





# HISTORY

## EYFS THEMES and LINKS

<p>EYFS 2023- 24 Aut 1 Aut2</p>	<p style="text-align: center;"><b>Cycle 2 All About me What is my Superpower?</b></p> <p>Through the EYFS Class Text 'Our Classroom is a family' children are welcomed into our school community. Alongside this anchor texts 'Incredible you' in FS1 and 'Supertato' in FS2, children will explore; who they are, what is special about them and begin to develop key Personal, Social and Emotional and Communication and Language skills of getting to know their peers. Children will begin to recognise key physical features of themselves, their interests and what makes them unique. Children will begin to recognise emotions in themselves and others and discuss these.</p> <p><b>EYFS Class Text: Our Classroom is a Family by Shannon Olson</b>  <b>FS1 Class Text: Incredible You by Nathan Reed and Rhys Brisenden</b>  <b>FS2 Class Text: Supertato by Sue Hendra and Paul Linnet</b></p>  <p><u>Why this, why now?</u>                  Many of the children will be starting their school journey during this term and this provides the opportunity to introduce the children into our school, form friendships with their peers and to share information about themselves to build connections with each other.</p>	<p style="text-align: center;"><b>Cycle 2 Staying Safe Who can you call in an emergency?</b></p> <p>Alongside the learning about emergency services, children will be introduced to different celebrations which occur in this time of year such as; Bonfire night, Halloween, Diwali and Christmas. The children will look at how they celebrate these events and how people around the world celebrate different events making connections to similarities and identifying differences.</p> <p><b>EYFS Class Text: Emergency Services by Margaret Maye</b>  <b>FS1 Class Text: A Little Bit Brave by Nicola Kinnear</b>  <b>FS2 Class Text: Room on the Broom by Julia Donaldson</b></p>  <p><u>Why this, why now?</u>                  Learning about the emergency services children can make links to people in their own community, building on from learning about themselves in Autumn 1.                  Children will also develop understanding of the importance of keeping themselves safe during the celebrations which take place during this time of year.</p>		
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## HISTORY: Year 1 – Year 6

