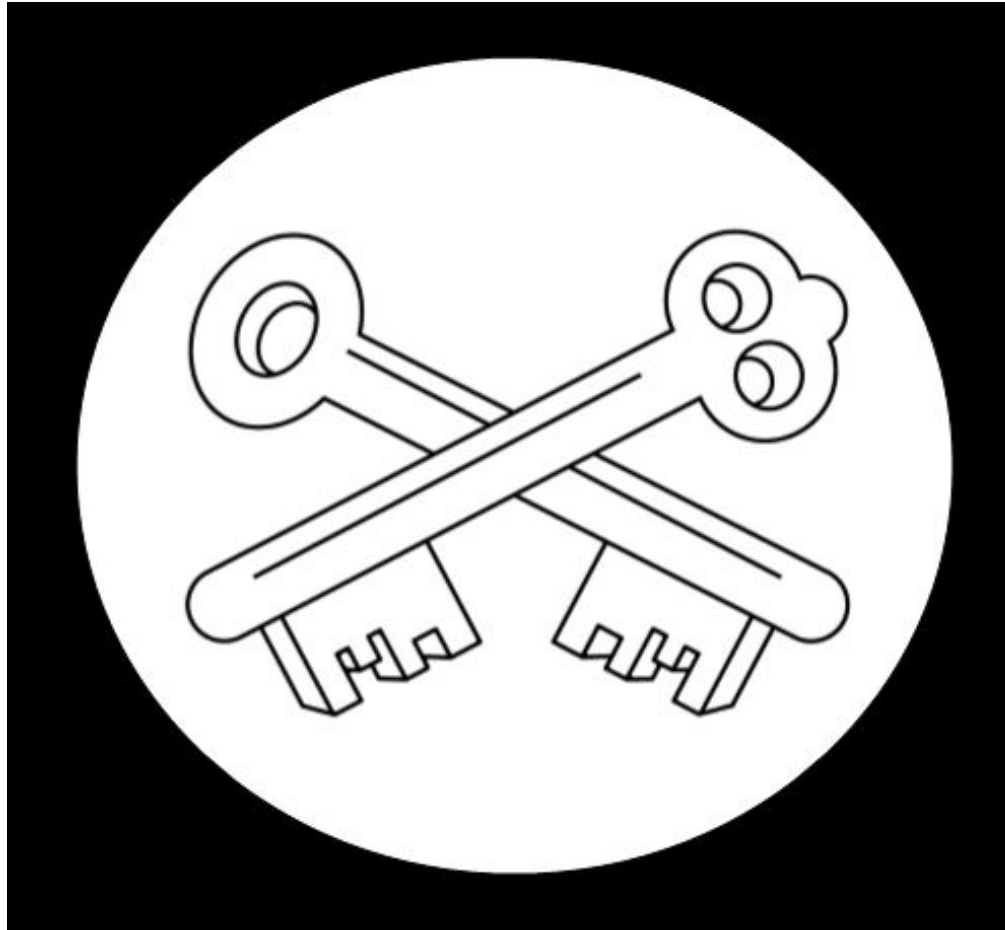


ST PETER'S COFE JUNIOR SCHOOL



HISTORY CURRICULUM

CONTENTS

St Peter's Curriculum

Purpose and rationale

Yearly overview

Learning journey

Enquiry questions

Big ideas and concepts

Progression map

Spirituality at St Peter's

Unit planners

ST PETER'S CURRICULUM

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.



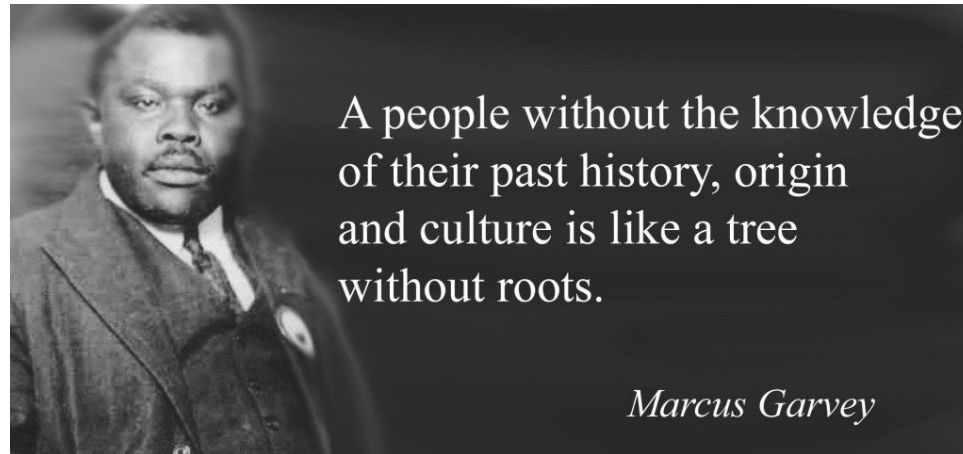
		
Head	Heart	Hands
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.

In order to fulfil these curriculum aims, we have eight key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices.	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model.	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in.

		
Memory in Mind	Vocabulary-rich	Empowering Knowledge
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

PURPOSE AND RATIONALE



By learning History, pupils at St Peter's will understand that history is the narrative of the past and that they are the characters in the narrative of shaping the future. They will be inspired to think of consequences of actions on a bigger scale and consider their role now and in the future.

Our curriculum gives pupils a strong grounding in British history; taught chronologically from the first settlements through to Roman Britain, the Anglo-Saxons and Vikings. This is supplemented through local history studies which also add to the pupils' knowledge of the history of Britain.

Within our learning of local history, Year 3 starts by building on their learning from Key Stage 1 where we look at the history of Nottingham Castle through key events in time. Our next two units both explore women's roles in history learning about the Elizabethan period and Bess of Hardwick, and the Suffragettes. Year 6 will learn about Nottingham during WW2, considering how it affected Nottingham. Whilst studying these units children will explore themes of democracy, empire, civilisation, change, parliament, power, rights, ruler, invasion, culture, oppression and rebellion.

We have carefully selected four units exploring world history providing global coverage and introducing a number of themes in chronological order. The Year 3 unit on Ancient Egypt introduces ideas around civilisation, religion and culture and Ancient Greece, in Year 4, introduces themes of democracy, power, rights and rulers. The Year 5 unit on Mayan Civilisation continues exploring these themes and our learning on Civil Rights in Year 6 also considers oppression and rebellion. This learning should be cumulative and allow children to make links between different units.

Throughout this curriculum the disciplinary skills of history are also taught. Children will have the opportunity to explore a variety of historical sources and from these be encouraged to consider how they are useful to historians and to make interpretations. We will also explore themes of perspective, continuity and change throughout all these units.

WHY THIS AND WHY HERE?

Unit	Why this and why here?
Nottingham Castle	Builds on learning from KS1 - local history, links to Robin Hood and how buildings have changed through history. Relates to the NC objective - "Significant places in their locality." Relatable to children as it builds on the knowledge of the more recent past, and is a local landmark. Introduced the themes of power, culture, rebellion and rulers.
Stone Age to Iron Age	Taught chronologically - first part of statutory British history. Themes of civilisation, culture and change introduced.
Ancient Egypt	Achievements of the earliest civilisations - NC. Taught chronologically, prior to learning about the Romans in Britain. Links to learning about rivers in Geography. Overview of Ancient Civilisations (Ancient Sumer, The Indus Valley, The Shang Dynasty). Themes of civilisation, culture, religion, power and ruler.
Ancient Greece	Within the year group, there is the chance to compare and contrast to Roman civilisation and culture. Builds on learning of Egyptians.

	Influence on western world and achievements. Themes of democracy (link to citizenship lessons), civilisation, religion, power, rights and culture.
Elizabethans	Focus on famous local people (E.g. Bess of Hardwick) which builds upon the study of significant historical figures in KS1. Focus on local buildings (Wollaton Hall, Hardwick Hall). Themes of democracy, women in history, ruler, rights, power and culture.
Roman Britain	Follows chronologically from Stone Age to Iron Age, Ancient Egypt and Ancient Greece. Compare and contrast to Ancient Greece. Second part of statutory British history. Themes of invasion, civilisation, culture, rebellion, oppression, rights and ruler.
Anglo Saxons	Follows on chronologically from learning about Romans in Britain. Part of statutory British history. Themes of civilisation, power, invasion, oppression and culture.
Mayan Civilisation	Builds chronologically from the other civilisations of Ancient Egypt and Ancient Greece (discuss timelines and see where they run parallel). Can link to future Geography learning of North America and the theme of trade. Non-European civilisation that provides contrast with British history (Anglo-Saxons) - NC. Themes of civilisation, ruler, religion, power and culture.

Suffragettes	Builds on prior learning linked to democracy, taught before learning about civil rights in the following year. Local link - Helen Kirkpatrick Watts. Themes of democracy (link to citizenship lessons, parliament, rights, power, women, oppression and rebellion.
Vikings	Final part of statutory British history and taught chronologically after Anglo Saxons. Themes of invasion, civilisation, power, rulers and culture.
Nottingham during WW2	Local history links. Children mature enough to access learning. Leads on to learning in KS3. Themes of power, rights, rulers, invasion and oppression.
Civil Rights	This unit builds on the pupils prior knowledge of the Suffragettes and their battle for the vote. It also links to the unit on Ancient Greece and the notion of democracy. Brings the pupils up to the present day - demonstrates the importance of past events in shaping the world today. Themes of democracy, power, rights, parliament and rebellion.

