



## **Bingham Primary School- History Curriculum**

### **History Curriculum Pedagogy**

At Bingham Primary School and Nursery, we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about providing children with an engaging curriculum allowing children to develop a sense of curiosity and enthusiasm towards historical events. The history curriculum develops children's understanding of Britain's past and the past of the wider world as well as equips children with the skills needed to be able to question, investigate and compare sources. Through carefully considered planning children will develop a sense of chronology, identity and a sense of cultural identity based on local historical heritage. They will know to value others and their own cultures within multicultural Britain.

We aim to ensure all our children leave primary school with the passion, knowledge, skills, and motivation necessary to become lifelong learners.

### **National Curriculum:**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how peoples lives have shaped this nation and how Britain has been influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connection, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural,

### **Key stage 1**

#### **Pupils should be taught:**

During Key Stage 1, History is taught every other half term. We focus on developing an awareness of the past and developing an understanding of chronology. Children should know where people and events fit into the chronological framework, initially focussing on their own experiences. Children should be able to



## **Bingham Primary School- History Curriculum**

identify similarities and differences between ways of life in different time periods and should be able to discuss how things change and progress as time moves forward. Children should also be encouraged to ask and answer questions, drawing on knowledge and different resources such as maps, artefacts and photographs. Children should understand some of the different ways in which we find out about the past and be able to identify different ways in which it is represented.

The History curriculum ensures progression throughout key stages and by teaching children about the following topics in history, children will have prior knowledge to take with them through to the next key stage.

- Changes within living memory.
- Changes and events beyond living memory.
- Lives of significant figures in history who have contributed either nationally or internationally.
- Significant places and events in their own locality.

### **Key stage 2**

#### **Pupils should be taught:**

During Key Stage 2, History is taught every other half term. We focus on continuing to build a knowledge of working chronologically and having a secure chronological knowledge of national, local and international history. Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information. Children should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and international history outlined below, teachers should combine overview of and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught:

- The names of important key monarchs through time, with a very broad understanding of the period they are in.
- Pre-history study Changes in Britain from the Stone Age to the Iron Age.
- The Civilisation of Ancient Greece.
- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
- The Roman Empire and it's impact on Britain and the local area.
- Britain's settlement by Anglo Saxons and Scots.
- The invasion of the Vikings – moving into local History study and the impact.
- 1066 and the Norman Invasion.
- The changing power of monarchs – The Magna Carta 1215.
- A non-European society that provides contrasts with British history – Benin, West Africa.
- Life after the Norman Conquest: The Tudors – a significant turning point in British History.



## **Bingham Primary School- History Curriculum**

- Using Historical sources to do an in-depth study of an aspect of history rather than a period in history – Victorians or WW1.

### **EYFS**

During the Early Years, History is taught and introduced as part of the Area of Learning and Development, Understanding the World. Children are taught in a child led and active way, utilising both the indoor and outdoor environment. Children are encouraged to think about themselves and their families over time and how they have change. They will begin to develop an understanding of chronology by discussing their own lives and their families.

# Bingham Primary School- History Curriculum

## Procedural knowledge



Area	EYFS	Year 1	Year 2	LKS1 Year A	LS2 Year B	UKS2 Year A
Chronological understanding						
Range and depth of historical knowledge						
Interpretations of history						
Historical enquiry						



## **Bingham Primary School- History Curriculum**

Organisation and communication						
--------------------------------------	--	--	--	--	--	--

**Bingham Primary School- History Curriculum**  
**Curriculum Coverage Grid**



	Autumn 1	Spring 1	Summer 1
<b>F2</b>			
<b>Year 1</b>	Homes in the past	Toys past and present	Explorers
<b>Year 2</b>	London in the past	Communication through time	Famous people who influenced the world
<b>Lower KS2 Year A</b>	Stone Age Britain Bronze Age	Bronze Age Iron Age Britain	Romans
<b>Lower KS2 Year B</b>	Anglo Saxon Britain	A Viking invasion	Indus Valley
<b>Upper KS2 Year A</b>	Ancient Egyptians	Ancient Greeks	Study Mayans
<b>Upper KS2 Year A</b>	WW2	WW2 is over	A local history study

