

The British School History Medium Term Plan

Year	Autumn	Spring	Summer			
R	EYFS Framework: <i>Past and Present</i> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.					
	Delivered through continuous provision Learning is child-led, and evolves.					
	Me myself and I. What were we like as babies? What did we used to do? How have we changed? Where did we go in the summer holidays?	Bright Lights and Dark Nights. Remembrance and language of time. Christmas traditions – continuity and change	A Winter Wonderland Explorers of the past: Matthew Henson	Ready Stead Grow! Lifecycles – language of time. Significant individuals of the past (Van Gogh)	Our Special World Seaside holidays then and now	Tell Me A Story Castles and nobility
KS1 Year A	N.C. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.					
	Term 1 <u>How did the Fire of London change the lives of Londoners at the time and in the future?</u> <i>Golden thread: People and Society</i> <i>Historical Skills :</i> <i>**Cause and effect (why did the fire spread?</i> <i>**Chronology (the order of events, Stuart era, following the Tudor era)</i> <i>**Continuity and change – (what changed after the fire? What stayed the same?)</i> <i>**finding out about the past – source work (Pepys, paintings)</i> N.C. Pupils should be taught about:	Term 3 <u>How did the lives of Mary Seacole and Florence Nightingale impact others at the time and in the future?</u> <i>Golden thread: People and society</i> <i>Historical Skills:</i> <i>**Chronology: Ordering key events in the lives of both nurses, particularly their time in the Crimean War.</i> <i>**Historical interpretation and significance: understanding why both women are remembered as nursing pioneers, including Nightingale's impact on hospital cleanliness and Seacole's work on the frontline.</i> <i>**Identifying similarities and differences: their background, how they helped soldiers, and their methods of caring.</i>	Term 5 <u>What do historical clues in our locality tell us about our town in the past?</u> <i>Golden Thread: People and Society</i> <i>Trade and Industry, Religious belief</i> <i>Historical Skills:</i> <i>**Chronology: Ordering key events</i> <i>* Finding out about the past – historical Sources: using photographs, paintings, artefacts and stories to learn about the past.</i> N.C. Pupils should be taught about:			

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	<p>- events beyond living memory that are significant nationally or globally</p> <p>- the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><i>** Finding out about the past - historical Sources: using photographs, paintings, artefacts and stories to learn about the past.</i></p> <p>N.C. Pupils should be taught about:</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>- significant historical events, people and places in their own locality</p>
	<p>KQ1 How can we work out why the Great Fire started?</p> <p>KQ2 What actually happened during the Great Fire and how can we know for sure 350 years later?</p> <p>KQ3 Why did the Great Fire burn down so many buildings?</p> <p>KQ4 Could more have been done to stop the Fire?</p> <p>KQ5 How did people manage to live through the Great Fire?</p> <p>KQ6 How shall we rebuild London?</p> <p><i>Wotton fire station – pictures of Victorian Fire brigade</i></p> <p>Key vocab: cathedral, diary, pitch/tar, plaque, water squirts, spread, contain, planning, design, firefighter, river, leather bucket, King Charles II</p>	<p>KQ1 Why is Florence Nightingale remembered today and what did she do in her life? Why do you think Florence took the brave steps to go to the Crimea and who influenced her?</p> <p>KQ2 What did Florence do to help the soldiers and did everyone have the same opinion of her?</p> <p>KQ3 What were the most important achievements of Florence's life?</p> <p>KQ4 How can we work out why Mary Seacole is famous? What were the most important events in Mary's life?</p> <p>KQ5 What was Mary's greatest achievement and how do we know? How did life change for Mary after the Crimean war? Why have we learnt so much about Florence and less about Mary Seacole?</p> <p>KQ6 Should Florence Nightingale rather than Mary Seacole have her statue at St Thomas' hospital? How should we remember Florence Nightingale and Mary Seacole</p> <p>Key vocab: prejudice, Crimean War, Scutari, Turkey, dressing, hygienic, sanitation, bankrupt, Victorian, soldier, cleaning, hospital, British Hotel, Royal Red Cross, nursing, training, courageous, charity, Jamaica, pestle and mortar</p>	<p>KQ1 What does Wotton look like now and what did it look like in the past (Victorian era)? (mapwork). (children interrogate historic maps to ask historically valid questions about the local area).</p> <p>KQ2 What clues are there in my town that tell me about the past? (visit to High street / Heritage centre). (link to Qs generated by the children in L1)</p> <p>KQ3 What can we learn about our past from the Tolsey clock and Wotton Hill trees? What was happening in other places at the same time? (Queen Victoria Jubilee)</p> <p>Key vocab: local, locality, era, ago, duration, Tudor, Medieval, Victorian era, Tolsey Clock, Jubilee, Queen Victoria, prison, Wotton Hill CT TO ADD TO ACCORDING TO CHILD-LED ENQUIRY</p>
<p>KS1 Year B</p>	<p>N.C. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>		
	<p style="text-align: center;">Term 1</p> <p style="text-align: center;"><u>How did Scott and Armstrong impact people in the world?</u></p> <p style="text-align: center;"><i>Golden Thread: People and Society</i></p> <p style="text-align: center;"><i>Historical skills</i></p>	<p style="text-align: center;">Term 3</p> <p style="text-align: center;"><u>How have three famous Queens of England changed the lives of people living at the time?</u></p> <p style="text-align: center;">Golden Thread: <i>Empire, People and Society</i> <i>Trade and Industry, Religious belief</i></p> <p style="text-align: center;"><i>*Allude to these if appropriate to the children's abilities</i></p>	<p style="text-align: center;">Term 5</p> <p style="text-align: center;"><u>What can toys tell us about the lives of children in the past?</u></p> <p style="text-align: center;"><i>Golden Threads: Empire, People and Society</i> <i>Trade and Industry, Religious belief</i></p> <p style="text-align: center;"><i>Historical skills</i></p>

