

The logo for Spire Junior School is a circular emblem. The top half is light blue with the text "Spire Junior School" in a dark blue, sans-serif font. Below this, in a smaller font, is the motto "Working for our children". The bottom half of the circle is light green and features a stylized spire or tower in the center, with a dark blue vertical line extending from the top of the spire to the bottom of the circle. The entire logo is set against a light blue rectangular background.

History at Spire Junior School

History overview

	Year 3 /4	Year 5 /6
Cycle A	1066 - William the conqueror The Tudors The Victorians Trip to Southwell workhouse	Ancient Egyptians Ancient Greeks Trip to Western park
Cycle A texts		
Cycle B	Romans Anglo-saxons Vikings Trip to Derby museum	WWII Local history Holocaust museum
Cycle B texts		

Progression of skills

	Year 3/4			Year 5/6		
	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabular</u> <u>#</u>
<u>Cycle</u> <u>A</u>	<p>1) What made William the conqueror want to invade England?</p> <p>2) The Battle of Hastings and the after effects on the native populace.</p> <p>3) William the conqueror as King of England. What impact did he have on the country?</p> <p>4) Was the invasion of England by the Normans beneficial for Britons?</p> <p>5) Henry VIII, who was he?</p> <p>6) Break from Roman Catholicism and establishment of the Church of England. Is it good for one person to have all the power?</p>	<p>Chronology</p> <ul style="list-style-type: none"> - Place time studied on a timeline. - Children are able to name events and use key dates related to study. - Be able to sequence events from the time period studied. <p>Interpretation</p> <ul style="list-style-type: none"> - Children can explore images and texts and state similarities and differences between different time periods. - Examine different accounts of the same event, and say how the accounts are the same or different. 	<p>Monarch</p> <p>Authority</p> <p>Impact</p> <p>Benefit</p> <p>Provide</p> <p>Industry</p> <p>Effect</p> <p>Government</p> <p>Influence</p> <p>Urbanisation</p> <p>Conquer</p> <p>Native</p> <p>Invasion</p> <p>Develop</p> <p>Religion</p>	<p>1) To understand who the Ancient Egyptians were.</p> <p>2) Studying the rule of Pharaohs and making comparisons to modern times.</p> <p>3) Farming and the importance of the Nile in Egypt.</p> <p>4) Understand the religious aspects of Ancient Egypt. How did they worship their gods? Who were their gods? Why did gods play such an important role in the lives of Ancient Egyptians?</p> <p>5) Howard Carter's role in uncovering the hidden knowledge of Ancient</p>	<p>Chronology</p> <ul style="list-style-type: none"> - Children can use BC and AD to state the order of events and time periods in history. - Children can recall events and time periods using key dates. - Children can make comparisons between different time periods. - Able to locate different time periods on a timeline. <p>Interpretation</p> <ul style="list-style-type: none"> - Compare different perspectives and experiences using sources, both primary and secondary. - Make links between 	<p>Civilisation</p> <p>Religion</p> <p>Polytheism</p> <p>Pharaoh</p> <p>God</p> <p>Power</p> <p>Belief</p> <p>Society</p> <p>Myths</p> <p>Hieroglyphs</p> <p>Irrigation</p> <p>Cartouche</p> <p>Papyrus</p> <p>Scribe</p> <p>Mount-</p> <p>Olympus</p> <p>Olympics</p> <p>Legend</p> <p>Democracy</p> <p>Temple</p> <p>Zeus</p>

<p>7) Were Britons scared of Henry VIII or did they revere him?</p> <p>8) Henry VIII v William the Conqueror. Similarities and differences.</p> <p>9) The Victorians. What was life like for a working class person?</p> <p>10) Victoria and Albert. Did they have power to implement change?</p> <p>11) Patrons of the sciences. How did Victoria and Albert support the industrial development of the UK?</p> <p>12) Were Victoria and Albert good rulers for the UK?</p> <p>13) Comparing William the conqueror, Henry VIII and Victoria. What qualities made them good, were there qualities that made them unsuitable?</p>	<p>- Children can state why images or accounts may be different.</p> <p>- Begin to explore whether a source is reliable and state why it may not be an accurate representation.</p> <p>Historical enquiry</p> <p>-Examine images to begin the formation of historically valid questions.</p> <p>-Begin to use the internet to research historic periods and people.</p> <p>-Use sources, such as texts, to help form opinions.</p> <p>-Select relevant texts and images to support ideas.</p> <p>Knowledge and understanding of people and events in the past.</p> <p>-Children can write and present facts about a time period or person of</p>		<p>Egypt and his discovery of Tutankhamun.</p> <p>6) The use of hieroglyphs in Ancient Egypt to convey meaning.</p> <p>Democracy in Ancient Greece.</p> <p>7) Olympic games in Ancient Greece</p> <p>8) Day to day life in Ancient Greece. Social class, slaves,</p> <p>9) How has Ancient Greek culture influenced our own societies? Theatre, myths, legends, Greek architecture, festivals.</p> <p>10) Ancient Greek religion. How did they worship the gods and what role did the gods play in the Ancient Greeks' lives?</p> <p>11)</p>	<p>sources and draw out or explain conclusions.</p> <p>- Consider the reliability of different sources, and their place and time of origin.</p> <p>- Understand and appreciate that not all areas of history are recorded and so a range of sources is required.</p> <p>Historical enquiry</p> <p>- Use a range of sources to build a picture of the past.</p> <p>- Use both texts, images and the internet to research different time periods, significant figures, and key events in history.</p> <p>-Identify primary and secondary sources.</p> <p>- Use sources (both primary and secondary) to support thoughts and ideas about significant figures, key events and different historical time periods.</p>	
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		<p>significance in history.</p> <ul style="list-style-type: none"> - Children can articulate and write why something happened in history. - Children can find similarities and differences between 2 different time periods. - Children can explain how the differences and similarities are either beneficial or a detriment. 			<p>Knowledge and understanding of people and events in the past.</p> <ul style="list-style-type: none"> - Children can write about cause and consequence and use sources to evidence and support ideas. - Children can describe some of the main beliefs, ideas and experiences of different people to explain the socio-cultural expectations and experiences of a specific time period. - Children can explain similarities and differences between different time periods. - To make links between time periods and events using evidence to support their ideas. 	
<p><u>Cycle B</u></p>	<p>1) Why the Romans were so successful. Training and discipline of the Roman army, their engineering capabilities and the infrastructure they built.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> - Children can use BC and AD in reference to when a time period happens. - They can place time 	<p>Empire Conquest Invasion Resistance Chronological Asset</p>	<p>1) How did Hitler rise to power in Germany? 2) Understand the causes of World War Two. Appeasement, invasion and annexation.</p>	<p><u>Chronology</u></p> <ul style="list-style-type: none"> - Children can use BC and AD to state the order of events and time periods in history. - Children can recall 	<p>Conflict War Evacuate Industry Community Morale</p>

