



History curriculum Duncombe Primary School

Year 1

Autumn: Toys through time

Key Question	Knowledge children will learn in order to answer the key question.
1. What are our toys like today?	Children develop an understanding of the terms same and different and begin to use them. They start to distinguish between old and new. They learn to sort by colour, shape and material.
2. What are other people's toys like?	Children develop their understanding of time within a familiar family setting. They learn how toys change as children grow older. They learn which toys are suitable for children of different ages and why.
3. How can we tell these toys are old?	Children learn that a well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way, old toys can look 'new' when they have been carefully handled and treasured. Children learn to explain why an obviously old toy is old, focusing on signs of wear and material, possibly design too.
4. What were our grandparents' toys like and how do we know?	Children learn to describe changes across two generations. They learn to place toys on a time line over the last sixty years. They learn to examine evidence based on colour and material.
5. Who played with these toys a long time ago?	Children learn to identify toys from the turn of the century. They learn to identify past and present, and match the relevant toys to right person. They learn to use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl', 'A long time ago', 'When my Mum and Dad were my age'.
6. How can we set up a Toy Museum?	Children learn to confidently identify old toys. They learn to make sensible selections of old toys which are clearly different from today's toys. They can explain why their chosen toy is old using at least 3 criteria – material, colour, style. They will learn to confidently communicate their understanding of old toys and who would have played with them.

Spring: *They took to the Skies* – The Wright Brothers and Amy Johnson

Key Question	Knowledge children will learn in order to answer the key question.
1. How did the Wright brothers manage to be the first to launch a person-powered flight?	Children learn that in 1903, the Wright Brothers were the first to fly in an engine-powered aeroplane. This was on a beach in Kitty Hawk, North Carolina, USA. They learn to sequence and retell episodes of the story leading up to Kitty Hawk flight in chronological order. Children learn to identify turning points in the Wright brothers' fortunes. They learn to discern features of the brothers' personality that led to success. They learn to prioritise reasons and can cite specific examples when the brothers showed particular tenacity, determination, creativity and curiosity.
2. How did flight change as a result of the Wright brothers' work?	Children learn to explain the nature of the changes that have taken place in aviation since the Wright brothers. Children will learn how aeroplanes use metal rather than wood, and use jet engines instead of propellers. They will learn that over time, planes have become faster and can travel longer distances.
3. Why did Amy Johnson decide to fly solo to Australia?	Children learn that Amy Johnson was an engineer as well as an aviator. They learn that Amy was fascinated by flying after seeing a film in April 1928, and learnt to fly in her spare time. Her day job was that of a secretary. In December 1929 she was the first woman to receive a ground engineer's certificate. She was a keen mechanic. With the help of Sir Sefton Brancker she bought a second hand Gipsy Moth biplane which she called Jason and on 5th May 1930 set out to fly to Australia.
4. Why was flying to Australia so difficult?	Children learn that she was caught in a sandstorm in the Arabian desert and later had to force-land on a Java sugar estate where holes pierced on Jason's wings had to be mended with sticking plaster. She arrived in Australia after 20 days and became a national heroine.
5. How did things change for Amy after her famous flight?	Children learn that she kept herself in the news by further flying feats. She died in 1941, just 38 years old, in a mysterious accident. Children are detectives, looking for clues to solve the mystery.