### Objectives

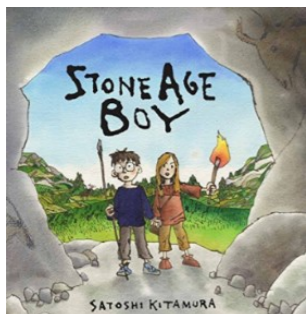
<p>Year 1: Aut 2 Sum 2</p>	<p><b>Was Guy Fawkes an historical hero or villain?</b></p> <p>Children will first learn about Guy Fawkes and the Gunpowder Plot; this will introduce them to the concept of Parliament and Kings and Queens. It also links to learning from EYFS around the historical significance of celebrations we have today. Children will then learn about The Royal Family and explore how members of the Royal family have contributed to our lives today. They will also explore the idea of 'succession' and its historical importance; this develops children's chronological understanding as they learn about events which are beyond their living memory. It also helps them to understand why these events are important and why we commemorate them through anniversaries. This builds on learning from EYFS about celebrations and why we celebrate different events.</p> <p><b>Class Texts: The Queen's Hat by Steve Antony</b></p>	<p><b>How have homes changed from the past to the present day?</b></p> <p>Through the anchor text 'Houses long ago', children will learn how homes have changed over the last 100 years.</p> <p><b>Class Texts: Houses Long Ago by Rob Lloyd Jones and Barry Ablett</b></p>	<p style="text-align: center;"><b>Chronological Understanding</b></p> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>how to use phrases like 'before, after, old, new and a long time ago'</li> <li>if an object is <b>old</b> or <b>modern</b></li> <li>the difference between <b>past</b> and <b>present</b></li> <li>that some objects belong in the <b>past</b></li> <li>that some objects belong in the <b>present</b></li> <li>how I have changed since I was born</li> <li>if a story being read to me is <b>old</b> or <b>modern</b></li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li><b>sequence</b> events in my own life</li> <li><b>sequence artefacts</b> from different periods of time</li> <li>retell a familiar story that has been set in the <b>past</b></li> </ul> <hr/> <p style="text-align: center;"><b>Historical Enquiry</b></p> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>how to use pick out <b>old</b> and <b>modern</b> things in a picture</li> <li>that you can get information about the past from an <b>artefact</b> or a photograph</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>give a good (plausible) explanation about what an <b>object</b> was used for in the <b>past</b> ask and answer questions about old</li> </ul>
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	<p><b>The Royal Family by Helen Cox Cannons</b></p>  <p>Through the anchor text 'The Queen's Hat', children take a trip to our capital city London, discovering famous landmarks whilst also naming and locating the four countries and their capitals which make up the United Kingdom. This helps our children to build up their cultural capital and gives them an experience, knowledge and understanding of the importance of a place that few of them have ever visited. This begins to develop children's historical knowledge and allows them to explore how the actions of important British people like the Royal family are crucial to Britain and have impacted on our present and future. <b>This helps underpin children's preparation for learning in Year 2 as they look at a significant global individual from history and examine their impact on the world.</b></p> <p><u>Why this, why now?</u> The chronological understanding needed in this topic is supported by the learning which takes place in EYFS about celebrations and why we celebrate different events. The focus around themselves as a person in the EYFS topic All about me also provides a foundation for investigating other people and their history. <b>This topic supports children when studying other historically significant people throughout school and the impact they have on us.</b></p> 	<p><b>The Toymaker by Martin Waddell and Terry Milne</b></p>  <p>Using this text, children are able to sequence events which builds on their knowledge of chronological understanding developed in Autumn 2 as they learn about the passing of time.</p> <p>Using skills of historical enquiry, children learn about how homes and household objects have changed during the last 100 years by examining artefacts and other sources of evidence. Children will also look at toys from the past, which children their age would have played with so that they can compare these with toys from today. <b>This also links to Year 2 Summer 2 topic and their anchor text, Major Glad, Major Dizzy.</b> An enrichment educational visit will give children the opportunity to discover and experience objects from the past at first-hand; this allows children the chance to interpret difference sources of evidence and further develop their historical skills of knowledge, understanding and interpretation.</p> <p><u>Why this, why now?</u> Historical enquiry begins in EYFS when children investigate their own past and a significant historical person. These enquiry skills using evidence and artefacts supports the learning which takes place in Year 1. <b>Children then take their understanding of chronology and enquiry to focus more closely on the coal mining industry and life in the Victorian era in Year 2.</b></p> 	<p align="center"><b>Historical knowledge and interpretations</b></p> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>that some famous people have helped our lives be better today.</li> <li>that we had a <b>Queen</b> who <b>ruled</b> us and that her name was <b>Elizabeth II</b></li> <li>that we now have a <b>King</b> called <b>Charles III</b> who was the <b>Queen's</b> eldest son</li> <li>who the other members of the Royal Family are and I know their names</li> <li>that Britain has had a <b>King</b> or <b>Queen</b> for many years</li> <li>who <b>Guy Fawkes</b> was and what he did</li> <li>that we celebrate certain <b>events</b>, such as <b>bonfire night</b>, because of what happened many years ago</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>give an example of how some famous people have helped our lives be better today</li> <li>tell you who has <b>succeeded</b> the <b>Queen</b> and how <b>succession</b> works</li> <li>retell an important <b>historical event</b> from the <b>past</b></li> </ul>
