

## History Long Term Planning

	Class 2		Class 3		Class 4		Class 5	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	Changes to farming in our community	Significant individual: Grace Darling	Local History: Why were castles built in our locality?	Local History: Why did people settle on Clee Hill?	The effect of Anglo-Saxons and Scots settlement in Britain:	Chronological Unit: Can laws change over time?	How well did the Anglo-Saxons and Vikings get on with each other?	Ancient Greeks
Spring	Local Study: Houses and Homes	Local Study: The school and its community	Changes in Britain from the Stone Age to the Iron Age	Beliefs in Ancient Egypt.	Significant individual: Who was Walter Tull?	Chronology Unit: How important have numbers been over time?	History of the ancient Olympic Games.	How has education changed over time (Victorians)?
Summer	George Stephenson and the development of the railways	Great Fire of London	Roman Britain	Exploring Benin's Big Picture of the Past	How far did we know the real Queen Elizabeth?	The Blitz: all we need to know about World War II?	The Mayans	The story of migration to Britain

### Class 2 – Cycle A (Autumn) Historical Enquiry: Changes to farming in our community.

1. Is there any difference between farms today (in our local area) and in the time of your parents and grandparents?
2. Would you prefer to have worked on a farm in the past or now?

Class 2 – Cycle A	Topic – Food glorious food, Houses and homes, Out and about					
Changes to farming in our community	How have farms changed over time? Look at photos. Ask a local farmer to visit / farming family and different generations.	Order and place events on a timeline. Using artefacts from a farm. introduce a small range of sources, going beyond the previous activity. Include 2-3 simple extracts such as photography from the past . Put the artefacts on a timeline and consider technology	Was it even more different at the time of your grandparents? Harvest in the past. Research what harvest time might have looked like in the past. Outline differences between terms, e.g. grandparent and parent. Produce simple sequential timeline	How different were farms (in our area) 100 years ago? Make butter using the traditional churning method. Look at modern day milking and churning methods. Mawley milk – use of technology and electronic tags to know which cows have been milked.	How have inventions and discoveries helped with farming? Find out about the life and work of Joseph Cyril Bamford (JCB).	If a child from 100 years ago was suddenly transported into their classroom today, what would be the things that surprise them most? Are there some things that would not surprise them?

Class 2 – Cycle A (Spring) Historical Enquiry: Local study – Our Homes

1. What were houses on Clee Hill like before?
2. How has the village changed?
3. How did electricity change the way we live?
4. What was in these shops before?

<p>Local Study: Houses and Homes</p>	<p>What do we like our homes to look like? What do you think homes in the past were like? Create a timeline either with children or across the room. Count back in decades from where the children are now. Provide visual images for each decade. What does this tell you about what this time was like?</p>	<p>What were houses on Clee Hill like before? Compare past and present / modern homes. Focus specifically on the style of houses in the Victoria period. Discuss similarities and differences. Is there no central heating. What do they know about Victorian times?</p>	<p>BLIST HILL: How has Telford changed over time? Identify the key features of homes built in the past (Victorian times). Blist Hill Visit. Shops, Homes, first hand experiences. What was in the shops? How were items wrapped and paid for? How has that changed compared to modern times?</p>	<p>BLIST HILL: Were all houses the same? Compare the homes of the rich/ poor from the Victorian Era. Blist Hill visit – squatter's cottage/ doctor's house.</p>	<p>How did electricity change the way we live? Find out about the life and work of Alexander Graham Bell. (Presented to Queen Victoria)</p>	<p>How have houses on Clee Hill changed over time? Photographs and artefacts from the Victoria era. Children create a mind map of what they know about houses from the Victoria times. Create an information pack for the different tables in your class.</p>
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Class 2 – Cycle A (Summer) Historical Enquiry: Significant Figure – George Stephenson and the development of the railways

- Who was George Stephenson?
- When was George Stephenson alive?
- What did George Stephenson do? Stephenson's Rocket
- Changes in railways and trains
- Stephenson's impact locally and nationally

<p>George Stephenson and the development of the railways – Historical association planning</p>	<p>Who was George Stephenson? Prepare a suitcase with objects relevant to Stephenson (trains, railway tracks, clothing, gas lamp etc.). Children to have pictures of certain Stephenson-related objects and write down how they know that he is from the past</p>	<p>When was George Stephenson alive? Go through the key events in Stephenson's life. Note the lengths of the periods and how far away our lives are from George's. What does that tell us about when he lived? Was it only a short time from our lives or a long time? Timelines of Stephenson.</p>	<p>What did George Stephenson do? Look at a number of different achievements including: First engine made him interested in engineering and he started making a name for himself 'The Rocket', the steam engine that won the race in 1829 and was the fastest engine in the world at that time.</p>	<p>Changes in railways/trains. Do ALL trains still use this system? Explain that trains and railways have changed A LOT since the Rocket and Stephenson. Highlight how railways had been used initially just for mining, sending materials backwards and forwards and not for people. Severn Valley Railway experience – going on a steam train journey</p>	<p>Railways in our Locality – The Line Looking at 'The Line' photos and speaking to locals about the Line. What did it look like? Why was it there? Fieldwork to go and look at evidence left from the past. Highlight that, because of the railways, lots of areas grew for a number of different reasons.</p>	<p>Famous trains around the world – The Orient Express. How will trains continue to develop in the future? High speed, sleeper trains etc.</p>
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Class 2 – Cycle B (Autumn) Historical Enquiry: Significant Figure – Grace Darling

- Who was Grace Darling?
- What was Grace Darling's everyday life like?
- What did Grace Darling do to make her famous?
- How did Grace Darling become famous?
- Why do we remember Grace Darling today?
- What can we learn from Grace Darling's example?