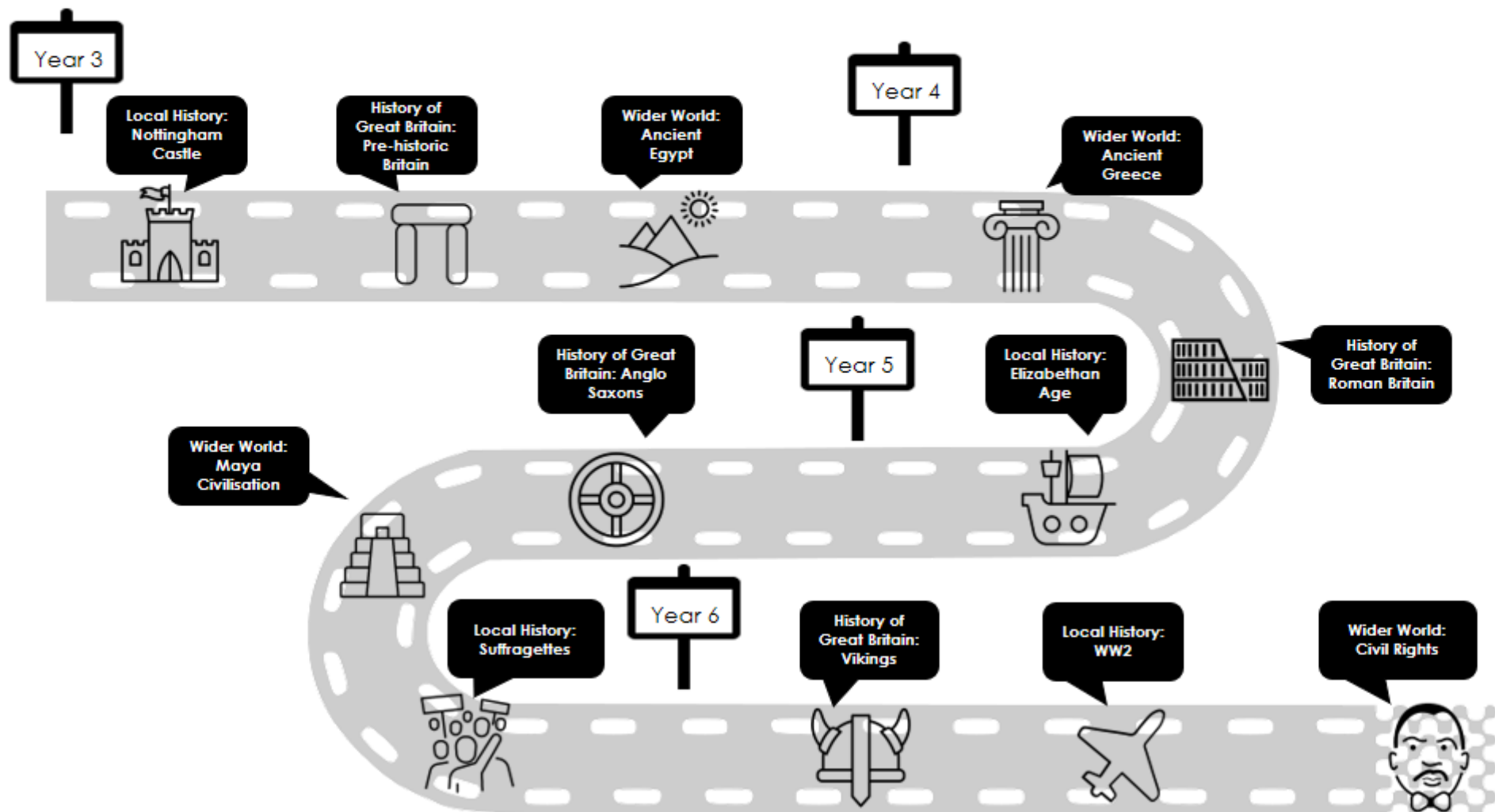
HOW OUR CURRICULUM SUPPORTS GAPS IN OUR PUPILS' KNOWLEDGE AND SKILLS

Context and demographics	Implications for St Peter's History curriculum
A considerable number of our pupils join us with significantly higher than average levels of prior attainment.	The History curriculum is designed to be demanding, knowledge-rich and built upon the highest of expectations so that all pupils are challenged.
School location deprivation indicator is in quintile 1 (least deprived) of all schools.	Through the curriculum, our pupils are exposed to the struggles and challenges others have faced such as Civil Rights and the Suffragettes.
Despite the above, there are pockets of deprivation in the catchment (with some pupils coming to the school from one of the 10% most deprived neighbourhoods in the UK) and we have an increasing number of Disadvantaged Pupils with us.	The curriculum provides the cultural capital these pupils may not receive outside of school focusing particularly on providing the pupils with a secure understanding of key local, British and World History.
95% of the local population is white with very few residents born outside of the UK.	Our History curriculum aims to expose our pupils to the diverse world many of our pupils are not exposed to.
Historically, our pupils (particularly boys) have had gaps in their knowledge and skills when it comes to Writing.	Our History curriculum explicitly teaches key vocabulary, provides opportunities for pupils to apply their Writing skills and, because it is knowledge-rich, provides them with background knowledge which is crucial for Literacy.

ST PETER'S LEARNING JOURNEY: HISTORY

"A people without the knowledge of their past history, origin and culture is like a tree without roots."

Marcus Garvey



HISTORY CURRICULUM OVERVIEW

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3		Local history: Nottingham Castle		History of Great Britain: Prehistoric Britain		Wider world History: Ancient Egypt
Year 4		Wider world History: Ancient Greece		History of Great Britain: Roman Britain		Local history: Elizabethan
Year 5		History of Great Britain: Anglo Saxons		Wider world History: Maya civilisation - 900AD		Local history: Suffragettes
Year 6		History of Great Britain: Vikings		Local history: Nottingham during WW2		Wider world History: Civil Rights

ENQUIRY QUESTIONS

	Local History	History of Great Britain	Wider World History
Year 3	Nottingham Castle	Prehistoric Britain	Ancient Egypt
	How has Nottingham Castle changed throughout time?	What was life like in prehistoric times?	What were the Egyptians greatest achievements?
Year 4	Elizabethan Era	Roman Britain	Ancient Greece
	Was Queen Elizabeth I's reign a 'Golden Age'?	What is the legacy of the Romans in Britain?	How have the Ancient Greeks influenced our lives today?
Year 5	Suffragettes	Anglo Saxons	Maya Civilisation
	How influential were the Suffragettes in getting women the right to vote?	How did the Anglo Saxons change life in the UK?	What did the Maya achieve?
Year 6	Nottingham during WW2	Vikings	Civil Rights
	What was life like in Nottingham during WW2? -	Do the Vikings have an unfair reputation?	Was the American Civil Rights movement a success?

COVERAGE OF KEY CONCEPTS AND BIG IDEAS

Year 3

Nottingham Castle

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Prehistoric Britain

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Ancient Egypt

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Year 4

Elizabethan Era

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Roman Britain

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Ancient Greece

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Year 5

Suffragettes

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Anglo Saxons

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Maya Civilisation

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Year 6

Nottingham during WW2

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Vikings

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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Civil Rights

Democracy	Civilisation	Change	Parliament	Power	Rights	Ruler	Invasion	Culture	Oppression	Rebellion	Religion
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OUR KEY CONCEPTS DEFINED

DEMOCRACY

A form of government in which power rests with the people, either directly or through elected representatives.

Year 4 - Ancient Greece

Year 5 - Suffragettes

Year 6 - Nottingham during WW2

CIVILISATION

A well organised group of people that have laws, culture, a regular way of getting food and protecting the people.

Year 3 - Ancient Egypt

Year 4 - Roman Britain

Year 4 - Ancient Greece

Year 5 - Maya Civilisation

CHANGE

Changes to the way that a society or culture is run, how it functions or is governed.

Year 3- Nottingham Castle

Year 3- Prehistoric Britain

Year 4 - Roman Britain

Year 5 - Suffragettes

Year 5 - Anglo Saxons

Year 6 - Vikings

Year 6 - Civil Rights

PARLIAMENT

Where politicians meet to decide laws and make decisions for the United Kingdom.

Year 4 - Elizabethan Era

Year 5 - Suffragettes

POWER

To have control, authority, or influence over others.

Year 3- Nottingham Castle

Year 3 - Ancient Egypt

Year 4 - Elizabethan Era

Year 4 - Roman Britain

Year 4 - Ancient Greece

Year 5 - Suffragettes

Year 5 - Anglo Saxons

Year 5 - Maya Civilisation

Year 6 - Civil Rights

Year 6 - Nottingham during WW2

Year 6 - Vikings

RIGHTS

Something that everyone is entitled to.

Year 4 - Roman Britain

Year 4 - Ancient Greece

Year 5 - Suffragettes

Year 6 - Civil Rights

Year 6 - Nottingham during WW2

RULER

The person who is in charge.

Year 3 - Nottingham Castle

Year 3 - Ancient Egypt

Year 4 - Elizabethan Era

Year 4 - Roman Britain

Year 5 - Maya civilisation

Year 6 - Nottingham during WW2

Year 6 - Vikings

INVASION

To enter a country or group's land as an enemy, by force, in order to conquer or plunder.

Year 4 - Elizabethan Era

Year 4 - Roman Britain

Year 5 - Anglo Saxons

Year 6 - Vikings

Year 6 - Nottingham during WW2

CULTURE

A society's beliefs, way of life, or art.

Year 3 - Prehistoric Britain

Year 3 - Ancient Egypt

Year 4 - Elizabethan Era

Year 4 - Roman Britain

Year 4 - Ancient Greece

Year 5 - Anglo Saxons

Year 5 - Maya Civilisation

Year 6 - Vikings

OPPRESSION

The unfair treatment of a group of people.

Year 4 - Roman Britain

Year 5 - Suffragettes

Year 6 - Civil Rights

Year 6 - Nottingham during WW2

REBELLION

An armed fight or uprising against the rulers of the area that one lives within.

Year 3- Nottingham Castle

Year 4 - ELizabethan Era

Year 4 - Roman Britain

Year 5 - Suffragettes

Year 5 - Civil Rights

RELIGION

A belief in a god or gods and the activities that are connected with this belief.

Year 3- Ancient Egypt

Year 4 - Elizabethan Era

Year 4 - Roman Britain

Year 4 - Ancient Greece

Year 5 - Maya Civilisation

END POINTS

By the end of KS2, we expect all pupils will have:

- Developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Made connections, contrasts and trends over time and developed the appropriate use of historical terms.
- Regularly addressed and sometimes devised historically valid questions about change, cause, similarity and difference, and significance.
- Constructed informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understood how our knowledge of the past is constructed from a range of sources.

PROGRESSION IN HISTORY

Chronology			
Year 3	Year 4	Year 5	Year 6
British History timeline: Nottingham Castle topic to cover key events for the castle 1068-present. Stone Age to Iron Age. World History Timeline: Egyptians. Place events on a timeline and understand what came before and after. Start to compare events in British history to world history. Understand BCE/CE. Understand a 'period' of history - Not just key events/people (building on KS1 learning). Understand these periods can overlap.	Roman Britain: place on timeline, and understand what periods came before and after. Links to previous learning on the Iron Age. Notice overlap between periods of British History. Contrast to World history and link back to learning on the Egyptians – parallel civilisations. Ancient Greece: place on timeline, and understand what periods came before and after on a world history timeline. The Elizabethans: significant people, events and places linked to local history.	The Anglo-Saxons: Link to prior learning on Roman Britain. Understand what follows Anglo-Saxons in British history and overlap within these periods (discuss why). The Maya: compare timelines of Maya and Anglo-Saxons – British history and world history timelines parallel. The Suffragettes: significant people, events and places linked to local history. Recognise learning about a smaller period of history.	Nottingham during WW2: timeline of significant events, research into how the holocaust started. Visit local war memorial and research a local soldier. The Vikings: link to prior learning of Anglo-Saxons. Understand periods of British history before and after. Contrast to world history timeline. Civil Rights: significant people, events and places. Recognise it is history of living memory. Link back to Suffragettes and other struggles for power.

Key Question and Historical knowledge

Year 3	Year 4	Year 5	Year 6
How has Nottingham Castle changed throughout time? - Medieval castle. - Fact and myth surrounding Robin Hood. - Links to Civil war. - Why it was burned down. - Modern day importance. How did life change in prehistoric times? - Lifestyle in the Stone Age, Bronze Age and Iron Age. - Similarities and differences between each period. - Comparisons to now. - Understand how we know this information. What were the Egyptians' greatest achievements? - Geography of Egypt. - Lifestyle, hieroglyphics, pyramids, pharaohs, Gods and Goddesses.	How have the Ancient Greeks influenced our lives today? - Learn about life in Ancient Greece including Gods. - Democracy and great Greek thinkers. - Discuss ways in which this civilisation influences today. What is the legacy of the Romans in Britain? - Roman Empire and life in Roman Britain. - Why did they invade Britain and leave? - Evidence of Roman Britain we see today. Was Queen Elizabeth's reign a Golden Age? - Significant events, places and people. - Elizabethan lifestyle. - American colonies.	How did the Anglo-Saxons change life in the UK? - Understand what happened after the Romans left and why the Anglo-Saxons came to Britain. - Lifestyle, culture, religion. - Sutton Hoo. How influential were the Suffragettes in getting women the right to vote? - Who were the suffragettes and what did they do? - Local history links to the Suffragettes – Helen Watts. - Discuss when and why women got the vote. What did the Ancient Maya achieve? - Lifestyle, farming, beliefs. - Archeology and what remains of ancient Maya.	What was life like in Nottingham during WW2? - Why did the UK go to war? - How was life affected? How did Nottingham prepare to defend itself? How was it damaged? - How do we remember WW2? Do the Vikings have an unfair reputation? - Why did they invade? Where did they settle? - Lifestyle and culture. - How were they defeated? Was the American Civil Rights movement a success? - What was life like in 50s USA. - Research key people within the movement – Oliver Brown, Rosa Parks, MLK. - Compare to modern day.

Historical enquiry and interpretations of History

Year 3	Year 4	Year 5	Year 6
Encourage children to ask questions about artefacts/sources of information (who, what, when, where, why). Compare a range of first and second hand sources. Highlight similarities and differences. What can these artefacts tell us about a time period? Compare different versions of the same story. Robin Hood (stories, cartoons, fact vs fiction...	Encourage children to ask questions about artefacts/sources of information. Start to consider reliability. Compare a range of first and second hand sources. Discuss validity and reliability of these. Begin to evaluate how useful these sources are. Use sources of evidence to explain what life was like in a different time period. How are these similar / how do these vary?	Children to ask questions about artefacts. Discuss which sources of evidence are the most reliable and why. Evaluate how useful these sources are, and discuss whether fact, fiction or opinion. Start to discuss why sources were created / bias (if appropriate). Gather knowledge from a range of sources to create an account of a specific event in history. Compare these sources and start to think about why they vary.	Children to ask questions about artefacts and decide and explain which sources of evidence they believe are the most reliable and most useful to answer their enquiry. If appropriate consider why a source was created (bias). Gather knowledge from a range of sources to create a fluent account of a specific event in history. Link sources and work out how conclusions were made. Compare accounts of events from different sources (Civil Rights, WW2). Offer reasons for different versions of events. Which are the most accurate and why? Why do they vary?