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	<p><i>**Chronology: Placing the lives of Armstrong and Scott on a timeline to show the passing of time.</i></p> <p><i>**Historical interpretation and comparison: Explaining why they are "significant individuals" and how their achievements impacted the world. Identifying similarities and differences between the two explorers, such as their modes of transport and the risks they faced.</i></p> <p><i>**Finding out about the past: Using sources like photographs, diary entries (Scott), and video footage (Armstrong) to find out about the past.</i></p> <p>N.C. Pupils should be taught about:</p> <ul style="list-style-type: none"> - 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. - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p style="text-align: center;"><i>Historical skills</i></p> <p><i>**Chronological Understanding: Placing Elizabeth I (c. 500 years ago), Victoria (c. 200 years ago), and Elizabeth II (living memory) in order.</i></p> <p><i>**Historical Interpretation: Identifying key characteristics of each queen and their eras, such as the Spanish Armada (Elizabeth I), railways (Victoria), and modern changes (Elizabeth II).</i></p> <p><i>**Finding out about the past: Using visual sources (portraits, photos) to identify clues about life in different periods and understanding how we know about the past.</i></p> <p><i>**Continuity and Change: Investigating differences in transport, clothing, and technology between the three reigns.</i></p> <p>N.C. Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p><i>**Chronological Understanding: Ordering toys from oldest to newest and placing them on a timeline.</i></p> <p><i>**Historical Enquiry: Asking questions to find out about the past, such as "Is it...?" and "How do I know this is old?". Using Sources: Examining old toys, photos, and talking to older people (parents/grandparents) to understand the past.</i></p> <p><i>**Continuity and Change: Identifying similarities and differences between toys from different generations (e.g., 1950s vs. today)</i></p> <p>N.C. Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
	<p>KQ1 Why do you think Captain Scott is so famous today? KQ2 How did Scott manage to get to the South Pole and what happened when he got there? KQ3 How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know? KQ4 Why did Scott fail to get there first? KQ5 How should we remember Scott today and should we carry on exploring today? KQ6 Should we go to the moon?</p> <p><i>Scott's son founded Slimbridge.</i></p> <p>Key vocab: astronaut, explorer, Antarctic, journey, mission, port, trade, discover, South Pole, expedition, frostbite, sledge, scurvy, polar, huskies, Norwegian</p>	<p>KQ1 Which three queens of England are most remembered in history and why? KQ2 How different was life in England during the 3 queens' reigns? KQ3 How do we know about the queens who lived so long ago? KQ4 What important changes happened when the three queens ruled? KQ5 How should we remember these famous Queens? <i>Monarchs visiting our locality</i></p> <p>Key vocab: monarch monarchy, king /queen, royal, throne, crowned, reign, castle, achievements, /, century, era, reign, Parliament, Tudor, Victorian, 20th century, 21st century, mourning, rule, religion</p>	<p>KQ1 What are our toys like today? KQ2 What are other people's toys like? KQ3 How can we tell these toys are old? KQ4 What were our grandparents' toys like and how do we know? KQ5 Who played with these toys a long time ago? KQ6 How can we set up a Toy Museum?</p> <p><i>Grandparents' toys</i></p> <p>Key vocab: Tea set, rocking horse, Victorian, century/20th century, differences, Manual, mechanical, technological, fashionable, impact, fragile, material, thaumatrope</p>
LKS2 Year A	N.C. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and		