<p>2) Why the Romans invaded Britain. Land, slaves and resources such as metals.</p> <p>3) Boudica and her resistance and uprising against the Romans.</p> <p>4) How the Romans improved Britain.</p> <p>5) What drew the Anglo-Saxons to Britain? Invited to Britain by the Romans to defend against the Picts and Scots.</p> <p>6) Life during Anglo-Saxon times. Homing, kingdoms, the use of Archaeology to find information about Anglo-Saxon times and religion.</p> <p>7) Alfred the Great and his defense against and subsequent peace with the Vikings.</p> <p>8) What did the Vikings seek by invading and settling in Britain?</p> <p>9) What life was like for a Viking living in Britain.</p> <p>10) Understand why the Vikings were feared and</p>	<p>periods on a timeline using BC and AD.</p> <ul style="list-style-type: none"> - Children to be able to use key dates in relation to events and periods of history. <p>Interpretation</p> <ul style="list-style-type: none"> - Children can explore images and texts and state similarities and differences between different time periods. - Examine different accounts of the same event, and say how the accounts are the same or different. - Children can state why images or accounts may be different. - Begin to explore whether a source is reliable and state why it may not be an accurate representation. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Examine images to begin the formation of historically valid 	<p>Expansion Revolt Arable Agriculture Archaeology Craftwork Tribe Native Infrastructure</p>	<p>3) Timeline for World War Two.</p> <p>4) Technology and warfare in World War Two.</p> <p>5) The Blitz on London and Chesterfield. How were the experiences of 2 places different?</p> <p>6) The experiences of evacuees.</p> <p>7) The community's efforts in World War Two. Industry, manufacturing and the railway.</p> <p>8) Rationing. Growing their own food, food shortages.</p> <p>9) Womens' roles during World War Two. Work and war.</p>	<p>events and time periods using key dates.</p> <ul style="list-style-type: none"> - Children can make comparisons between different time periods. - Able to locate different time periods on a timeline. <p>Interpretation</p> <ul style="list-style-type: none"> - Compare different perspectives and experiences using sources, both primary and secondary. - Make links between sources and draw out or explain conclusions. - Consider the reliability of different sources, and their place and time of origin. - Understand and appreciate that not all areas of history are recorded and so a range of sources is required. <p>Historical enquiry</p> <ul style="list-style-type: none"> - Use a range of sources to build a picture of the past. 	<p>Propaganda Government Dictator Incendiary Appease Perspective Manufacture Holocaust Luftwaffe Fascism Experience Rationing Fuhrer Nazi</p>
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effective fighters.
11) The religious aspects of Viking life.

questions.
- Begin to use the internet to research historic periods and people.
- Use sources, such as texts, to help form opinions.
- Select relevant texts and images to support ideas.

Knowledge and understanding of people and events in the past.

- Children can write and present facts about a time period or person of significance in history.
- Children can articulate and write why something happened in history.
- Children can find similarities and differences between 2 different time periods.
- Children can explain how the differences and similarities are either beneficial or a detriment.

- Use both texts, images and the internet to research different time periods, significant figures, and key events in history.
- Identify primary and secondary sources.
- Use sources (both primary and secondary) to support thoughts and ideas about significant figures, key events and different historical time periods.

Knowledge and understanding of people and events in the past.

- Children can write about cause and consequence and use sources to evidence and support ideas.
- Children can describe some of the main beliefs, ideas and experiences of different people to explain the socio-cultural expectations and experiences of a specific

					<p>time period.</p> <ul style="list-style-type: none">- Children can explain similarities and differences between different time periods.- To make links between time periods and events using evidence to support their ideas.	
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Year 3 / 4 - Cycle A

1066, the Tudors and the Victorians

What does a good leader look like?