Organisation and Communication

Year 3	Year 4	Year 5	Year 6
Children to communicate and display knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models, verbal presentations). Select data and start to organise it to answer historical enquiries.	Children to communicate and display knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models, verbal presentations). Select data and organise it to answer historical enquiries.	Use appropriate terms, matching dates to people and events – record and communicate knowledge in a variety of ways (written, verbal, presentations). Work independently and in groups using data to explore historical enquiries.	Select aspects of the time period to research and create a display. Use extended writing to explain key aspects of a time period using appropriate historical vocabulary. Work independently and in groups using data to explore different interpretations of historical enquiries.

SPIRITUALITY @ ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

“Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith.”

Here are some examples of how we promote Spirituality across this curriculum area:

Spirituality across History	
Curiosity for how and why events happened	The study of History involves a strong sense of curiosity of how and why events in the past happened. History also raises questions as to what could have happened if events resulted in different outcomes. Examples across the school: - Year 3 - Nottingham Castle - How has Nottingham Castle changed over time? What caused these changes to happen? - Year 4 - Roman Britain - What was life like in Roman Britain? How did life change when the Romans arrived? What would have happened if they didn't invade? - Year 5 - The Suffragettes - How did women achieve the vote? What was the impact of the Suffragettes? Of WW1? - Year 6 - Civil Rights - What caused the civil rights movement in America to happen? What was the impact of these protests/actions?

Exploring Historical Sources	Historical sources are used to give children a sense of the past and aid children in understanding the people who produced and used these objects. When exploring sources, children can consider the idea of ‘truth’ and look at different interpretations. Exploration of these sources encourages children to find both similarities and differences to how we live today. Examples across the school: - Year 3 - Stone Age to Iron Age - exploring sources and making links to modern day (links to enrichment visit to Creswell Crags). - Year 4 - Roman Britain - visit to Collection Museum and exploration of a variety of sources. - Year 5 - Maya - variety of artefacts, valuing a sense of curiosity and wonder. - Year 6 - Vikings - exploring different interpretations of how the Vikings were viewed. Valuing different sources to gain a richer understanding. Enrichment drama day.
The role of important individuals	Children are also encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Examples across the school: - Year 3 - ‘Black History Month’ day - learn about individuals including Harriet Tubman. - Year 4 - Elizabethans - Learn about the role of Queen Elizabeth. - Year 5 - The Suffragettes - Role of Emmeline Pankhurst and local Suffragette Helen Kirkpatrick Watts. - Year 6 - Civil Rights - Learn about the role of Martin Luther King, Rosa Parks, Ruby Bridges, Little Rock Nine.
Valuing a sense of empathy	A sense of empathy is valued in many lessons. Questions may include ‘how would you feel?’, ‘what would you do?’ and ‘how would you react?’ This is particularly important when studying

	topics that have a big human impact. This use of empathy supports pupils to engage with the topics taught.
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Examples across the school:

- Year 3 - Egyptians - consider class groups in society, where would you have liked to be? Why? How would life have been different to your life today?
- Year 4 - Ancient Greece - when learning about Athenian Democracy consider how different groups in society would have felt about it, how 'democratic' was it?
- Year 5 - Suffragettes - Photo source material (Emmeline Pankhurst being arrested, Boston Marathon runner) how would you feel if you saw this happening?
- Year 6 - Civil Rights - Photo source material (Little Rock Nine). What would you do? How would you react?

HISTORY CURRICULUM UNIT PLANNER

Unit:	Nottingham Castle	Year:	3	Term:	Autumn 2
Key question:	How has Nottingham Castle changed throughout time?				

Links to prior learning

Builds on learning from KS1 - local history, links to Robin Hood and how buildings have changed through history. Relates to the NC objective - "Significant places in their locality."

Relatable to children as it builds on the knowledge of the more recent past, and is a local landmark.

Introduced the themes of power, culture, rebellion and rulers.

New learning

What was Nottingham Castle like as a medieval castle? (Why was it built here?)

Explore fact and myth surrounding Robin Hood and Nottingham Castle. [Opportunity for children to explore historical sources surrounding Robin Hood \(Cartoon, film, Elizabethan woodcut, song...\)](#)

How was Nottingham Castle involved in the Civil War (1642-1644)? [Historical source - Paintings](#)

Why was the medieval castle destroyed? What was built in its place and why?

Why was Nottingham Castle burned down in 1831? [Explore what we can learn from Duke of Newcastle's diary entries.](#)

Why is the castle important now?

Preparation for future learning

Introduces themes of power, culture, rebellion and rulers.

Key vocabulary

Change, significant, Medieval, Motte and Bailey, keep, Rebellion, Civil war, Charles I, Royalist, Parliamentarian, Industrial Revolution, Reform Act

Big ideas and key concepts

Introduces themes of power, change, rebellion and rulers.

Assessment opportunity

Nottingham Castle – End of Topic Quiz

1. Why was Nottingham Castle built on a hill?
2. Why was Nottingham Castle built near a river?
3. What was Nottingham Castle made from when it was first built?
4. What style was the original castle built in?
 - a. Concentric Circle
 - b. French fort
 - c. Motte-and-Bailey
5. Why do you think the original castle was replaced with stone?
6. What is a Civil War?
7. How was Nottingham Castle involved in the English Civil War?
8. What was Nottingham Castle rebuilt as after The English Civil War?
 - a. A Motte-and-Bailey
 - b. Ducal Palace
 - c. A theatre
9. Why was Nottingham Castle burned down in 1831?
 - a. People rioting about the Reform Act
 - b. An accidental fire
 - c. It was attacked by the French and burned down
10. Why is Nottingham castle important to the city now?
11. How has Nottingham Castle changed over time?



What teachers need to know

Nottingham Castle, a castle in Nottingham, England, is located in a commanding position on a natural promontory known as "Castle Rock", with cliffs 130 feet (40 m) high to the south and west. In the Middle Ages it was a major royal fortress and occasional royal residence. In decline by the 16th century, it was largely demolished in 1649. The Duke of Newcastle later built a mansion on the site, which was burnt down by rioters in 1831 and left as a ruin. It was later rebuilt to house an art gallery and museum, which remain in use. Little of the original castle survives, but sufficient portions remain to give an impression of the layout of the site.

<https://www.nottinghamcastle.org.uk/the-timeline-of-the-castle/>

Medieval history

The first Norman castle on Castle Rock was a wooden structure of a motte-and-bailey design, begun in 1068, two years after the Battle of Hastings, on the orders of William the Conqueror. This wooden structure was replaced by a far more defensible stone castle during the reign of King Henry II, of an imposing and complex architectural design, which eventually comprised an upper bailey at the highest point of the castle rock, a middle bailey to the north containing the main royal apartments, and a large outer bailey to the east.

For centuries the castle served as one of the most important in England for nobles and royalty alike. In a strategic position due to its location near a crossing of the River Trent, it was also known as a place of leisure, being close to the royal hunting grounds at Tideswell, the "Kings Larder" in the Royal Forest of the Peak, and also close to the royal forests of Barnsdale and Sherwood. The castle also had its own deer park in the area immediately to the west, still known as The Park.

While King Richard I ("the Lionheart") was away on the Third Crusade, along with a great number of English noblemen, Nottingham Castle was occupied by supporters of Prince John, including the Sheriff of Nottingham. In the legends of Robin Hood, Nottingham Castle is the scene of the final showdown between the Sheriff and the heroic outlaw

In March 1194, an historic battle took place at Nottingham Castle, part of the returned King Richard's campaign to put down the rebellion of Prince John. The castle was the site of a decisive attack when King Richard besieged it after constructing some siege machines similar to those used on crusade. Richard was aided by Ranulph de Blondville, 4th Earl of Chester, and David of Scotland, 8th Earl of Huntingdon. The castle surrendered after just a few days

Shortly before his 18th birthday, King Edward III, with the help of a few trusted companions led by Sir William Montagu, staged a coup d'état at Nottingham Castle (19 October 1330) against his mother Isabella of France, and her lover, Roger Mortimer, 1st Earl of March. Both Isabella and Mortimer were acting as Regents during Edward's minority following their murder of his father Edward II at Berkeley Castle. William Montagu and his companions were accompanied by William Eland, castellan and overseer of Mortimer's castle, who knew the location of a secret tunnel which would take them higher up in the castle to a normally locked door. In the dark of night on 19 October 1330, Montagu and his companions entered the tunnel, climbed up to the door, which had now been unlocked either by Edward III or a trusted servant, and overpowered Mortimer, killing Mortimer's personal guards. Mortimer was bound and gagged, led out of the tunnel and arrested, along with Queen Mother Isabella. Mortimer was sent to the Tower of London, and hanged a month later. Isabella of France was forced into retirement at Castle Rising Castle. With this dramatic event the personal reign of Edward began.

Royal residence

Edward III used the castle as a residence and held Parliaments. In 1346 King David II of Scotland was held prisoner. In 1365

Edward III improved the castle with a new tower on the west side of the Middle Bailey and a new prison under the High Tower.

From 1403 until 1437 it was the main residence of Henry IV's queen, Joan. After the residence of Joan maintenance was reduced. Only upon the Wars of the Roses did Nottingham Castle begin to be used again as a military stronghold. Edward IV proclaimed himself king in Nottingham, and in 1476 he ordered the construction of a new tower and Royal Apartments. This was described by John Leland in 1540 as: 'the most beautifulest part and gallant building for lodging... a right sumptuous piece of stone work.'

During the reign of King Henry VII the castle remained a royal fortress. Henry VIII ordered new tapestries for the castle before he visited Nottingham in August 1511. By 1536 Henry had the castle reinforced and its garrison increased from a few dozen men to a few hundred. In 1538 the Constable, the Thomas Manners, 1st Earl of Rutland, reported on the need for maintenance. A survey in 1525 stated that there was much 'dekey and ruyne of said castell' and 'part of the roof of the Great Hall is fallen down. Also the new building there is in dekey of timber, lead and glass'.

Civil war

The castle ceased to be a royal residence by 1600 and was largely rendered obsolete in the 16th century by artillery. A short time following the outbreak of the English Civil War, the castle was already in a semi-ruined state after a number of skirmishes occurred on the site. At the start of the Civil War, in August 1642, Charles I chose Nottingham as the rallying point for his armies, but soon after he departed, the castle rock was made defensible and held by the parliamentarians. Commanded by John Hutchinson, they repulsed several Royalist attacks, and they were the last group to hold the castle. In 1648 the Royalist commander Marmaduke Langdale, fleeing after defeat in the Battle of Preston, was captured and held in Nottingham Castle, but he managed to escape and make his way to Europe. In 1651, two years after the execution of Charles I in 1649, the castle was razed to prevent it being used again.

Ducal Palace

In 1663, after the restoration of Charles II, Nottingham Castle was purchased by William cavendish, the Duke of Newcastle, who set to work clearing the site for the building of a Renaissance-style palace. It was completed in 1678 - after the Duke's death - but it was regarded as one of England's first and finest Italianate houses. But Nottingham changed too. No longer a small provincial town, it had become an industrial centre and a hotbed of simmering unrest. The smog-filled streets of industrial Nottingham lessened the Castle's appeal. The last Great Ball was held in 1776 and the Dukes moved to more secluded palaces like Clumber Park. For the next fifty years, the Palace became a boarding school and then later apartments, including for the inimitable Miss Kirkby and her pet ape. Although the grounds were let out as allotments, the palace remained a resented symbol of power and oppression in the town.