<p>Significant individual: Grace Darling</p>	<p><b>Who was Grace Darling?</b> Introduce Grace Darling and explain that she lived in the Victorian era. Discuss what that period was like and how Grace's life would have been very different from theirs.</p>	<p><b>What was Grace Darling's everyday life like?</b> Act out a day in the life of the darling family. Discuss the differences between the jobs of boys and girls. Show the class a letter Grace wrote to the Duke of Northumberland. Children to write a letter to a friend about their day in the lighthouse, either as Grace Darling or one of her brothers or sisters.</p>	<p><b>What did Grace Darling do to make her famous?</b> Act out a day in the life of the darling family. Discuss the differences between the jobs of boys and girls. Show the class a letter Grace wrote to the Duke of Northumberland. Children to write a letter to a friend about their day in the lighthouse, either as Grace Darling or one of her brothers or sisters.</p>	<p><b>How did Grace Darling become famous?</b> Show the children the newspaper report about the rescue on the board. Talk through describing the events in order</p>	<p><b>Why do we remember Grace Darling today?</b> e.g. she was brave, she helped people, she was an ordinary person, she was a girl. . Children to make their own item of Grace Darling memorabilia</p>	<p><b>What can we learn from Grace Darling's example?</b> Grace Darling was given a silver medal for her bravery from the National Institution for the Preservation of Life from Shipwreck, which later became the Royal National Lifeboat Institution. People who have risked their lives to help others. Watch the RNLI video on ordinary heroines.</p>
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Class 2 – Cycle B (Spring) Historical Enquiry: Local study: The school and its community

- Is there any difference between schools today (in our local area) and in the time of your parents and grandparents?
- Would you prefer to have been in (our local) schools in the past or now?
- Were there times in the past when life at (our local) school was particularly unusual and why was this

<p>Historical Enquiry: The history of our high street (local study) – Historical association planning</p>	<p><b>What are some of the most important things about schools?</b> Pupils consider a list of features associated with (their) school(s), including the relevant vocabulary, e.g. pupils, teachers, lessons, classrooms, displays, playground and chairs. Take some images or make drawings of different parts of the school, both inside and outside. Ask pupils to consider which parts look new and which old. Give reasons.</p>	<p><b>Was it even more different at the time of your grandparents?</b> Ask children to make predictions about any possible changes that they might expect, e.g. lack of technology, building design, layout of classrooms, lessons and strictness. Ask them for reasons for their predictions. Ideally using the pupils' own school, introduce a small range of sources, going beyond the previous activity, e.g. two or three photographs, an old textbook and/or a pupil exercise book. Include two or three simple extracts from school records, such as log books and a punishment book (with sensitivity).</p>	<p><b>How different were schools (in our area) 100 years ago?</b> Show on a timeline where a century ago would have been compared to the timeline that pupils used in the earlier lesson. Show some images of life locally 100 years ago – not schools, but aspects such as street scenes, homes, family life, clothes and industry. From these images, ask children to make some suggestions about what they might expect schools to be like. Ask children what fits 'within living memory' and what might be 'beyond living memory'.</p>	<p><b>What must it have been like to be at school in the past?</b> Explain to the children that they are going to imagine being at a school (ideally their own school) a long time ago (preferably a time with documents – often log books are good for the later nineteenth century). Ask them to come up with a list of aspects that they might like to investigate – such as buildings, lessons or behaviour. Share ideas on whether they have covered everything. Show some pictures of the outside of schools at the time. These could include some of their school and some of other schools, and you can ask them which show their school. Ask them what they notice and what they might feel going into a building like this, e.g. limited windows, small playground, etc.</p>	<p><b>How would you expect schools to be different when there was a war on?</b> Children share ideas on the sorts of differences that are likely to result when a country is in a war – possibly drawing on current information, such as families split, shortages, etc. Discuss how this may affect schools. There may be a need to respect any possible sensitivities in the class.  <b>Have children got any knowledge about wars affecting Britain? What do they recall of this?</b></p>	<p><b>Are there other times when you think life at (our) school may have been more unusual?</b> Ask the children to make some educated guesses about what type of things might affect how well local schools might function, e.g. closure of local industry, people moving, school buildings not being safe, another school being built, teachers leaving, the impact of local agriculture or occupations, COVID 19 etc. Alternatively, it might be schools commemorating an event or anniversary.</p>
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Class 2 – Cycle B (Summer) Historical Enquiry: Significant Figures – Great Fire of London

- What was Stuart London like?
- Why did the fire spread so disastrously?
- What was it like at the height of the fire? Could anyone have stopped what happened on 2 September 1666?
- What did people do first?
- What was left of London?
- What did the King do to make London better?

Great Fire of London – Historical association planning	What was Stuart London like? Timeline -recap of key events. Introduce event of Great Fire of London & what life was like in 1666 King Charles II was King. Our current King is King Charles III..	Why did the fire spread so disastrously? Key events of the Great Fire of London, how and where it started (Tom Farriner), spread and stopped.	What was it like at the height of the fire? Could anyone have stopped what happened on 2 September 1666?	What did people do first? Various accounts of the Great Fire; Samuel Pepys' diary, art work/newspaper accounts.	What was left of London? The ways in which London was changed and rebuilt after the Great Fire.	What did the King do to make London better? Whole class ~ discuss how to avoid another such fire? Look at solutions proposed by Charles. Groups ~ look at different proposals for rebuilding city and then create own plan.
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Class 3 – Cycle A (Autumn) Historical Enquiry: Local History: Why were castles built in our locality?