In Cycle A, children will be exploring what qualities are needed to be a good leader. During this topic children will be exploring different time periods beyond 1066, covering the conquest of Britain (specifically the battle of Hastings) by William the Conqueror, looking at his upbringing and his drive to become a recognised leader. This will move on to the beginning of early modern history beginning with the Tudors. In this area, children will look at Henry VIII, his break from the Roman Catholic church in order to have control and his progression to feared dictator. Comparisons can be made between William the Conqueror and Henry VIII through William's strategy of placating his Norman nobles compared to Henry VIII's who established his rule through fear. This will move on to the Victorians. Analysing a constitutional monarchy that was controlled by parliament as opposed to a monarchy by divine right that rules parliament. Children will analyse how Victoria and Albert made Britain into an industrial power through their patronage of science. This will also cover British values as part of their learning and introduce children to abstract terms such as parliament and peasantry.

	Learning intention	Substantive knowledge	Key Vocabulary
Lesson 1	To understand why William the Conqueror invaded England.	<ul style="list-style-type: none"> - Edward the Confessor was the English King (1042-1066), he had no heir. - William The Conqueror was the ruler of Normandy, who believed he was promised the throne of England by Edward the Confessor. - William was ambitious for power, having been doubted of his ability from a young age. He sought papal support for his claim and invasion. 	<ul style="list-style-type: none"> - Invasion - Conquer - Monarch - Authority
Lesson 2	To use evidence to understand the impact of a significant event. (What effect did the Battle of Hastings have on native Britons?)	<ul style="list-style-type: none"> - The Battle of Hastings happened in 1066 in the south of England. - The English army had just defeated an army led by Harold Godwinson in the north (Battle of Stamford Bridge, 1066), then quickly marched south to meet the Norman army. - End of Anglo-Saxon rule and beginning of Norman rule. - French was introduced as a language in England, some of the words we use today are of French origin. - Mass building of castles around the country to subjugate the native Britons. - Domesday book, catalogue of everything in England, from people, houses, towns, to how many animals they owned (this allowed William to see how much money and assets the country had for tax purposes). 	<ul style="list-style-type: none"> - Native - Significant - Impact - Effect - Assets
Lesson 3	To use a range of sources to answer historically valid questions. (How did William's rule impact England?)	<ul style="list-style-type: none"> - England didn't initially accept William's rule. - William introduced the feudal system (King, baron and peasant). - William ruled with an iron fist, he distributed land to loyal supporters, built a series of castles around the country to instill fear into the populace. - 1069 the Harrying of the North occurred due to revolts against the Norman occupants. 	<ul style="list-style-type: none"> - Impact - Sources - Revolt - Authority
Lesson 4	To explain whether the Norman invasion was beneficial or a detriment to England.	<ul style="list-style-type: none"> - Improved warfare tactics and defense. Motte and bailey castles were introduced and the mounted knight. - The governance of the country. - Surnames were introduced. - French became the language of the court, furthering the divide between 'rich and poor'. Some words of Anglo-Saxon origin became associated with 'dirty, uncivilised' things such as cow for the living animal but then it changed to beef when it was cooked. 	<ul style="list-style-type: none"> - Invasion - Benefit - Detriment - Motte and bailey
Lesson 5	To research who the Tudors were.	<ul style="list-style-type: none"> - The Tudors started in 1485 with Henry VII and ended in 1603 with Elizabeth I. - The Tudors won the throne at the Battle of Bosworth in 1485. - The Tudors were defined by political and religious strife. 	<ul style="list-style-type: none"> - Monarch - Religion - Research - Century
Lesson 6	To use evidence to answer historically valid questions. (Who was Henry VIII?)	<ul style="list-style-type: none"> - Henry VIII separated from the Catholic Church as they wouldn't let him divorce his first wife because he wanted a son to inherit his throne. - Henry VIII became supreme head of the Church of England in 1534. - Henry VIII aspired to be as successful as Henry V, so fought costly wars that led to the country being in 	<ul style="list-style-type: none"> - Authority - Monarch - Evidence - Effect