Reform Act Riots - 1881

By 1831 Nottingham had become infamous for its squalor and was home to some of the worst slums in the Empire. The Castle was owned by Henry Pelham Clinton, the fourth Duke of Newcastle, who left it vacant. He was a vehement opponent of electoral reform and led the defeat of a bill to extend the vote to more people and end corrupt voting practices. When news reached Nottingham that the bill had been voted down, the town erupted into furious riots. Houses and shops were attacked, and the Castle – that symbol of oppression on the hill – was stormed by a mob. The remaining furnishings were stripped, statues destroyed, and a great fire lit in the basement that burned the entire building. The people of Nottingham watched as the palace lit up the sky like a giant bonfire. As a silent rebuke to the town, the Duke left the ruined shell of the building un-repaired for 45 years.

Castle Museum

In 1875, after reaching an agreement with the sixth Duke, architect T.C. Hine was tasked with renovating Nottingham Castle and turning it into a Museum of Fine Art. This work was completed in 1878. Luckily, the Castle survived a potential second arson attack in 1913, when Suffragette bomber Eileen Casey was arrested in Nottingham with a hatbox full of explosives. The Castle was one of her possible targets.

In World War Two, the Castle was requisitioned by the Army and used as a lookout station and stores. An anti-aircraft gun was sited on the Middle Bailey and the Lower Bailey was converted into growing space for the war effort. Again, allotments were introduced that were tended by Italian prisoners of war from the camp at nearby Colwick.

Since 1878, the Castle has been a museum for Nottingham and its community. Its collection includes world-class examples of Nottingham alabaster, salt-glazed stoneware and Nottingham's world-famous lace. It also showcases artworks by local and internationally renowned artists.

In 2021 a new chapter of the story will be written, as Nottingham Castle reopened following an extensive £30 million upgrade. The exciting new facilities will help to spread and safeguard the stories of Nottingham, Robin Hood and the Castle for generations to come.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Prehistoric Britain	Year:	3	Term:	Spring 2
Key question:	What was life like in prehistoric times?				

Links to prior learning

Taught chronologically - first part of statutory British history.

New learning

What was the prehistoric period? Explore chronology.

What was life like in the Stone Age?

What evidence do we have of what life in the Stone Age was like? [Explore artefacts to find out what Stone Age life was like \(discuss what sort of artefacts have survived and why\)](#)

How did life change in the Bronze Age? Stonehenge and Amesbury Archer. [Explore the Amesbury Archer as a historical source - what can we learn about the Bronze Age by looking at his burial?](#)

What was life like in the Iron Age? How was it different? [Look at remains of hill forts and items such as torcs](#)

How did materials needed to make weapons and tools/ homes and settlements/ how people got things they needed compare across the periods?

Preparation for future learning

Taught chronologically - first part of statutory British history - leads on to Roman Britain in Year 4.
Themes of civilisation, culture and change.

Key vocabulary

Prehistory, artefacts, primary source, archaeology, Stone Age, Neolithic Age, Bronze Age, Iron Age, hunter, gatherer, round house, settlement, hillfort, tribe.

Big ideas and key concepts

Themes of civilisation, culture and change.

Assessment opportunity

Stone Age to Iron Age – End of Topic Quiz

1. Match these terms to their definitions

Paleolithic	Middle Stone Age
Neolithic	Late Stone Age
Mesolithic	Early Stone Age

2. What do artefacts teach us about life in the Stone Age?



a) -----

b) -----

3. What do archaeologists believe Stonehenge might have been built for?

- a. Religious ceremonies
- b. As a home for a wealthy family
- c. As a hunting arena

4. Why was the Bronze Age called the Bronze Age?

5. What was a roundhouse made from?

6. Why did Iron Age people live in hillforts?

What was life like in prehistoric times?
How did it change?



The term '**prehistory**' means the time before people started writing. Know this time ended when the Romans arrived; it was before Jesus was born and was before the year 1CE. Know that AD stands for Anno Domini, which means 'In the year of our Lord', and CE stands for Common Era.

Know that a **primary source** is an original record from someone who was involved, witnessed or knew someone who was involved in the event or an object from that time, and a **secondary source** is one that was created after the event.

Know that we discover **prehistory** by **archaeologists** digging and discovering **artefacts**.

Prehistoric Britain

Know that Prehistoric Britain is split into three periods – the Stone Age, the Bronze Age and the Iron Age. The three periods stretched from roughly 950,000 years ago, to when the Romans invaded Britain nearly 2000 years ago. The earliest of these periods is the Stone Age.

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j#zkvq7yc>

The Stone Age

The earliest evidence of life in Britain is a collection of stone tools, which are roughly 950,000 years old, found in Happisburgh in Norfolk. https://www.britishmuseum.org/research/research_projects/all_current_projects/

Know that the Stone Age is called this because the people used mainly stone tools - no metal or plastics.

Know that because it lasted so long, the Stone Age is also usually split into three different periods: **Paleolithic** (including glacial periods), **Mesolithic** and **Neolithic**.

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zfg9bqt#zyt6s82>

Evidence of early Stone Age People

Know that evidence of life in Paleolithic times comes from remains found by archaeologists at the following sites:

- Boxgrove Man - remains found in Boxgrove not of a modern man. At the site we can see where he would have sat and made tools 500,000 years ago.
- Swanscombe Woman - female skull found in Swanscombe (near Kent).

There isn't much evidence of what life was like in this period because very few remains have been found. At this time, Britain was mainly open grassland.

For thousands of years throughout this period, **glaciers** came and went. About 11,500 years ago, the last glaciers melted. This was the end of the Paleolithic period.

Mesolithic Period

After the glaciers melted, the water they left created lakes, and the warmer weather meant that forests grew. This meant that there

were many animals such as deer, boar and wild cattle to hunt, and fish and beavers in the lakes. Know that although people still used stone tools, they also used deer antlers as **spears** to hunt land animals or used them as **harpoons** to hunt fish in the lakes and rivers.

Know that people lived in either **caves** or small **huts**, but they moved around to follow the animals and gather different foods that grew in different seasons. These people were called **hunter-gatherers**. They ate meat from wild animals, fish, and wild vegetables. Know that **fossils** found show that the Mesolithic people looked more like us and lived in families. They also had spiritual beliefs. They wore clothes and had possessions such as jewellery and ornaments. They would be buried with their belongings.

Neolithic Period

Britain started changing to a Neolithic way of life roughly 6500 years ago.

In this period of time people had begun to grow their own crops deliberately (**farming**) and had domesticated animals that they used to help with crops or as food.

Know that towns were being formed rather than **settlements** that were just used to rest for a short time. People were staying permanently in one place.

Neolithic people made **pottery, and woven material** (they still only had stone tools at this point).

Fighting began as the population grew and space was needed to grow crops. This resulted in land wars to obtain space. A disease called **tuberculosis** killed many people (this came from the milk of an infected cow).

Know that remains of eight houses from about 5200 years ago have been found at Skara Brae in Orkney. They had no windows, a **smoke hole** in the roof (made of wood and turf), a stone **dresser** and in the centre there would have been a **hearth** for fires and cooking. The inhabitants hunted for deer, kept cattle and sheep and also trapped fish, mussels, cockles, oysters and clams. They also ate seabirds' eggs.

The Bronze Age

Know that the Bronze Age in Britain started about 4000 years ago. **Bronze** is a mixture of two metals – copper and tin – which makes it harder and stronger. The period when people started making tools and weapons from Bronze is called the Bronze Age.

Know that this was the first time that there were rich and poor people in Britain. Those who had metal and could make objects from metal were rich. They could swap these for other things they wanted, which is called **trading**.

Know that people travelled and traded goods across Europe in the Bronze Age. People who came from abroad brought new skills and ideas to Britain – for example, different ways of working with metal.

Know that families in the Bronze Age lived together in huts, which were built of wood plastered with mud and thatched with reeds or turfed. They owned animals and got the things they needed by making or growing them, and trading with neighbours.

Know that Bronze Age people travelled on foot and by boat, and possibly had carts with wheels. They wore clothes made of woven cloth.

Know that towards the end of the Bronze Age, people started to live in **tribes** with others, not just with their own families. They built

hillforts – walls round the tops of hills which they farmed inside. Being high up with a wall around them made them safer.

The Iron Age

Know that about 2700 years ago, people started making tools and weapons out of iron as well as bronze. Iron Age people are often called Celts. They were made up of a number of different tribes.

Know that in the Iron Age, people continued to live in hillforts and to travel and trade. Life was quite unsettled with lots of fighting.

Compare the following aspects of life across the different periods studied: materials used to make weapons and tools, homes and settlements, and how people got the things they needed.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Ancient Egypt	Year:	3	Term:	Summer 2
Key question:	What were the Egyptians greatest achievements?				

Links to prior learning

Achievements of the earliest civilisations - NC.

Taught chronologically, prior to learning about the Romans in Britain.

Links to learning about rivers in Geography.

Overview of Ancient Civilisations (Ancient Sumer, The Indus Valley, The Shang Dynasty).

New learning

Where is Egypt? What is its geography like?

Why was the River Nile important to the Egyptians? How was the River Nile used by the Egyptians?

What was life like in Ancient Egypt society? [Look at Nebaman source, what can we learn from this. Explore other artefacts to tell us about daily life.](#)

What are hieroglyphics? [Look at Rosetta Stone](#)

What are pyramids used for? [Explore images of the pyramids](#)

Who ruled Egypt?

Who did Egyptians worship? What can we learn from artefacts about this religion?

Overview of Early Civilisations lesson

Preparation for future learning

Taught chronologically – prior to learning about Romans in Britain.

Key vocabulary

Civilisation, fertile, desert, pharaoh, hieroglyph, pyramids, tombs, worshiped, polytheism, society.

Big ideas and key concepts

Civilisation, invasion, culture, religion, power and ruler.

Assessment opportunity

Ancient Egypt – End of Topic Quiz

1. Egypt is in which continent?

2. Name the river that flows through Egypt:

3. Why was this river so important for people in Ancient Egypt?
a. -----
b. -----
c. -----
4. What can we learn from this source?
a. -----
b. -----
c. -----
5. What is the name for a ruler of Egypt?



6. What are hieroglyphics?
a. A name for a type of paper made in Egypt
b. The Ancient Egyptian form of writing
c. A Egyptian Pharaoh

7. Explain the importance of the Rosetta stone.

8. Match these Egyptian Gods with their roles:

Osiris

God of the Sky

Horus

God of the Underworld

Anubis

God of death and mummification



Explain the
greatest
achievements of
the Ancient
Egyptian
civilisation.

What teachers need to know

A **civilisation** is an advanced society with agriculture, division of labour, multiple cities, organized religion, science/technology, some form of government, and a written language.

BC means 'Before Christ' and BCE means 'Before the Common Era' and that these terms can be used interchangeably to mean before 0AD, the year Jesus was born. Know that CE means 'Common Era', which is the term for the years after 0AD.

Ancient means belonging to the very distant past and no longer in existence.

Ancient civilisations existed in Europe, Africa, Asia and South America – explore maps and timelines to gain an understanding of the different civilisations and how they relate to each other. Know that these periods of history were later than prehistoric times, but before the periods and monarchs studied in KS1.

The Egyptian **era** lasted from 3100 BC to 30BC (or 3100 BCE to 30 BCE). Ancient Egypt was an ancient civilisation. The period was

split into the following periods:

- Pre-dynastic Egypt - c.5500 - c.3100 BC
- Old Kingdom - c.2600 -2100 BC
- Middle Kingdom - c. 2000 - c. 1650 BC
- **New Kingdom - 1539-1075 BC**
- Late Period - 715-332 BC

Develop chronological understanding by comparing the development of Ancient Egypt with developments in Britain and the rest of the world at the same time. <http://www.primaryhomeworkhelp.co.uk/egypt/timeline.html>

The reason for the long length of the ancient Egyptian civilisation was that there was plenty of food due to the **fertile** land, so people were healthy, and that they were protected from **invaders** by the desert. The Egyptian era ended when Egypt was conquered by the Greek ruler Alexander the Great in 332 BCE.

The location of Egypt on a world map, and that Egypt is in the continent of Africa. The River Nile, that it is the longest river in the world (6695km) and that it flows into the Mediterranean Sea. Know that the river's flood season is between July and November, and identify the **flood plains** on a map.

