Gladstone Road Primary School History

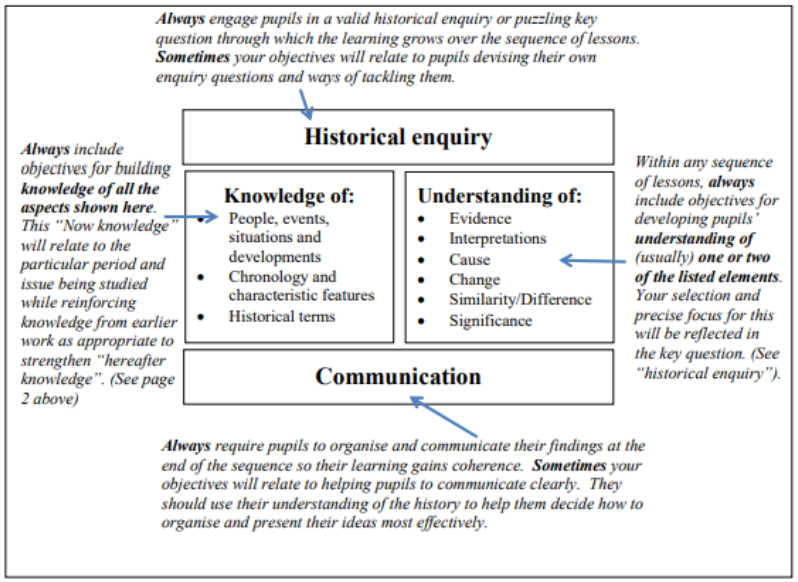
Curriculum Planning

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

Intent

Our History curriculum has been carefully planned and designed to encompass the content of the National Curriculum and ensure that it reflects and is distinct to our locality.

- Pupils' historical education begins in the early years and builds year on year, developing pupils' expertise.
- Curriculum plans have been constructed effectively to ensure that pupils know more, remember more and are able to do more.
- Golden Threads, based on the aims outlined in the History National Curriculum: Chronological Knowledge, Historical terms, Historical Enquiry and Interpretations of History have been identified for each Key Stage and underpin the key knowledge and concepts taught through our curriculum.
- Key knowledge has been mapped out from the early years to the end of KS2 to ensure that that the curriculum is coherently sequenced and there is clear progression.
- Curriculum design secure pupils' chronological knowledge.
- Pupils learn about a wide range of places, societies and cultures in the past.
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- Pupils commit knowledge to their long-term memory through recalling and repeated practice outlined in plans.
- In KS1/KS2, curriculum planning (and teaching) is developed around the 'sandwich approach' as shown below.



Gladstone Road Primary School History

Curriculum Planning

Implementation

Within and beyond our classrooms we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons are introduced at the start and referred to throughout a unit of study.
- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the geographical knowledge and skills suited to the age group.
- The local area, areas further afield such as York and visiting experts enhance the learning experience and enable pupils to apply their historical knowledge and skills and develop a sense of curiosity.
- Lessons follow a consistent structure of: retrieval, explanation, application and assessment which may include such features as questioning, modelling, individual, partner, group or whole class activities.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through retrieval, teachers make sure that pupils can draw on what they already know so that they can remember more.
- Key vocabulary is explicitly taught to enable pupils to develop their range of geographical vocabulary and understanding.
- Assessment for learning strategies are used at the start, during and at the end of lessons to assess pupils' learning and identify any gaps or misconceptions.

Impact

- Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:
    - Pre and post unit assessments
    - Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when a key concept is revisited.

Gladstone Road Primary School History

Curriculum Planning

GOLDEN THREADS	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge/Understanding *(including characteristic features of periods)*	**UTW- Past and Present:** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class **UTW- Past and Present:** Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods		• Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time			
Historical terms *Eg, empire, peasant*	**UTW- Past and Present:** Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Use a wide vocabulary of everyday historical terms		• Develop the appropriate use of historical terms			
Historical enquiry *Using evidence / Communicating ideas*	**UTW- Past and Present:** Understand the past through settings, characters and events encountered in books read in class and storytelling. **UTW- Past and Present:** Know some similarities and differences between things in the past and now, drawing on their	• Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding of cause, change similarity/difference and significance.		• Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information			

	experiences and what has been read in class		
Interpretations of history	**UTW- Past and Present:** Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Identify different ways in which the past is represented	• Understand that different versions of the past may exist, giving some reasons for this