Summer: Sinking of the Titanic

Key Question	Knowledge children will learn in order to answer the key question.
1. What was so special about the Titanic and what was life on board like?	Children learn to deduce from clues what was so special about this ship. When the Titanic left England, it was the largest ship in the world. It was as long as three football fields. On the night of April 14, 1912, the R.M.S. <i>Titanic</i> set sail in the <u>North Atlantic Ocean</u> , its over 2,200 riders unaware of the looming danger. The <i>Titanic's</i> lavishly decorated first-class section featured gourmet meals, a heated pool, and squash courts. The ship even had its own onboard newspaper. Children learn to make simple deductions about contrasting life styles of 1st and 3rd class in particular. They learn to describe typical ways in which different passengers passed their time.
2. Why and how did the 'unsinkable' Titanic sink?	Children learn that some people believe that many of the bolts that held the ship together were weak. The bottom of the boat was also not built to withstand major flooding. Four days after setting sail, the <i>Titanic</i> struck an iceberg that tore a 300-foot gash into the ship's hull. As it flooded, riders began a frenzied evacuation into the lifeboats. Only about 700 would survive. And the ship, which took three years to build, would sink in less than three hours. Though scientists and historians believe that the design flaws were the major factors that led to the disaster, they continue to study the famous steamship for answers. So more than a hundred years after the <i>Titanic</i> tragedy, we are still finding clues.
3. Why weren't more people saved from the Titanic?	Children learn that the steamship carried just 20 lifeboats—only enough to hold about half of the passengers. Children explore how people of different classes were treated and prioritised. In their panic, many of the lifeboats left the Titanic only half full. Women and children were put on the lifeboats first, leaving many fathers and husbands behind on the sinking ship.
5. How did they stop a disaster like the Titanic happening again?	After the Titanic, ships started being redesigned for better safety. The ship's bulkheads were made higher so water could not get in and bottoms were stretched to create double hulls. These changes all contributed to better, safer, and more reliable sea travel.

Year 2

Autumn 1: Kings and Queens

Children will learn that a monarch is a king or a queen and the right to be a monarch is inherited. The oldest son of the monarch gets to be the next king (although this rule changed in 2016). Children will learn to place significant British monarchs into a timeline, and will learn to explore inheritance through creating their own family trees. Children will discuss who the 'first' monarch was and learn about the Norman conquest in 1066. They will look at some of the things that William the Conqueror did at this time, including constructing the Tower of London. They will learn that monarchs are not always popular and link the legend of 'Robin Hood' to the real figure of King John I. They will write about the Magna Carta and understand that the monarch must consult with parliament. They will learn about the life of Henry VIII and compare his life with Tudor peasants. They will learn about Queen Elizabeth I and II.

Autumn 2: The Gunpowder Plot

Children will learn about Bonfire Night now and in the past, within the context of when their parents and grandparents were children. Children will learn about the tradition of burning a guy on Bonfire Night. They will learn about Guy Fawkes and the Gunpowder Plot. They will learn that it was a failed attempt to blow up England's King James I and the Parliament on November 5, 1605. Guy Fawkes was discovered in the cellar of the Parliament building with barrels of gunpowder. Fawkes and other men involved in the plot were tried and executed for treason. Every November 5, the British celebrate Guy Fawkes Day by burning Fawkes as a guy. Children will decide whether it is right to burn the guy.

Spring 1: The Fire of London

Children will learn that in 1666, a fire started in a bakery on Pudding Lane and burned down a quarter of London. They will learn that this time period is called the seventeenth century. The fire is known as the Great Fire of London. They will learn that people wrote about the fire in letters and newspapers. They will learn about Samuel Pepys and his diary, and that historical artefacts were used to find out what happened. They will learn that in the past, houses were made of wood, which caused the fire to spread quickly. They will learn the long hot summer, the thatch roofs, the cramped nature of the buildings were also factors. They will learn that there were exceptional factors that made it such a devastating fire i.e. the strength and direction of the

wind. Pupils understand that there was initial hesitation. They learn that most citizens were then more concerned about saving their belongings than putting out the fire. When they did try hard, they met with some success.

Pupils understand that there was little government help available, so they had to find their own salvation. They learn that most set up camp outside the city in tented fields often living make-shift accommodation for years. They learn that a relief fund was set up and know that the king set up markets to provide food. They are able to empathise with the plight of the 70- 80,000 homeless and can appreciate the differences between aid available then compared with national disasters today. Finally, children reflect on the causes of the Great Fire by attempting to redesign London to make sure a fire of that size never takes hold again. They understand the importance of using brick, wider streets and leaving space, to ensure that we learn from the past.