- Why were castles built in our locality?
- Who built Ludlow castle and why?
- Which Monarchs have lived/ visited Ludlow Castle?
- What was the council of the marshes and what was the role of the castle during the civil war?
- What evidence remains at Ludlow Castle?.

Class 3 – Cycle A Topic – Towers and Turrets, Cave people,, Rotten Romans						
Why were castles built in our locality?	Why were castles built in our locality? Why castles are built where they are? Location from Wales – borders to protect. Positioning near water/ hill forts etc. King of the castle – looking at different types of castles including key features. Which features does Ludlow castle have and why? (Norman castle)	Who built Ludlow castle and why? Develop a sense of the Norman period. Ludlow Castle – Norman Britain. Why was Ludlow Castle built and who were the Normans? The Battle of Hastings	Which Monarchs lives in Ludlow Castle? A chronology of Monarchs who resided at Ludlow Castle. From 1473 to 1483, Ludlow Castle was the home of Prince Edward (known as one of the 'Princes in the Tower.	Which Monarchs lives in Ludlow Castle and what would have 'everyday' life been like? Castle life – food, clothing, games etc.	From medieval times to present day. What was the council of the marshes and what was the role of the castle during the civil war? Powys estate – now a tourist destination.	What evidence remains at Ludlow Castle?. How can the buildings help us to understand more about how people lived? Why does it fly an English and Welsh flag (Ludlow was once the capital of Wales)

Class 3 – Cycle A (Spring) Historical Enquiry: Changes in Britain from the Stone Age to the Iron Age

1. What was 'new' about the New Stone Age?
2. Which was better, bronze or iron?
3. If you were Julius Caesar, would you have invaded Britain in 55BC?
4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

<p>Changes in Britain from the Stone Age to the Iron Age - <b>Historical association planning</b></p>	<p>What was 'new' about the New Stone Age? Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know? Stone Age to Iron Age people and how they became increasingly more civilised over time. Key vocabulary Palaeolithic-Ice Age, Mesolithic-Neolithic, BC.</p>	<p>In what ways did things change around 4000BC? Who were the first farmers? How big a change was it from hunter-gatherers to farming? Immigrants brought new animals and crops to Britain and the impact this had on settlement. Living and eating - learning about the types of shelter &amp; food the hunter-gatherer people ate.</p>	<p>How are our ideas about life in the Stone Age changing? : If you were to meet a family from 7,000 years ago, what would you want to ask them? Cave Painting -. How can they help us to learn how Stone Age people lived? produce a 'living graph' showing the attractions and difficulties of the Stone Age</p>	<p>Which was better, bronze or iron? How is iron made? What was it used for? What was the impact of bronze and iron tools on the way people in Britain lived? Did it make farming easier? Did it make life easier for craftsmen? Comparing an Iron Age Village to Clee Hill.</p>	<p>Skara Brae - similarity and difference, and significance in the context of studying Skara Brae and understanding its significance in knowing more about the Stone Age.</p>	<p>If you were Julius Caesar, would you have invaded Britain in 55BC? Hillforts -why hillforts developed as popular places to live in the Iron Age.? Why might Iron Age people bury treasure? How did the Romans know what Britain was like in 55BC?</p>
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Class 3 – Cycle A (Summer) Historical Enquiry: Teaching Roman Britain

- When did the Romans invade and why?
- Did the native Britons welcome or resist the Romans, and why?
- How did the Romans influence the culture of the people already here?

<p>Roman Britain: <b>Historical association planning</b></p>	<p>Why did the Romans invade Britain? Examine where, when and how the Romans invaded. Consider the two attempted invasions and why they failed, and why Claudius was then successful. Look at Cassius Dio's accounts and consider how reliable these are. Look at maps of the Roman Empire and explore why they wanted to control these islands – what minerals and commodities did they want to control? Examine Roman armour.</p>	<p>What kind of men could join the Roman Army? Research the requirements for a man trying to join the Roman Army. Refer back to the armour and weapons the soldiers used/carried explored in the previous week. How do we know about life on Hadrian's Wall?</p>	<p>Who was Boudicca and why do we remember her? Tell the narrative of who the Iceni were, what happened when Boudicca's husband died. Consider the tribes in your area of the UK – what can you find out about them? Did they support the Romans or try to resist them? Were they led by men or women? What did Boudicca really look like?</p>	<p>Roman Roads - Why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how they were made. Understand how the Roman road system has provided a legacy for modern day roads. Where Roman towns were built and why -</p>	<p>How did Celtic people live? Investigate with the children how Celtic tribes lived. How were their settlements set up? How did they use space for living? What facilities did they have? What changed when the Romans arrived? <b>Wroxeter visit</b></p>	<p>Why did the Romans build Hadrian's Wall in the north of England? What are the advantages and disadvantages of this site for the wall? – e.g. clear views/lack of access to water. Explore the site – where was the money kept – why?</p>
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Class 2 – Cycle B (Autumn) Historical Enquiry: Local study – Why did people settle on Clee Hill?

- Why did people settle on Clee Hill?
- How did quarrying affect the development of our the locality?
- Why were improvements made to Clee Hill as a result of the quarry?
- What amenities were built on Clee Hill to support the quarry?
- What evidence is left in the locality to tell us more about the past?