Gladstone Road Primary School History

Curriculum Planning

KS1 Medium Term Plans	Autumn Term How has my high street changed since the 1950s? Why are people wearing poppies this week?	Spring Term Who were Neil Armstrong and Helen Sharman and what impact did they have as an explorer?	Summer Term What would life have been like in the Victorian era?
Prior Knowledge (Retrieval)	**EYFS** **UTW- Past and Present:** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Know some key events in their own life from infancy to now. They will discuss these in a chronological way. • Phrases of chronology to retell events: long ago, today, yesterday, when I was little, I remember, in the past, in the future • Photographs, videos and paintings can be used to find out about the past. **UTW- Past and Present:** Talk about the lives of the people around them and their roles in society • Know the term 'family' and discuss what relation their family members are to them (Mum, Dad, Grandparents etc) • The role of other people in their immediate environment, specifically teacher, headteacher, dinner staff etc. • A basic knowledge of the role of doctors, police/PCSOs, dentists, vets and firefighters and how they help our community.	**EYFS** **UTW- Past and Present:** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Know some key events in their own life from infancy to now. They will discuss these in a chronological way. • Phrases of chronology to retell events: long ago, today, yesterday, when I was little, I remember, in the past, in the future • Photographs, videos and paintings can be used to find out about the past. **UTW- Past and Present:** Talk about the lives of the people around them and their roles in society • Know the term 'family' and discuss what relation their family members are to them (Mum, Dad, Grandparents etc) • The role of other people in their immediate environment, specifically teacher, headteacher, dinner staff etc. • A basic knowledge of the role of doctors, police/PCSOs, dentists, vets and firefighters and how they help our community. **UTW- Past and Present:** Understand the past through settings, characters and events encountered in books read in class and storytelling. • Vocabulary linked to space (Earth, rocket, planets, astronaut, space)	**EYFS** **UTW- Past and Present:** • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Know some key events in their own life from infancy to now. They will discuss these in a chronological way. • Phrases of chronology to retell events: long ago, today, yesterday, when I was little, I remember, in the past, in the future • Photographs, videos and paintings can be used to find out about the past. **UTW- Past and Present:** Talk about the lives of the people around them and their roles in society • Know the term 'family' and discuss what relation their family members are to them (Mum, Dad, Grandparents etc) • The role of other people in their immediate environment, specifically teacher, headteacher, dinner staff etc. • A basic knowledge of the role of doctors, police/PCSOs, dentists, vets and firefighters and how they help our community. - **UTW- Past and Present:** Understand the past through settings, characters and events encountered in books read in class and storytelling. • Key terms linked to figures and themes from the past i.e. 'king', 'queen', 'castle', 'knight', 'battle'.
Y1	Local History- Our high street **What was the high street like before it changed? How has the high street changed?** • Explain how the local high street has changed. • Street furniture • Amount of vehicles • Shop names /chains	Astronauts **Who are explorers and where have some explorers travelled in different periods of time?** • Describe who key space explorers were. • Describe how they travelled. • Describe how they adapted their way of life during their travels. • Explain where they travelled and when.	Victorian schools/ seaside **Who was Queen Victoria and why was she significant?** • Explain what a monarch is and how they are significant to the country. • Know who Queen Victoria is and how she caused change. • Ruled an Empire • Working Royal

Gladstone Road Primary School History

Curriculum Planning

		• Clothes of shoppers • Appearance of shops **What was in these shops before?** • Compare the shops that were on the high street in the past to present. **What was it like to shop for food?** • Describe what it was like to shop for food in the 1950s. **How were my goods packaged and stored?** • Explain how food was packaged and stored in the past. **How did I pay for my purchases?** • Know how purchases were paid for on the high street in the past. **Who do we remember on Remembrance Day?** • Explain what the role of a WW1 solider was. **Why do we have Remembrance Day?** • Describe what life was like for men, women and children during WW1. **What happens on Remembrance Day?** • Explain what a war memorial is and what people do when they visit one. **Why is it important to remember?** • Know why people wear a poppy and what they are remembering.	**Who was Neil Armstrong and Helen Sharman and what did they do?** • Explain who each explorer was. • Describe what they know about their life and travels. • Describe what life was like on their travels. • Explain what they found and achieved. **How important was Neil Armstrong and Helen Sharman?** • Draw conclusions from what has been learned, using sources to support this. • Describe how these explorers are remembered. • Explain where these astronauts fits within the context of other explorers.	• Royal photographs • Railways **Is there any difference between schools today and in the time of your parents and grandparents?** • Describe what is important about school. • Explain what school would have been like for their grandparents. • Describe what makes Gladstone Road Primary School a Victorian School and how school life has changed since the Victorian times. • Gender differences • Behaviour • Resources • Seating/ organisation **Would you prefer to have been at schools now or in the past?** • Discuss likes and dislikes based on evidence/sources. • Explain what would have been the same and different about the daily routine. **How was a visit to Scarborough beach different in Victorian times to now?** • Describe how a trip to the seaside was different during Victorian times in comparison to now. • Clothing • Activities
Future Learning		**Year 2** Learn about how George Stephenson changed transport and how this had an impact. Visit Scarborough railway station to see how it impacted our local area.	**Year 2** Learn about another significant individual - Florence Nightingale and George Stephenson Know what her impact was on medicine. Know what his impact was on transport.	**Year 2** Learn about the Stewarts Know about the significant impact of The Great Fire of London
Vocabulary	**All**	High street, local, landmark, remembrance, poppy, war *Long ago, before, oral history,* after, past, present,	Moon landing, space flight, astronaut, *explorer, invention,* *past, before, after, discovery*	Queen Victoria, train, rich, poor, seaside, railway *Local, past, artefact, monarchy, change, before, after, oral history*
	Most	soldier, the last post, decade	NASA, Apollo, space, moon, Neil Armstrong, Tim Peake, Helen Sharman	bathing machines, promenade, bandstand, funfair
	Some	Armistice Day		
Quality Texts		A street through time The world at our feet	Man on the moon - Simaon Bartram Here we are – Oliver Jeffers Astro Girl – Ken-Wilson Max Toys in Space - Mini Grey The Spacesuit – Alison Donald Little People Big Dream Neil Armstrong/ Amelia Earhart	What Mr Darwin Saw - Mick Manning & Brita Granstrom Oliver Twist and Other Great Dickens Stories - Marcia Williams

Gladstone Road Primary School History

Curriculum Planning

		Maria Isabel Sanchez Vegara & Christophe Jacques	
Enrichment Activities (e.g.visitors/visits)	Local High Street Walk (Westborough) + Library archive visit. Remembrance Assembly in Upper hall		Scarborough Art Gallery – Oh I do like to be beside the seaside workshop.
National Curriculum	Significant events, people and **places** in their own locality. Know changes within living memory linked to The Local High Street. Learn about significant historical events, people and places in their own locality.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Know about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality.