## Bingham Primary School- History Curriculum

### EYFS



EYFS	
Understanding the World: Past and Present Assessment points:	Understanding the World: People, Culture and Communities Assessment points:
<p>Sequence a simple series of events into a chronology</p> <p>Understand the language of the passage of time past, present and future in events linked to their own lives and experiences;</p> <p>Know that some things happened a very long time ago.</p> <p>Talk about how their lives are similar or different to lives of others in the past from family or stories;</p> <p>Sequence a group of objects into a simple timeline order based on a discussion about their properties;</p>	<p>Talk about use of materials in their home and school environments, where wood, metal, fabrics etc. are used and use descriptive vocabulary when talking about these features i.e. soft, spikey, bendy etc.;</p> <p>Talk about communities that people live in and assign key vocabulary according to characteristics such as town or city;</p> <p>Talk about the features and usage of buildings in their local environment and bring this knowledge into their play;</p> <p>Understand that people belong to different faiths and celebrate their faith in different ways.</p> <p>Children can express an opinion on the environment that they live in – contextual to where you are.</p> <p>Talk about how people live in contrasting environments, talk about features of these environments and use comparative language when discussing both similarities and differences;</p> <p>Talk about how families can be different as well as similar in culture, faith and orientation.</p>
ELG	
<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps.</p>

## Year 1 Autumn Homes in the past

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know how to investigate and identify a variety of homes today.	Children will identify different types of modern housing. They will use appropriate vocabulary to describe different types of houses and identify features common to all modern homes.		<p>home - the place where a person or animal lives.</p> <p>detached - to separate from a whole</p>



## Bingham Primary School- History Curriculum

				semi-detached - to be partially separated from a whole
2	To identify key external features of homes	Children will take a closer look at the main features of different types of homes. They start to describe the similarities and differences between different houses and record their observations using drawings and descriptions. describe and draw details of different features of a home -record observations appropriately		Victorian - of, concerning, or during the reign of Queen Victoria.  electricity - energy that provides power for objects to work
3	To know how to explore homes built a long time ago and identify their features.	Children will find out about the fashions and building styles in homes across four key periods in British history: Medieval, Tudor, Georgian and Victorian. They will find out about some features of homes built a long time ago, such as thatched roofs. Children will start to think about how homes.		past - something that has happened before
4	To find out what Victorian homes were like inside	Children are introduced to Queen Victoria and the Victorian era. They will investigate what the interior of Victorian homes were like. Using photos of reconstructions as well as photographs of rooms taken in Victorian times, they will start to identify some features of Victorian homes.		
5	To identify and explore objects in a Victorian home and their uses.	Children will identify that most Victorian homes did not have electricity and establish how this would have made Victorian homes different to modern homes. They will explore some common objects found in Victorian homes, such as bellows and mangles. They will continue to identify similarities and differences between Victorian and modern homes.		
6	To know and consolidate what we have found out about Victorian homes.	Children will identify some objects found in a typical Victorian home before consolidating what they have learnt about Victorian homes. They will communicate their knowledge in a variety of ways.		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To identify homes from today.</li> <li>➤ To know the key external features of homes.</li> <li>➤ To know the features of homes built a long time ago</li> <li>➤ To know what is meant by 'Victorian' and that it was a long time ago</li> <li>➤ To know differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past</li> </ul>		