Class 3 – Cycle B	Topic – Location, location, location, tomb raiders, Into Africa – Lion King					
Local History: Why did people settle on Clee Hill?	Why did people settle on Clee Hill? – Minerals and rocks. Looking at the Mappa Mundi. A timeline of key events in quarrying on Clee Hill	Which minerals were quarried and how did this shape the development of Clee Hill? Mining for Limestone – the limestone kilns and the 'Nothers' Quarrying for coal – where were the key sites? The Overhead railway, the Magpie,	How did quarrying affect the development of our the locality? Settlements built for the quarrying. Different area of Clee Hill dependent on the different areas quarried and time periods. The 'Line' built to distribute coal to Bitterley	What amenities were built on Clee Hill to support this? houses, pubs, shops, schools. What was life like for people in Clee Hill at that time? Photographs to make comparisons,	What evidence is left in the locality to tell us more about the past? Local study walk up Clee Hill to see evidence of the Quarrying in the past.	What is the future for Clee Hill? Quarrying today – similarities and differences from the past. Employment/ technology etc.

Class 3 – Cycle B (Spring) Historical Enquiry: Beliefs in Ancient Egypt

- What did the Ancient Egyptians believe? How do we know?
- How different were beliefs in Ancient Egypt from today?
- How did religion affect life in Ancient Egypt
- How did Civilisation adapt to the needs of Egyptian life?

Beliefs in Ancient Egypt: <b>Historical association planning</b>	Who were the Ancient Egyptians? Chronology in context and chronology within the Egyptian time period. (Old kingdom, middle kingdom, new kingdom)	What Egyptians believed. How do we know? Polytheistic, gods, goddesses, creation. Wall paintings, gods and preparation for the afterlife Comparison of Christian creation story to that of Ancient Egypt. Who were the Egyptian gods? How do we know?	Why did the Egyptians build temples, tombs and pyramids? What did the Egyptians believe about death and what happens to you when you die? Burial rituals and mummification Significance of pyramids, tombs, canopic jars and mummification processes to the beliefs of the Ancient Egyptians.	What was the role of the Pharaoh on earth? What can the tomb of Tutankhamun tell us about Egyptian beliefs? Tutankhamun A range of sources and that different version of past events may exist, giving some reasons for this -the discovery of the tomb of Tutankhamun. Howard Carter.	. What religious festivals were there in Ancient Egypt? How did the Egyptians Celebrate them? How do we know? Festival, Opet, celebration Pupils compare Ancient Egyptian festivals to modern festivals. Afterlife, underworld. Book of the dead, weighing of the soul	How did religion affect life in Ancient Egypt? How do we know? Writing, Buildings, education, festivals, farming and medicine Hieroglyphics Exploring ancient Egyptian writing systems.
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Class 3 – Cycle B (Summer) Historical Enquiry: Exploring Benin's Big Picture of the Past

1. What is Africa's Big Picture?
2. If objects could speak what story would they tell?
3. Why was Benin worth visiting in Tudor and Stuart times?
4. Telling a good story: Why is the story of Eweka so important?

Exploring Benin's Big Picture of the Past: <b>Historical association planning</b>	<b>Where is Benin?</b> Looking at the history of Africa. Our ancestors in Africa; Ancient Egypt; Great Kingdoms in Africa; Trade across the Sahara Desert; European Voyages of Discovery and Exploration; Europeans and Slavery; The End of Slavery; Europeans and the Scramble for Africa; Africa today	<b>If objects could speak what story would they tell? The story of Benin's Bronzes.</b> Match evidence from British museum object pictures to themes such as power, belief, technology, trade.	<b>Should the bronzes be returned?</b> Causes and results of the massacre and siege of Benin.	<b>Why was Benin worth visiting in Tudor and Stuart times?</b> Dutchman called Olpert Dapper in 1668. What does it tell us about Benin? Why did sailors go to Benin? Voyages of Discovery and Encounter.	<b>How similar was Benin to Britain?</b> Comparisons in Tudor and Stuart Times. How well were African people in Britain treated? Transatlantic slavery.	<b>How important was Eweka's story?</b> Mappa Mundi - What did the person think the world was like? Where might Africa be? How likely is it that he knew about Benin? Why do we think this? Timelines to compare similar periods with Benin. Similarities and differences with the battle of Hasting's
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Class 4 – Cycle A (Autumn) Historical Enquiry: The effects of Anglo-Saxon and Scots settlement in Britain

- Who were the Anglo-Saxons and why did they invade and settle in Britain?
- What was life really like in Anglo-Saxon Britain?
- What did the Anglo-Saxons leave behind?

Class 4 – Cycle A	Topic – Treasure hunters, explorers, coasts					
The effect of Anglo-Saxons and Scots settlement in Britain: <b>Historical association planning</b>	<b>Who were the Anglo Saxons?</b> Discuss chronology and place on timelines. Images of the Anglo-Saxons. The Invaders - Anglo-Saxons and Scots invasion of Britain after the Roman withdrawal. Seven Anglo-Saxon kingdoms. Timeline. Investigate and produce maps of different kingdoms.	<b>Why did they come to Britain and move away from where they were born?</b> Map work –where they came from, and travelled to. Calculate distances. Why people move and what challenges they face Place Names -knowing where the Anglo-Saxons settled and what they named the places they settled in – modern Britain.	<b>What kind of people were they?</b> Coverage of different groups such as nobles, warriors, men and women. Myths and legends such as Hengist and Horsa and Beowulf. Introduce evidence such as Bede and the Anglo-Staffordshire Hoard, coins – stories of discoveries. Village Life - Anglo-Saxon settlements and village life. Anglo-Saxon Gods	<b>How far can we trust surviving evidence about the Saxons?</b> Artefacts and Culture -examining and learning about Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture. Look at a range of surviving evidence – including a visit if possible –Offa's Dyke;	<b>Alfred the Great – why was he considered a 'great' king?</b> Case study of Alfred – use evidence such as Gildas, Nennius. Assess different views about Alfred and how and why they might differ. towns, navy, army, roads, trade, laws, education. How effective the methods used by Alfred were, e.g. burhs;	<b>How much from Saxon times do we use today?</b> <b>C</b> onverting the Anglo-Saxons to Christianity. <b>E</b> xtracts from sources such as Bede Know about some of the important Christian building they founded. <b>W</b> hat might be different in their lives if the Saxons/Vikings had never arrived?



