Saxon history</p>	<p>-Know the importance of 1066 and conflict over rulership</p> <p>-Know the legacy that the Saxon and Vikings left behind</p>		

What role have monarchy and government played in the changing punishments of crime since 1066?					
1. What periods of history came after 1066	2. What does the term monarchy mean and who has ruled since 1066?	3. What was lifelike in England at the end of the 4 <sup>th</sup> Century when the Roman’s had left?	4. What was crime and punishment like in the Tudor then Stuart times and what role did the Monarchy play in it?	5. What was crime and punishment like ni the Victorian times and what role did the monarchy play in it?	6. What is crime and punishment like in the 20 <sup>th</sup> century and what role do the monarchy play in it in modern Britain?
Chronology  - Know the names of some periods of history from 1066 I know the duration of some periods of history	I know what monarchy means  I know some key rules since 1066 and significant events in the changing of rulership  I know what crime and punishment means	I know some key features of life in Britain once the Roman’s have left	I know some key features of crime and punishment in the Tudor and Stuart times  I know who the main monarch were during this period  I know how monarch beliefs impacted punishments	-I know some features of crime and punishment during the Victorian period  I know the role the monarchy played in crime and punishment.	- I know what our modern judicial system is  -I know how our police force has developed in modern history  -I know the role the monarch now plays in crime and punishment
					Assessment

## Year 5 Maya Unit

Why was the Maya civilisation a significant period in world history?

How does the Maya civilisation compare to that of Anglo-Saxon and Viking Britain of the same period?

1. Where and when did the Maya live?	2. Why was Maya such a successful civilisation?	3. Why was Maya such a successful civilisation?	4. Why was Maya such a successful civilisation?	5. How were the Maya ruled?	6. How did the religious beliefs of the Maya shape their civilisation?
<p>Chronology</p> <ul style="list-style-type: none"> <li>- Know the duration of the Maya period and build it into a larger chronological narrative of history at KS2 including British history</li> <li>- Create a timeline of the periods of Maya civilisation with some key significant creations and possible durations linked to areas to be studied, highlight for many there would be no exact date but more what period based on archaeological evidence (refer back to timeline each lesson)</li> </ul>	<p>Civilisation, writing, technology</p> <p>Explore sources of evidence and historians' opinion on how the writing system of Maya added to how successful it was as a civilisation</p>	<p>Civilisation, technology, architecture</p> <p>Explore sources of evidence into the architecture and engineering of the Maya and why it helped them become a successful civilisation. Think</p> <ul style="list-style-type: none"> <li>- Pyramids</li> <li>- Building of city centres</li> <li>- Connecting communities (roads)</li> <li>- Farming systems they built (water extraction)</li> </ul>	<p>Civilisation, Maths, economy, trade</p> <p>Explore the maths system and how it helped the maya with trade and the growth of their economy.</p>	<p>Monarchy, government, hierarchy, settlements</p> <p>-know what the hierarchy was during Maya and how that impacted on everyday life</p> <p>-know who governed, rules and the powers they had</p>	<p>Religion, civilisation, culture</p> <p>- Know it was polytheistic religion with worshipping many gods and goddesses</p> <p>-Know that religion and beliefs played a part in everyday life through ceremonies and sacrifices linked to the gods</p> <p>Use artefacts and historians views on religion shaped the culture of the Maya people</p>
7. How did the abandonment of southern Maya settlements result in other city-states thriving?	8. What conflict was there during the Maya period?  What do historians believe are the causes of the Maya demise?	9. How were the Saxon kingdoms similar and different to the Maya city-states?	10. How were the leaders in Maya similar and different to Anglo-Saxon leaders?	11. How did life for ordinary people in Maya compare with those in Britain at the same time (9-10 <sup>th</sup> Century AD)	Assessment
<ul style="list-style-type: none"> <li>- Settlement, economy-agriculture, trade</li> </ul> <p>-Learn about the abandonment of the southern lowland states and how that resulted in northern city states thriving</p>	<ul style="list-style-type: none"> <li>- Invasion, power, empire, cause, consequence, change</li> </ul> <p>Know that warfare, invasions of other settlements play a large part in Maya Civilisation along with invasions from other civilisations.</p> <p>Learn about how historians have come up with different reasons behind the demise of the maya civilisation, explore these and start to reason why the demise won't just be one cause. *see fact sheet attached</p>	<ul style="list-style-type: none"> <li>- Settlements, similarity, and difference</li> <li>- Compare the settlements of Anglo-Saxon kingdoms with that of city-states</li> </ul>	<p>Monarchy, government, power</p> <p>Compare the power of the leaders in Maya with that of a key Anglo-Saxon leader studied previously (Alfred the Great)</p>	<p>Ordinary lives, economy, hierarchy</p> <ul style="list-style-type: none"> <li>- Compare brief hierarchy and similarities and differences</li> </ul> <p>Explore similarities and differences between ordinary life (farming, houses, family life etc)</p>	