Gladstone Road Primary School History

Curriculum Planning

KS1 Medium Term Plans	Autumn Term Who was George Stephenson and why was he so significant?	Spring Term What happened to London during the Fire of 1666?	Summer Term Who was Florence Nightingale and how did she change hospitals?
Prior Knowledge (Retrieval)	**Year 1** • Name and describe other significant individuals – Helen Sharman and Neil Armstrong. • Know about explorers in the past and how they travelled. • Use historical vocabulary to describe the past. • Describe ways in which the past is represented.	**Year 1** • know who Queen Victoria was. • identify the Victoria era on a timeline. • Know why Queen Victoria was significant. • Use historical vocabulary to describe the past. • Describe ways in which the past is represented.	**Year 1** • Name and describe other significant individuals – Queen Victoria. • Understand some ways we find out about the past. (Visit to the war memorial) • Use vocabulary to describe historical terms (WW1) • To know where WW1 fits in a chronological timeline.
Y2	**Knowledge and Skills to be developed:** Locomotives **Who was George Stephenson?** • Know how to answer an historically-based enquiry using evidence. • To use sources as evidence to identify who George Stephenson was. • To use appropriate vocabulary to describe how George Stephenson lived a long time before they did. **What did George Stephenson achieve in his life?** • To know what we mean by 'significant' • To identify why 'Stephenson's Rocket' was significant to advances in early locomotives. **How did George Stephenson's achievements impact on changes to trains?** • To identify the impacts of George Stephenson's achievements, locally and nationally. • To identify how locomotives have changed and which ones are still used today *(Visit to Scarborough Railway Station)* • To sequence railway transportation in chronological order from horse-drawn carriage to electric engine. • To know how and why locomotives have changed over time:	**Knowledge and Skills to be developed:** Great Fire of London **What was Stuart London like?** • To know and understand aspects of the past beyond living memory. • To identify characteristic features of a period. **Could anyone have stopped what happened on 2nd September 1666?** • To know why the fire started, spread and eventually stopped: -oven in the bakery was left on -houses were close together -houses were made of wood -weather • To describe and order the events of the Great Fire of London in chronological order. **What was it like at the height of the fire?** • To select and combine information from different sources. • To know that Samuel Pepys recorded what happened in his diary and the significance of this first-hand historical account. **What did the King do to make London better?** • To identify what changed as a result of the fire -fire engines -fire brigade -material and spacing of buildings	**Knowledge and Skills to be developed:** Famous People - Florence Nightingale • Know where all people/events studied fit into a chronological framework • To know who Florence Nightingale was and some aspects of her life. **What important things did Florence Nightingale do?** • To identify how Florence Nightingale changed hospitals: -cleaner wards -beds for all patients -clean bandages -cooked food **Why is Florence Nightingale remembered?** • To know that Florence Nightingale contributed to changes in healthcare in the 1800s. • To identify similarities and differences between periods. • To identify differences between hospitals in the 1800s and now. - cleaner now - now use gloves, aprons, masks for better protection - the look of hospitals - no electric - specialised machines - different types or medicines - unlikely to see women doctors in the 1800's • To identify the impacts of Florence Nightingale's achievements, locally and nationally.

Gladstone Road Primary School History

Curriculum Planning

		-quieter -cleaner -faster -better for the planet.		
Future Learning		**Year 3** • Learn how other periods in history impacted upon the work of the people in that time. (Romans)	**Year 3** • Know more about periods of time in the past. • Learn about significant monarchs such as Henry VIII, Elizabeth I, George III.	**Year 3** • To know the impact that historical time periods and events had on modern day Britain such as the invasion of the Roman empire.
Vocabulary	**All**	locomotives, transport, railways, horse-drawn carriages, steam engine, electric engine, diesel engine, George Stephenson, Stephenson's Rocket *Local, past, present, significant, change, invention, nation*	London, Pudding Lane, bakery, Samuel Pepys, diary, River Thames, leather bucket, fire hook, King Charles II, fire brigade *Long ago, century, King, change, artefact, church, discovery, oral history*	Florence Nightingale, Crimean War, Lady of the Lamp, nurse, hospital, soldiers, medicine, bandages, Italy, *Long ago, century, significant, change*
	Most	passenger - carrying	pitch, St Paul's Cathedral	healthcare, patients, cleanliness
	Some	engineered, environmentally friendly		Order of Merit Royal Red Cross
Quality Texts		The Train Man by Sean Callery	The Great Fire of London by Emma Adams	Vlad and Florence Nightingale by Kate Cunningham
Enrichment Activities (e.g.visitors/visits)		Scarborough Railway Station York Railway Museum	Visit to UTC kitchens – bread/bakery	
National Curriculum		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Gladstone Road Primary School History