<p><b>Year 2: Aut 2 Sum 2</b></p>	<p align="center"><b>Why was Neil Armstrong an historical hero?</b></p> <p>Building on learning in from EYFS and Year 1, children will further develop their historical knowledge of a significant individual who has contributed to international achievements by looking at the life of Neil Armstrong.</p> <p><b>Class Texts: The Extraordinary Life of Neil Armstrong by Martin Howard</b> <b>The Man on the Moon: a day in the life of Bob by Simon Bartram</b></p>  <p>Through the anchor text 'The extraordinary life of Neil Armstrong', children will learn how one individual followed his dreams to become the first man to walk on the moon and was honoured to take part in this international achievement. Children will gain a breadth of knowledge about the life of Neil Armstrong and the events surrounding the moon landings; this develops their chronological understanding through learning to sequence events. Children will deepen their historical knowledge and interpretation skills by examining a range of sources e.g. photographs/accounts/ stories/videos and discussing their reliability. Children will also develop their skills of historical enquiry through researching people and events connected with this topic, helping them to understand how and why things happened the way they did.</p>  <p>This topic builds cultural capital in our children by helping them to understand the skill of perseverance, how their own actions can affect theirs and others' futures and the significance of such an iconic event.</p> <p><u>Why this, why now?</u> Children will have briefly been introduced to Neil Armstrong in EYFS when learning about Space. However, <b>their study of Queen Elizabeth II, in Year 1, will provide key historical skills needed to investigate a person of significance.</b> This topic also helps to develop children's historical skills in <b>preparation for Year 3 learning where they further develop their skills of historical enquiry and chronological understanding</b> when examining The Romans and Boudicca's rebellion.</p>	<p align="center"><b>How did Queen Victoria's reign change Great Britain?</b></p> <p>Building on explorations from Spring 1 and previous years, children begin to learn about how our local area was different in the past compared to now. Through looking at the Victorian Era, children understand what it was like to live at that time.</p> <p><b>Class Text: Major Glad, Major Dizzy by Jan Oke</b></p>  <p>Through the text, Major Glad, Major Dizzy by Jan Oke, children can get a picture of what life was like during Victorian times. This also connects to the learning that children did in Year 1 Summer Term 2 about homes and toys from the past. Children will also examine the history and significance of coal mining locally and nationally. This enables the children to broaden their historical knowledge of our community and their local area. Skills of historical enquiry enable children to understand how the coal mining industry impacted on people's lives and communities, including our own through examining different sources of information.</p> <p>An educational visit to The National Coal Mining Museum will provide children with first-hand experience of the life of a miner. It will also develop children's chronological understanding as they understand how coal mining developed from the 18<sup>th</sup> to 20<sup>th</sup> Century.</p> <p>This topic also allows children to build cultural capital through understanding the significance of their local community, not only in the past but also in the present and future, and the part we all play in the regeneration of our local area.</p> <p><u>Why this, why now?</u> <b>In year 1, children have begun to develop their historical enquiry skills by investigating history in their locality. In Year 1 children also looked at monarchy and the royal family which gives them a background understanding of the monarchy for this topic. Children also previously looked at homes and toys from the past, so during this topic, children can draw on that previous knowledge and understanding and relate this to Victorian times.</b> These skills and the continuing chronological skills allows children to consider important historical periods that have impacted on the place where they live. This creates a basis for children investigating key historical events and how they impact different people. <b>This is needed in Year 3 (Roman Invasion of Britain), Year 4 (Civil Rights Movement) and Year 5 (The Suffragettes).</b></p>	<p align="center"><b>Chronological Understanding</b></p> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>how to use phrases like <b>'before, after, past, present, then and now'</b> in my historical learning</li> <li>how to use a range of words and phrases to describe the past e.g. <b>'modern, old, new, recent, long ago'</b></li> <li>who <b>Queen Victoria</b> was</li> <li>when <b>Queen Victoria</b> was Queen of Britain</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li><b>sequence</b> a set of events e.g. the moon landings, in <b>chronological</b> order</li> <li><b>sequence</b> events about the life of a famous person</li> </ul> <p align="center"><b>Historical Enquiry</b></p> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>that you can find out about the <b>past</b> by talking to an older person</li> <li>that you can use specific <b>sources</b> of information to find out about the past e.g. an <b>information</b> book</li> <li>how to investigate and <b>research</b> a famous event/individual</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>answer questions about the <b>past</b> by using <b>sources</b> of <b>information</b> as <b>evidence</b></li> <li>tell you why we continue to learn about this famous event/individual today</li> </ul> <p align="center"><b>Historical knowledge and interpretations</b></p> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>who <b>Neil Armstrong</b> was</li> <li>what <b>Neil Armstrong</b> did</li> <li>what the <b>moon landings</b> were</li> <li>the events surrounding the <b>moon landings</b></li> <li>who <b>Queen Victoria</b> was</li> <li>how my local area was <b>different</b> in the <b>past</b></li> <li>that things are <b>different</b> in my life <b>compared</b> to my grandparents when they were young</li> <li>that there are <b>differences</b> between ways of life at <b>different</b> times</li> <li>that people might have <b>different</b> versions of the same event</li> <li>that some photos/accounts/stories are more <b>reliable</b> than others</li> </ul> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li><b>recount</b> interesting facts about an <b>historical</b> event</li> <li>give examples of things that are <b>different</b> in my life from that of a long time ago e.g. during Victorian times</li> <li>explain why people might describe the same event <b>differently</b></li> <li><b>compare</b> sources and explain why some <b>sources</b> of <b>information</b> are more <b>reliable</b> than others</li> </ul> <p align="center"><b>Chronological Understanding</b></p>
<p><b>Year 3</b></p>	<p align="center"><b>Who were the first people to live in Britain?</b></p>	<p align="center"><b>Would you stand up to the Roman Army?</b></p>	<p align="center"><b>Chronological Understanding</b></p>