Class 4 – Cycle A (Spring) Historical Enquiry: Walter Tull (A significant figure) Sport, War and changing adversity

- Who was Walter Tull and why is he a significant figure?
- Can we spot the differences between Walter's life and the lives of footballers today?
- What was it like for Walter when he played football at a match in Bristol?
- What is the significance of Walter Tull's experiences in the British Army?

<p>Walter Tull – a significant figure – sport, War and Changing adversity: <b>Historical association planning (Adapted)</b></p>	<p><b>Who was Walter Tull? How can we find out about Walter's early life?</b> Using Census data to find out about Walter Tull. Two photographs of Walter Tull, one of him in his football kit and one in his soldier's uniform. History of football – timeline From folk football to modern day.</p>	<p><b>Who did Walter Tull play for and what is the history of these clubs, their names and their mascots?</b> Spurs and Northampton - Club. What about other football clubs?</p>	<p><b>Can we spot the differences between Walter's life and the lives of footballers today?</b> Compare football images and other sources and sort them into 'today' and '1910' Changes in footballs, kits - Walter's Spurs and Northampton 1900's kits</p>	<p><b>Why is Walter Tull important in the history of modern football? What does the Bristol Scandal tell us about race relations in Edwardian Britain? Racism in football..</b> what happened to Walter Tull when he played for Spurs against Bristol City in 1909 <b>How can football bring people together?</b></p>	<p><b>What is the significance of Walter Tull's experiences in the British Army? The events that led to Walter being sent to war in WWI, some of his achievements in battle and how he died. He was the first black officer to lead white men during war</b></p>	<p><b>The death of Walter Tull</b> What would the obituary for Walter Tull say?</p>
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Class 4 – Cycle A (Summer) Historical Enquiry: How far did we know the real Queen Elizabeth II?

1. Who was Queen Elizabeth II?
2. Why did the Queen become the Queen? Who are the royal family?
3. How was the Queen represented?
4. How have perceptions of Queen Elizabeth II been influenced by changing technology?
5. What is the role of a monarch?

<p>How might history remember Queen Elizabeth II? How far did we know the real Queen Elizabeth? <b>Historical association planning</b></p>	<p><b>Who was Queen Elizabeth?</b> Receive a 'formal' letter from the Palace, which 'lays the gauntlet' for the enquiry. The letter should include a basic timeline of the Queen's life, demarcated into decades, with her birth, marriage, coronation and jubilees already marked onto it</p>	<p><b>Why did the Queen become the Queen? Who are the royal family?</b> Create the Queen's family tree, going back to her grandparents – showing the line to the throne and perhaps numbering the entries. Discuss other British monarchs who the children have learn about – were they related to Queen Elizabeth II?</p>	<p><b>How was the queen represented?</b> Look at previous monarchs and how they have been represented, e.g. portraits of Elizabeth I and Henry VIII, including symbols of power. Is this a true reflection of what they looked like? How do you know? Discuss the fact that in the pre-tech world, monarchs had more choice in how they portrayed themselves.</p>	<p><b>How have perceptions of Queen Elizabeth II been influenced by changing technology?</b> Add technology pictures to the original Queen timeline – e.g. message to evacuees on the radio, the coronation as the first royal television event, website, Buckingham Palace Twitter feed/Facebook, Christmas messages, etc.</p>	<p><b>What is the role of a monarch?</b> Compare the role of the monarch with the government. Look at the current monarch's role in terms of categories (such as family, religious, military, political, social, national and international) <b>How well does the Monarchy reflect society today?</b></p>	<p><b>How might history remember Queen Elizabeth II? A local museum would like to organise a special display in honour of the Queen. Unfortunately, there is only room for 5 amount of sources in the display. Which of the sources will they use and why? What caption would they give the sources?</b></p>
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Class 4 – Cycle B (Autumn) Historical Enquiry: Chronological Unit: Can laws change over time?

- What is the law? How does something become the law? How were laws made in the past?
- Who makes the law? What is the role of the church in this?
- Has the church ever been involved in breaking the law?
- How has history shaped the fairness of our laws?

<p>Chronological Unit: Can laws change over time?</p>	<p>What is the law? How does something become the law? How were laws made in the past? What does it mean to break the law? Can you think of any laws/ rules you have learnt about in History? Allow pupils to make links back to the periods of history and/or civilisations these may have come from. Order/ add to a timeline based on previous knowledge.</p>	<p>Who makes the law? What is the role of the church in this? What did the law look like during ancient civilisations? (Pharaohs/ kings etc) Looking at the role of the monarchy Henry VIII and the church – how were the laws changed? To know that the church and the Monarchy disagreed over the Law and this lead to a new branch of the Church.</p>	<p>Has the church ever been involved in breaking the law? Timeline/ ordering. What type of punishments would they have had? How has this changed over time? Talk about beliefs and religions – if someone believes that the law is wrong etc. What was the punishment for Guy Fawkes for breaking the law. How does this compare with other punishments through history?</p>	<p>How has history shaped the fairness of our laws? Our modern justice system were sown by Henry II (1154–1189), who established a jury of 12 local knights to settle disputes over the ownership of land. Examples of democracy in other cultures and countries. How were the Ancient Greeks governed and are there any similarities with how we are governed today?</p>	<p>Should the law ever be challenged? Protesters through history : Great Thunberg, suffragettes etc. Looking at the chronology of significant figures and the impact they have had on changing the law.</p>	<p>What is the future for the law? What changes do you think may happen as a result of recent history? Covid 19, AI etc. What laws would you want to enforce as the Prime minister?</p>
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Class 4 – Cycle B (Spring) Historical Enquiry: Chronology – How important have numbers been over time?