Summer: *To the ends of the Earth* – The Moon Landing, space travel and Columbus

Key Question	Knowledge children will learn in order to answer the key question.
1. Have people ever been to the moon and how can we know for sure?	Pupils learn to make links between the astronauts and other pioneers of flight. They learn to place the First Moon Landing approximately on a timeline of the last 100 years. They learn to consider the type of evidence available to historians studying the Moon landing of 1969. They learn that people are sceptical as to whether it ever happened and know some reasons why (flag, footprint etc).
2. Why did the astronauts risk their lives to go to the Moon?	Pupils consider the characteristics of an astronaut, drawing on earlier experience of pioneers within the flight topic in year one. They learn about Neil Armstrong, and learn what motivated him. They learn about the Moon Landing in the context of the Space Race with Russia.
3. What did they do when they got to the Moon and how do we know?	Pupils analyse images and find significant features, from simple spacesuit, US flag, footprints, space module, astronaut through to carrying out scientific experiments and naming Eagle, Aldrin and Armstrong. They are able to find evidence from range of images and text to prove that statements historians make are correct. They learn to extract from a text what took place on the moon's surface.
4. Who are Mae Jemison and Helen Sharman?	Children learn that Mae Jemison was the first African American woman to go to space. They learn that she took up symbols of people who had not been included. Children learn that Helen Sharman was an astronaut, and was the first British citizen to go to space in 1991. Children learn that women and people of colour were excluded from space travel, but this is changing.

5. Why did Columbus risk his life to explore somewhere no one alive had ever seen?	Pupils learn that there were dangers to him and his crew, and that life on board was challenging. Children learn possible motives for Columbus' actions They can explain why certain motives would not have driven him, showing awareness of what was likely at that time. Children learn about the role of the Spanish king and queen.
6. Did everyone think that Columbus was a hero?	Pupils learn that sailors at the time felt that Columbus took too much credit They learn that opinion on Columbus today is divided and can give a valid reason why. For example, he wasn't the first to go to America. He only found America by accident. He treated the natives badly, taking their land for Spain and forcing some into slavery. Children compare and contrast Columbus, of an earlier time, with modern day space explorers, considering the period of history and personal characteristics.

Year 3

Autumn: Ancient Civilisations - Egypt

Key Question	Knowledge children will learn in order to answer the key question.
1. What can we quickly find out to add to what we already know about Ancient Egypt?	Pupils learn to locate Ancient Egypt in time and place and to explain what they already know, including the main iconic features of Ancient Egyptian civilization. They learn the word ancient and discuss its meaning. They learn to represent going back a long way in time with a ball of string. Pupils then learn to identify features that would NOT have been present in Ancient Egypt from an anachronism picture e.g. tractors, thermos flasks. They will learn to suggest what the Ancient Egyptians had instead.
2. How can we discover what Ancient Egypt was like over 5,000 years ago?	Pupils learn to locate the Nile valley on a world map and make deductions from map evidence. They learn about the importance of the Nile and significance of annual floods. They learn that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids). Pupils learn that water was stored in canals and ditches. They learn why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.
3. What sources of evidence have survived and how were they discovered?	Pupils learn about different types of evidence: pyramids, hieroglyphics, papyrus rolls and artefacts found in tombs. They learn that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. They learn that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. Pupils learn why pyramids were built. They learn to use a range of clues to come to an independent conclusion as to who built them.
4. What does the evidence tell us about everyday life for men, women and children?	Pupils learn that this was a hierarchical society. They learn that most men were farmers and women spent much of their time baking bread and collecting water. They learn that most houses were made of mud bricks, contained 4-5 rooms and had storage silos for grain. Pupils learn that people were buried with miniature items related to their life/job.
5. What did the Ancient Egyptians believe about life after death and how do we know?	Pupils learn the stages of mummification. They learn about the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas. Pupils learn that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife. Only when hieroglyphics were deciphered about 200 years ago could we fully understand the source/ Pupils learn the importance of maat, creation myths and the role of gods and goddesses.
What did Ancient Egypt have in common with other civilizations from that time?	Pupils learn that there were at least three other major civilizations elsewhere in the world at this time. They learn to locate them approximately on a map. They learn about the Indus valley, Sumer (Mesopotamia Modern Iraq) and the Shang dynasty China.