Know the significance of the River Nile to the Egyptian civilisation. The majority of people in ancient Egypt settled along the Nile because:

- When the floods receded, the soil was extremely **fertile** so could be used for growing crops and grazing animals
- As the deserts were just beyond the farmland (which lay in two strips either side of the river), Egypt was dependent on the river for food and water
- It was also vital for transport and communication, including transporting the **Pharaoh's** armies

Egyptian emperors were called **Pharaohs**. They were seen as '**God-Kings**' and there was no limit to their greatness. Pharaohs ruled the Egyptian **government, legal system, priests, armies** and all the land. Well known Egyptian rulers - (**Tutankhamun, Queen Hatshepsut, Cleopatra**).

Know the term '**society**' and that in Ancient Egypt there was an order of importance:

Pharaoh and his relatives

Government officials, viziers, nobles and priests

Soldiers

Scribes

Merchants

Craftsmen

Farmers and slaves

Know the location of the Great Pyramids of Giza on a map (know this is modern day Cairo). Pyramids were built with **tombs** inside to protect the Pharaoh's body forever. When pyramids were built it involved a range of people surrounding the site, such as: **craftsmen , masons, metal workers, labourers, stoneworkers, painters, weavers, potters, carpenters peasants** etc. Know that Pharaohs were buried with their valuables, but many were stolen by **tomb raiders**

Egyptian writing was called **hieroglyphs**. Scribes would carve hieroglyphs into stone or paint on the walls of tombs. These were translated using the **Rosetta Stone**.

In 1922, archaeologist Howard Carter found the royal tomb of Tutankhamun (a pharaoh from 1336BC), complete with his treasures. Know that these findings provided important evidence about what life was like in ancient Egypt.

Know that the Egyptian people **worshipped** multiple different gods and this is called **Polytheism**.

Egyptian Gods:

- Anubis - God of the dead
- Horus - God of the sky
- Isis - Goddess of magic, the protective goddess.
- Osiris - Ruler of the Underworld
- Ra - Sun god
- Thoth - The God of writing and knowledge
- Set - The god of the desert and storms

Know that Gods were worshipped in **temples**.

Useful information and videos - <https://www.bbc.co.uk/bitesize/topics/zg87xnb>

HISTORY CURRICULUM UNIT PLANNER

Unit:	Ancient Greece	Year:	4	Term:	Autumn 2
Key question:	How have the Ancient Greeks influenced our lives today?				

Links to prior learning

Follows chronologically from Stone Age to Iron Age, Ancient Egypt and Ancient Greece.

Compare and contrast to Ancient Greece.

Second part of statutory British history.

New learning

Who were the Ancient Greeks?

What was life like in Ancient Greece? [Opportunity to explore sources such as pottery, statues, architecture remains...](#)

How was Ancient Greece governed? How does this compare to modern democracy?

Who were the great thinkers of Ancient Greece? [Look at what they created. Statues showing these figures.](#)

Who were the Ancient Greek Gods? [Could explore how they are portrayed in art and literature from historical sources.](#)

In what other ways has Ancient Greece influenced the Western world?

Preparation for future learning

Later on in Year 4, pupils will need to be able to compare and contrast Ancient Greece to Roman civilisation and culture.

Key vocabulary

Ancient, city-states, Athens, Sparta, civilisation, source, period, Olympic games, temples, columns, democracy, representatives, council, assembly, scholars, philosophy

Big ideas and key concepts

Themes of democracy, civilisation, religion, power, rights and culture.

Assessment opportunity

Tuesday 17th December
Ancient Greece – End of Topic Quiz

1. What was a city-state? Why was Ancient Greece divided into so many?

2. Circle which of the following is **not** a city-state.

- a. Corinth b. Delphi c. Greece

3. Name 3 Ancient Greek Gods and/or Goddesses. Try to include what they were the God or Goddess of for a bonus mark.

- a. -----
b. -----
c. -----



4. What primary sources useful for us to learn about the ancient Greeks?

Write one thing we can learn from them.

5. What is the name of the home of the Ancient Greek Gods and Goddesses?

- a. Mount Vesuvius
b. Mount Olympus
c. Mount Rushmore

6. What form of government (started in Athens) allowed citizens to vote?

7. Give an example of why some aspects of Ancient Greek life were unequal for people.

8. What impact has Ancient Greece had on the Western world?

- a. -----
b. -----
c. -----

9. Name a famous Greek thinker (philosopher, mathematician or scientist).

Don't worry about spelling it! What ideas are they well known for?

----- is famous for -----

10. Using a ruler, draw lines to match the hero to their nemesis.

Theseus			Medusa
Perseus			Cyclops
Odysseus			Talos
Argonauts			Minotaur

Could provide greater opportunity to reflect on the enquiry question if time allows.

What teachers need to know

Who were the **Ancient** Greeks?

The period being studied is from c. 2900 BCE to c. 300 BCE. Know that c. stands for '**circa**' which means 'about' in Latin. Know that ancient civilisations existed in Europe, Africa, Asia and South America – revisit maps and timelines to gain an understanding of the different civilisations and how they relate to each other (already studied Ancient Egypt). Place the following periods of history already learnt in chronological order: Ancient Greece, Ancient Egypt, the Vikings, The Great Fire of London, the Stone Age, and Roman Britain.

The term **civilisation** refers to 'the society, culture, and way of life of a particular area. 'Ancient Greece was divided up into small '**city-states**', including **Athens, Sparta, Corinth** and **Olympia**. Know that the city states constantly fought between themselves, but when there was a threat from outside Greece, they all co-operated to defend the Empire.

Know that an **historical source** is 'something that tells us about the past' and that a **primary source** is 'a source created during the time **period** being studied.' Explore images of Greek pottery as a **primary source** of evidence.

Greek Gods and Heroes

Greek gods include - **Zeus, Hades, Aphrodite, Hera, Athena, Poseidon**. These gods were worshiped in temples. Listen to and explore stories of Greek heroes. Identify similarities and differences between the beliefs of the Ancient Egyptians and Ancient Greeks.

Influence of the Greeks: Democracy

Know that **democracy** means 'rule by the people' and that this happens through a system of voting **representatives**. Only free men could vote and slaves, women and foreigners could not. Understand that we know most about democracy in Athens as there are more sources of evidence for this **city-state**. Know that the UK uses a similar system of democracy.

Influence of the Greeks: Language

Know the first five letters of the Greek alphabet - **Alpha, Beta, Gamma, Delta, Epsilon**

Know the meaning of the following words and phrases and their roots in the Greek language - **Achilles' Heel, Midas Touch, Nemesis, Phobia, Atlas, Cereal, Chronology, Hypnosis**.

Influence of the Greeks: Philosophy, maths and science

Know that there were many Greek **scholars** who made significant contributions to maths, science and **philosophy**. Aristotle was an ancient Greek **philosopher** and scientist. He was born in 384BC, and at age 18 went to Athens to learn from Plato, another famous Greek philosopher. He was famous for being the tutor of Alexander the Great, as well as two other future kings. He was a geocentrist

who believed that the earth was the centre of the universe (revision from Earth and Space topic in science). Two of his most significant contributions were that he was the founder of formal **logic**, and that he distinguished about 500 species of bird, mammal and fish.

The Olympic games

Know that the Ancient Greeks founded the **Olympic games**. They took place every four years in **Olympia**. They were also a religious festival. Winners received a wreath of leaves. There was a **truce** in place during the games. This can be compared with modern day Olympics.

Useful website and videos - <https://www.bbc.co.uk/bitesize/topics/z87tn39>

HISTORY CURRICULUM UNIT PLANNER

Unit:	Roman Britain	Year:	4	Term:	Spring 2
Key question:	What is the legacy of the Romans in Britain?				

Links to prior learning

Follows chronologically from Stone Age to Iron Age, Ancient Egypt and Ancient Greece.

Compare and contrast to Ancient Greece.

Second part of statutory British history.

New learning

Who were the Romans and what was the Roman Empire?

When did the Romans invade Britain? When/Why did they leave? (Chronology) (invasion by Claudius and conquest, including Hadrian's Wall)

What was life like in Britain before the Romans invaded? How did this change after they invaded? [Artefacts for Roman Life](#).

What was life like in Roman Britain and was there British resistance? (Boudicca) [Explore artefacts from Roman Britain \(potential to visit the Collection Museum in Lincoln\)](#).

Who did the Romans worship? [What can we learn/infer about this religion from historical sources](#).

What evidence of Roman Britain can we still see today? (Hadrian's Wall, Roads, Baths...)

Preparation for future learning

Leads onto learning about Anglo Saxons in Year 5.

Key vocabulary

Empire, emperor, founded, fell, prosperity, reign, class system, senate, nobles, patricians, citizens, Government, temples, public baths, amphitheaters, general, invaded, conquered, villas.

Big ideas and key concepts

Themes of invasion, Empire, civilization, culture, religion, change, rebellion, oppression, power, religion, rights and ruler.

Assessment opportunity

Roman Britain – End of Topic Quiz

1. What was the Roman 'Empire'?
2. What does 'invasion' mean?
3. How was Roman life and Celtic life different? Give three examples.
4. What was Boudicca like? How do Historians know about her?
5. Name two religions in Roman Britain. How were they different?
6. Why did the Romans leave Britain? Match the reasons with what they led to.

The Roman Empire got too large

People no longer worshipped the Emperor as a God

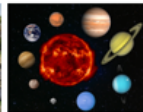
Christianity became the official religion

Soldiers left Britain to help fight.

The Roman Empire was being attacked by tribes

This made it hard to control.

7. What is the legacy of the Romans in Britain?



Omni - vore

All - eating

What teachers need to know

Know that a century is 100 years. Begin to describe events using the century they were in as well as their dates, and understand how dates and centuries AD or BC link to each other eg. 150 AD is in the second century AD.

Know that an **empire** is a group of states or countries that all have the same monarch.

Know that an **emperor** is a type of monarch who rules an empire.

Who were the Romans?

Know that the Roman Empire was **founded** in 753 BCE and **fell** in 410 AD. Rome was an ancient civilisation, which was founded during

the Late Period in Ancient Egypt, and continued until after the birth of Jesus in 0AD. The Roman Period was later than prehistoric times, but earlier than the periods of British history studied in KS1.

See geography curriculum for locational knowledge objectives.

Know that at its height, the Roman Empire included England, Wales, France, Spain, Portugal, Belgium, Switzerland, Austria, Italy, Hungary, Rumania, Turkey, Greece, Albania, Yugoslavia, Israel, Lebanon, Tunisia and parts of Germany, the Soviet Union, Morocco, Algeria, Syria and Egypt.

Know that around AD 98-117, the Roman Empire was at its greatest **prosperity** under the **reign** of Emperor Trajan.

Life in Rome

Know that the Romans had a **class system**:

Emperors (worshipped in temples like Gods)

Senate (assembly of **nobles** with senior government posts)

Patricians (noblemen who owned vast houses , which were worked in by slaves)

Know that a master or mistress could put a slave to their death if they wished.

Ordinary **Citizens**- (tradesmen and women, pastry makers, perfumers, corn-merchants, silk weavers, cooks)

Know that Rome had a **government** and a very organised army, which had conquered many different countries. In the city of Rome there were lots of grand buildings, including **temples**, **public baths**, and **amphitheatres** like the Colosseum. These were where entertainments such as horse races, wild beast shows and **gladiator** fighting took place.

Caesar's Invasion

Know that in 55BC, a **general** called Julius Caesar **invaded** Britain. Because he was born in the Mediterranean, Caesar wasn't prepared for the stormy weather. He also had to anchor his ships in deep water so his soldiers had to jump into cold water and wade to shore in their armour. Although they won some battles, when the weather got worse in autumn, he went back to Gaul, planning to return to **conquer** Britain the next year.

Know that the next summer, 54BC, Caesar returned and fought the Celts again. The Roman army was larger and better equipped, but Caesar went back to Gaul to sort out a problem there. After he defeated the people in Gaul, Julius Caesar went back to Rome and eventually became the Roman Emperor.

Life In Britain

Know that since the start of the Iron Age, life had changed. There were fewer hillforts, and some settlements became more like towns with houses built in lines along streets. These were called '**oppida**'. As well as living there, people worked and traded, and some were centres for metalwork. People began to make metal coins like the ones the Romans had.