A chronological study that extends pupils' knowledge beyond 1066.

- How important have numbers been over time?
- How can numbers reveal and reflect changes in our lives?
- What was the biggest influence of numbers in the 20<sup>th</sup> century?

<p>How important have numbers been over time? (Chronology focus) Historical association planning (Adapted)</p>	<p>What can evidence suggest about how and why prehistoric people counted? Recap/introduce the prehistoric period, features and chronology with pupils. Timeline- introduce the concept of negative numbers. Negative numbers were first used in ancient China</p>	<p>How did ancient civilisations use numbers? How did they count? What symbols did they use? Can pupils express numbers using Egyptian, Sumerian/Babylonian Roman, Hindu/Arabic etc. numerals What contribution did the Ancient Greeks Make?</p>	<p>How did people in the past count large numbers quickly? How easy is this to do with fingers and toes? What about carving notches? Would this work? Was it quick? Show pupils an image of or a real abacus. What is it? If resources allow, children then could spend time using modern equivalents of the abacus.</p>	<p>When and Why did the number Zero come about? Ancient counting systems What problems were there with ancient counting systems? Why was it easier to use base 10 and a place value? What is zero? What does it mean? The Egyptians and other civilisations had symbols for zero. India is often credited with inventing zero.</p>	<p>Why were we still using Roman Numerals in Britain until the 12<sup>th</sup> century? How did Romans count? Roman numerals The Romans left Britain in the 5<sup>th</sup> century AD – T table from a manuscript dating from around 1000. Why Roman numerals carried on being used 500 years later?</p>	<p>Numbers and symbols as code Numbers have often been used as code in the past. Why might code have been used? The code of Mary Queen of Scots or The Great Paris Cipher and see if pupils can decipher it? Code in World War II, and although rather mathematically complex, the Enigma code Alan Turing – Enigma Code</p>
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Class 4 – Cycle B (Summer) Historical Enquiry: The Blitz: all we need to know about World War II?

- How significant was the Blitz?
- World War II: whose war?
- What was the impact of World War II on people in our locality?
- How well does a fictional story tell us what it was like to be an evacuee?
- Evacuee experiences in Britain: is this all we need to know about children in World War II?
- New opportunities? How significant was the impact of World War II on women?
- What did men do in World War II? Did all men have to fight?
- When was the most dangerous time to live? How different was the Blitz?

<p>The Blitz: all we need to know about World War II? Historical association planning</p>	<p>The Blitz: What was it? When did it happen? Why did it happen? Groups look at images /sources of a specific event associated with the Blitz e.g. Coventry November 1940 and raise questions – What can we see? What does this tell us? What do we need to find out? The class listen to a speech by Winston Churchill – thought shower responses and decide what they still need to know. Explain why World War II began and order events from early World War II on a timeline. How did the Blitz relate to the rest of the war?</p>	<p>World War – whose war? What was the impact of the wars on Clee Hill? What was the impact of the Blitz on our community? Evacuees sent from Manchester and Birmingham. Listen to accounts of evacuees.</p>	<p>What was it like to be a child in World War 2? Who were the Kinder transport? Why did they leave their families? Examine conditions in Germany prior to the kinder transport of 1938 and how it took place. Rationing - how people adapted to deal with reduced product availability. Describe how people's diets were different during World War II and answer questions about the implementation of rationing.</p>	<p>What did women do in the war? Why were working women so important? The children look at a government film related to women during World War 2. Women's wartime jobs : Women in the services, Women in factories, Land girls. How important was World War 2 in changing the role of women?</p>	<p>What did men do in the War? Did all men have to fight? In what ways did men contribute to the war? Home Guard • air raid wardens • different jobs in the army • different jobs in the air force • different jobs in the navy • Bevin boys The Enigma Code – Alan Turing</p>	<p>What dangerous times can we think of at different times in the past? What was it like to be there? conflicts which they know about from previous topics or their general Knowledge e.g. The Roman Conquest of Britain AD 55; The Norman Conquest 1066; The Harrying of the North 1069-70; The Battle of Bosworth 1485; The Spanish Armada 1588; The Battle of Naseby 1645. Groups place the above on a timeline and thought shower what they know. Comparisons with WW2.</p>
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Class 5 – Cycle A (Autumn) Historical Enquiry: How well did the Anglo-Saxons and Vikings get on with each other?

- How well did the Anglo-Saxons and Vikings get on with each other?
- With so much rivalry between Saxons and Vikings – who was more successful?
- How important was religion to the Saxons and Vikings?
- What was life really like in Anglo-Saxon and Viking Britain?