Spring: Stone Age to Iron Age

Key Question	Knowledge children will learn in order to answer the key question.
1. Was Stone Age man simply a hunter and gatherer, concerned only with survival?	Pupils learn that Britain was once covered in ice. They learn that the earliest settlers were hunter gatherers and lived in caves. Children will learn about the Old Stone Age and Middle Stone Age. Pupils will learn to make deductions about the lifestyle of people, from Old Stone Age, from images. They will learn to suggest reasons for Stone Age man was interested in art and ceremonials, using mystery objects from Star Carr.
2. How different was life in the Stone Age when people started to farm?	Pupils learn to locate the move to farming on a simple timeline. They learn that hunter gatherers were living alongside early farmers about 5,000 years ago. They can explain the impact of farming esp. taming wild animals, growing wheat etc. Some pupils can talk about relative significance of changes as well as continuities and can use precise language to describe periods of time e.g. Neolithic.
3. What can we learn about life in the Stone Age from a study of Skara Brae?	Pupils learn that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Skara Brae was discovered, last seen in 2,000 BC and then excavated. Pupils learn to make deductions about ways of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen? How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark?
4. Why is it so difficult to work out why Stonehenge was built?	Pupils learn about the Bronze Age. They learn that Stonehenge was built about 5,000 years ago, in stages. They learn how it was built. They learn to speculate as to likely use and come to a reasoned judgement using evidence. They learn that it was one of many similar constructions from that time. They learn to use provisional and tentative language (might have, perhaps, possibly, maybe etc.)
5. How much did life really change during the Iron Age and how can we possibly know?	Children learn about the Iron Age. They learn about Iron Age hill forts, and learn to describe characteristics of life in an Iron Age hill fort community. They use evidence to test an interpretation, using the case study of Danebury. They learn to draw inferences from archaeological finds. They learn how artists' impressions are created from fragments of finds.
6. Can you solve the mystery of the 52 skeletons of Maiden Castle?	Children learn about different Celtic tribes across Britain during the Roman invasion AD43. They use their knowledge of Iron Age hill fort life to speculate as to what might have happened. They learn to suggest reasons for the bodies and substantiate their judgement using at least one piece of evidence. Some pupils will begin to weigh up the strengths and weaknesses of each theory.

Year 4

Autumn: Benin

Key Question	Knowledge children will learn in order to answer the key question.
1: Why do you think we should study Benin at school?	<p>Pupils locate Benin region of Nigeria on world map and the period when it was at its height on a pre-marked timeline containing other periods they have studied esp. Egypt. They learn that this was a civilization of cities and towns, powerful kings and a large empire which traded over long distances. They learn that craftsmen were skilful in bronze and ivory. They learn to make deductions and inferences based on visual clues. They learn that West Africa invented the smelting of copper and zinc ores and the casting of bronze as early as 10th century. Pupils realise that Benin still exists as a civilization with its Oba, palaces court and artists.</p> <p>They appreciate that this is a wonderful example of an African society producing superb works of art that those who discovered them thought must have been from Ancient Egypt. The idea that Africa could be producing the quality of sculpture usually associated with renaissance Europe serves as a counterweight to the cultural chauvinism shown in the west.</p>
2: What sort of place was Benin 1,000 years ago and how do we know?	<p>Pupils learn that we have to rely on written accounts that come from a later period mainly four or five hundred years later. They learn that Dutch and Portuguese were impressed by the order of the city. esp. of the palace which comprised about a third of city. Pupils are able to use site plan of Benin city to locate important landmarks e.g. Oba's palace. Pupils grasp that the brass plaques are a rich source of evidence. We rely a lot on these 15th plaques but they show only MEN. They realise that some illustrations from a later period might not be accurate by pointing out weaknesses in visual sources. The artists might not even have been there. Pupils are aware that evidence we have does not show how the ordinary people lived in villages outside the city as farmers, growers of yams and vegetables. They know that the king was the most important person in government and treated with great respect. In the city there were two types of chief - palace chiefs and town chiefs.</p>
3. What can we tell about Benin society from the images and artefacts that have survived?	<p>Pupils learn that there is very little physical evidence about Benin from before the 16thC. There are some parts of the walls, moats and ditches, that's all. They learn that we have to rely on stories and archaeology rather than written records. They learn the importance of the Oba e.g. bronze heads with strings of precious coral beads show his wealth and status. Pupils make deductions of increasing sophistication as they learn more about the context of 10th century Benin and the arrival of the European traders. Pupils are able to create plausible alternative explanations for meaning of objects, keeping consistent with the characteristic features of the time. Pupils understand the symbolic use of leopards and other animals on brasses. Crocodiles, policemen of the waters when shown on a plaque probably stand for the king's authority to punish wrongdoers.</p>