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<p>organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. There should be a combination of overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>		
<p>Term 1 <u>How did people's lives and land use change from the Stone Age to The Iron Age?</u> <i>Golden Thread: People and Society, Trade and Industry, Religious belief</i> <i>HISTORICAL SKILLS:</i> <i>**Historical Enquiry & Evidence - how can we possibly know what it was like so many years ago before man recorded his thoughts in writing?</i> <i>**Chronology - appreciation of the length of each period</i> <i>**Continuity and Change - what were the main changes during this long era?</i></p> <p>N.C.: - changes in Britain from the Stone Age to the Iron Age - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>Aerial Archaeological explorer to show ancient settlement locally</i></p> <p>Key vocab: stone age, Neolithic, Palaeolithic, Mesolithic, hunter-gatherer, hillfort, roundhouse, tribe, farming, nomad, druid, homo sapiens, bronze age, iron age, Celts, hunter-gatherer</p>	<p>Term 3 <u>Empire and people - How did the Egyptian people benefit from living in in this civilisation</u> Golden thread: Empire, People and Society Trade and Industry, Religious belief <i>Historical Skills:</i> <i>**Cause and consequence significance of the Nile)</i> <i>**Historical Enquiry & Evidence - source work - how can we find out about ancient Egypt? What type of evidence exists? archaeological excavations, artefacts, architecture</i> <i>**Chronology - appreciation of the length of each period. . Concurrency.</i> <i>** Historical significance - were there other civilisations like the ancient Egyptians?</i></p> <p>N.C: - study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key vocab: Civilisation, Delta, Egypt, Lower Egypt, Upper Egypt, River Nile, Atum, creation story, Horus, Isis, Nun, Osiris, Ankh, Anubis, Book of the Dead, hieroglyphs, Osiris, Papyrus, Skemet, Ra, Pharaoh, foundations, pulley, pyramid, quarrying, ramps, amulet canopic jars, embalmer, immortal, linen, natron, preserve, resin, sarcophagus</p>	<p>Term 5 <u>How did the work of Jenner, Tyndale and Pittman impact people at the time and in the future?</u> <u>How can the History of our local area help us to understand the wider history of Britain?</u> <i>Golden Threads: People and Society</i> <i>Religious belief</i> <i>Historical Skills:</i> <i>**Continuity and change - (Advancements - Jenner and vaccines; What stayed the same? link to hygiene and Florence N and Mary S)</i> <i>**Historical Enquiry & Evidence source work</i> <i>**Local history - What clues (evidence) can we identify?</i></p> <p>N.C: - a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key vocab: cowpox James Phipps, smallpox, Gloucestershire, doctor, milk-maid, science, scarring Infected, scab, vaccine, vaccinate, vaccination, virus, bible, monument, Hebrew, Latin, translate, religion, The Church, power, influence, Isaac, shorthand, founder, The British School</p>
<p>KQ1 Was Stone Age man simply a hunter and gatherer, concerned only with survival?</p>	<p>KQ1 What do I know about ancient civilisations? Why is it important to learn about the Egyptians in school?</p>	<p>KQ1 What impact did Jenner have on medicine? KQ2 Why was William Tyndale killed?</p>