## History Knowledge Overview- Year 6

Year group and Cycle	History Unit	Key Knowledge (by the end of this unit I will know)	Power and Conflict				Community and Ordinary Lives		Belief Systems		Innovation and Economy	
			Monarchy	Hierarchy	Invasions	Empire	Settlement	Civilisation	Religion	Economy	Technology	
Year 6	Local impact of World War II on Hull Including Battle of Britain as a significant turning point in the war	I know how events during WWII had an impact on our local region. (Blitz) I know how the lives of those in Hull were impacted by the war. (Evacuation and Rationing) I know why the Battle of Britain was a significant turning point during the war.	I know who was in power (government and monarchy) during WWII		I know some of the causes of WWII invasion. I know what the battle of Britain is	I know about the growing empires of countries involved in WWII	I know what evacuation is and why people were evacuated and where they settled		*I have some understanding that Jews were persecuted during WWII <i>(Children are not taught about Holocaust in detail as KS3 unit)</i>	I know the impact of war on the economy and what was done to support that (rationing).	I know that the advances in technology helped Britain during the battle of Britain	
Year 6	Ancient Greeks	I know what life was like during Ancient Greek times in two separate city-states. (roles of men and women, hierarchy, jobs, entertainment) I know how religion impacted the lives of Ancient Greek people. I know the causes and consequences of the war between Athens and Sparta I know how the Ancient Greek civilisation has impacted on society today (Government, Medicine, and Inventions)	I know how a city-state is ruled and governed	I know the hierarchy in Ancient Greece and how it impacted on everyday life	I know the cause and consequence of the war between Athens and Sparta	I know why Ancient Greek did not build up an empire like Roman's	I know what a city-state is and how settlements were affected by the geography of Greece	I know some major achievements in the Ancient Greek civilisation	I know the beliefs of Ancient Greeks and how it impacted daily life	I know how city-states traded with one another and about different types of jobs (including army)during this time	I know some of the major advancements during Ancient Greek period and their impact on society today	