<p>How well did the Anglo-Saxons and Vikings get on with each other? <b>Historical association planning</b></p>	<p><b>How much fear did the Viking raids cause?</b>                  Viking raids, e.g. Lindisfarne. Why monasteries were such good places for Vikings to raid and how much fear the Viking raids must have instilled? Viking Raiders and Invaders Develop a chronology- who the Vikings were and when and why they raided and invaded Britain. Why were Vikings so successful – pupils work out reasons and evidence, e.g. technological skills, seamanship. How did Saxons organise themselves, e.g. different kings and bretwalda. Emergence of Wessex. Pupils discuss why this was likely to help them against the Vikings;</p>	<p><b>Were all Viking Raids successful?</b> Recap on Alfred from class 4 coverage. explain the Danelaw and who was largely responsible for Viking success and failure (Aethelred). Discuss reasons for Viking success and failure. Reinforce timelines;</p>	<p><b>With so much rivalry between Saxons and Vikings – who was more successful?</b>                  Provide story about Athelstan. Get class to consider how important Athelstan was in shaping England; Timelines to show events after Athelstan – drawing attention to further Viking raids and key figures such as Cnut</p>	<p><b>Was there much difference in the lives led by Saxons and Vikings?</b> Divide class into Saxon and Viking groups. Groups investigate life of their particular group such as Saxon/Viking farmers, warriors, women, children. Stress values and attitudes such as loyalty, kinship, honour and revenge and discuss differences with our feelings and beliefs today. Selective use of fiction such as C Walter Hodges, "The Namesake" (about kinship.   <b>Svarthland Viking visit</b></p>	<p><b>How important was religion to the Saxons and Vikings?</b>                  Provide information about paganism and the return of Christianity;                   Tell story of St Augustine linking to present-day situations such as why we have an archbishop of Canterbury, evidence of Saxon Christianity such as monasteries, early churches, archaeological evidence, grave goods and religious artefacts. Stories of saints and missionaries such as Patrick, Columba, Aiden, Piran;                   Timeline and stories of how Christianity spread and developed</p>	<p><b>What was it like around this area in Saxon and Viking times?</b> Using a range of material such as maps/placenames, local museum and archaeological evidence, local events/folklore, pupils make deductions about the nature of Yorbvik- a Viking settlement;. Make judgements on how important the Vikings were in the locality.   <b>Yorbvik Centre trip, York</b></p>
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Class 5 – Cycle A (Spring) Historical Enquiry: History of the ancient Olympic Games

- Why and how did the Olympic Games start in Ancient Greece?
- What were the main features of the Games?
- Why were the Games so important to the people of Ancient Greece and for so long?
- What can the Games tell us about life, society and culture in Ancient Greece?
- Why and how are the ancient Olympic Games still relevant to the modern Olympics and our society today?
- What are the similarities and differences between the ancient and modern Olympic Games?

<p>History of the ancient Olympic Games: <b>Historical association planning</b></p>	<p>Why and how the Olympic Games started in Ancient Greece?. Exploration of key 'exhibits' for their display to tell the story of the Games.</p>	<p>What do the Olympic Games tell us about life in Ancient Greece and what was their significance then and today? What the main features of the Games were</p>	<p>Why the Games were so important to the people of Ancient Greece and for so long. What the Games can tell us about life, society and culture in Ancient Greece?</p> <ul style="list-style-type: none"> <li>• Theagenes of Thasos</li> <li>• Diagoras of Rhodes</li> <li>• Polydamas of Skotoussa</li> <li>• Melankomas of Caria</li> </ul>	<p>How and in what ways the ancient Games are still relevant to the modern Olympics and society? The chronological development of the Games The Olympic Truce, the spectator experience, links to culture and society, sports and the athletes, the decline of the Games</p>	<p>The Battle of Marathon - analyses of the Battle of Marathon. Compare different city states and recall facts about the Battle of Marathon.</p>	<p>What are the similarities and differences between the ancient and modern Olympic Games? Tell the story and significance of the Games, reflecting on key points of chronology, theme and comparison/ contrast</p>
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Class 5– Cycle A (Summer) Historical Enquiry: The Maya

1. Where and when did the Maya live?
2. What was Maya writing like?
3. How did the Maya tell the time?
4. What numbers did the Maya use in Maths?
5. Did the Maya play football like us?
6. How do we know about the Maya?

<p>The Maya: <b>Historical association planning</b></p>	<p>When and where did the Maya live?</p> <ul style="list-style-type: none"> <li>• Maya on a timeline of the history. Map of the Maya area and discuss where they live. What a rainforest environment is like. Discuss the terms 'bajos' 'cenotes' 'chultuns' (water storage) and their importance for the Maya.</li> </ul>	<p>What was Mayan writing like? Learn about the Maya writing system and its uses. Stelae were carved standing stones that represented the major events in a ruler's life. What the hieroglyphs tell us of Maya culture and society?</p>	<p>How did the Maya tell the time? Discuss the 52-year calendar round (made up of the sacred year and solar year) and the Long Count system. Compare our present way of measuring time with other ways they have encountered in their study of</p>	<p>What numbers did the Maya use in maths? Draw up a trade route map for the main Maya goods – where did the salt, jade, obsidian and limestone they depended upon come from? How were the Maya cities, sometimes up to 50,000 strong, fed? Which things the Maya valued most? And where did they come from? How did they pay for them?</p>	<p>Did the Maya play football like us? Popol Vuh: The Creation Myth of the Maya. The story of the Jaguar 'day and night' god – very similar to the Greek myth of Helios. What are the rules for the Ball Game? What happened to the winners/ losers? Who had the power in Maya society?</p>	<p>How do we know about the Maya? If you could leave a box with 3 objects in for an archaeologist would find in a 1000 years time which would help them understand your life today, which objects would you leave and why? Why did it take so long to discover many of the Maya cities?</p>
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**Class 5 – Cycle B (Autumn) Historical Enquiry: Ancient Greece**

- How can we find out about the civilisation of Ancient Greece?
- Can we thank the Ancient Greeks for anything in our lives today?