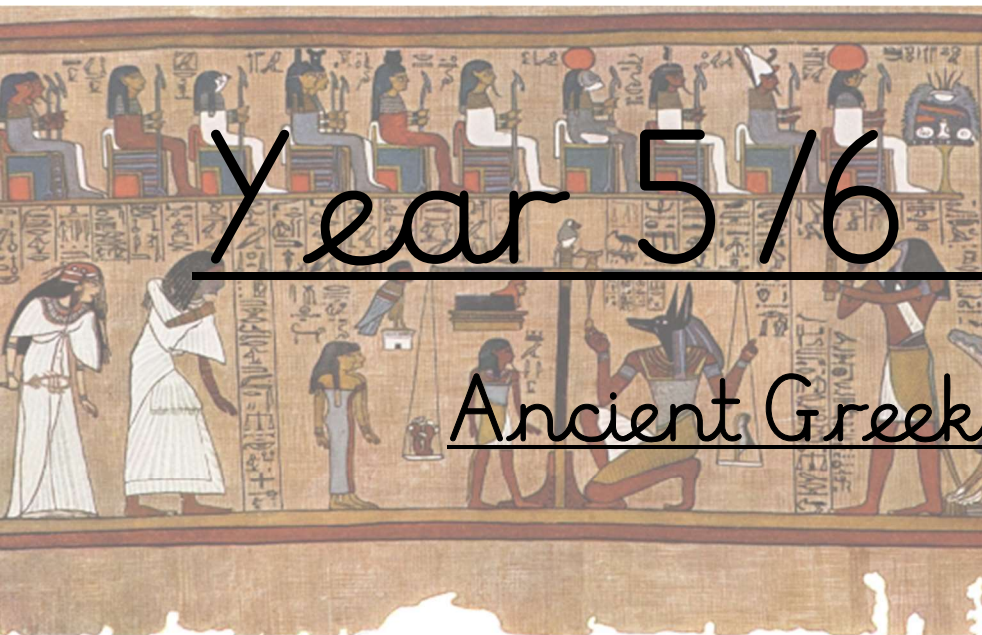
		debt.	
Lesson 7	To understand if Henry VIII was feared or revered.	<ul style="list-style-type: none"> - Henry VIII executed between 54,000 to 72,000 people during his reign. - 1534 Treason act made it illegal to speak against the king or queen, deny he was the head of the church, or suggest the king was a heretic or tyrant. - Religious freedom was non-existent. Roman Catholics were persecuted and lived in fear of being found out. - Sickness was rife in Tudor England. Whenever there was an outbreak Henry VIII would flee to the country, leaving his people to fend for themselves. 	<ul style="list-style-type: none"> - Monarch - Authority - Religion - Persecute
Lesson 8	To compare and contrast.	<ul style="list-style-type: none"> - Both William the conqueror and Henry VIII were absolute monarchs. - Henry VIII sought absolute power in all areas of England, disposing of the Catholic church in order to create his own church and control the wealth of the church. - William sought to control his subjects by knowing as much about them through the Domesday book. 	<ul style="list-style-type: none"> - Monarch - Authority - Effect - Impact
Lesson 9	To understand who the Victorians were.	<ul style="list-style-type: none"> - The Victorian era started in 1837 and ended in 1901, throughout this period Queen Victoria ruled the United Kingdom. - Numerous changes happened to Britain during this time. - Poverty was a key feature of Victorian England. - Inventions such as the steam train, light bulb and camera came about during the Victorian era. 	<ul style="list-style-type: none"> - Develop - Industry - Poverty - Inventions
Lesson 10	To research what life was like for a working class Victorian.	<ul style="list-style-type: none"> - Children worked instead of going to school. Some jobs were extremely dangerous. - Families lived in cities for work, this resulted in lots of housing being built close together (terraced houses). -- Many people lived very close together. - Sewage systems were not around for those living in poverty, so disease was rife. - Workhouses for those living in dire poverty. 	<ul style="list-style-type: none"> - Workhouse - Working class - Industry - Research
Lesson 11	To analyse how influential Queen Victoria and Albert were.	<ul style="list-style-type: none"> - Victoria as a child was controlled by a system called the Kensington system. - Victoria ruled over the British Empire at a time of great industrial expansion and economic progress. - The British Empire was an empire where 'the sun never set'. - Victoria changed the image of the royal family from a distant enigma to a family focused institution. - The great exhibition of 1851. - Grandmother of Europe. - Started the State opening of Parliament, but had no real political power. 	<ul style="list-style-type: none"> - Empire - Industry - Influence - Analyse - Government
Lesson 12	To research significant events. The industrial revolution in Victorian Britain.	<ul style="list-style-type: none"> - George Stephenson and the creation of railways and locomotives. - Mining became more widespread as the need for power to manufacture items increased. - The United Kingdom was exporting things it made, rather than things it grew. - Process of urbanisation, more people moving to cities and towns for work. 	<ul style="list-style-type: none"> - Industry - Significant - Urbanisation - Research

Lesson 13

To explore what qualities make a good leader.

- Summarise terms learning to answer enquiry question.





Year 5/6 - Cycle A

Ancient Greeks and Egyptians

How are our lives today shaped by ancient societies?

In order to cover ancient and early civilisations, Year 5/6 will be learning about the Ancient Greeks and Ancient Egyptians. Through the study of these two civilisations, children will be able to compare and contrast to modern society, providing opinions that are supported by relevant and accurate sources. Similarities and differences such as religion will allow the development and progression of students comparing and contrasting skills. Children will study the meaning of polytheism and how this impacted upon the lives of the Ancient Egyptians and Greeks, as well as compare it to today's societies where religions can be either monotheism or polytheism. Within these topics, students will also study the components of everyday lives such as jobs and the process of ruling in order to enhance and support their understanding of the impact ancient civilisations have had on contemporary times.