Aut 2  
Sum 2

Children will examine the Stone, Bronze and Iron ages and travel back in time to 15,000BC. They will secure their knowledge of chronological understanding by creating a timeline of these historical periods and be able to confidently use historical vocabulary like AD, BC and Neolithic.

**Class Text: Stone Age Boy by Satoshi Kitamura**



Through the anchor text 'Stone Age Boy', children will deepen their understanding around what life was like in Stone Age Britain; this deepens children's historical knowledge as they begin to identify similarities and differences between different periods in history. This will allow children to use their knowledge to compare and contrast life in different eras when they later study Roman Britain in Summer Term 2.

This theme helps prepare children for learning in Year 4 when they look at ancient civilisations like

The Egyptians; children are able to use their historical knowledge to compare and contrast these ancient civilisations with one another.

**Why this, why now?**

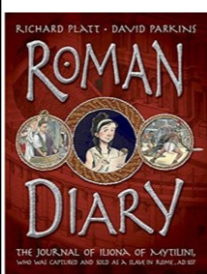
**KS1 provides children with chronological understanding about events which have occurred close to them.** This basic knowledge of the past and what past is allows children in Year 3 to consider life in prehistory.

**This theme helps prepare children for learning in Year 4 when they look at ancient civilisations like The Egyptians and the Ancient Greeks in Year 6;** children are able to use their historical knowledge to compare and contrast these ancient civilisations with one another.

Children will broaden their historical knowledge through learning about the Roman invasion and occupation of England and Wales. This will help children to build on the chronological understanding and subject specific language they acquired at KS1, whilst further developing their chronological skills by creating a timeline of this Roman Era. Children will also deepen their historical knowledge of the Roman occupation through looking at specific aspects of life in Roman Britain; continuing to build on historical knowledge acquired in KS1, children will deepen their understanding, skills of historical enquiry and interpretation by looking at the specific event of Boudicca's rebellion.

This theme endeavours to achieve Parkside's intent that our children know and understand that our world and the people in it, have changed over time. Our children develop cultural capital as they are able to see the legacy of Roman Britain and understand what the Romans have done for us today, even though they invaded over 2000 years ago. Children will be able to recall dates of significant events and time periods; this equips our children with the historical knowledge and understanding that significant events happened in the past, which have contributed to the way we live today. Children will also build on their skills of historical enquiry in order to understand how we use different sources of information to find out about the past; examining the work of archaeologists and beginning to distinguish between primary and secondary sources of information.

**Class Text: Roman Diary, The Journal of Iliona of Mytilini by Richard Platt**



Through the anchor text, Roman Diary, the Journal of Iliona of Mytilini, children look at life in Roman times and what it was like to be a slave. Again, it allows children to explore other perspectives and gives them an insight into slavery in preparation for their Year 4 topic which looks at Black Civil Rights in America.

**Why this, why now?**

Studying the Roman invasion is crucial for children to understand the impact that historical events have had on Britain. **They have previously studied up to the iron age and can clearly see then how the Romans changed Britain.** This period of study is **important to understand the differences in a similar time period through the Egyptians in Year 4.** It also begins and understanding of how **ancient civilisations can have an impact on how we live today when looking at the Greeks in Year 6.** **Historical interpretations made in this Year group are also crucial to Year 5 when studying Hitler** as different people had different perspectives on his rule just like the Britons during the Roman invasion. **Through the depth study of Boudicca's Rebellion, this also introduces the theme of gender equality and strong women who have impacted history. This continues throughout KS2 in Year 4 (Ancient Egyptians and Cleopatra, Civil Rights Movement), Year 5 (The Suffragist Movement) and Year 6 (Queen Elizabeth I).**

**I know:**

- what **BC, AD** and **decade** means
- what the words **ancient** and **century** mean
- that there are different time periods in history e.g. **The Stone Age, The Romans**
- how to use my mathematical knowledge to work out how many years ago an event happened
- how to use my mathematical knowledge to work out how long a period of history lasted e.g. **Roman Empire**

**I can:**

- describe events and periods by accurately using words **BC, AD, decade, ancient and century**
- use a **timeline** to set out the **chronological** order things may have happened

**Historical Enquiry**

**I know:**

- what an **archaeologist** is and what they do
- how to use different sources of information to find out about a period of history
- that different periods of history have **similarities** and **differences**

**I can:**

- answer questions about the **past** by using **sources of information** as **evidence**
- research specific events and choose the most **relevant** information to include in my work

**Historical knowledge and interpretations**

**I know:**

- that people in early Britain did not eat or communicate like we do
- what life was like for early **settlers**
- that Britain has been **invaded** by different groups of people at different times in history
- what life was like in **Neolithic Britain**
- how the **Romans** invaded Britain
- that the **Roman Empire** included Britain
- what life was like in **Roman Britain**
- **invaders** in the past would have fought fiercely using hand to hand combat
- who **Boudicca** was
- what happened during **Boudicca's rebellion**

**I can:**

- explain how life for people was different in different periods of history
- explain what life was like in **Neolithic Britain**
- explain what life was like in **Roman Britain**
- explain why **Boudicca's rebellion** took place
- suggest why people behaved the way they did
- explain what the **Romans** did for Britain

Year 4  
Aut 2  
Sum 2

**What can we learn from the Ancient Egyptians?**

Children will explore the fascinations of the Egyptian Civilisation and use their previous historical knowledge to compare and contrast this period with other Eras they have studied in Year 3 e.g. the Neolithic Ages and the Roman Empire. Extending their chronological understanding, children will look at this ancient civilisation gaining a broad knowledge of how long the Egyptians were a powerful force in the world. Children have the opportunity to deepen their historical knowledge by using different sources of information to provide evidence about what life was like in Ancient Egypt.