Curriculum Planning

KS2 Medium Term Plans	Autumn Term What was 'new' about the New Stone Age?	Spring Term When did the Romans invade and why?	Summer Term What is the significance of Scarborough Castle within out locality?
Prior Knowledge (Retrieval)	**KS1** • Identify the Victorian Era, Stuart Era (Great Fire of London) and WW1. • Use historical vocabulary to describe the past. • Describe ways in which the past is represented.	**KS1** • Identify the Victorian Era, Stuart Era (Great Fire of London) and WW1. • Use historical vocabulary to describe the past. Describe ways in which the past is represented.	**KS1** • Name and describe other significant individuals: Neil Armstrong, Helen Sharman, Queen Victoria, George Stephenson, Stuart London and Florence Nightingale.
Y3	**Knowledge and Skills to be developed:** **Who lived in Britain in the 'old' Stone Age and how did they survive?** • Palaeolithic & Mesolithic Eras • Challenges • Tools • Hunter-gatherers **In what ways did things change around 4000 BC?** • Neolithic Eras • Hunter-gatherers to farming. **How are our ideas about life in the Stone Age changing?** • Howick House (Northumberland) is a recently discovered Mesolithic house. • Cheddar Man – oldest skeleton found in Britain. • Invention of clothes (Palaeolithic archaeologist). **Enquiry 2 - Which was better, bronze or iron?** **Is bronze better than stone?** • The making of bronze. • The making of bronze tools and weapons. • Copper and tin – where did it come from? **How is iron made and what was it used for?** • The making of iron tools and weapons. • Iron – where did it come from? • Why did it take so long for iron to reach Britain? **What was the impact of bronze and iron tools on the way people in Britain lived?** • Impact on farming • Impact on craftsmen • Life security • Life safety	**Snipped from Aut term:** **Enquiry 3 - If you were Julius Caesar, would you have invaded Britain in 55 BC?** **How did we know what Britain was like in 55 BC?** • Snettisham Hoard of Gold and Silver Torcs – Iron Age Britain • Health and death of Lindow Man **How did the Romans know what Britain was like in 55 BC?** • Julius Caesar description of Britain. **Knowledge and Skills to be developed:** **Why did the Romans invade Britain?** • Where, when and how the Romans invaded • Two attempted invasions and why they failed • Claudius's successful invasion • Control of minerals and commodities • Roman armour and its success **What kind of men could join the Roman Army?** • Requirements for a man trying to join the Army. **What do we know about life on Hadrian's Wall?** • Vindolanda writing tablets and the site where they were excavated. **Enquiry 2 - Did the native Britons welcome or resist the Romans, and why?** **Who was Boudicca and why do we remember her?** • Narrative of who the Iceni were and the impact of Boudicca's husband's death. • Retelling the story - chronology. • Research tribes in local area and whether they decided to support the Romans.	**Knowledge and Skills to be developed:** **Enquiry 1 - What is the significance of Scarborough Castle within our locality?** **Who is William Le Gros?** • Facts about Willian and what he built and why he built it. • To understand why castles were built and what features they had **Why did Henry II change the ownership of castles?** • Henry II – all castles should go back to the King. **What do we know about Scarborough Castle?** • School trip • Location – reason for building on a headland. • Roles • Artefacts • Uses • Key parts **What happened during the First English Civil War?** • Great Siege of Scarborough Castle • Conflict over control • Parliamentarians

Gladstone Road Primary School History

Curriculum Planning

			Enquiry 3 - How did the Romans influence the culture of the people already here? **How did the Romans change the quality of living in Britain?** • Living in luxury villas • Encouraging the richer Celts to build themselves villas to live in. **Do we still see evidence of Roman influence today?** • Public baths • Roman roads • Not everyone is equal. • Rich or poor? • Currency	
Future Learning		**Year 4** • Refer to the teaching of other settlements and how they live compared.	**Year 4** • Refer to the teaching of other settlements. • Refer to other tribes attacking islands, including the Vikings, similar to the Romans, but from a different location. • Learn more about what Britain had to offer to invaders. • Refer to the Anglo-Saxons beliefs around Christianity.	**Year 4** • Refer to the Normans following the Anglo-Saxons and the successor of the Normans – Henry II.
Vocabulary	**All**	timeline, sequence, tools, tribe, hunting, tunic, copper, mining, hillforts, Celts *AD/BC, Stone Age, Bronze Age, Iron Age, chronological order*, *agriculture, migration, archelogy, archaeologist, pre-history/prehistoric, settler, settlements*, *primary evidence, secondary evidence hunter-gatherers*, *artefacts*	Roman *Empire,* timeline, worship, toga/tunic, trade, tablet, tribe, baths, Republic, myths & legends, Julius Caesar *Empire, chronological order*, *conquer/conquest*, *calendar, Gods*, Celts, gladiator, law, *slave*, *invasion,* cavalry, *artefacts, rebellion,* *Emperor, primary evidence, secondary evidence*	William Le Gros (Earl of York), headland, Roman signal station, keep, English Civil War, *Archaeological* digs, *primary evidence, secondary evidence, rebellion, settlement,*
	Most	periods (no start/end time of an event) era (start/end time of an event) Mesolithic, Neolithic and Palaeolithic BC (Before Christ) and AD (Anno Domini), monument, remains	Retreat Legion Dictatorship Centurion Picts Scots Iceni Citizen	Raiders Curtain wall Royal manor Chamber block Outer bailey Garrison Sieges Battle cruisers U-boat
	Some		Etymology Legacy Caledonia	Excavations Minesweepers Royalist base

Gladstone Road Primary School History

Curriculum Planning

			Latin Assassination Archaeologist	
Quality Texts		• The Stone Age Boy – Satoshi KItamura • The Wild Way Home – Sophie Kirtley • Stig of the Dump – Clive King • The Stolen Spear – Saviour Pirotta & Davide Ortu • How to Wash a Wolly Mammoth – Michelle Robinson and Kate Hindley • The Secrets of Stonehenge – Mick Manning & Brita Granstrom	• Queen of Darkness – Tony Bradman • Romans on the Rampage – Jeremy Strong • The Captive Celt – Terry Deary & Helen Flook • Meet the Ancient Romans – James Davies • We Are the Romans: Meet the People Behind the History – David Long & Allen Fatimaharan	• The Castle the King Built – Rebecca Colby & Tom Froese • Look Inside a Castle – Conrad Mason & Barry Ablett.
Enrichment Activities (e.g.visitors/visits)			Murton Park	Scarborough Castle
National Curriculum		Changes in Britain from the Stone Age to the Iron Age including late Neolithic hunter-gatherers and early farmers, Bronze Age religion, technology and travel, Iron Age hill forts, tribal kingdom, farming, art and culture.	Roman Empire and its impact on Britain including Julius Caesar's attempted invasion, the Roman Empire and the power of its army, Hadrian's Wall, British resistance (Boudicca) and the 'Romanisation' of Britain.	A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Gladstone Road Primary School History