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	<p>KQ2 How different was life in the Stone Age when man started to farm? KQ3 What can we learn about life in the Stone Age from a study of Skara Brae? KQ4 Why is it so difficult to work out why Stonehenge was built? KQ5 How much did life really change during the Iron Age and how can we possibly know? KQ6 Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery?</p>	<p>KQ2 How can we discover what Ancient Egypt was like over 5000 years ago. KQ3 Who opened Tutankhamun's tomb and why? KQ4 So who did build the pyramids? Did the Prince of Egypt film get it right? KQ5 What can an old clay model and a pair of old sandals tell us about life in Ancient Egypt 5,000 years ago? KQ6 Why and how did they embalm the dead and what was the Book of the Dead?</p>	<p>KQ3 What clues exist locally to help us find out about the history of our school? KQ4 What can we find out about going to school in Victorian times? What has changed and what has stayed the same?</p>
<p>LKS2 Year B</p>	<p>Term 1 <u>How did the lives of British children change due to the Second World War?</u> <i>Golden Thread: Empire, People and Society Trade and Industry, Religious belief</i> <i>Historical Skills :</i> <i>**Cause and consequence - How and why did WWII start?</i> <i>**Continuity and change - How did the lives of children change during the war?)</i> <i>**Historical Enquiry and source work - The Home Front and the bias of Propaganda</i> <i>**Historical significance and local history - local impact - investigating how the war affected Wotton: memorials, evacuees, school.</i></p> <p>N.C:</p> <ul style="list-style-type: none"> - a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources 	<p>Term 3 <u>Victorian England – Golden Years or Dark Ages?</u> <i>Golden Threads: Empire, People and Society Trade and Industry, Religious belief</i> <i>Historical Skills:</i> <i>**Cause and consequence -industrial revolution and expansion of British Empire</i> <i>**Continuity and change - what changed during the Victorian era for children? What stayed the same?</i> <i>***Historical Enquiry and source work - child reforms in factories</i> <i>** Local Historical significance - How do we know the Victorians lived in Wotton? What clues (evidence) can we identify?</i></p> <p>N.C.:</p> <ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources <p><i>Coalpit Heath and child labour (folk song)</i></p> <p>Key vocab: street children, working children, gruel</p>	<p>Term 5 <u>How did the rebellion of Boudicca impact people at the time and in the future?</u> <u>How did the lives of Britons change during the era of the Roman rule of Britain?</u> <i>Golden Threads: Empire, People and Society Trade and Industry, Religious belief</i> <i>Historical Skills :</i> <i>**Cause and consequence - Why did the Romans invade Britain? The Roman army and expansion of Roman Empire</i> <i>**Continuity and change - (what changed during Roman Briton? What stayed the same? What legacy has been left?</i> <i>***Historical Enquiry and source work - descriptions of Boudicca and bias</i> <i>**Chronology -what came before and after the Romans. What was happening at the same time (concurrency)?</i> <i>**Local Historical significance - how do we know the Romans settled in our area? Chedworth, Cirencester, Fosse Way.</i></p> <p>N.C:</p> <ul style="list-style-type: none"> - The Roman Empire and its impact on Britain - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information.