4. What changes took place when the European settlers started trading?	Pupils learn that the rise of Benin began before the Europeans arrived. Pupils understand that Benin supplied the Portuguese with pepper, ivory, leopard skins and slaves as they were ideally suited for trade both on coast and inland. They learn that this encouraged growth of brass casting for European market. Portuguese especially wanted manillas - bracelets which were made in Holland traded throughout West Africa as a type of currency and melted down by brass workers in Benin.
5. Soap, Margarine and tyres: Why did the British get involved in Benin and what were the effects for the Benin people?	Pupils learn that in the years after 1700, Benin lost much of its land but it contained resources valued by Europe. In the 1890s, almost all of Africa was controlled by European nations, except Benin. Pupils learn about events of 1895 when Benin closed trade routes for spices and palm oil. Pupils can explain the reasons for the clash between Victorian empire builders and Benin. They can explain actions of Captain Phillips and other British soldiers.
6. Should the bronzes be returned to Benin?	<p>Arguments for: The Benin bronzes were not donated to the British Museum. They were looted from Benin city in 1897. Taking the Benin Bronzes was another example of how European countries exploited Africa. The British burnt down the Oba's palace in 1847. Returning the bronzes would make up for their crimes.</p> <p>Arguments against: The objects help to tell the real story of the British Empire, which might be hidden if they were not in a museum that attracts people from all over the world. Museums in Benin City and Nigeria already have ivory carvings and bronze heads.</p> <p>The more people who see the bronzes the better, to show them how remarkable Benin culture was. There are many Nigerians living in the UK.</p>

Spring: The Roman Empire in Britain

Key Question	Knowledge children will learn in order to answer the key question.
1. Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire?	Children learn the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines. They are shown contrasting maps of the Roman Empire 100 years apart, one on eve of Caesar's invasion the other on the eve of Claudius'. Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation. More-able group links ideas with concept of empire, eg: secure border, gain slaves.

2. Why did Boudica stand up to the Romans and what image do we have of her today?	Children learn why the Celts would have been apprehensive about taking on the Roman army. Children understand personal motivation of Boudica and can link to actions taken by Romans. Children can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. Children realise that most pictures come from Roman accounts – no surviving pictures. The more able grasp that later interpretations are affected by later discovery of evidence.
3. How were the Romans able to keep control over such a vast empire?	Children learn about the nature of imperial power, moving beyond the soldiers themselves to the structure of imperial control. Children learn why the Roman army was so powerful, including organisation, conditions and pay.
4. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived?	Children learn the most significant changes e.g emergence of towns and villas in countryside. Children grasp how sophisticated Roman lifestyle was for the rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about towns). Children understand range of entertainments that Romans had in society - amphitheatres, baths and forum. They learn that society was diverse and that poor lived very differently.
5. How can we solve the mystery of why this great empire came to an end?	Children learn to consolidate the inherent problems of running such a vast empire. Pupils understand the reasons, and progress to making links between them e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.
6. How much of our lives today can be influenced by the Romans who lived here 2,000 years ago?	Children learn about a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar and money. Children learn that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.