	Learning intention	Substantive knowledge	Key Vocabulary
Less on 1	To conduct research to learn who the Egyptians were.	<ul style="list-style-type: none"> - Ancient Egyptians civilisation began 5000 years ago, and lasted for 3000 years. - Experts at farming and construction. - They believed in the afterlife and spent a long time ensuring their life after death would be comfortable. - Experts in mummification. Preserving the body so it could be used in the afterlife. - There were many different jobs the Egyptians could take up. - Slavery was a part of Egyptian life. 	<ul style="list-style-type: none"> - Civilisation - Ancient - Slavery - Afterlife
Less on 2	To compare and contrast how the Egyptian pharaohs ruled to modern times.	<ul style="list-style-type: none"> - The leader was called a pharaoh, who was considered a 'divine ruler' and provided a link between humans and the gods. - Pharaohs built temples to appease the gods. 	<ul style="list-style-type: none"> - Pharaoh - Power - Temples - God
Less on 3	To analyse the importance of the Nile to farming in Egypt.	<ul style="list-style-type: none"> - 3 farming seasons in a year for the Ancient Egyptians, Akhet, Peret, Shemu. - Egyptians masterminded irrigation to help crops grow in the hot temperatures. - The soil left over, after the Nile flooded, made the soil rich in nutrients and ensured crops were of high quality. 	<ul style="list-style-type: none"> - Irrigation - Agriculture - Analyse - Nutrients - Flood
Less on 4	To use sources to learn how the Egyptians worshipped.	<ul style="list-style-type: none"> - Worshipped over 2000 gods and goddesses. - The Egyptians believed in the afterlife and had certain beliefs about behaviour during life and what will happen once they die such as the weighing of the heart against a feather. - They had their own creation story and each god had a role to play in everyday life. - Only pharaohs and priests could go inside temples. 	<ul style="list-style-type: none"> - Worship - God - Afterlife - Temple
Less on 5	To research historically important figures. (Howard Carter)	<ul style="list-style-type: none"> - Born in 1874. - Archaeologist and Egyptologist. - Began to work for Lord Carnarvon in finding tombs of pharaohs in the Valley of the Kings. - In 1922 he discovered the sealed tomb of Tutankhamun. - Carter retired after the cataloging of Tutankhamun's tomb. 	<ul style="list-style-type: none"> - Archaeology - Pharaoh - Tutankhamun - Tomb

Less on 6	To explore how the Egyptians communicated.	<ul style="list-style-type: none"> - Hieroglyphs were used from around 3000 BC. - Rosetta stone and its discovery in 1799. It was used to help decode what the Hieroglyphs meant. - Only scribes could write hieroglyphs and they had to go to a special school to learn how to write them. - Names were written in a cartouche. 	<ul style="list-style-type: none"> - Hieroglyphs - Scribe - Papyrus - Cartouche
Less on 7	To use BC and AD.	<ul style="list-style-type: none"> - BC and AD - The Greek Classical Period occurred during the peak (480 to 323BC) of Ancient Greek civilisation. This was happening at the same time as the Iron Age in Britain. - Our dating system is based upon christian belief. 	<ul style="list-style-type: none"> - BC - AD - Timeline - Civilisation
Less on 8	To research what life was like in Ancient Greece.	<ul style="list-style-type: none"> - Experiences of living in Ancient Greece varied depending upon your standing in society. 	<ul style="list-style-type: none"> - Experiences - Ancient - Society - Research
Less on 9	Explore similarities and differences between the Ancient Greek Olympics and the modern Olympic games.	<ul style="list-style-type: none"> - Many games that were in the ancient version of the games are still present in today's games. - People still specialised in a particular event, as athletes do today. 	<ul style="list-style-type: none"> - Athlete - Olympics - Modern - Similarities
Less on 10	To explore links and contrast with democracy in Ancient Greece and modern Britain.	<ul style="list-style-type: none"> - Greek democracy in Ancient Greece was direct, rather than representative. - Those chosen to be part of the assembly were chosen by lottery. A process called sortition. - Women and slaves were not allowed to vote in Ancient Greece, whereas today, women now have the right to vote. 	<ul style="list-style-type: none"> - Democracy - Society - Representative - Assembly
Less on 11	To analyse images in order to compare and contrast Ancient Greek culture to modern society.	<ul style="list-style-type: none"> - Greeks were theatre enthusiasts. - Their pottery was often a narrative of life and myths in Ancient Greece. - Built huge and decorated temples to their gods. - The Ancient Greeks regularly held festivals to celebrate their gods. 	<ul style="list-style-type: none"> - Analyse - Culture - Belief - Temples - Myths - Legends
Less on 12	To compare and contrast religion in Ancient Greece to modern times.	<ul style="list-style-type: none"> - Ancient Greek religion was polytheism. - They built temples to their gods. - Ancient Greeks had festivals that celebrated their gods and what they represented. - The gods occupied Mount Olympus. - Zeus was the king of the gods. 	<ul style="list-style-type: none"> - Religion - Polytheism - Temple - God - Zeus - Mount Olympus
Less on 13	To analyse how ancient societies have influenced modern times.	<ul style="list-style-type: none"> - Summarise terms learning to answer enquiry question. 	



Year 3/4 - Cycle B

Romans, Anglo-Saxons and Vikings

What made Britain valuable?

Stone Age to Iron Age will be covered during transition days to provide a brief foundation for further work upon term starting in September. This will cover the development from hunter gatherer to farming, and the change from nomadic to permanent settlement. The development of tribes in the Iron Age, increasing occupation of farming and the progress of mining, will allow children to create links between prehistoric Britain and the Romans.

Romans, Anglo-Saxons and Vikings will be taught consecutively to develop an understanding of chronological order, as well as the transition of Britain into valuable arable land that was seen as a vital source of food and labour by other civilisations and people. It will also cover the conquests that happened in order to acquire these valuable resources. This will include the Roman invasion of Britain, Alfred the Great and his resistance to the Viking invasion and the foundations he laid to form a united Britain. Through this study, children will develop an understanding of cause and consequence and be able to articulate why events happen.