Know that trading was very important at this time. Many people from different countries came to the oppida to trade at **markets**.

Roman glass was imported into Britain – glass was rare and precious. People in Britain also decided they liked Roman food, such as

olive oil and wine, which they imported and traded for.

Second Invasion

Know that in AD 41, Claudius became Emperor and decided to invade Britain. He had a huge army, so when he landed in Essex, he quickly captured the town of Colchester. Eleven tribes in South East England **surrendered**.

Know that after being conquered, Rome took a lot of people's land and earnings, so life was very difficult for the Celts.

Roman Influence On Britain

Know that in order to conquer the South West of England, the Romans built straight roads so that they could take the shortest **route**. They covered them with stone slabs. These roads linked up forts and towns and some of the routes are still in use today.

Know that they also conquered Wales because they wanted the precious metals such as gold that were in the hills. In order to do this, they built **aqueducts** to fill up large water tanks near the top of hills. When they released the tanks, water poured down the hillside and washed the soil away, to uncover the gold.

Know that when the Romans conquered towns, they made them more like Rome. The town was often planned around a **forum** – an open courtyard used as a meeting place and for markets. They also built **amphitheatres** for wild animal and gladiator fights.

Know that the Romans built a city called Londinium in AD 50, which grew into London as it is now. However, in Roman times Colchester was the capital of Britain.

Roman Villas

Know that **villas** were houses for wealthy Romans. They had **living quarters**, beautiful gardens, **slave quarters**, **barns** and **storehouses**. They sometimes also had a **bath house**.

Know that the inside of the villa was beautifully decorated with **mosaics**, and the floors were warm because the Romans had developed a system of underfloor heating called **a hypocaust**.

Know that rich Romans would have had **slaves** working for them in their villas, doing jobs such as collecting wood and cooking meals.

Religion

Before the Romans invaded, tribes in Britain worshipped many gods. Most of them were related to nature, such as Taranis the god of thunder, and Belenus the god of sun. The Romans also worshipped many gods, such as Jupiter the god of thunder and Apollo the god of sun. When the Romans invaded, they matched up their gods with the ones of the tribes.

At first, the Romans treated Christians very badly, because their beliefs were different (they believed in one god but the Romans believed in lots of gods). However, in AD 312 Emperor Constantine **converted** to Christianity and made it legal. This was when Christianity became much more common in Britain.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Elizabethans	Year:	4	Term:	Summer 2
Key question:	Was Queen Elizabeth I's reign a 'Golden Age'?				

Links to prior learning

Follow on previous learning about famous local figures.
Links to Roman Empire with Elizabethan colonies in America.

New learning

Chronology - What came before the Elizabethans? (Tudors – Henry, Edward, Mary), Key events in the Tudor period.

Who was Queen Elizabeth I? [Explore what we can learn about Queen Elizabeth from tudor portraits.](#)

What was life like in the Elizabethan period? [Potential to visit Wollaton Hall for Tudor Day.](#)

Local Tudor/Elizabethan Buildings – Wollaton Hall and Hardwick Hall. [Potential to visit Wollaton Hall. Exploring architecture.](#)
(Famous local figures – Who was Bess of Hardwick? (Themes of power and women)).

What was the Spanish Armada and why was it important during Elizabeth I's reign? Why did Elizabeth want to colonise America? – links to Roman Empire. [Link back to and utilise Tudor portraits.](#)

Who was Shakespeare and why was he important during the Golden Age? [Opportunities to look at images of The Globe and Shakespeare's plays.](#)

Preparation for future learning

Future links to women and power.

Key vocabulary

Sovereign, exploration, Great Chain of Being, poverty, wealth, theatre, overthrow, trade, colonies

Big ideas and key concepts

Parliament, Power, Ruler, Invasion, Culture, Rebellion, Religion

Assessment opportunity

Elizabethans – End of Topic Quiz

1. Who was the ruler in the Elizabethan Period? What family did they belong to?
2. Can you name any other kings or queens from that family?
3. What symbols can you spot in this portrait of Elizabeth I? Can you describe what two of them mean?
4. What was life like in Elizabethan times? (You could think about housing, health, food, education, work...) List three things.
5. Name two local Elizabethan houses.
6. How can you recognise an ordinary Tudor House?
7. How was the Spanish Armada defeated?
8. What is the famous theatre in London called?
9. Tell me three facts about William Shakespeare.
10. Was Queen Elizabeth I's reign a 'Golden Age'?



What teachers need to know

Early Elizabethan England, 1558-88

Elizabeth was the daughter of Henry VIII, the most notorious of all the Tudors, and his second wife Anne Boleyn. She became queen aged just 25 after the death of her brother Edward VI and sister Mary I. The 16th century witnessed more religious change than ever before and Elizabeth's main priority was to settle the nation and ensure England's national security. She was a clever politician with a cautious approach, and was sometimes willing to compromise for the sake of her people. She never married, deciding to put the security of England before herself.

Government

Queen Elizabeth I was **sovereign** of England, meaning she had upmost authority and rule, compared to the monarchy today. She

surrounded herself with a loyal group of advisers (called the **Privy Council**) to guide her.

Elizabeth tightly controlled **Parliament** and set the agenda of what it was allowed to discuss and pass laws about. However, during her reign Parliament did become more influential and was in conflict with Elizabeth over issues such as religion, marriage and her **monopoly** licences.

Religion

When Elizabeth ascended to the throne she changed the official religion to Protestantism, but also outlined a religious settlement that allowed some Catholic traditions to be practised. Parliament helped by passing the **Act of Supremacy** and the **Act of Uniformity**.

Elizabeth's tolerant 'middle-way' had broad support, but she did face threats and plots from Catholics and **Puritans**, with Mary, Queen of Scots becoming a figure head for Catholic plots, such as the Babington Plot in 1586

Key themes of the Early Elizabethan era

Economy and society The Elizabethans believed that God had set out an order for everything, known as the Great Chain of Being. This also included the order of society and your place in it. The queen was at the top and controlled wealth and life chances, and inequalities further down the chain were accepted.

Poverty was mostly considered to be your own fault in Elizabethan times, but during Elizabeth's reign a shift in attitudes due to growing poverty and a fear of social unrest led to the Poor Laws. These were introduced as measurements to support the poor and unemployed, and were the first form of welfare.

Elizabeth's reign was seen as a 'golden age' of culture, with theatre becoming popular across all of society. It was in the latter years of her reign, from the 1590s, Shakespeare wrote many of his plays.

Law and order

Elizabeth faced challenges throughout her long reign. Many were from Catholic plotters wanting Elizabeth off the throne and Mary, Queen of Scots on. Elizabeth thwarted plots such as The Northern Earl's Rebellion, The Throckmorton Plot and The Babington Plot, securing England's security.

Foreign affairs

Elizabeth faced challenges from France and Spain during her reign. They were more powerful, wealthier, and Catholic.

France began as the biggest threat due to their strong links with Mary, Queen of Scots - but civil war in France and Elizabeth's sensible diplomacy minimised this risk.

Spain turned out to be the bigger threat. During Elizabeth's reign, tensions built between the two countries culminating in the Spanish Armada in 1588 – Spain's failed attempt to invade England and overthrow Elizabeth. England's victory over Spain was a highpoint for Elizabeth and she seized on the propaganda opportunity to further boost her image and international status.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Anglo-Saxons	Year:	5	Term:	Autumn 1
Key question:	How did the Anglo Saxons change life in the Britain?				

Links to prior learning

Follows on chronologically from learning about Romans in Britain.

Previous links to invasion.

New learning

What happened when the Romans left Britain? Why did they leave?

Why did the Anglo Saxons come to Britain and where did they settle?

What was life like in Anglo-Saxon Britain, and how was Anglo Saxon Britain divided? [Explore artefacts to show what life was like in Anglo-Saxon times.](#)

How did Anglo Saxon art and culture contribute to Britain? [Opportunity to explore artefacts here.](#)

What was the Anglo Saxon religion like? How was Christianity introduced?

What was found at Sutton Hoo? What does this tell us about this period? [Explore the burial site of Sutton Hoo and the artefacts found here.](#)

Preparation for future learning

Leads on to learning about the Vikings in Year 6.

Key vocabulary

Settlements, chief, craftsmen, kingdoms, counties, pagans, missionaries, convert, noblemen, ship burial, excavated.

Big ideas and key concepts

Themes of change, power, invasion, oppression and culture.

Assessment opportunity

Anglo-Saxons – End of Topic Quiz

1. Where did the Anglo-Saxons originally come from?
 - a. France
 - b. Scotland and Wales
 - c. Denmark and Germany
 - d. Spain
2. Why did the Anglo-Saxons come to Britain?
3. Name three things you may find in an Anglo-Saxon feast / in a Great Hall.
4. How is Wattle and Daub made?
5. Describe what Anglo-Saxons would have worn.
6. Who was the famous English monk who wrote 'A History of the English'?
 - a. Vortigern
 - b. Bede
 - c. Saxnot
7. How are Christianity and Paganism different?
8. Why did the Anglo-Saxons not all convert to Christianity at the same time?
9. What did archaeologists find in Sutton Hoo, and what can this tell us about the Anglo-Saxons?
10. How did the Anglo-Saxons change life in Britain?



What teachers need to know

Know that towards the end of the Roman Empire (350AD onwards), the Anglo-Saxons started to try to invade Britain. The Anglo-Saxon period stretched over 600 years, from 410 – 1066AD when the Normans conquered Britain.

The Anglo-Saxon period was later than prehistoric times, Ancient Egyptian and Ancient Roman times, but earlier than the other periods of British history studied in KS1.

Know that the Anglo-Saxons was the name used for three tribes of warrior-farmers from north-western Europe (Denmark, West Germany and the Netherlands) – the Jutes, the Angles and the Saxons. They all shared the same language, but were ruled by different strong warriors.

Anglo-Saxon settlements

Know that the Anglo-Saxons **settled** in Britain after the fall of the Roman Empire, which left Britain's shores unprotected. They left their country and settled in Britain because of the warmer weather, and better land for farming. They took control of most of England between 449 – 550AD, although they never conquered Cornwall.

Know that at this time, most of the land was covered in forests. They found places near to rivers or the sea, and chopped down the trees to create farmland.

Know that the Anglo-Saxons built their own **settlements** and avoided using Roman towns. These were usually built near rivers or streams. Anglo-Saxon settlements were small communities where people worked together. Each village had a **chief** who protected the villagers.

Know that Saxon houses were built from wood, with thatched roofs and the walls were plastered with mud, animal dung, hair and chopped up straw.

Know that many Anglo-Saxons were skilled **craftsmen** and used materials such as *wood, leather, metal and ivory to make things*.

Know that the names of many places in England today have names that relate to names of Anglo-Saxon tribes or Gods, or the Anglo-Saxon words for physical features.

<http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm>

Know that in 556AD Anglo-Saxon Britain was split into **kingdoms**, each with its own king. The five main kingdoms were Northumbria, Mercia, Wessex, Kent and Anglia.

Compare a map of Anglo-Saxon England with a map of England's **counties** today.

<http://www.drshirley.org/geog/geog25.html>

Unlike the Romans, the Anglo-Saxons never 'went home'; many people living in Britain today have Anglo Saxon ancestors. The name England even comes from the Saxon word 'Angle-Land'.

Religion

Know that most Anglo Saxons living in Britain were **Pagans**.

Know that a monk called Augustine led **missionaries** from Rome to convert Anglo-Saxons to Christianity in 597AD. Augustine converted King Aethelbert to Christianity and Christianity then became a big part of life because when kings became Christian it was expected that their followers would **convert** too.

Know that kings and **noblemen** set up **minsters** and expected **nuns** and **monks** to pray for them - especially during times of trouble and war.

Sutton Hoo

Know that Sutton Hoo is the site of two 6th and early 7th century cemeteries. One cemetery contained an undisturbed **ship burial** which was **excavated** in 1939. This was one of the most magnificent and significant archaeological finds in England as it was so large and the goods in the grave were found complete. These goods gave archaeologists lots of information about life in Anglo-Saxon times.