**Class Text: Marcy and the Riddle of the Sphinx by Joe Todd-Stanton**

Through the anchor text, Marcy and the Riddle of the Sphinx by Joe Todd-Stanton, children are able to build on their skills of historical enquiry. This enables the children to further understand the importance of the work undertaken by archaeologists and Egyptologists in helping us to piece together information about life in Ancient Egypt, including examining the Egyptians culture and religious beliefs. The text also deepens children's understanding of Egyptian gods. **This links to their learning in Year 3, when they learn about Roman gods, and also Year 6 when they learn about Greek gods.** Deepening their historical knowledge, children will learn about significant individuals in Ancient Egypt like Tutankhamun and Cleopatra and begin to evaluate the usefulness of different sources of evidence. The study of Cleopatra also allows them to see how difficult it was to be a woman in a powerful position at this time.



**What can we learn from the American Civil Rights Movement?**

This theme looks at the movement for Black Civil Rights and equality, specifically in the USA, giving children the opportunity to explore 20<sup>th</sup> Century history; **building on previous historical knowledge gained in Y2 and Y3 about significant and inspirational individuals who made history.** Children are able to broaden their historical knowledge through looking at a timeline of the Civil Rights movement, from the Triangular Slave Trade, the emancipation of slavery in 1865 and The Jim Crow Laws to the present day. This further secures children's chronological understanding and allows them to order significant events in history.

Children are given the opportunity to deepen their historical knowledge through learning about specific individuals and events including Little Rock and the death of Emmett Till, using evidence to explain the full details of an event. Utilising their skills of historical enquiry, children are able to research two versions of an event and discuss how they are different; children also have the opportunity to examine a range of primary and secondary sources of information to research the lives of significant individuals in the Civil Rights Movement e.g. Martin Luther King, Rosa Parks, Malcolm X

**Class Text: My Year in the Middle by Lila Quintero Weaver**

**Chronological Understanding**

**I know:**

- that the **Ancient Egyptians** and **The Civil Rights Movement** happened over a period of time
- the **triangular slave trade** and **slavery** lasted for a number of years
- that different events in the past have specific dates and some periods of history are further in back in time than others e.g. **The Civil Rights Movement** was more **recent** than **Ancient Egyptian Times** or **The Stone Age**
- that some time periods in history overlap e.g. the **Roman Empire** and **The Ancient Egyptian Era**
- how to use my mathematical knowledge to work out how long a period of history lasted e.g. **Ancient Egyptian Era**

**I can:**

- plot periods of history I have learnt about on a timeline from the end of the Stone Age to modern times using centuries showing different periods of time.
- use my mathematical skills to round up time differences into **centuries** and **decades**.
- use my mathematical knowledge to work out how many years ago an event happened
- select and apply my mathematical skills to calculate the time differences between certain major events in history e.g. **The Stone Age** and **The Ancient Egyptian Empire**.
- I can confidently name some of the main events that happened in Britain/the world during different centuries.

**Historical Enquiry**

**I know:**

- that the information we have today about **Ancient Egypt** is because of the work of **archaeologists and Egyptologists**
- that we can find out information about the past by looking at diaries and peoples' accounts which were written at the time
- that we can find out information about the past through murals, pictures and songs
- that people may have different opinions about an event they have witnessed or studied

**I can:**

- use evidence from different sources of information to explain the details of a past event
- evaluate the usefulness of different sources.
- give reasons to support an historical argument
- research two versions of an event and say how they are different
- present information I have researched about Ancient Egypt and/or The Civil Rights Movement using multi-media skills