## Year 6 World War II Unit Plan

Enquiry Sequence of Learning: Key Question, Concept Focus, Knowledge, Key Vocabulary ((please identify key vocabulary when planning activities and present similar to reading lessons (tier 2 and 3, images, artefacts, video clips to help children visualise word)					
1. When was WWII?	2. What are the events and causes of WWII?	3. What can sources tell us about WWII impact on Hull?	4. Why were children in Hull evacuated and what do sources tell us about the impact evacuation had on children?	5. How did women and women in Yorkshire play a significant role in World War II?	6. What changes did people have to make to their life during World War II?
<p>- Chronology, significance, causes</p> <p>Chronology based lesson but children need to mark on a given timeline some of the causes and significant events linked to WWII then in separate colour they will highlight events linked to Hull at the start of each lesson</p> <p>Place WWII on larger narrative timeline of periods studied throughout school</p>	<p>Empire, invasion, power, conflict, economy</p> <p>Need to know some causes of WW2 – rise of Hitler and Nazi foreign Policy at the time. Know about WWI and impact on Germany, depression on economy and subsequent invasions that resulted in Britain entering war</p>	<p>Invasion, conflict, technology</p> <p>Know about The Blitz and the impact that WWII had on the local area. Use sources of evidence to look at why the impact on hull was never mentioned (e.g North eastern city in newspapers) Look at letters and documentaries of the Blitz, can also look at bombing map to explore extend Hull was bombed</p>	<p>Settlement</p> <p>Know what evacuation was and mark down key dates on timeline Explore where children in hull were evacuated and how they got there Explore sources who presented evacuation in a positive light (newspapers etc- propaganda) and then study children’s experiences to understand impact of evacuation</p>	<p>Economy, ordinary lives</p> <p>Know what role women played in WWII. Know about Queen Elizabeth II role and impact that would have on persuading others to play an active service. Use sources (propaganda posters) and how they were used to persuade women to join the war effort</p> <p>Recap prior learning on Amy Johnson and how she played a part in the war effort</p>	<p>Economy, ordinary lives</p> <p>Rationing- why did rationing have to be introduced for the economy. What was it? How did government persuade those to follow rationing?</p>
7. Why was the Royal British Airforce so significant in the defence of Britain?	8. What major events and victories led to Britain winning the War?	9. How did WWII change Hull? 10. What consequence did War have on Britain?	Assessment		
<p>11. Economy, invasions, technology</p> <p>12. Know about the RAF and how they prepared for the Battle of Britain in particular the technological advances of the time</p>	<p>-invasions, technology</p> <p>Know about the Battle of Britain along with D Day along with Pearl Harbour and American joining the war in helping Britain to victory</p>	<p>Settlement,</p> <p>Look at the changing Hull after the war and growth of suburbs and building of Bransholme. Look at the decline of the British empire</p>			

## Year 6 Ancient Greece Unit

Enquiry Sequence of Learning: Key Question, Concept Focus, Knowledge, Key Vocabulary ((please identify key vocabulary when planning activities and present similar to reading lessons (tier 2 and 3, images, artefacts, video clips to help children visualise word)					
1. What are some of the key significant events in Ancient Greek period	2. What was lifelike in early Ancient Greece?	3. What is the hierarchy in Ancient Greek period and how was it different for some in Athens and Sparta?	4. What were the causes and consequences of the war between Athens and Sparta?	5. What did Ancient Greeks belief and how did impact society?	6. How did the Ancient Greeks govern?
<p>13. I know sme key events of Ancient Greek period and can plot them on a timeline</p> <p>14. I can work out durations</p> <p>15. I know where Ancient Greece was</p> <p>(link events to future learning)</p>	<p>I know about the Minoan civilisation and how they became so successful through trade</p> <p>I know what life was like during this time</p>	<p>I know where the city-states of Athens and Sparta were</p> <p>I know the general hierarchy of Ancient Greek period</p> <p>I know how the hierarchy different between Athens and Sparta (women)</p>	<p>I know some of causes for the war between Athens and Sparta</p> <p>I know the consequences of the war between Athens and Sparta</p>	<p>I know some of the beliefs of the Ancient Greeks</p> <p>I know their religion and beliefs are polytheistic</p> <p>I know how religion/beliefs impacted their life</p>	<p>I know the four types of governance in Ancient Greek time:</p> <p>Democracy - rule by the people (male citizens).</p> <p>Monarchy - rule by an individual who had inherited his role.</p> <p>Oligarchy - rule by a select group of individuals.</p> <p>Tyranny</p>
7. How did Ancient Greeks impact on our modern parliamentary system?	8. How have Ancient Greeks inventions impacted on our life today?	Assessment			
<p>I know how Athenians democracy governance has impacted British parliamentary system</p> <p>- I can compare the similarities and differences between Ancient Greek democracy and democracy in modern Britain</p>	<p>I know some modern inventions in medicine that are still used today and compare how</p> <p>I know some scientific beliefs from Ancient Greek times and how they impact life today</p>				

**"History is for human self-knowledge ... the only clue to what we can do is what we have done. The value of history, then, is that it teaches us what we have done and thus what we are."**