Examine images of some of the artefacts, including the Sutton Hoo helmet.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Suffragettes	Year:	5	Term:	Summer 2
Key question:	How influential were the Suffragettes in getting women the right to vote?				

Links to prior learning

Builds on prior learning linked to democracy in Ancient Greece and builds upon themes of democracy, parliament, rights, power, women, oppression and rebellion.

New learning

Who were the Suffragettes?

Why did so many women in Nottingham join the Suffragettes?

What were the arguments for and against women having the vote? [Explore historical sources including newspaper articles, propaganda, posters and Lord Curzon's pamphlets.](#)

What did the Suffragettes do? [Explore a photograph of Emmeline Pankhurst being arrested.](#)

Who was Helen Watts and why was she so significant?

Why did women get the vote? [Look at 'Representation of the People Act 1918' and 'Equal Franchise Act 1928'.](#)

Preparation for future learning

Year 6 - Civil Rights

Key vocabulary

Equality, civil disobedience, militant, activism, elections, campaign

Big ideas and key concepts

Democracy, change parliament, rights, power,, oppression and rebellion.

Assessment opportunity

The Suffragettes – End of Topic Quiz

1. What were the Suffragettes trying to achieve?
2. When did the Suffragettes achieve their goal?
3. What do we mean by the term 'democracy'?
4. What were some of the arguments **for** women getting the vote?
5. What were some of the arguments **against** women getting the vote?
6. What sort of tactics did the Suffragettes use?
7. Do you think the Suffragettes should have used violent or non-violent tactics? Why?
8. Who was Helen Watts?
9. How did the First World War help the Suffragettes get the vote?
10. Why do you think we remember and learn about the Suffragettes?
11. How influential do you think the Suffragettes were in getting women the right to vote?



What teachers need to know

Votes for Women

The campaign - the basics

Votes for women was part of a **gradual improvement** in women's rights that had been going on throughout the 19th century. The movement also campaigned for the right to divorce a husband, the right to education, and the right to have a job such as a doctor. Many women, however, saw the vote as the vital achievement that would give them a say in the laws affecting their lives.

The National Union of Women's **Suffrage** Societies - the **Suffragists** - was formed in 1897 and led by Millicent Fawcett. The group was made up of mainly middle-class women and campaigned peacefully. The organisation built up supporters in Parliament, but private

members' bills to give women the vote all failed.

The **Women's Social and Political Union** - the **Suffragettes** - was formed in 1903 and led by Emmeline Pankhurst. Although this group was also middle class, it heckled politicians, held marches, members chained themselves to railings, attacked policemen, broke windows, slashed paintings, set fire to buildings, threw bombs and went on hunger strike when they were sent to prison. One suffragette, Emily Davison, ran out in front of the king's horse during the Derby of 1913 and was killed.

The **East London Federation of Suffragettes** - formed in 1914 by Sylvia Pankhurst (Emmeline's daughter) - was made up of working-class women. This group concentrated on social reform, and rejected the violence of the WSPU.

Women were not given the vote before the war. At the end of the war, in 1918, however, the **Representation of the People Act** gave women over 30 the vote, and in 1928 this was extended to all women over the age of 21.

Votes for women - for and against

It is important to realise that these arguments are not necessarily true, or what we would say today - they are what people said **at the time**.

For	Against
Women are equal before God.	A woman's place is in the home; going out into the rough world of politics will change her caring nature.
Women already have the vote in local elections.	Many women do not want the vote, and would not use it if they got it.

Women pay taxes.

Women do not fight in wars.

Some women (eg doctors and mayors) are far better than some men (eg convicts and lunatics) who have the vote.

The vast mass of women are too ignorant of politics to be able to use their vote properly.

Other countries have given women the vote.

If women are given the vote, it will not be the gentle intelligent women who will stand for Parliament, but the violent Suffragettes. Parliament will be ruined.

Why did women get the vote?

The Suffragettes -At the time, the Suffragettes caused a lot of anger and it has been argued that they lost support for the cause. Certainly, women had not been given the vote by 1914, even after a lot of Suffragette violence. However, some historians argue that, although they could not be seen to give in to Suffragette violence, politicians could not face a return to Suffragette violence after the war, and that is why they gave women the vote.

The War -During the war, women served the nation and did men's work in many ways. When they were given the vote in 1918, almost every person who supported the motion in Parliament said that they deserved it because of their conduct during the war - they had proved that they could go to war' with the men. The problem with this argument is that only women who were householders over the age of 30 (6 million women) got the vote in 1918; women over 21 did not get the vote until 1928. Yet the 1918 Representation of the People Act gave the vote to all men over the age of 21 so the war did not bring women equality.

Sylvia Pankhurst - In June 1914, she famously took a delegation of working class women to lobby Prime Minister Asquith who did not think that working class women were intelligent enough to have the vote. This proved to Asquith that working class women were intelligent enough to vote.

The Suffragists - Some historians argue that the long-term persuasion of the Suffragists won the vote. In 1916, Lloyd George, who supported women's suffrage, replaced Asquith as prime minister, and many pro-suffrage MPs who had been young men before 1914 now held influential places in the government. So the women won by patient persuasion, after all.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Maya Civilisation	Year:	5	Term:	Spring 2
Key question:	What did the Ancient Maya achieve?				

Links to prior learning

Builds chronologically from the other civilisations of Ancient Egypt and Ancient Greece. Builds on Geography learning of North America and the theme of trade.

New learning

Who were the Ancient Maya and where did they live?

What was life like for the Ancient Maya? [Sources/artefacts - How do we know?](#)

What environmental challenges were the Ancient Maya faced with?

What did the ancient Maya people believe in? [Look at how we know this, what historical sources can we use?](#)

What happened to the ancient Maya?

How do we know about their lives? [Opportunity to discuss artefacts, remaining architecture and historical/archeological techniques.](#)

Preparation for future learning

Key vocabulary

Mesoamerica, Tikal, Palenque, society, urban, astronomy, architecture, agriculture, drought, settlement, temples, cities, trade.

Big ideas and key concepts

Themes of civilisation, ruler, religion, power and culture

Assessment opportunity

End of Unit Assessment



1. Where was the Ancient Maya civilisation?
2. When was the classic period?
3. What were buildings in Maya cities made from? What did they look like?
4. What were buildings outside the cities for ordinary Maya made from? What did they look like?
5. What is the difference between a primary and a secondary source?
6. What can we learn from artefacts about the Maya?
7. Who were the most important and least important groups in Maya society?
8. What did the Maya invent that made farming so successful?
9. Describe the Maya religion. What sort of gods did they have? What role did the priests have?
10. How did the Maya number system work?
11. How did the Maya writing system work?
12. How did Ancient Maya civilisation end?

What teachers need to know

Period Overview

The Mayan people still exist today and have survived numerous attempts to wipe them out over the course of their history. This unit refers mainly to the classical Mayan period, which stretches from approx. 250-950AD. During this time society became more organised around urban areas and society became more organised. Advances were made in astronomy, maths and language, as well as architecture and agriculture. Links were made with other peoples across the continent. Scholars disagree over why the classical period came to an end, although it has been hypothesised that it was caused by a widespread drought, which ended the growth of society and impoverished the population.

Life in a Mayan settlement

Mayan settlements appear to not have been planned, but a general centre point was the temple. It is thought that the stepped temples were built both as a statement of grandeur and as a route to the heavens above. This is something the Mayans have in common with many other civilisations across the ancient world. Rumours of human sacrifice have seeped into popular culture, but appear to be overblown.

Each settlement also had wide-open plazas which served as a meeting point, as well as a ball court where games were held. Cities were generally not organised in an identikit way, but had lots of common features. There does not appear to have been a central point of authority in the Mayan empire, rather society was organised through a number of rulers at local level. This is perhaps the reason the Mayans endured; without a central powerbase that could be decapitated, agreements had to be made with a number of rulers. In a way this is similar to the Indian, or even European, city states.

Changing Times

During the classical period and after, the Mayan civilisation evolved hugely. The Mayan civilisation cannot be credited with inventing writing or scientific advances but its position traversing Central America meant that the Mayans could assimilate and improve ideas from elsewhere. Their system of writing can be characterised as using hieroglyphs, at any one time anything from 200-500 were used, containing phonetic symbols and logograms. Urbanisation was a characterising trend of the period, centred on cities/towns with strategic geographical importance. Through these urban areas the Mayans traded extensively with the surrounding region and established links throughout the Central American continent. Agriculture was hugely important as it was in many early civilisations, with population growth entirely dependent on the ability of the land to support its people. It is through this lens that the theory about the collapse of the classical Mayan empire being caused by droughts comes from.

Key Individuals

The Mayans did not have 'great' historical figures, but each city had important people

The Priest – Held the regular rituals surrounding the temple possibly including sacrifice. The Pharmacist – provided natural medicines which kept the people very healthy. The Farmer – irrigated fields and provided food for the city

What did the Mayans ever do for us?

Astronomy – Very accurate charts of the moon Sculpture – Mainly of the human form, highly advanced when compared to similar empires. Architecture – Stepped temples providing a route into understanding their religion Medicine – many natural cures used by the Mayans still in use today Number system – developed independent of Arabic system, more advanced and logical.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Civil Rights	Year:	6	Term:	Summer 2
Key question:	How successful was the American Civil Rights movement?				

Links to prior learning

This unit builds on the pupils' prior knowledge of the Suffragettes and their battle for the vote. It also links to Ancient Greece and the notion of democracy. In Geography, the pupils have recently studied the USA.

New learning

What was the United States of America like in the 1950s? [Explore historical sources including photographs and signs.](#)

Why did Oliver Brown take the Board of Education to Supreme Court? [Photographs of The Little Rock Nine and Ruby Bridges - What can they infer from these images.](#)

Why didn't Rosa Parks give up her seat on the bus?

What was Dr Martin Luther King Jr's dream? [Read original speech/ listen to recording.](#)

Why did 3,200 people march from Selma to Montgomery?

What is the Black Lives Movement and why is it needed?

Preparation for future learning

N/A

Key vocabulary

Segregation, civil disobedience, segregation, civil rights, integration, discrimination

Big ideas and key concepts

Democracy, change, power, oppression, rights and rebellion.

Assessment opportunity

Wednesday 24th May

Civil Rights
End Of Topic Quiz

1. What is segregation?
2. What was the ruling in the Brown v. Board of Education case?
3. How were the Little Rock Nine greeted when they arrived at high school?
4. Who was Rosa Parks and what was her role in the Civil Rights movement?
5. Why were the bus boycotts in Montgomery important for the civil rights movement?
Give **TWO** reasons.
7. Outline of the events that happened leading up to and during the march from Selma to Montgomery.
8. How successful was the Civil Rights movement in the USA?
9. In your opinion, what's the most important thing you have learned from this topic?

What teachers need to know

The Civil Rights Movement in America

Slavery in the USA was abolished in 1865, but black Americans did not have equality:

The Ku Klux Klan attacked and lynched black people.

Black people were not allowed to use white public facilities such as schools and parks. This was called 'segregation'.

The Fourteenth Amendment to the US Constitution granted newly freed slaves equal citizenship to white people. However, the Supreme Court ruled in Plessy v. Ferguson (1896), that facilities for black and white people had to be 'separate but equal'. In reality, black people's facilities were almost always worse than that of white people's.

There had been successful attempts to improve the status of black people before the 1950s – for example, the National Association for the Advancement of Colored People (NAACP) was set up in 1909. They funded lawyers for black people who were treated very badly by

the courts.

However, it was in the 1950s and 1960s that the Civil Rights Movement – led by Martin Luther King Jr – challenged white supremacy:

In 1954, Rev Brown won the right to send his child to a white school. In a huge and unprecedented decision, (Brown v Board of Education, 1954) the Supreme Court finally ruled that segregation could not ever be equal.

In 1955, Rosa Parks refused to give up her bus seat to a white person, inspiring the Montgomery Bus Boycott.

In 1957, nine black students, with military protection, went to a white school in Little Rock, Arkansas.

In 1963, after campaigns of restaurant sit-ins, Freedom Rides on interstate buses and bloody civil rights marches – a quarter of a million people marched to the Lincoln Memorial to hear King's 'I have a dream' speech.