	<p>This historical knowledge underpins Year 6 learning where children are able to compare Ancient Egypt to other advanced civilisations like The Greeks.</p> <p><b>Why this, why now?</b> The historical enquiry and knowledge established in Year 3 is crucial for the development of pupils understanding. By knowing the chronology of the Stone Age and the Romans, from Year 3, pupils can see where a different civilisation fits and how they are all interlinked during history. Investigating war during the Ancient Egyptian Era continues to deepen the understanding of the Romans and the power of their army. This historical knowledge underpins Year 5/6 learning where children are able to compare Ancient Egypt to other advanced civilisations like The Greeks. It also continues themes of power which can be seen in the Romans and Nazi Germany. Our key theme of strong woman in who have made history weaves through this topic as children make comparisons between Boudicca and Cleopatra which then link into the Suffragettes in Year 5 and Queen Elizabeth in Year 6.</p>	 <p>Through the anchor text, My Year in the Middle, by Lila Quintero Weaver, children explore racial issues in Alabama during the 1970s. This allows children to understand that although the work of significant individuals like Martin Luther King and Rosa Parks might have changed laws within America, they did not necessarily change some people's views. This shows the children that society and not just the law needs to change in order to combat racism. This theme also helps our children to understand the responsibility they have as global citizens to act fairly and without prejudice. It also builds cultural capital in our children by allowing them to understand the inequality that many BAME people experience even today. This theme also prepares our children for learning in Year 5 when they examine prejudice and inequality in Hitler's Germany which led to the Holocaust.</p> <p><b>Why this, why now?</b> In year 1, pupils learn about people fighting for power through the gunpowder plot. In year 3, pupils develop this through the invasion of the Romans into Celtic Britain. This prior historical knowledge and enquiry around fighting for people's beliefs create a foundation for Year 4 to investigate and make comparisons within the civil rights movement. This supports historical knowledge of the persecution which occurred during Hitler's Rise to power in Year 5. The theme of inequality and women in power also continues through this topic as the investigation into Rosa Parks links explicitly to make comparisons between, Queen Victoria (Year 2), Boudicca (Year 3), Cleopatra (Year 4), The Suffragettes (Year 5) and Queen Elizabeth (Year 6)</p>	<h3 style="text-align: center;">Historical knowledge and interpretations</h3> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>what life was like in Ancient Egypt</li> <li>what religious beliefs the Ancient Egyptians had and can tell you about Ancient Egyptian gods</li> <li>who Tutankhamun was and why he was important</li> <li>who Cleopatra was and why she was important</li> <li>what the Triangular Slave Trade was</li> <li>who the important abolitionists were and when slavery was abolished</li> <li>what life was like for Black people in the southern states of America during the 19<sup>th</sup> and 20<sup>th</sup> Centuries</li> <li>who important Civil Rights figures like Martin Luther King, Rosa Parks and Malcom X were</li> <li>what happened to Martin Luther King</li> <li>tell you about segregation in America during the 20<sup>th</sup> Century</li> <li>the details of particular events which happened during the Civil Rights movement like The Montgomery Bus Boycott, Sit Ins and The March on Washington</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>explain how people's life in the past was different to our lives today</li> <li>explain how items found in the past are helping us to build up an accurate picture of how people used to live</li> <li>explain what we have learnt from the Egyptians</li> <li>appreciate that people's lives in the past were different from today and that views held by some people in the past were not right</li> <li>explain what prejudice means</li> <li>explain how events from the past have changed history and impact on how our lives are today</li> <li>explain how society has changed today and the sacrifice that people made in the past to make the world today a more equal place</li> </ul> </td> </tr> </table>	<p><b>I know:</b></p> <ul style="list-style-type: none"> <li>what life was like in Ancient Egypt</li> <li>what religious beliefs the Ancient Egyptians had and can tell you about Ancient Egyptian gods</li> <li>who Tutankhamun was and why he was important</li> <li>who Cleopatra was and why she was important</li> <li>what the Triangular Slave Trade was</li> <li>who the important abolitionists were and when slavery was abolished</li> <li>what life was like for Black people in the southern states of America during the 19<sup>th</sup> and 20<sup>th</sup> Centuries</li> <li>who important Civil Rights figures like Martin Luther King, Rosa Parks and Malcom X were</li> <li>what happened to Martin Luther King</li> <li>tell you about segregation in America during the 20<sup>th</sup> Century</li> <li>the details of particular events which happened during the Civil Rights movement like The Montgomery Bus Boycott, Sit Ins and The March on Washington</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>explain how people's life in the past was different to our lives today</li> <li>explain how items found in the past are helping us to build up an accurate picture of how people used to live</li> <li>explain what we have learnt from the Egyptians</li> <li>appreciate that people's lives in the past were different from today and that views held by some people in the past were not right</li> <li>explain what prejudice means</li> <li>explain how events from the past have changed history and impact on how our lives are today</li> <li>explain how society has changed today and the sacrifice that people made in the past to make the world today a more equal place</li> </ul>				
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<p>Year 5 Spr 1 Sum 2</p>	<h3 style="text-align: center;">What can we learn from the women's suffrage movement?</h3> <p>This theme looks at Democracy in Britain through the fight for Women's Suffrage. It examines the part that The Suffragettes and Suffragists played in securing the vote for women and also looks at the part played by significant individuals like Emmeline, Christabel and Sylvia Pankhurst, Millicent Fawcett and Emily Davison. Children are able to build on the knowledge they gained previously in Year 5 about democracy when learning about Hitler's Germany; it also builds on the knowledge and understanding they gained in Years 4 and 5 about prejudice.</p> <p><b>Class Text: The Secret Suffragette by Barbara Mitchell Hill</b></p>  <p>Children broaden their chronological knowledge by examining the events of the 1900s-1920s period including the effect The Great War had on the lives and perceptions of women in Britain.</p> <p>This theme builds cultural capital in our children as it shows them experiences of others who fought for something they believed in. It allows our children to understand how this has impacted on their life today and why we all have a role to play in the democratic process.</p> <p><b>Why this, why now?</b> The suffragist movement continues our themes of gender equality and strong women, prejudice and civil rights. Children investigate strong women through Queen Elizabeth II (Year 1), Boudicca (Year 3) and Cleopatra (Year 4). Understanding the struggles women in power faced during history supports the knowledge that children need to study the Suffragettes. By studying the Civil Rights movement in Year 4, children also understand prejudice and the fight for civil rights that happen throughout history and still continue today. It is vital that children understand this fight to ensure that they have a role to play in democracy and a voice to make a change. This knowledge and historical skills support their study of Elizabeth I in Year 6.</p>	<h3 style="text-align: center;">Why was Hitler an historical villain?</h3> <p>This theme looks at life in Hitler's Germany as children learn about the rise of Fascism and how Jews and other minority groups were victimised. It examines how and why ordinary people in Germany accepted and did not challenge or stand up to unfair and prejudiced behaviour towards Jews which eventually resulted in the Holocaust during World War II. They will plot all of this on a timeline to broaden their chronological understanding. They will also complete a historical enquiry into the propaganda techniques which were used to influence people.</p> <p><b>Class Text: Once by Morris Gleitzman</b></p>  <p>The topic links to previous learning from Year 4 about the Civil Rights Movement so they understand the nature of prejudice and how some people are treated differently in society.</p> <p>This builds cultural capital in our children because it allows them to learn about the experiences of others who have been treated unfairly; it reminds our children that we all have a responsibility to stand up and challenge behaviour which is wrong, even when this might be difficult</p> <p><b>Why this, why now?</b> In every year group, pupils use their historical enquiry skills to investigate a person of significance. They use these skills to now investigate Hitler's rise to power. The understanding gained around prejudice and persecution from the Civil Rights Movement (year 4) supports the human viewpoints needed to investigate why Hitler persecuted the Jewish community. This topic gives children the ethical knowledge about what people in power should do to support others when they look at Fairtrade in Year 6.</p>	<h3 style="text-align: center;">Chronological Understanding</h3> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>I know:</b></p> <ul style="list-style-type: none"> <li>when the Women's Suffrage movement in Britain began and ended</li> <li>when Hitler and the Nazis gained power in Germany and how long their power lasted</li> <li>when the First and Second World Wars happened during the 20<sup>th</sup> Century</li> <li>how to use my mathematical knowledge to work out how long a period of history lasted</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>draw a timeline with different time periods outlined which show different information like the First World War, Women's Suffrage Movement, the rise of Nazism, the Nazi state, 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Spr 1  
Sum 2