Year 5

Autumn: Anglo-Saxon Britain

Key Question	Knowledge children will learn in order to answer the key question.
1. Why did the Anglo-Saxons invade and how can we possibly know where they settled?	Children learn that we are still finding out about the Saxons 1300 hundred years later. They learn that the Staffordshire hoard is the largest collection of gold and silver yet found. Pupils understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia. They learn to locate key periods on a timeline, showing how they overlap. They learn that it was not until 8th C that word English was used to describe people of South Britain. Pupils understand where Angles, Saxons, Jutes came from. They can give a few simple reasons and more able can classify these into push and pull factors referring to pressure on homelands but also wealth of Britain. More able can compare motivation of Saxons compared to that of Romans. Pupils can analyse patterns of settlement using a map showing 5th century cemeteries, testing hypotheses and more able produce a hypothesis of their own.
2. What does the mystery of the empty grave tell us about Saxon Britain?	Pupils learn that by the end of the 7 th C Anglo-Saxons were ruling most of Britain. Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important. They learn that Britain was on the cusp of Christianity at the time.
3. How did people's lives change when Christianity came to Britain and how can we be sure?	Pupils know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona. They understand the importance of Bede 'Father' of English history. They learn that it took about 70 years for English kings to give up pagan ways and become Christian. They link this to previous session on mystery of empty grave. Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches. Pupils understand idea of Minsters and know that towns today still have that suffix e.g, Kidderminster, Ilminster. Children explore local examples of Saxon churches. Pupils grasp significance of Lindisfarne which they refer to in next question and when looking at Viking raids.
4. How were the Saxons able to see off the Viking threat? 790-1066	Pupils learn that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 years later just one England. There were also separate Scotland, Wales and Ireland. They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes. They can explain what is meant by the Danelaw. Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.

5. Just how great was King Alfred, really?	Pupils can list and estimate Alfred's main achievements esp. military prowess. He weathered the storm against the Vikings. It was on his foundation that descendants built the kingdom of England. His love of learning - no English king could read or write like him for 300 years. They learn that he alone is known as Great thanks in part to the Anglo-Saxon chronicle and Bishop Asser who wrote a really flattering Life of Alfred to persuade people to follow him and fight against the Vikings. Pupils know that he was a great general. Pupils use clues to research the different reasons why Alfred has been deemed to be 'great'. They work out which of Alfred's achievements were the most significant. They learn to critique a website identifying where it is weak and how it might be improved. They understand that lack of sources can distort our view of the past. They grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically.
6. Just how effective was Saxon justice?	Pupils learn the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes. Having studied examples of punishments meted out pupils can predict the punishments that actual Anglo-Saxon crimes attracted. They learn to speculate as to which were the most effective methods of keeping order.
7. So how dark were the dark Ages, really?	Pupils learn and understand a range of arguments for and against, including monasteries being international centres of learning and art and architecture. Beautiful manuscripts Bede

Spring: The Vikings

Key Question	Knowledge children will learn in order to answer the key question.
1. What image do we have of the Vikings?	Children learn where the Vikings came from and why they attacked. They learn that the Vikings were a real threat from the sea. They learn to locate the Vikings in time in relation to the Romans and Saxons. Children are reminded that Saxons were living in Britain at the time of the first Viking raids. The more able grasp that the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066. Pupils learn about stereotypes, and learn to identify stereotypical features from today's media coverage and popular perceptions. Pupils learn to pose good historical questions about Viking ships and prowess of their crew
2. Why have the Vikings gained such a bad reputation?	Pupils learn how the Vikings gained their reputation. They understand that it was exaggerated by the accounts written by monks. They learn that until recently, monks' records were main source of evidence. They learn to distinguish between a Saxon and Viking account of the same event. Children learn that history can be abused in interests of a good story/headline/stereotype. Children understand that most negative accounts come from the period when they were raiding.