Curriculum Planning

KS2 Medium Term Plans	Autumn Term What were the effects of Anglo-Saxon settlements in Britain?	Spring Term Why was there a struggle between the Anglo Saxons and Vikings for the Kingdom of England?	Summer Term How did the achievements of the Ancient Greeks influence the Western World?
Prior Knowledge (Retrieval)	**Year 3** What is a settlement? Stone age - describe what they ate/ wore/ their homes Why did the Romans invade Britain? Romans – describe what they ate/ wore/ their homes/ jobs (in preparation for looking at the lives of A. Saxons/ Vikings) What changed in society when the Iron age/ Bronze age took over from the Stone age? How have the Romans influenced how we live today? (Roads/ place names/ money/ rich and poor/ public baths)	**KS1** Can you name any Kings or Queens that have ruled England? What did Queen Victoria do that changed how Britain was ruled? Was she a successful ruler? Why? (Victoria Cross/ working Monarch/ British Empire) **Year 3** Were the Romans welcomed when they invaded Britain? Why? Roman army – what were the requirements to join the Roman army? Explain why the Romans were 'good' warriors and how this helped them to take over Britain.	**KS1** Describe a Victorian school. How is it different to our schooling nowadays? **Year 3** How was Britain divided when the Romans were in power? Talk about Hadrian's wall as a landmark. Why is it important to Roman times? What was it's purpose?

Gladstone Road Primary School History

Curriculum Planning

Y4	**Knowledge and Skills to be developed:** **Anglo-Saxons and Scots** **Why did the Romans leave Britain?** (Retrieval lesson based around prior knowledge) **Who invaded Britain after the Romans left?** - Scots - Picts - Angles, Saxons and Jutes **What was life like for an Anglo-Saxon?** • Villages/homes • Diet • Clothes • Jobs • How society was organised **What did the Anglo Saxons leave behind/ influence on us? (What can we thank them for?)** - Seven Kingdoms of Britain - Heptarchy - Kings – Offa and Egbert - Why Offa built a dyke - Anglo Saxon money/ law/ justice - Early form of parliament **Why did the Anglo-Saxons build forts?** - Who the Danes were - Why Alfred was 'Great' - What a Burh was and why they were built. **What did Anglo-Saxons believe in?** - Paganism - Norse Mythology/Gods - St Augustine reintroduced Christianity to Britain	**Knowledge and Skills to be developed:** **The Vikings** **Why did the Vikings invade Britain?** - where the Vikings came from (Scandinavia – Demark, Sweden, Norway) - Describe what life was like in the Viking homelands (villages/homes, diet, clothes, jobs, how society was organised) - What Britain had to offer invaders **What was life like for a Viking and how does it compare to the Anglo Saxons?** • Villages/homes • Diet • Clothes • Jobs • How society was organised **How well did the Anglo Saxons and the Vikings get on?** • Compare methods used by Anglo Saxon and Vikings to live successfully • Importance of Athelstan shaping Britain • Effectiveness of Alfred's method (revisit from AS unit) **Why was the take-over of Lindisfarne such a significant achievement for the Vikings?** • Who lived there • How the Vikings found and attacked the island • Describe how we know about the attacks **What makes a good leader? Did the Vikings have one?** • Who was King Cnut? • What were his qualities and how do they compare to leaders today? **Why did Alfred (Anglo Saxon) sign a treaty with Guthrum (Viking)?** • About the Anglo-Saxon King Alfred • About the Great Heathen Army • About the Viking warrior Gurthum • How Gurthum became Aethelstan **What did the Vikings leave behind?** • Law and order • Measurements • Would it have been better for Britain if the Anglo Saxons and Vikings had never arrived?	**Knowledge and Skills to be developed:** **History- Ancient Greece** **How was Ancient Greece organised?** • Where do Sparta and Athens feature on a map • How were Sparta and Athens governed and ruled (differences and similarities. • The Peloponnesian war (Sparta and Athens) - why, what, when • Alexander the Great -achievements and his influence on the country **What was the significance of Greek temples and theatres?** • Parthenon - where was it built, why, and what is left of it today? • The purpose of Greek temples and what was done here (compare to now – where do people worship their God?) • Theatres – structure/ sound and how the modern-day theatre echoes the same structure **What did the Greeks believe?** • Study of some Greek Myths – include in guided reading • Importance of the Gods effecting everyday lives of the Ancient Greeks **What was Spartan/ Athenian schooling like and how does it compare to our schooling?** • Influences of Spartan/ Athenian schooling on modern day times. • Similarities/ differences between the Athenians/ Spartans **How was democracy introduced in Ancient Greece?** • What is democracy? • How does it work in our country nowadays (Ancient Greek influence)? • How did it compare to Ancient Greek times. **What was the structure of the earliest Olympic Games?** • Events that took place • Outfits to compete in/ rules • How modern-day Olympic games are structured and how this compares with Ancient Geek times. Why are the Olympic Games still celebrated?