## How did Elizabeth I change history?

This theme looks at one of the most famous periods in British history as children examine some of the most iconic rulers England has ever had.

Children develop a broad historical knowledge of the Tudor period and demonstrate their chronological understanding by creating a timeline of the Tudor Dynasty, recalling dates and significant events. Children will also deepen their historical knowledge through a depth study of Queen Elizabeth I as a significant individual in both British and World history.

Using skills of historical enquiry, children critically look at sources of evidence and begin to examine how an author/artist may be trying to persuade or give a specific viewpoint to influence your thinking. They also build on previous learning in Year 5 when looking at the role Propaganda plays in cementing a monarch's power. These learning elements help to prepare children for History in Secondary School as they have a good grasp of chronological understanding, understand the concept of inference and are able to recall and sequence important events in both British and World history.

This theme also develops cultural capital in our children as it helps them to understand the part that England, and later Britain through the Empire, played in shaping the world that we live in today. It also explores the struggle and discrimination that Queen Elizabeth will have experienced as a female ruler and it reminds us how far society has changed but also shows us that, even today, more needs to be done to ensure gender equality.

## Class Text: – Macbeth by William Shakespeare



Year 6 will be studying Macbeth by William Shakespeare. It is vitally important the children are encouraged to read some of the greatest authors and playwrights in English history. Therefore, through understanding how Elizabeth created a platform for the arts during her 'Golden Age', children will be easily able to use their knowledge of this to understand the explosion of and impact of playwrights like Shakespeare and Marlow. Children will also use the text to consider themes of the time such as prejudice against women and whether they were purposefully included or an outcome of the views of the time. Children will use this text to create their own modern day version of Macbeth and question prejudices in today's society.

This text will expose the children to historical language that they will be unfamiliar with.

### Why this, why now?

Building on previous learning in Year 5, children continue to look at the role Propaganda plays in cementing a monarch's power which they have seen during Hitler's reign. These learning elements help to prepare children for History in Secondary School as they have a good grasp of chronological understanding, understand the concept of inference and are able to recall and sequence important events in both British and World history.

## How has the past influenced us today?

This theme will work towards Parkside's intent that children know that the world and people have changed over time and to understand how the past has affected our lives today positively. Children will be able to recall dates of significant events and time periods.

Using skills of historical enquiry, children will critically look at sources of evidence and begin to examine how the Greeks treated women, which links to Year 5 when looking at the Suffragettes. The children will also create a timeline, focusing on chronological order, understand what Britain may have learnt from the Greeks and compare the Greeks to the Egyptians, which is taught in Year 4.