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	<p><i>How was Wotton impacted by the war? Evacuees to the area, plane crash</i></p> <p>Key vocab: Axis, Allies, Nazi, Adolf Hitler, evacuation, evacuees, Blitz, propaganda, Luftwaffe, RAF, Blackout, siren, rationing, Kindertransport, countryside, bombing, cities, Home Front</p>	<p>Dr. Barnardo, The British Empire, electricity, inventions, industrialisation, workhouse, Victoria, factories, push and pull, cotton, textiles, steel, locomotive, reforms, cholera, workhouse, child labour, Acts</p>	<p>- understand how our knowledge of the past is constructed from a range of sources</p> <p><i>Case study of Chedworth Cirencester, Fosse way</i></p> <p>Key vocab: invasion, legionary, centurion, Hadrian's Wall, Roman roads, bath house, villa, mosaic, Boudicca, Julius Caesar, emperor, and Romanisation</p>
	<p>KQ1 Why did Britain have to go to war in 1939? KQ2 Why it was necessary for children to be evacuated and what was evacuation really like? KQ3 What did Britain do to fight back against the Axis -powers? KQ4 How did people manage to carry on normal life during the war and how do we know? KQ5 Why is it so difficult to be sure what life on the Home Front was really like? KQ6 What was VE day really like? KQ7 How was Wotton impacted by the war?</p>	<p>KQ1 What evidence is there is Wotton of the Victorians living here? What were the main changes during the Victorian era and how can we find out about this period of time? KQ2 What role did our locality play in the Industrial Revolution? Stroud's textile industry. KQ3 Children working in Victorian factories: was it as bad as they tell us? KQ4 Going to school in Victorian times: can pupils write a paragraph for a KS1 textbook using photographs alone? KQ5 Victorian poor and the workhouse; what does Martha's story tell us? Were there workhouses near us?</p> <p>ASSESSMENT – would you like to have grown up in Victorian times?</p>	<p>KQ1 Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? KQ2 Why did Boudicca stand up to the Romans and what image do we have of her today? KQ3 How were the Romans able to keep control over such a vast empire? How can we explain the power of the Roman army at this time? (This brings in a European dimension to the Roman Empire and is where work on Hadrian's Wall features.) KQ4 How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know? KQ5 How can we solve the mystery of why this great empire came to an end? KQ6 How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? How far did the Romans change the life of people living in Britain after the conquest? KQ7 What can we tell about Roman life from a study of this villa/fort?</p>
<p>UKS2 Year A</p>	<p>N.C. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. There should be a combination of overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>		
	<p>Term 1 <u>How were the lives of Britons changed when the Saxons arrived?</u> <i>Golden Threads: Empire, People and Society Trade and Industry, Religious belief Historical Skills:</i></p>	<p>Term 3 <u>How have Black British people enhanced British Society over the past 2000 years / treated / been a part of British Society/life / contributed to British society??</u> <i>Golden Threads: Empire, People and Society Trade and Industry, Religious belief Historical Skills:</i></p>	<p>Term 5 <u>What can we uncover about the lives of everyday people in Gloucestershire?</u> <i>Golden Thread: Empire, People and Society, Trade and Industry, Religious belief Historical Skills:</i></p>

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<p><i>**Cause and consequence - why the different invaders came to our shore</i></p> <p><i>**Continuity and change - (battle for control of the land ebbed and flowed)</i></p> <p><i>**Interpreting in the past - (was Alfred really great and were the Dark Ages in Anglo-Saxon Britain really that dark?)</i></p> <p><i>**Chronology - what came before and after ? What was happening at the same time (concurrence)?</i></p> <p>N.C.:</p> <ul style="list-style-type: none"> - 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 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources <p><i>Aerial photo Explorer, place names</i></p> <p><i>Key vocab: Angles, Saxons, Jutes, Scots, Picts, invasion, Britons, Romans, wattle and daub, Wessex, claimants, kingdom, Northumbria, Mercia, Wessex, East Anglia, Kent, villages, thatch, straw, hut, Battle of Edington,, Danelaw, leadership qualities, Sutton Hoo, burial, mound, Christianity, Pope, nobles</i></p>	<p><i>**Continuity and change - how have the lives of Black people in Britain changed? What has stayed the same?</i></p> <p><i>** Historical Significance: Evaluating the impact of key individuals such as John Blanke (Tudor trumpeter), Mary Seacole, or modern trailblazers</i></p> <p><i>** Cause and Consequence: Investigating the impact of the transatlantic slave trade and the British Empire on modern British society.</i></p> <p><i>**Historical Enquiry and source work - Examining evidence such as the Ivory Bangle Lady (Roman era) or photographs of the Windrush generation to make inferences.</i></p> <p><i>**Chronology - Mapping the long presence of Black people in Britain, from Roman times to modern migration.</i></p> <p>N.C.:</p> <ul style="list-style-type: none"> - thematic study - long arc of development - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources <p><i>Census data evidencing Windrush generation moving to local cities</i></p> <p><i>Key vocab: diversity, Windrush, migration, emigrant/immigrant, racial, racism, Atlantic Slave Trade, abolition, an act of Parliament, African Caribbeans, trenches, discrimination, equality, Black Lives Matter, Commonwealth, Middle Passage</i></p>	<p><i>**Historical Enquiry & Evidence - source work - how much can we find out from Census Data? What's missing? What are the obstacles?</i></p> <p><i>**Continuity and change - (what is different about life in Victorian Wotton? What has stayed the same?)</i></p> <p>N.C.:</p> <ul style="list-style-type: none"> - local history - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources <p><i>Key vocab: census, data collection, records, archives, enumerator, marital status, lunatic, asylum, labourer, profession</i></p>
<p>KQ1 Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p>	<p>KQ1 How shall we tell the story of the first Black Britons in Britain?</p>	<p>KQ1 What is a census and how can it help historians? KQ 2 What's their (hi)story?</p>