3. How did the Vikings try to take over the country and how close did they get?	Pupils learn that Vikings kept coming to Britain for almost 300 years, first as raiders then as conquerors. They learn to identify at least one period when the Vikings were successful and another when they were not. They understand the importance of the Danelaw as an area of Viking settlement. The most able can identify, analyse and explain turning points in Viking fortunes.
4. How have recent excavations changed our view of the Vikings? (Jorvik)	Pupils learn the significance of archaeological evidence esp. recent finds at Jorvik. They learn to identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded. They learn the importance of finds at Jorvik-York in shaping our revised view of the Vikings. Pupils will learn to analyse a source and explain what a historian can infer from it without prompting.
5. What can we learn about Viking settlement from a study of place name endings?	Pupils learn to locate places with six main Viking suffixes from a given map. Children learn to detect patterns of occupation and can investigate prefixes. Children learn that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.
6. Raiders or settlers: how should we remember the Vikings?	Pupils learn that people differ in their view of the Vikings, not just at the time but in later times. Pupils learn to understand both arguments. They learn that raiders describe an early part of their contact with Britain, whereas traders the later. They can select appropriate evidence from a given list to support judgements and some children will identify supporting evidence for themselves. Children will learn to argue whether history has been fair to the Vikings showing how opinion has changed and why. They cover: date, the impact of early sagas and monks' accounts. They will learn that we like to caricature larger than life figures and that archaeological discoveries have forced us to change our views more recently.

Summer: Ancient Greece

Key Question	Knowledge children will learn in order to answer the key question.
1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?	Pupils learn that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They learn that these details feature frequently in Greek legends. They can locate Ancient Greece, Crete, Athens and Sparta on a map. Pupils learn to place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age. Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals. Pupils learn about the evidence base, recognising the importance of archaeological evidence as well as written and spoken evidence such as myths and legends, as well as surviving buildings. Pupils learn that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots.
2. What can we work out about everyday life in Ancient Athens from the	Pupils learn to identify features of Ancient Athenian society esp. role of slaves. They learn about warfare, mythology and the role of women. They learn to draw inferences from evidence on pots, showing soldiers, ships, gods and goddesses, and writing. They learn to make deductions and creative and informed speculation, using their contextual knowledge. Children learn about the diversity of life style

pottery evidence that remains?	depending on position within society and know the influence of the large slave population. They learn that sometimes books disagree, eg: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, eg: perhaps.
3. Why was Athens able to be so strong at this time?	Pupils learn to show on a timeline the duration of the 'Golden Age' of Athens and its link to the Battle of Marathon. As well as recapping Athens' natural advantages (coastline to trade by sea, expand into colonies and capture slaves) and their natural resources (silver mines) pupils focus on the significance of the victory at the Battle of Marathon in seeing off the Persian threat. This ushers in the Golden Age. Pupils learn why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, Athenian strengths. Pupils learn to compare different versions of the Battle of Marathon and reasons why textbook accounts might differ. Pupils learn how the battle affected both Athens and Persia. They understand that dominance of Athens was short-lived.
4. What was so special about life in 5th Century BC Athens that makes us study it?	Pupils learn the importance of the victory over Persia in opening up opportunities to focus on domestic issues. They learn that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy. Pupils understand that this would not have been possible without the slave culture which gave men time to think and cultivate interests. Children reflect on the features that made Athens unique at the time, mainly democracy.
5. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?	Pupils learn that the Olympics were not just athletic events. They learn that religion and preparation for war were also critically important. Pupils learn that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life. They learn that their theatres were incredible feats of engineering. Children start by learning about the physical features, and then move onto what it reveals about Ancient Greek attitudes and beliefs.
6. In what ways have the Ancient Greeks influenced our lives today?	Children learn the range of ways in which the Greeks have influenced our lives today, particularly, language, architecture and thinkers. Pupils learn that many of the words we use today derive directly from the Greek. They learn that the buildings they see around them today have been influenced by classical Greek design and that the Greeks heavily influenced the Tudors (theatre) and the 18th and 19 th C. Pupils learn about the achievements of individual Greeks and their contribution to our lives today.