Gladstone Road Primary School History

Curriculum Planning

Future Learning		**Year 5** **Ancient Eqyptians –** How they believed in the after-life (in comparison to Christian beliefs/ Pagan beliefs learnt from Anglo Saxon times) **Year 6** **The Blitz** How war will be looked at on an International basis in comparison to invasions between the Viking sand Anglo Saxons within Britain	**Year 5** **Ancient Eqyptians –** How they believed in the after-life in comparison to Viking beliefs (Gods/ Valhalla) **Year 6** **The Blitz** In WW2 rulers were fighting to gain power– similar to the struggle between the Anglo Saxons and the Vikings	**Year 6** **Ancient Egyptians -** That the Egyptians also had beliefs that effected the way they lived (like the Ancient Greeks) **Ancient Mayans –** How they lived and in what ways we can compare them to how we live (sports/ maths/ telling the time)
Vocabulary	**All**	Historian, effects, suggest, Scots, Picts, Angles/Jutes, St Augustine, 7 Kingdoms, forts, Danes, Christianity *BC (before Christ) AD (anno domini), first hand evidence, chronological order, kingdoms, primary/secondary evidence, change, continuity, artefacts, chronology, conquest, invasion, interpretation, significance,* democracy*, agriculture, discovery, parliament, peasant, emperor, monastery*	Historian, Viking, archer, warrior, freeman, farmer, Wessex, *slave*, Danelaw, attack, axe, long boat, shield, thatched house, sword, horn cup, runes, York, Jorvik *BC (before Christ) AD (anno domini) first hand evidence, chronological order, kingdoms,* effects, suggest, compare, *explore, discovery, peasant, monastery, Christianity*, explorers, *Gods*, *archaeology, settlement, settlers, continuity, significant, significance*	Ruled, achievements, Olympics, Athens, Sparta, temple, *Gods,* warriors, theatre, effects, suggest, compare, beliefs, infer, historian BC (before Christ) AD (anno domini) *first hand evidence, chronological order, kingdoms, continuity, ancient civilisations, empire, democracy, discovery*, *myth*
	Most	Religious beliefs, influence, compare, infer, dyke, Burh, Vortegan, paganism, society, Offa, Names of the 7 Kingdoms: Mercia, Wessex, Essex, East Anglia, Northumbria, Kent	Leadership, society, infer Reputation, claim, Norse, Plunder, homeland Gods names: Odin, Frigg, Thor, Loki, Balder,	Conquer, Peloponnesian war, Western World, Parthenon, Significant Kings name: Alexander the Great Significant Philosophers names: Socretes, Plato, Aristotle
	Some	Heptarchy, legacy, era, period	Heathen, treaty, legacy,	Governed, legacy, strategies,
Quality Texts		Anglo Saxon Boy – Narrative Anglo- Saxon Non fiction texts – how Britain was divided into Kingdoms, Alfred the Great (why was he Great?)	Non Fiction – Who was King Gurthrum? Invaders – The Anglo Saxon and Vikings (Amazon)	Non-fiction – History of the Olympics The Parthenon Greek Myths – anthology of Greek Myths
Enrichment Activities (e.g.visitors/visits)		Stepney Hill Farm – life of an Anglo-Saxon		Visitor into school – History Squad
National Curriculum		Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world

Gladstone Road Primary School History

Curriculum Planning

KS2 Medium Term Plans	Autumn Term Who are the Tudors? Why are they significant in history?	Spring Term Who were the Ancient Egyptians and what was their significance?	Summer Term Who were the Victorians and how did changes made in this era influence our lives today?
Prior Knowledge (Retrieval)	**Lower KS2** **Year 3-** Romans • How have the Romans influenced how we live today? (Roads/ place names/ money/ rich and poor/ public baths) **Year 4-** **Anglo Saxons** • **What did the Anglo Saxons leave behind/ influence on us? (What can we thank them for?)** **Romans** • **What was life like for a Viking and how does it compare to the Anglo Saxons?**	**Lower KS2:** **Year 3 –** **Iron age** • How was iron made and what was it used for – does it affect our lives now? How? **Romans** • What significant things did the Romans leave behind that affects our lives today? (public baths/ Roman roads/ not everyone is equal/ currency) **Year 4 –** **Anglo-Saxons/ Vikings** • What have they left behind? Place names (ton, by), law and order (punishment for unlawful behaviour/ justice). **Ancient Greeks** How has the Olympic games developed since Ancient Greek times and why is it so important to society today?	**KS1** Who was Queen Victoria and what changes did she bring to England? **Lower KS2:** **Year 3/ 4 –** • Looking back at the eras covered so far (Stone Age/ Romans/ Anglo Saxons/ Vikings) - can you think of anything that they have done that has influenced how we live today? E.g. Roman roads • Anglo Saxon – Christian influence • All eras – farming/ house structures/ clothing
Y5	**Knowledge and Skills to be developed:** **What do I know about life in Tudor England?** - Period between 1485-1603 - (what came before and after this period) - Henry VIII most famous monarch **What is the story of the Battle of Bosworth?** - Civil wars fought from 1455-1487 (32 years) - Against House of York and House of Lancaster. - Each house was presented by a rose (Red-Lancaster, White-York) - Henry Tudor (VII) defeated earl of Richmond (Lancastrian) on Bosworth Field (22ns August 1485) **Who was King Henry VIII? How many and who were his wives?** - King of England (1509-1547) - Second eldest son of Henry VII	**Knowledge and Skills to be developed:** **Can I place the ancient Egyptian times on a chronological timeline?** - (what came before and after) 3100BC 332BC **Why was the River Nile so important to Ancient Egyptians historically?** -annual flooding provided fertile soil and water for irrigation -transportation -providing fertile soil for agriculture and food **How do Ancient Egyptian artefacts and tomb paintings tell us more about Ancient Egyptian life?** - (primary and secondary resources) **Why was Howard Carter a significant person to Ancient Egyptian findings?** -Discovered Tutankhamun's tomb **Why and how were the pyramids built?** -Life of an Egyptian pyramid worker **What were the Ancient Egyptian's religious beliefs?** -Name gods and goddesses and their significance – Ra (God of the Sun), Anubis (God of the dead),	**Knowledge and Skills to be developed:** **Can I place the Victorian era on a chronological timeline?** 1837-1901 **Which buildings in Scarborough are from the Victorian era?** -Gladstone Road Primary School -the Grand Hotel -Scarborough Railway station -Town Hall **What are some of the changes that have occurred at Gladstone Road School from it being built to the modern day?** - Separate girls' school and boys' school - Extension built - Separate schools (infant and juniors) until 2014 when it amalgamated **What was the industrial revolution and how did it impact Scarborough and Britain as a whole?** - Improved agriculture - Factories, machinery and production