	Learning Intention	Substantive knowledge	Key Vocabulary
Lesson 1	To use BC and AD when placing periods on a timeline.	<ul style="list-style-type: none"> - BC and AD explained. - That the Stone Age, Bronze Age and Iron Age were classed as Prehistoric Britain. - The Iron Age was happening at the same time as the Romans. - The Anglo-Saxons and the Vikings followed on from the Romans, but overlapped. 	<ul style="list-style-type: none"> -BC -AD -Prehistoric -Timeline -Chronological
Lesson 2	To investigate what made the Romans successful.	<ul style="list-style-type: none"> - The Romans developed roads and public baths (improved trade, communication and health) - The Roman army was an effective tool to expand the empire (training, weaponry). 	<ul style="list-style-type: none"> -Romans -Effective -Empire -Expand -Conquest
Lesson 3	To explain why the Romans invaded Britain.	<ul style="list-style-type: none"> - The Romans wanted to expand their empire. - They were in need of more slaves, more food, more people. - Britain provided arable lands, a fragmented people (due to tribes), so easily enslaved and mines rich with minerals and metals. - Invaded Britain in 43AD. 	<ul style="list-style-type: none"> -Expand -Empire -Resources -Arable -Invade -Slaves -Asset
Lesson 4	To explain why Boudica was a historically significant person.	<ul style="list-style-type: none"> - Boudica was the wife of the chief of the Iceni tribe, during the Iron Age (1st century AD). - After her husband died, the Romans tried to break their promise of only controlling half of the Iceni tribe. Instead they went for all of the Iceni tribe. -Boudica led her tribe in a rebellion against the Romans. - Boudica and the Iceni's destroyed the Roman towns of St Albans, London and Colchester. 	<ul style="list-style-type: none"> -Tribe -Iron Age -Revolt - Battle -Resist
Lesson 5	To analyse how the Romans improved Britain. Compare and contrast with modern times. Do we still use Roman inventions in Britain?	<ul style="list-style-type: none"> - Road network (military movement, trade revisit) - Infrastructure (aqueducts, new towns, sewage systems) - Food -Religion and from this, language (Change from multiple gods to christianity). - New towns. Gave place names (place names with the word cester in it will be of Roman origin). 	<ul style="list-style-type: none"> -Infrastructure -Religion -Trade - Military - Christianity
Lesson 6	To understand why the Anglo-Saxons came to Britain?	<ul style="list-style-type: none"> - The Roman empire was unstable with regular attacks from smaller tribes around the empire. - The Romans invited the Anglo-Saxons to Britain to help defend against attacks (they were invited around 380AD). -The Roman army was stretched thin, trying to defend the Roman Empire so they were recalled from 	<ul style="list-style-type: none"> -Empire -Defend -Warriors -Farmer

		<p>Britain to defend Rome.</p> <ul style="list-style-type: none"> - They originally came as warriors, employed by the Romans as warriors. After a while they settled down and became farmers. - The lands the Anglo-Saxons originated from often flooded, making it hard to produce food. - They fought with the native Britons, for land and control. Gradually over time, remaining Britons moved into Cornwall or Wales. 	<ul style="list-style-type: none"> - Agriculture - Native
Lesson 7	To explain what life was like during Anglo-Saxon times.	<ul style="list-style-type: none"> - Anglo-Saxons settled along rivers and already built Roman towns. - England was not a united country but split up into smaller kingdoms (Wessex, Northumbria, Mercia and East Anglia). - Archaeology provides us with a good insight into life in Anglo-Saxon times. - Venerable Bede wrote a book that details life in Anglo-Saxon England. - Homes were made of wood, wattle and daub, with a single room and a hole in the roof to let out the smoke from the fire. - Most people worked and lived off the land. - Christianity became the main religion of Anglo-Saxons. 	<ul style="list-style-type: none"> - Settle - Agriculture - Archaeology - Religion - Craftwork
Lesson 8	To research who Alfred the Great was.	<ul style="list-style-type: none"> - Alfred was the ruler of Wessex. - Born in 849 AD and died in 899 AD. - Ruled Wessex between 871 AD and 899 AD. - Defended Wessex against the Vikings (Great Heathen Army). - Alfred believed education was important and instructed monks to document his reign. This record is called the Anglo-Saxon Chronicles. - Oversaw the Battle of Edington, where the Anglo-Saxons defeated the Vikings. 	<ul style="list-style-type: none"> - Wessex - Army - Chronicle - Defend
Lesson 9	To explore why the Vikings invaded and settled in Britain.	<ul style="list-style-type: none"> - Viking attacks in Britain began in 793 AD, with the attack on Lindisfarne Abbey. - The Vikings struggled to gain a permanent settlement whilst Alfred the Great was alive, towards the end of his life, he agreed to a peace with them, providing them with land in the north and east of England, which they subsequently called Danelaw, which had its own laws and system of rule. - Vikings were looking for riches, slaves and land to farm. 	<ul style="list-style-type: none"> - Permanent - Settlement - Invade - Resources
Lesson 10	To explore what life as a Viking was like.	<ul style="list-style-type: none"> - The main daily occupations for a Viking was farming, craftsman and traders. - Regular Viking homes had only one room that was shared with the family and any animals they had. - They were talented at beadwork and metalwork. - Vikings enjoyed telling stories (myths and legends) about their gods. 	<ul style="list-style-type: none"> - Occupation - Craftwork - Myths - Legend
Lesson 11	To investigate why viking attacks were effective.	<ul style="list-style-type: none"> - Fought with longswords, axes and wooden shields. - Did not wear armour as they believed that Odin gave them powers that made them invincible. - Used shield walls during battles. - Used long ships, which travelled quickly through the water and wavy conditions, allowing them to reach their destinations quickly. They also allowed vikings to sail through shallow waters meaning they 	<ul style="list-style-type: none"> - Weapon - Long ship - Invade - Effective