Year 6

Spring 1: The Victorians

Children will consider how attitudes to children and childhood changed during the Victorian period. They will look at the experience of poor Victorian children and find out about specific social reforms that improved their lives. Children will place the Victorian era on a timeline in the context of other periods studied then investigate the chronology of key events. They will study three key aspects of Victorian children's life: work, school and family. They will study changes in law on child labour. Children will recognise the 1880 Education Act as a key event in improving the lives of children. They will learn what it was like to go to school at this time and consider how children felt about schooling becoming compulsory. Children will explore the differences in family life between rich and poor. They will research Dr Barnardo and Lord Shaftesbury, and how they improved the lives of the poor.

Spring 2: Islington local study

Children will conduct an in-depth study of how Islington changed during and since the Victorian era. They will use data to track changes in population and to explore changing occupations and places of origin of Islington residents during the period 1841-1891. They will suggest reasons for these changes and research the causes and effects of the quickly changing population.

Local social visionary, George Peabody, will be explored as an example of philanthropy and children will learn how he reformed pioneered social housing. They will look at the expansion of the railway and the impact it had on local businesses and families. They will learn to recognise Victorian architecture and will be given the opportunity to identify Victorian buildings still standing near to school.

Summer: Black and British

Key Question	Knowledge children will learn in order to answer the key question.
1. How shall we tell the story of the first Black people in Britain?	Pupils learn that the first Black people on the landscape of Britain were Roman soldiers. Pupils learn to make deductions from clues, citing evidence to prove an assertion. They learn to identify the most significant ideas that need covering and carefully select the most compelling evidence.

<p>2. What does the evidence tell us about the role of Black people in Tudor society?</p>	<p>Pupils learn that evidence suggests that there had been no black people in Britain since Roman times, and that there were only a few hundred black Britons living in Tudor times. They investigate a range of sources to draw inferences, especially about the status of featured individuals. They learn to read documents in context, making sure they do not jump to conclusions, and working out what can be said with certainty and what cannot.</p>
<p>3. What difference did the slave trade make to the experiences of Black people in Britain?</p>	<p>Pupils learn about the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations. They understand that more than three million people were forced into slavery by British traders. They learn about the extent of human suffering this caused to Black Peoples of Africa. They learn that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'. They learn to deduce from portraits the role black people played in rich households. They learn how some black activists helped bring about the end of the slave trade in 1807.</p>
<p>4. When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated?</p>	<p>Pupils learn that discriminatory attitudes restricted the roles Black people could play. They learn that the Air Force was more receptive than the other two services. They learn to contrast changing attitudes from World War1 to World War 2. They learn that the role of Black people has been relatively neglected, until recently.</p>
<p>5. From Windrush to "Notting Hill": what was the experience of the first post-war Black immigrants?</p>	<p>Pupils learn that there was widespread prejudice and a colour bar in Britain after the war. They learn that a large number were disappointed and felt that they had been lured to Britain under false pretences of a better life. They consider the view that appreciates the rewards that many got in terms of much higher wages. - They learn to generalize from the particular. They are able to use terms such as 'most', 'the majority', 'common', 'exceptions to the rule' etc when generalizing from the particular.</p>
<p>6. How far has life improved for Black people living in Britain in the last 60 years?</p>	<p>Pupils learn to interpret the likely effects of new laws on Black people. They learn to make judgments about the relative significance of relevant events e.g. Brixton riots. Pupils can evaluate the extent to which the experience for Black people living in Britain has improved in the last 60 years. Pupils learn about the influence of the 'Black Lives Matter' campaign. They learn to identify ways in which life has improved for Black people living in Britain over the last 60 years, as well as the issues still facing them.</p>