## Year 1 Spring Toys in the past and present

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know how to describe the characteristics of toys.</p> <p>To know how to make suggestions for how they could find out about what toys were like in the past</p>	<p>Show children a selection of toys (photographs if not the real thing). Discuss each photo, do they recognise the toy, have they played with that toy before, what is it made of and would they describe it?</p> <p>What are the children's favourite toys?</p> <p>Children to complete toy description sheet (have photographs of specific toys with labels). Children to think of appropriate vocab to describe common toys. Think about if they're electric etc.</p> <p>At end of session ask the question 'how could we find out about other toys, maybe toys from the past?'.</p> <p>Homework job: ask children to speak to parents and grandparents about what toys they played with when they were younger and share info in next lesson.</p>		<p>past - something that has happened before</p> <p>present - something that is happening now</p> <p>grandparent - Your parent's parent</p> <p>old - something that has been around for a long time (not new)</p>
2	To know that toys in the past were different to toys today	<p>Discuss last weeks homework – what toys did the children's parents and grandparents play with?</p> <p>Look at toys from the past (use Victorian toys set) and compare with modern day toys. What would children like to know about the toys? E.g. when are they from, who played with them? Repeat last week's activity but this time with Victorian toys. Label using appropriate language.</p>		<p>new - something that has just been made</p> <p>technology - using up to date methods to solve a problem or carry out a task</p>
3	<p>To know what toys were like at different times in the past.</p> <p>To know the term 'decade'</p>	<p>Recap learning of modern day toys and toys from Victorian times. What similarities/differences do the children remember?</p> <p>Share photographs of toys over the decades from Victorian times to now. What do they like about them, what don't they like, why do you think they were popular? Arrange photographs in a timeline on the board. Children to look and see if they can remember the order before working in pairs and cutting and sticking their own timeline. Copy per pair so that they can go in books.</p>		
4	To know how to describe old and new toys using appropriate vocabulary	<p>Discuss toys from over the decades and what the children have already found out.</p> <p>Have old toy and new toy on iwb and discuss similarities and differences. Repeat a few times.</p> <p>Children to complete old and new toys sorting activity. Cut and stick to sort into groups.</p>		
5	To know how toys have changed/stayed the same.	Recap prior learning of old and new toys. Think about toys such as bikes and toy cars/vehicles. Share photographs and discuss how they have changed. Repeat a few times for different toys that are still played with today.		

## Bingham Primary School- History Curriculum

		Create a poster/advert advertising an old toy that could be played with in the modern day. Include why it is good to play with, what it's made of etc. Children to work in pairs/small groups.		
6	To know how to order toys chronologically	<p>Recap learning of old and new toys.</p> <p>Read Lost in a Toy Museum by David Lucas to help children grasp the idea of a museum for those who have never visited one.</p> <p>Explain that an area of the classroom is going to be dedicated to be a 'toy museum'. Create signs such as opening times and ticket prices. Add toys and photographs of toys from over the decades and label them. Children could also provide facts and details of toys. Display timeline of toys. Children could create frames and stands etc. to display their toys. Children could use this a role play area for the remainder of the session. They could also invite additional members of staff and other classes to visit their museum and give 'talks' about the toys.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to describe the characteristics of toys.</li> <li>➤ To know what toys our parents and grandparents played with.</li> <li>➤ To know what toys were like at different times in the past.</li> <li>➤ To know differences between old toys and new toys</li> </ul>		

## Year 1 Summer Explorers

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know when Christopher Columbus lived and what he was trying to achieve.	Find out Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life. Fact File.		<p>explorer - someone who travels to places</p> <p>exploration - search of an unfamiliar area</p>
2	To know about Christopher Columbus' journey and what he discovered (The American Indies)			<p>civilisation - in order to discover what is there organised groups of humans with their own culture</p> <p>centuries - periods of one hundred years</p>

## Bingham Primary School- History Curriculum

				disease
3	To know the impact of Columbus' voyages and what he brought back to Europe.	Recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.  Recap on the key events on Christopher C life.		illness  legacy - something left behind after death  commander - person in charge of a military operation achievements: things done successfully after lots of effort.
4	To know who Neil Armstrong was and why he is remembered today.	Look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong.		breakthrough - successful for the first time.
5	To know about Neil Armstrong's landing on the moon and the impact this had on the world.	Find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration. Look at space exploration has impacted our lives to day knowledge of the moon, rocks, moons surface.		plaque - stone/metal tablet with writing on.
6	To know how to compare two historical figures.	Use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To know when Christopher Columbus lived and what he was trying to achieve.</li> <li>➤ To know about Christopher Columbus' journey and what he discovered.</li> <li>➤ To know the impact of Columbus' voyages and what he brought back to Europe.</li> <li>➤ To know who Neil Armstrong was and why he is remembered today.</li> <li>➤ To know about Neil Armstrong's landing on the moon and the impact this had on the world.</li> <li>➤ To know how to compare the lives and achievements of Columbus and Armstrong.</li> </ul>		