		<p>could sail up rivers in land.</p> <ul style="list-style-type: none"> - 892 AD a large Viking army invaded with the intention of taking over land, they fought against Alfred the Great. - Last viking battle in England was in 1066 (Battle of Stamford Bridge) when Harold Godwinson fought against Harold Hardrada. Harold Hardrada lost. 	
Lesson 12	To use sources to explain the significance of gods to the Vikings.	<ul style="list-style-type: none"> - The Vikings had numerous gods and goddesses. - Referred to as Norse gods. - Valhalla was the place vikings went after death. - Death was not the end of a persons life, merely the next stage. So vikings were buried with their weapons and anything else they may need in the next life. 	<ul style="list-style-type: none"> - Sources - Significance - Beliefs - Valhalla
Lesson 13	To explore similarities and differences between different time periods.	<ul style="list-style-type: none"> - Summarise terms learning to answer enquiry question. 	



Year 5 /6 - Cycle B

WWII and local history

How does conflict impact our community?

In Year 5/6, WWII and local history will be combined to examine how the war impacted the local community and beyond. Children will explore how industry in the local community helped to support the war effort and what it meant for the lives of those living in Chesterfield (railways, canals, production etc). It will also look at the bombing of both London and Chesterfield, making comparisons between the two. Children will also learn about Hitler and Churchill. How did their beliefs impact the war effort and the actions of those serving their countries (Holocaust, D-Day etc). This will link to British values, as well as allowing children to develop their understanding of abstract terms such as conflict, cause.

	Learning intention	Substantive knowledge	Key Vocabulary
Lesson 1	Use evidence to answer historically valid questions. Why did Hitler gain in popularity and power?	<ul style="list-style-type: none"> - Treaty of Versailles designed to weaken Germany's power in Europe. - World economic climate of the 1920s and 1930s and the great depression causing many people to struggle. - Hitler was well articulated and engaging as a public speaker. 	<ul style="list-style-type: none"> - Popular - Economy - Europe - Treaty - Nazi
Lesson 2	To understand why World War II broke out.	<ul style="list-style-type: none"> - Hitler became German Chancellor in 1939. He had ambitious and aggressive plans for foreign policy as he felt Europe had treated Germany badly. Following WWI - Chamberlain set out to appease Hitler, this failed. - Germany's invasion of Poland and annexation of Czechoslovakia and Austria-Hungary. 	<ul style="list-style-type: none"> - War - Appease - Foreign - Invade - Annexation
Lesson 3	Explore the timeline and major events of WWII.	<ul style="list-style-type: none"> - WWII broke out after Germany invaded Poland, subsequently England and France declared war on Germany in September 1939. - May - June 1940, soldiers are evacuated from Dunkirk, after being surrounded by enemy forces. Civilian boats were drafted into the rescue effort due to the torpedoing of naval ships. - July - October 1940 Battle of Britain. - December 1941 bombing of Pearl Harbour. - June 1944 D-Day. - June 1945 VE day. - Aug 1945 Hiroshima bombing. - September 1945 en. of WWII. 	<ul style="list-style-type: none"> - Evacuate - War - Battle - Conflict - Timeline
Lesson 4	Investigate the role of technology and warfare in WWII.	<ul style="list-style-type: none"> - Code breaking in England played a crucial role in defeating the Germans (Bletchley park and the Enigma machine, Alan Turing). - Development and deployment of the atomic bomb. - Planes were updated, countries were rushing to produce newer and better models of planes designed for warfare. 	<ul style="list-style-type: none"> - Deploy - Defeat - Crucial - Develop
Lesson 5	Use a range of sources to compare the impact of the blitz on London and Chesterfield.	<ul style="list-style-type: none"> - Luftwaffe flew to England to bomb key sights. - London was heavily bombed. - They wanted to bomb specific factories in Chesterfield that was producing items for the war effort such as metals and resources like coal. - Hornsbridge was a target as it was a rail line that connected Sheffield to London. Tupton and Walton were mistakenly bombed (believed to be the railway). 	<ul style="list-style-type: none"> - Luftwaffe - Incendiary - Community - Manufacture - Impact - Sources
Lesson 6	To compare the experiences of	<ul style="list-style-type: none"> - The Government decided to evacuate children from cities into rural areas to keep them safe (operation pied 	<ul style="list-style-type: none"> - Evacuate