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	<p>KQ2 What does the mystery of the empty grave tell us about Saxon Britain? KQ3 How did people's lives change when Christianity came to Britain and how can we be sure? KQ4 How were the Saxons able to see off the Viking threat? The story from 790-1066 KQ5 Just how great was King Alfred, really? KQ6 Just how effective was Saxon justice? KQ7 So how dark were the dark Ages, really?</p>	<p>KQ2 What part did Black people play in British life when they started to settle 500 years ago? KQ3 What difference did the slave trade make to the experience of the Black people? KQ4 When so many Black people rushed to fight in the two world wars, why then is it only recently that their sacrifice has been properly recognised? KQ5 How did the arrival of the Empire Windrush change the way Black People were treated in Britain? KQ6 How far has life improved for Black people living in Britain in the last 60 years?</p>	<ul style="list-style-type: none"> • Finding out about families locally • investigating continuity and change through a study of professions and contextualising our findings within the national and global context <p>KQ 3 What can we find out about Wotton between 1801 and 1931 from census information?</p> <ul style="list-style-type: none"> • Planning a visit to our local history hub, researching and interpreting their sources and presenting our findings <p>KQ 4 What did this poor prisoner do?</p> <ul style="list-style-type: none"> • Taking one Gloucester prisoner. A snapshot of the criminal justice system in the 1800s: What do the sources of evidence tell us about Charles Aston and the Justice system in Victorian England? (What are the crimes? Are there any patterns? If there are – what might the reasons be?) What is the nature and purpose of a house of correction? How does this compare to prisons today? Why did so much change happen in crime and punishment during the 19th century? Has the way we catch and punish criminals improved since the times of Charles Aston? <p style="text-align: center;">Historical Qs answering them interrogating sources Through the key whole – using secondary source to help us</p>
<p>UKS2 Year B</p>	<p>N.C. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. There should be a combination of overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>		
<p>N.C.:</p>	<p>Term 1 How were the lives of Britons changed when the Vikings arrived? <i>Golden Threads: Empire, People and Society Trade and Industry, Religious belief Historical Skills:</i></p> <p><i>**Historical Enquiry & Evidence – source work Examining, comparing, and interpreting primary evidence such as jewellery, weapons, and tools.</i></p> <p><i>**Chronology: Positioning the Viking Age (c.793–1066) in relation to Romans and Anglo-Saxons. Concurrence – Ancient Islamic civilisation</i></p> <p><i>**Understanding Change: Recognizing the shift from raiding (early period) to establishing trade and settling in Britain (Danelaw).</i></p>	<p>Term 3 Ancient Greeks – How did the Greek civilisations impact the world? <i>What did the Ancient Greeks teach us?</i></p> <p><i>Golden Threads: Empire, People and Society Trade and Industry, Religious belief Historical Skills:</i></p> <p><i>**Chronological Understanding: Placing key figures (e.g., Alexander the Great) and events (e.g., first Olympics 776 BC) on timelines.</i></p> <p><i>**Historical Enquiry & Evidence: Source work. Analysing photos of artefacts, such as pottery and statues, to deduce information about daily life, armour, and gods.</i></p> <p><i>**Continuity and Change: Comparing the ancient Athenian democratic system with modern Western systems.</i></p>	<p>Term 5 How did the Golden Age of Islam impact the world? How does this compare with the impact of the Vikings? <i>Golden Threads: Empire, People and Society Trade and Industry, Religious belief Historical Skills:</i></p> <p><i>**Chronological Understanding: Placing ancient Islam in context and Golden Age in context (starting in the 7th century) and understanding its peak during the Abbasid Dynasty (c. AD 750–1258).</i></p> <p><i>** Historical Interpretation & **Continuity and Change: Comparing the ancient Islamic culture with that of the Vikings. Legacy – Evaluating the impact of Islamic advancements, such as the House of Wisdom, on modern mathematics, medicine, and technology</i></p>