Martin Luther King Jr explains the philosophy and aims of non-violent protest

The Civil Rights Movement gave black Americans legal equality:

The Civil Rights Act (1964) outlawed segregation in schools, public places or jobs.

The Voting Rights Act (1965) gave all black people the vote.

The Fair Housing Act (1968) banned discrimination in housing.

However, black Americans did not achieve economic equality, and still remain a socially disadvantaged group.

Slavery was abolished in the USA in 1865, after a bloody civil war.

But did life improve for ordinary black people in America?

- 'Jim Crow' laws were passed in the southern states. They denied black people equal rights. Black people and white people were **segregated**. Black people were not allowed to use 'whites only' public facilities such as schools and parks.
- The Ku Klux Klan was formed. Set up during reconstruction of the South after the Civil War in 1865, it aimed to promote 'white supremacy' by intimidating, attacking and lynching black people.
- Poverty was a major problem. Black people occupied the worst jobs in society. Many black women worked as servants to white people.
- Race riots flared up. Occasionally white people would riot and attack black people such as in Detroit in 1943.

Gradually, black Americans began to challenge their second-class status:

- In 1909, the National Association for the Advancement of Colored People (NAACP) was set up to oppose discrimination by

challenging it in the courts.

- In the 1920s and 1930s, the Harlem Renaissance led to black Americans looking into their own history and beginning to connect to their African roots. Black writers such as Langston Hughes and Zora Neale Hurston wrote books and poetry that explored and celebrated black culture.
- In the Second World War, black Americans bravely fought to defend the USA as did white Americans. However, many black soldiers faced violence and abuse when they returned to the USA. The US military finally allowed black and white soldiers to serve next to each other in 1948.
- In 1942, James Farmer founded the Congress of Racial Equality (CORE) to challenge segregation by non-violent direct action.
- In 1957, Martin Luther King Jr founded the Southern Christian Leadership Conference (SCLC) to fight for civil rights by peaceful marches and demonstrations.

Consequences of the Civil Rights Movement

- In 1964, Martin Luther King Jr won the Nobel Peace Prize for his use of non-violence and his social justice work for black Americans and oppressed people around the world. The third Monday in January in America is Martin Luther Jr King Day, a national holiday.
- White violence, such as that seen when peaceful black protestors were attacked by police dogs in Birmingham, Alabama forced the US government to step in to give black people their rights:
- The Civil Rights Act (1964) outlawed segregation in schools, public places and jobs.
- The Voting Rights Act (1965) made it illegal to do anything that might limit the number of people able to vote. Some states had used a literacy test to try and prevent black people from voting as many black people had limited access to education.
- The Fair Housing Act (1968) banned discrimination in housing.
- In 2008, a black American, Barack Obama, became President of the United States.

The outcome of the 1964 Civil Rights Act

Civil rights did not give black Americans prosperity or jobs. Black Americans – particularly in the 'black ghettos' in the towns – remained poor and angry that they were still subject to discrimination, police harassment and low standards of living. The basic rights that had

been promised to many black Americans failed to be seen. As a result, groups such as the Black Panthers sought to move the Civil Rights Movement to another level by encouraging black communities to become self-sufficient by setting up businesses, housing and education schemes as well as policing their own communities.

In 1968, Martin Luther King Jr was assassinated. This led to a wave of riots that destroyed many black communities across American cities. Some of these communities never recovered. To this day, poverty, and violence and discrimination against black people continues.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Nottingham during WW2	Year:	6	Term:	Spring 2
Key question:	What was life like in Nottingham during WW2?				

Links to prior learning

This unit builds on the pupils' prior knowledge of their local area as well as the concepts of power, rights, rulers, invasion and oppression.

New learning

1. Why did the world go to war in 1939?
2. Overview of WW2, looking at timeline/chronology. Discuss tactics and link to Vikings learning.
3. How did Nottingham prepare to defend itself? How badly damaged was Nottingham during the war? Opportunity to explore photographs both of Nottingham during the war and of other UK and European cities (both allies and axis).
4. How did the War impact on the people of Nottingham's daily life? Could look at posters, propaganda, written reflections...
5. How did the War end? What was it like on VE day for the people of Nottingham? Explore photographs and newspaper articles.
6. How do Nottingham and Ruddington remember those who died in the war? End of Unit Assessment

(What were the causes of The Holocaust? How did it affect people's lives?) - Covered in RE lessons (see RE book), referenced in

[overview lesson.](#)

Preparation for future learning

KS3 - The Holocaust

Key vocabulary

Reparation, elected, democracy, totalitarian, dictator, Allies, Axis, gas masks, identify cards, drills, air raid, blitz, casualties, rationing, evacuated, memorial.

Big ideas and key concepts

Power, rights, democracy, rulers, invasion and oppression.

Assessment opportunity

What teachers need to know

Nottingham Blitz

The Nottingham Blitz was an attack by the Nazi German *Luftwaffe* on Nottingham during the night of 8–9 May 1941.

Defence Preparations

Nottingham was the first city in Britain to develop an ARP (Air Raid Precautions) network. It was developed because of the foresight of Nottingham City Police Chief Constable Captain Athelstan Popkess. The city was divided into zones, controlled by report and control centres with 45 auxiliary fire service stations.

By the time of the raid, Nottingham had built a significant number of public shelters. The John Player & Sons tobacco company had built a network of tunnels at its factory and under local streets sufficient to house around 5,000 of its workers.

The raid on the night of 8–9 May by the *Luftwaffe* was targeted at Nottingham and Derby. The X-Gerät beams set up to cover the Rolls Royce works were detected, and radio counter-measures diverted the attack to the moors north east of the town.

A Starfish decoy fire system located near Cropwell Butler in the Vale of Belvoir confused the aircraft, and many of the bombs intended for Nottingham were dropped on open farmland in the vale.

The raid

There were over 100 bombers in the Nottingham raid. Emergency services tackled 97 fires on the night of the Nottingham Blitz on 8 and 9 May 1941.

Records list 12 fires as serious, 40 as major and 42 as medium. In some cases, fires started by incendiary bombs were put out before they took hold.

Firefighters successfully tackled a fire in the south transept at St Mary's Church after an incendiary bomb burned through the roof. A turntable ladder was positioned on High Pavement to enable them to direct a hose on to the roof. The vicar of St. Mary's, Neville Stuart Talbot noted:

We had a visitation - nothing compared with some places, but still a very real taste. Began about twelve. We had gone to bed, and tried to believe that the explosions were our guns, but soon one and then another were unmistakable - one was not far off down Friar's Lane. Peering out of the top window, I soon realised that big fires had been started, so, there being a lull, I went down. I found a fire going in the South Transept of the Church. It took a long time really to put it out.

There were fierce fires at Trivett's Building near St. Mary's Church, in Short Hill and three of the Boots' factories in Poplar Street, Island Street and Station Street.

Buildings destroyed

- St. John the Baptist's Church, Leenside, Nottingham, remains demolished and site cleared after the war.
- St. Christopher's Church, Sneinton, rebuilt by 1952
- Stadium Hotel, Parliament Street

Buildings damaged

- St. Mary's Church, Nottingham
- Nottingham Masonic Hall
- University College Nottingham
- Shakespeare Street Wesleyan Reform Chapel
- Moot Hall, Friar Lane

Casualties

Casualties were heavy. There were 159 people recorded as killed with 274 injured. At the Co-op bakery on Meadow Lane, 49 employees and members of the Home Guard were killed, and 20 others injured. At University College, 45 people were killed.

Other raids

The *Nottingham Evening Post* of 17 May 1945 records that there were 11 raids on Nottingham in total, 178 people were killed and 350 injured. 479 high explosive bombs were dropped.

HISTORY CURRICULUM UNIT PLANNER

Unit:	Vikings	Year:	6	Term:	Autumn 2
Key question:	Do the Vikings have an unfair reputation?				

Links to prior learning

This unit builds on the pupils' prior knowledge of early British history and particularly that of the Anglo Saxons.

New learning

Why did the Vikings raid and invade Britain and where did they settle? **Look at written sources/documentation of their invasions - how are they represented.**

How did the Anglo-Saxons resist the Vikings? Alfred the Great and Athelstan.

What was life like in Viking Britain? **What do artefacts and sources show us? What can children infer? Discuss reliability.**

What was Viking culture like? **What do historical sources show us about Viking culture?**

Anglo-Saxon laws and justice - (could compare to viking).

How did the Viking / Anglo-Saxon period end? Edward the Confessor and his death in 1066.

Preparation for future learning

KS3 - The development of Church, state and society in Medieval Britain 1066-1509

Key vocabulary

Hords, navigate, knarr, longship, traded, raids, Orkney, coastal, Alfred the Great, treaty, wattle, hearth, smokehole, byre, runes.

Big ideas and key concepts

Invasion, change, power, rulers and culture.

Assessment opportunity

Thursday 16th December



End of Topic Essay: Do the Vikings have an unfair reputation?



	Self-assessment			Teacher
Must recall key facts about Vikings and Viking Britain.				
Should contrast Viking raiders to Vikings settlers.				
Could consider the reliability / bias of different sources.				
Could Even discuss how recent historical discoveries have changed our perceptions.				
Learning muscle absorption, distilling, empathy				

What teachers need to know

Period Overview

The Anglo-Saxon period has been broken into two parts in the National Curriculum, differentiating between the periods before and after the main Viking invasions. Several Viking raids took place during the 8th Century, with increasing numbers towards the end of the century. The period is often considered to have begun with the raiding of Lindisfarne in 793. Vikings were largely from Denmark, Norway and Sweden and it is not known for certain why they began to raid other lands and settle in places such as England. Within a century Vikings had taken over large parts of the land in northern England, although failed to over-rule the large kingdom of Wessex. By 884, after years of battles, a treaty was agreed that left Vikings ruling over 'Danelaw' in the north of England.

Life in Saxon & Viking Britain

Vikings have traditionally had a fierce reputation as invaders and for violent attacks. While these are not entirely unfounded, there is certainly evidence that some attacks – including that at Lindisfarne in 793. The Vikings occupied much of north-eastern England, including their stronghold of York. We now know that the city was a busy place with up to 15,000 inhabitants. Gradually as the Vikings spread, in between skirmishes with Saxons elsewhere in England, the Viking farming, language and laws spread across the north and east. Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. Clothes and housing were not

dissimilar from those in the rest of England. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste. When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. With some invasions in the 10th Century, invaders were bought off with silver, known as Danegeld, which was raised by taxing locals. The Danegeld land tax became permanent.

Changing Times

After years of small-scale attacks and invasions, and the commencement of the main attacks in 793, Viking incursions continued into the 9th Century. In 865, a substantial army was raised to conquer England, known in the Anglo-Saxon Chronicle as the Great Heathen Army. The Army landed in East Anglia and reached York by the following year. Over the next 10 years the Vikings took over more land, leading to Wessex as the only unconquered kingdom. Battles between the two groups continued until the Battle of Edington, at which King Alfred (the Great) defeated the Vikings. Consequently, the Treaty of Alfred and Guthrum was agreed which essentially separated England into parts ruled by the Saxons and by the Vikings. The two populations co-existed, although not without on-going battles, until 954. In this year, Eric Bloodaxe – king of the Vikings – was killed, perhaps as part of an internal Viking feud, from which time the Saxon king, Eadred took control of the kingdom. Following this period, a series of Saxon kings ruled, interrupted by the reign of Danish king Sweyn and later Cnut and his grandsons, before Edward the Confessor.

Key Individuals

King Alfred – King of Wessex from 871 to 899, defended Wessex from the Viking conquest
Athelstan – First King to unite English kingdoms, 927
Guthrum – King of the Vikings in Danelaw at the time of the treaty with the Saxons
King Cnut – King of England, Denmark and Norway between 1028 and 1035
Edward the Confessor – penultimate Saxon King of England (before Harold II who lost at Hastings)

What have the Vikings ever done for us? The English language was greatly affected by the invasions of the Vikings, in particular through town and village names in the north and east of England. It is also thought that Vikings may have been the first Europeans to have explored the Americas, around 1000. The Vikings also were responsible for the world's now oldest parliament – the Tynwald – in the Isle of Man