<p>Ancient Greeks: <b>Historical association planning</b></p>	<p><b>Who Were the Ancient Greeks?</b> locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied. Greek timeline. Explain how and why empires grow. Explain the chronology of a timeline.</p>	<p><b>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</b> Ancient Greek Democracy - how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day. Explain how the political system worked in Ancient Greece. Compare this system with other political systems. <i>Who was allowed to vote in Ancient Athens? Who ruled in Ancient Athens?</i></p>	<p><b>What do artefacts tell us about what life was like in Ancient Greece?</b> <i>How can we find out about the civilisation of Ancient Greece?</i> Ancient Greek Olympics - How the Olympics have changed over time but how some features have remained the same? Learn about the past from sources including art. Modern day Olympics and Paralympics.</p>	<p><b>What do stories tell us about what life was like in Ancient Greece?</b> <i>What evidence is there to prove that these stories might be true?</i> The Trojan War - written narratives and analyses in the context of finding out about the Trojan War. Use a range of sources to find out about the past and then present my findings.</p>	<p><b>What do archaeological sites tell us about what life was like in Ancient Greece?</b> <b>What do some of our buildings tell us about how we view Ancient Greece today?</b> Photographs and plans of Ancient Greek archaeological sites such as temples, theatres e.g. the Greek theatre at Ephesus, The Temple of Apollo at Delphi, the Parthenon in Athens.</p>	<p><b>Can we thank the Ancient Greeks for anything in our lives today?</b> What are the similarities between our school and schools in Ancient Greece? – key <i>features of school life, school life in Athens, school life in Sparta and school life today. Aspects of school life - aspect of school life e.g. boys, girls, rich, poor, slaves, age when children start school age when children leave school, subjects taught at school, sports played at school, other activities, equipment used at school, school buildings. Which is the most important legacy of the Ancient Greeks? Can we thank the Ancient Greeks for anything in our lives today</i></p>
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Class 5 – Cycle B (Spring) Historical Enquiry: Thematic study extending beyond 1066: Education (Victorians)

- What do the sources tell us about the way education has changed?
- How much would you have enjoyed going to schools in the past?
- Did education help everyone?

<p>How has education changed over time (Victorians)?</p>	<p>How can I use a source to tell me about education? Ask the children what the word "education" means. Is it more than schools? Are there different types of school? Why is it good to be educated? Show a source related to a Victorian classroom, a log book entry, a woodcut of a Victorian school. Ask the pupils to select some information which tells us something about education including at least one direct observation and one inference they can safely make, e.g. Only boys went to school, you were punished for the smallest offence. Who was Queen Victoria?</p>	<p>Using sources from the Victorian Era, do you think there have been many changes to education? Ask pupils to make a list of types of sources that can tell us about education in the past. Can they think of others not represented here that can give us an idea about education in the past, e.g. Books, old buildings. Using one of the sources above, ask pupils to compare with their school today. What has been the biggest changes between then and now? Can they think of something that has continued or changed less?</p>	<p>Education and workhouses children Was the education of rich and poor children different?. Industrial revolution &amp; the workhouse. 1834 Act, Poor Law Unions were required to provide at least three hours a day of schooling for <b>workhouse</b> children, and to appoint a schoolmaster</p>	<p>From the sources used so far, which one shows a type of education you most prefer? Ask pupils to consider what makes education worthwhile. Ask them to draw up a list of agreed criteria, e.g. a variety of subjects, things made interesting and useful, kind understanding teachers, few punishments, time for play. From the time periods studied so far, is there evidence that some periods were better than others?</p>	<p>Educations on our locality Were developments in the local area just the same as was going on elsewhere? There should be a range of education sources about the locality. Use a variety such as early local schools, log books, photographs, school plans, punishment books. They need to cover a fairly long period perhaps also encompassing significant events in the locality such as a time of industrial growth, wartime. Ask the children to describe education in the locality? • Was there evidence that it was getting better all the time? Life in Victorian times – food, clothing, the role of the church</p>	<p>How easily can you produce some scenarios of a typical scene at different periods? Divide the class into small groups and assign each a period of history: Greek and/or Roman Medieval Tudor 19th Century schools for the poor 19th Century schools for the wealthier Schools in the early 20th century Schools in the later 20th century Schools today. who went to school? • did it cost anything? • what ages did they go to school? • what types of buildings were they in? • did they have to go to school? • how much schooling did they have? • what were they taught? • were there different types of school? How much progress does there appear to have been?</p>
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Class 5 – Cycle B (Summer) Historical Enquiry: Migration – the story of migration to Britain

1. Why did migrants come to Britain?
2. What were the experiences of migrants in Britain?
3. What was the impact of migration to Britain?

<p>Migration – the story of migration to Britain Historical association planning</p>	<p>What is migration? What has 'pushed' migrants to come to Britain? How different migrant groups have looked at Britain as a refuge over time. Persecution: Huguenots / Palatines / Jewish migrants in the 19th century and Nazi Germany Famine: Irish migrants in the 19th century War: Afghan/Syrian refugees</p>	<p>What has 'pulled' migrants to come to Britain? Job opportunities: Flemish weavers / Italian bankers / Caribbean / Asian migrants post war EU expansion: E Europeans after 2004 Mother country: Commonwealth post WW2</p>	<p>Why did the Romans, Saxons and Vikings invade England? Look back at their work on the Romans / Saxons / Vikings and see if they can identify the reasons why each group wanted to invade Can students recall knowledge from prior learning</p>	<p>What were the experiences of migrants in Britain? What does the Ivory Bangle Lady tell us about the experience of Africans in Roman Britain? How did the lives of Jewish people change in England in the Middle Ages?</p>	<p>Who were the Black Tudors? What can we learn from the individual stories of different migrants? The Windrush generation</p>	<p>What was the impact of migration on Britain? How has migration influenced the way we eat, listen to music, influenced our art and our streets. How has migration helped us to understand about fighting racism and discrimination?</p>
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