Gladstone Road Primary School History

Curriculum Planning

		- Became King after his eldest brother died at 15 - King at 17 years old - 6 wives: Catherine of Aragon (divorced), Anne Boleyn (beheaded), Jane Seymour (died), Anne of Cleves (divorced), Kathryn Howard (beheaded), Catherine Parr (survived- out lived) - Loved to eat, drink and party - 3 children: Mary I, Elizabeth, Edward VI **What was society like in Tudor times? Including their crime and punishment.** - Life of the rich (hunting, jousting, tennis and bowls, rich foods) - Life of a poor Tudor (worked hard-6 days a week, only get public holidays off, ate coarse grey bread made of rye and barley) - Public punishments- to embarrass - Capital punishment- put to death **Who were all Tudor monarchs?** - King Henry VII (1485-1509) - King Henry VIII (1509-1547) - Jane Grey (1553) - Queen Mary I (1553-1558) - Queen Elizabeth I (1558-1603)	Osiris (God of the underworld), Horus (God of the sky) and Isis (Goddess of good fortune and protector of the dead) **What were the Ancient Egyptian beliefs of the after-life and the steps of the mummification process?** -Embalming the body. -Removal of the brain. -Internal organs removed. -Canopic Jars. -Drying out the body. -Wrapping the body.	- Steam power - Transport improvements - Population boom - Greater employment opportunities - Children's rights (eg education act) **Why was Scarborough, as a spa town, significant in the Victorian era?** -Start of tourism (link to railway) -Medicinal properties to spa water -Hotels and entertainment -England's first true seaside resort
Future Learning		**Year 6** • **How did Queen Elizabeth I make London more prosperous?** – 1558 - 1603	**Year 6** • Mayans began around the time of Egyptians, differences in their lives and traditions and Gods.	**Year 6** • After the Victorians the Windsor family (name change) were ruling throughout World War 1 and 2.
Vocabulary	**All**	Historian, effects, suggest, Scots, Picts, Angles/Jutes, St Augustine, 7 Kingdoms, forts, Danes, Christianity *BC (before Christ) AD (anno domini), first hand evidence, chronological order, kingdoms, primary/secondary evidence, change, continuity, artefacts, chronology, conquest, invasion, interpretation, significance,* democracy, *agriculture, discovery, parliament, peasant, emperor, monastery*	Historian, Viking, archer, warrior, freeman, farmer, Wessex, *slave*, Danelaw, attack, axe, long boat, shield, thatched house, sword, horn cup, runes, York, Jorvik *BC (before Christ) AD (anno domini) first hand evidence, chronological order, kingdoms,* effects, suggest, compare, *explore, discovery, peasant, monastery, Christianity*, e*xplorers, Gods*, *archaeology, settlement, settlers, continuity, significant, significance*	Tourism, law, industrial revolution, spa town, seaside resort, *monarch,* blackboard, factories, population *AD, century, artefact, change, chronology, King/Queen, invention, local, museum, nation, past, present, primary evidence, secondary evidence, significance, agriculture, migration, aristocracy, colony*
	Most	Religious beliefs, influence, compare, infer, dyke, Burh, Vortegan, paganism, society, Offa, Names of the 7 Kingdoms: Mercia, Wessex, Essex, East Anglia, Northumbria, Kent	Leadership, society, infer Reputation, claim, Norse, Plunder, homeland Gods names: Odin, Frigg, Thor, Loki, Balder,	Impact, influence, era, entertainment, workhouses, rural, urban

Gladstone Road Primary School History

Curriculum Planning

	Some	Heptarchy, legacy, era, period	Heathen, treaty, legacy,	Medicinal properties, industrialisation, census, densely populated
Quality Texts		My Friend Walter	Secrets of a Sun King Mummification Howard Carter	Queen Victoria History Hackers- The Victorians Industrial Revolution
Enrichment Activities (e.g.visitors/visits)				
National Curriculum		A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Pupils taught about a local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Gladstone Road Primary School History