	evacuated children.	<p>piper).</p> <ul style="list-style-type: none"> - Some children stayed with families and others went to strangers. - Children had different experiences of being evacuated. Some had happy experiences, whilst others had negative ones. 	<ul style="list-style-type: none"> - Rural - Experience - Compare
Lesson 7	To investigate how the local community supported the war effort.	<ul style="list-style-type: none"> - Chesterfield was a link between Sheffield and London, so the railways played a huge part in Chesterfield helping the war effort. - Chesterfield adhered to strict black outs to protect important factories and transport links. - Germans wanted to target engineering works, such as Sheepbridge and Markham Vale. - Chesterfield was a mining town, coal was highly sought after during the war to help fuel munition factories and engineering works. 	<ul style="list-style-type: none"> - Community - Morale - Munition - Target
Lesson 8	To use evidence to investigate the impact of rationing.	<ul style="list-style-type: none"> - Dig for victory campaign - Every individual was given a ration book. - Some foods in recipes were swapped out due to a shortage of that ingredient. - The Government encouraged people to grow their own food. 	<ul style="list-style-type: none"> - Propaganda - Government - Rationing - Campaign - Investigate
Lesson 9	To analyse sources to explore the role of women during WWII.	<ul style="list-style-type: none"> - Women were encouraged to work in factories and take up the roles once occupied by men. - Women could also join the military (non confrontational roles). - When war broke out in 1939, 5 million women were in work, by 1943 that number was around 7 million. 	<ul style="list-style-type: none"> - Experiences - Military - Occupation - Government
Lesson 10	To compare and contrast over time periods. (Compare Chesterfield now to 1940s Chesterfield)	<ul style="list-style-type: none"> - Decline of Chesterfield as a mining town. - There has been a shift from primary and secondary sectors to tertiary sectors. - Chesterfield is referred to as the Gateway to the Peaks, because of its location on the edge of the Peak District. 	<ul style="list-style-type: none"> - Compare - Decline - Tertiary - Location
Lesson 11	To explore the development of Chesterfield as a mining town.	<ul style="list-style-type: none"> - There had been mines in Chesterfield for centuries. - The late eighteenth century saw mining begin to flourish in Chesterfield with the creation of canals in the town, allowing the transport of coal. - During Victorian times, men, women and children as young as 5 worked in the mines. The law changed in 1842 to make it illegal for children under 10 and women to work in mines. This resulted in a lot of families losing income. - A gradual decline in the use of coal in the latter half of the 20th century saw mines close down. - Markham colliery was the last mine to be shut down in 1993. 	<ul style="list-style-type: none"> - Transport - Income - Mining - Decline - Colliery
Lesson 12	To identify the contributions of a key historical figure.	<ul style="list-style-type: none"> - George Stephenson introduced the railway to Chesterfield, building the North Midland Railway, which opened in 1840. - During the building of the railway, veins were found in the earth. This resulted in Stephenson opening a colliery at Clay Cross. 	<ul style="list-style-type: none"> - Railway - Development - Colliery - Progress

		- Stephenson died in 1848 in Chesterfield.	
Lesson 13	To use evidence to answer historically valid questions. How does conflict impact our community?	- Summarise terms learning to answer enquiry question.	

Send in History

Cognition and Learning		Communication and Interaction	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> • Struggle to recall key facts, dates, or vocabulary • Difficulty understanding chronology or timelines • Challenges with organising information into cause/effect or similarity/difference • May find extended writing tasks overwhelming 	<ul style="list-style-type: none"> • Use of Widgit in Powerpoint and on working walls. • Timeline on working wall. • Children to sequence smaller events rather than larger time periods. • QR codes to direct to particular websites. • Storyboards. • Rephrasing questions. • iPads for typing • Visual examples and dual coding images with text 	<ul style="list-style-type: none"> • Difficulty understanding historical vocabulary (empire, invasion, democracy) • Struggle to follow complex explanations or narratives • Challenges participating in discussions or explaining historical reasoning • Difficulty inferring from sources or interpreting viewpoints 	<ul style="list-style-type: none"> • Use of Widgit in Powerpoint and on working walls. • Discussion of definitions through pre-teaching. • Small group work. • Sentence starters to aid conversation. • Visuals to stimulate ideas. • Smaller extracts of texts. • Consideration of who the children work with. • Storyboards for retelling events •
Physical and Sensory		Social, Emotional and Mental Health	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> • Difficulty writing extended answers or handling artefacts • Challenges accessing small text, busy displays or detailed sources • Sensory overload in noisy group activities or immersive experiences • Fatigue during longer lessons or research tasks 	<ul style="list-style-type: none"> • Provide alternatives to handwriting (iPads, typing, speech-to-text) • Offer enlarged texts, simplified sources or coloured overlays • Use tactile or visual resources carefully to avoid overload 	<ul style="list-style-type: none"> • May feel overwhelmed by long tasks or dense historical content • Difficulty engaging in group work or discussions • Avoidance of writing tasks linked to historical enquiry • Emotional responses to sensitive topics (e.g., war, conflict, injustice) 	<ul style="list-style-type: none"> • Break tasks into small, achievable steps • Provide choices in how pupils record their learning (drawing, iPad, oral responses) • Use predictable routines and clear success criteria • Offer supportive, low-stakes discussion opportunities

	<ul style="list-style-type: none">• Allow flexible seating, movement breaks or adapted equipment• Provide differentiated recording methods (mind maps, labelled diagrams, oral explanations)		<ul style="list-style-type: none">• Prepare pupils for sensitive content with clear expectations and emotional support
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