This theme develops cultural capital in our children as they have limited opportunities to experience life and history outside of Royston and Barnsley. Therefore, we need to develop their understanding of history and how history has shaped Britain and the wider world.

This theme develops cultural capital in our children as it helps them to understand the part that ancient civilisations played in shaping the world that we live in today. It also explores the advances made by significant individuals in astrology and mathematics and it reminds us how far society has changed.

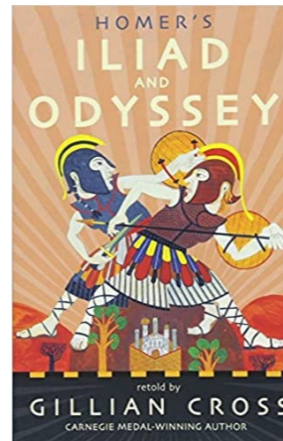
## Class Text: – The Iliad and Odyssey retold by Gillian Cross

For over 3000 years, people have been spell bound by the Iliad and The Odyssey. The world Homer wrote about was very different from our own, but the story of the Trojan War and the adventures of Odysseus still excite and move us today – and, above all, they make us think about what it means to be human. This narrative of epic poems will open children up to what it was like to live in Ancient Greek times. They would have been told to Ancient Greek people of shows exactly the beliefs and story telling enjoyed at the time. By studying these poems. Children will be able to get a better understanding of the Ancient Greek gods, what life was like and what Ancient Greek people valued. Using Homer, we will begin to explore the impact of the Ancient Greek people of the world we live in today. From story-telling, to medicine, philosophy and democracy.

This text will also expose the children to historical language that they will be unfamiliar with.

### Why this, why now?

The children will create a timeline, focusing on chronological order, understand what Britain may have learnt from the Greeks and compare the Greeks to the Egyptians, which is taught in Year 4. From their knowledge and historical interpretations of the impact of the Roman invasion in Year 3, pupils can understand how history impacts on our world today. This is crucial for children moving on into secondary school as they understand what we do today and impact on the future but also that we are made up of many different heritages and cultures.



### I know:

- when the Wars of the Roses took place
- that Henry VII became King of England at the Battle of Bosworth Field in 1485
- when the Tudors ruled England
- when Henry VII, Henry VIII, Edward, Mary and Elizabeth came to the throne
- when the Ancient Greek Civilization began and why it ended

### I can:

- create a timeline which shows the Tudor dynasty and calculate how long the House of Tudor lasted
- create a timeline which shows the rise and fall of Ancient Greek Civilization and calculate how long the Ancient Greek Civilization lasted
- place major historical events on a timeline
- explain similarities/changes and continuity between different periods of history

## Historical Enquiry

### I know:

- that we can find out information about the past by looking at diaries and peoples' accounts which were written at the time
- that we can find out information about the past by studying the work of historians
- that we can find out information about the past through using books and plays written at the time e.g. Shakespeare, Marlow
- that we can find out information about the past through paintings, pictures and songs
- that we can find out information about the past through studying philosophy e.g. Socrates, Plato, Aristotle
- that we can find out information about the past through studying works by Homer
- that we can find out information about the past by studying the work of archaeologists

### I can:

- suggest reasons why there might be gaps in our historical understanding of Elizabethan England and/or the Ancient Greek Civilization
- describe features of Tudor/Elizabethan England using evidence
- describe features of Ancient Greek Civilizations using evidence
- look at different versions of the same event and say how the author might be trying to persuade or give a specific viewpoint

## Historical knowledge and interpretations

### I know:

- who the Tudor Monarchs were and when each one ruled
- how the rule of succession worked in England during the 15<sup>th</sup> and 16<sup>th</sup> Centuries
- the difficulties and discrimination Elizabeth faced as a woman ruling England at that time
- what the Elizabethan Renaissance was and why this was important culturally and technologically
- what life was like in Elizabethan England
- what propaganda is and that it was used during Elizabethan times
- why Greece and Athens was one of the most important places in the Ancient world
- how the Ancient Greeks lived
- how the Ancient Greeks treated women
- who philosophers like Socrates, Plato and Aristotle were
- who writers like Homer were
- the names of some Greek gods and heroes and the myths behind these
- what we have learnt from the Ancient Greeks

### I can:

- describe and explain the main changes in a period of history and use language like social, religious, political, technological and cultural
- explain why historians refer to Elizabeth's reign as 'The Golden Age'
- relate the discrimination Elizabeth would have experienced as Queen to other periods/events in history I have studied e.g. Suffragist Movement (Y5)
- how propaganda was used in Elizabethan times, particularly in portraits and why this was important
- explain why the Ancient Greek Civilization was important
- explain similarities and differences between the Ancient Greek Civilization and other periods of history I have studied e.g. The Romans
- explain the part that Ancient Civilizations played in the world
- explain the advances made by the Greeks in mathematics and astrology
- explain how the Ancient Greeks have shaped the world that we live in today