Curriculum Planning

KS2 Medium Term Plans	Autun Term **WW2 – How has WW2 impacted life today?**	Spring Term **Why should we study the Maya?**	Summer Term **London/ British settlements - How have different monarchs changed London over time?**
Prior Knowledge (Retrieval)	**Lower KS2/Y5** Year 1 - Know the importance of WW1 and its effects Remembrance Day Year 4 – the struggle for power in England: Anglo-Saxons and Vikings - Reasons for invasion - Takeover at Lindisfarne - Signing of treaty with Gurthum	**Lower KS2/Y5** Ancient Egyptians - Importance of the River.Nile - What Egyptian artefacts and tomb painting tell us about the civilisation - Importance of the pyramids and why they were built - Egyptian religious beliefs.	**Lower KS2/Y5** Year 1 – who was Queen Victoria and what changes did she bring to Britain Year 5 – Victorian era : - Impact of the industrial revolution - Significance of Scarborough in the Victorian Era - Local buildings from the Victorian era
Y6	**Knowledge and Skills to be developed:** **What and who caused WW2?** • Describe the sequence of events leading up to WW2 • (TIMELINE 1919-1939) • Name the alliances, Allies and Axis Powers. (England, France, USA, Germany, Russia, Italy) • Name some of the leaders involved in the second world war **World War 2: How did WW2 empower women?** • Identify the various roles of both men and women before, during and after WW2 **In what ways did Britain change after the war?** **- D**escribe how the Beveridge Report led to the creation of the NHS. What was the impact of rapidly changing technology? -explain how changed to technology during WW2 impacted British people's lives during and after the war.	**History- Mayans** **Identify when the Mayans lived and where.** **-** Identify the Mayan Period: 250c-900ce on a timeline - Name where Mayan people lived: Mexico, Guatemala, Honduras, El Salvador and Belize. **Describe what life was like for the Mayans.** - Homes - Jobs/trade - Children's roles - Clothing - Religion **Describe Mayan trade links** - Know that items were exchanged for other items instead of money - Two kinds of goods subsistence (maize, tobacco and clothing) and luxury goods (obsidian, jade, gold, copper, highly decorated pottery, ritual items) - Name other civilisations Mayans traded with: Olmec, Zapotec, Aztec **Know the story of Pakal the Great** - Who was he?	**History-** London/ British settlements **Identify which 6 Monarchs were significant to London's development from 1066.** **Find out about William the Conqueror and his impact on London with the Tower of London**– built the Tower of London • Find out who William the Conqueror was and what he was most well-known for. • Investigate how he became king - what battle did he win. • Find out when he reigned as king. • Describe what affect and impact he had on London during his time as king. • Locate where the Tower of London is. • Find out the reasons for the Tower of London being built. • Discover the history of the Tower of London since it was built. **Henry VIII** – Palace of St. James • Know when Henry VIII reigned and who he came after/before. • Locate the Palace of St James • Research the history of the Palace of St James and its reason for being built.

		- Why was he famous? - What was in his tomb? **Explain what the Mayans believed in.** - Name and identify deities: Itzamna(creator God), K'inich Ahau (Sun God), four Chaacs (storm gods) - Know there were 13 levels of heaven and each level was associated with a colour and direction. **Describe the contributions the Mayans make to the modern world.** - calendar system - the mathematical concept of zero - written language of hieroglyphs	• Describe the impact of the Palace of St James on London and Henry VIII's role in impacting London during his reign. **Elizabeth I** – Prosperous • Know when Elizabeth I reigned and where she comes in the order of Kings and Queens • Find out about how she brought prosperity to London in the duration of her reign and what impact it had on London at the time. • Discover if she had any particular buildings/landmarks made during her reign. **George III** – bought Buckingham Palace from Duke of Buckingham 1761. • Research when this king reigned and how he came to be king. • Discover when Buckingham Palace was built and by whom. • Locate Buckingham Palace • Find out who sold Buckingham Palace and why his wife did not live there. • Learn about what impact Buckingham Palace had on the people at that time. **Queen Victoria** – 1st Royal to live in Buckingham Palace. Crystal Palace. Royal Albert Hall Kensington Gardens. • Learn why Queen Victoria came to be Queen, when she was crowned and how long she served for her to be the second longest reigning monarch. • Discover when she moved into Buckingham Palace and the impact it had on her and the citizens of London. • Research the history of Buckingham Palace during her reign and afterwards until Queen Elizabeth II resided there. • Describe how Queen Victoria changed London during her reign and the impact it had on London.

				• Find out when any why the Royal Albert Hall was built and it's history since. • Locate the Royal Albert Hall. • Discover where Kensington Gardens are and their reason for being created. • Research changes between then and now to Kensington Gardens, • Learn about the creation of Crystal Palace, it's impact on London and its history ever since its creation. **Queen Elizabeth II – opening of buildings, trainlines and landmarks (ie Jubilee Gardens, the Millenium Bridge, The Victorian Line)** • Research the different landmarks and buildings opened by Queen Elizabeth in London during her reign. • Discover the importance of Buckingham Palace and it's influence on tourism • Find out the impact of Queen Elizabeth's reign on tourism • Research the impact of Queen Victoria's reign in London.
Vocabulary	**All**	*e*vidence, primary sources, secondary sources, invade, National Health Service (NHS), housewife,	Trade, *calendar,* hieroglyphs, *ancient civilisations, gods/goddesses, AD, BC, chronology, nomads, empire, discovery, myths and legends, primary and secondary sources*	Landmarks, tourism, development, reign, city, London, impact, *significant*, *monarchy, century, decade*, *King, Queen, past, change*, *chronology, empire, conquest, execution, torture, treason, oral history, parliament*
	Most	Allies, Axis, reserved occupation, Treaty of peace, declared, empower, domestic, appliance		Historical landmarks - Buckingham Palace, The Tower of London,
	Some	Treaty of Versailles, the Beveridge Report, conscription, Colossus machine	Cacao, Haab, Obsidian	conqueror, prosperous,
Quality Texts		Letters from the Lighthouse –Emma Carrol Flossie Albrights Diary Rose Blanche Everything: World War II: Facts and photos from the front line to the home front! (National Geographic Kids) Paperback – 22 July 2021	The Explorer –Katherine Rundell The Hero Twins The great Kapok Tree Mayan Civilisations The Maya (Great Civilisations) Paperback – 28 May 2015 by Tracey Kelly (Author)	The buildings that made London - David Long & Josie Shenoy

Gladstone Road Primary School History

Curriculum Planning

	DK findout! World War II		
Enrichment Activities (e.g.visitors/visits)	Eden Camp Dean Road Cemetery (WW2 focus)	One Day Creative Company; workshops on The Maya	London (for majority of students)
National Curriculum	Pupils should be taught about: • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Pupils should be taught about: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Pupils should be taught about: ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - monarchs since 1066.