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<ul style="list-style-type: none"> - 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 - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources <p><i>Aerial photo Explorer, place names (Sharpness – did the Vikings come to Wotton?!) </i></p> <p>Key vocab: Trader, engineer, raider, Anglo-Saxon chronicle, ballast, hull, keel, mast, longboat, oars, Rudder, garnet, Jorvik, quern stone, Danelaw, paganism, sacred, Yorkshire, monk, Lindisfarne</p>	<p>Identifying similarities and differences between the original Olympics and modern games.</p> <p>** Historical Interpretation Using Greek myths and legends to understand cultural beliefs, values, and thought processes.</p> <p>N.C.:</p> <ul style="list-style-type: none"> - study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources. <p>Key vocab: Sparta, city states, democracy, civilisation, Hoplite, Pantheon, Acropolis, philosophy, myths, pottery, slaves, column, theatre, tragedy and comedy, siege, Marathon, Olympics</p>	<p>**Historical Enquiry & Evidence: Source work. Analysing photos of artefacts, paintings and buildings/architecture</p> <p>N.C.:</p> <ul style="list-style-type: none"> - a non-European society that provides contrasts with British history – early Islamic civilization - develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms - regularly address and sometimes devise questions about change, cause, similarity and difference, and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources <p>Key vocab: Byzantine, Baghdad, Caliphate, silk road astronomy, Arabic, translate, civilisation, House of Wisdom, mosque, scholar, Islam, Muslim, Christian, Jew, Prophet Muhammad, Makkah, Cordorba,</p>
<p>KQ1 what image do we have of the Vikings? KQ2 Why have the Vikings gained such a bad reputation? KQ3 How did the Vikings try to take over the country and how close did they get? KQ4 How have recent excavations changed our view of the Vikings? KQ5 What can we learn about Viking settlement from a study of place name endings? KQ6 Raiders or settlers: how should we remember the Vikings?</p>	<p>KQ1 How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago? KQ2 What can we work out about everyday life in ancient Athens from the pottery evidence that remains? KQ3 Why was Athens able to be so strong at this time? KQ4 What was so special about life in 5th Century BC Athens that makes us study it? KQ5 What can we tell about the ancient Greeks from their interest in the theatre and festivals like the Olympics? KQ6 In what ways have the ancient Greeks influenced our lives today?</p>	<p>KQ1 Why do you think it is important to study Islam in this period, c.900? KQ2 How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death? KQ3 What can we learn about Islam from the way they set up the capital at Baghdad? KQ4 In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know? KQ5 What was daily life for rich people in Islamic cities? KQ6 Which of the early Islamic achievements has most effect on our lives today?</p>

Chronological Understanding: Mapping the long presence of Black people in Britain, from Roman times to modern migration.

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Source Analysis: Examining evidence such as the Ivory Bangle Lady (Roman era) or photographs of the Windrush generation to make inferences.

Understanding Continuity and Change: Exploring how Black people have lived in Britain for centuries, challenging the view that it is only a recent history.

Cause and Consequence: Investigating the impact of the transatlantic slave trade and the British Empire on modern British society.

Historical Significance: Evaluating the impact of key individuals such as John Blanke (Tudor trumpeter), Mary Seacole, or modern trailblazers.

Empathetic Understanding: Exploring personal narratives, such as those of the Windrush generation