## Year 2 Autumn London in the past

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know who Guy Fawkes was and what they might want to know about him	<p>Introduce the time period of the 1600's in London. Show children maps and pictures of London. Discuss what it looked like and how it is different from modern day London (share pictures of modern day London too).</p> <p>Introduce the story of the gunpowder plot. Recall key people and the reasoning behind the gunpowder plot.</p> <p>Who was Guy Fawkes? Show children a picture of Guy Fawkes and ask the questions:                      What do you think about this person?                      Are his clothes like the clothes we wear now? How are they different?                      What work might the person in the picture do?                      How can we tell that this person lived a very long time ago?</p> <p>Give a brief history of Guy Fawkes and his life.</p> <p>Show children a simple timeline of when Guy Fawkes lived and discuss the questions:                      What was life like when Guy Fawkes lived?                      How is it different to today?                      How would people travel?                      What did people wear?                      Were there telephones and computers?</p> <p>Think about objects that Guy Fawkes needed to use. Include his clothes, a pocket watch, barrels of gunpowder, a quill and his lantern. How is this different from today?</p>		<p>plague - A disease that affects humans and other mammals</p> <p>monarch - A ruler such as a king, queen or emperor</p> <p>treason - The betrayal of one's country by going to war or against it</p> <p>Gunpowder Plot - The plan to blow up parliament</p> <p>London - The capital city of England</p> <p>disaster - Sudden event causing much damage or suffering</p>
2	To know what the Gunpowder plot was	<p>Recap prior learning of the gunpowder plot (who Guy Fawkes was, what he did, how life was different).</p> <p>Share a timeline of British monarchs and focus on King James, explain this is the king the plotters wanted to kill.</p> <p>Who were the plotters? Include Guy Fawkes and the other men that tried to kill the king. What problems do the children think the plotters faced? Share ideas and provide information on accurate problems the plotters would have faced. Include problems such as moving the barrels of gunpowder</p>		

## Bingham Primary School- History Curriculum

		(Thomas Percy) and the letter warning Lord Monteagle not to go to parliament on the 5 <sup>th</sup> of November (the 5 <sup>th</sup> of November links to bonfire night).		
		Role play as the plotters speaking to each other about the problems they faced. Perform role play scenarios to rest of the class.		
3	To know how to order events on a timeline  To know what a timeline is	Recap prior learning of the gunpowder plot. What was the plot? Where was the gunpowder hidden? Who was captured?  Children to order the events of the gunpowder plot on a timeline.		
4	To describe an historic event know how it influenced the modern day	Recap timeline of events of the gunpowder plot. How has this historical event influenced the modern day? Discuss how After the Gunpowder Plot, the royal guard started doing checks for explosives underneath the Houses of Parliament before any Kings or Queens made a visit, to make sure it was safe. This is a tradition that still continues to this day.  The gunpowder plot has also influenced celebrations we have. Discuss bonfire night and why we celebrate (to reflect and remember when the king was targeted by plotters). We set off fireworks and burn a Guy Fawkes on the bonfire.  Reflect on the story of the gunpowder plot and Guy Fawkes and create a Guy Fawkes fact file (include things such as birth, place of birth, date of death, known for, what happened to him, why did the gunpowder plot happen, what influence has it had?).		
5	To know how places change over time	Provide children with pictures of London in the past (around the 1600's). What differences can they see between then and now? Focus on houses/buildings, transport, people, and how streets at night will have changed (e.g. street lights, cobbles).  Children to use different resources to research changes. Create then and now table.		
6 & 7	To know the events of the Great fire of London	The great fire of London happened not long after the gunpowder plot. Plot these events on a timeline.  Provide children with the key facts of the great fire of London. Would this happen now? Think about thatched roofs.  Use appropriate vocab about the past and children to create timeline of the great fire of London. Cut and stick timeline cards in correct order		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To know about an historical figure</li> <li>➤ To know some of the differences in how people lived in the past compared to today</li> <li>➤ To know how to order events on a timeline</li> <li>➤ To know how historical events have influenced the modern day</li> <li>➤ To know how places change over time</li> </ul>		



## Year 2 Spring Communication through time

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know about early writing systems.	<p>Children will consider all the modern ways in which people can communicate with each other. They will then explore how people starting communicating through cave paintings, then look at ancient Egyptian hieroglyphics. They will start to understand that the ways people communicate changes over time.</p> <p>-Can children name a variety of forms of communication?</p> <p>-Do children know that forms of communication have developed over time?</p> <p>-Do children know that early writing systems used symbols instead of letters?</p>		<p>significant: important</p> <p>communicate: to share information (by talking or writing)</p> <p>centuries: periods of one hundred years</p>
2	To know who William Caxton was and what he introduced to Britain	<p>Children will learn how writing developed and how early books were produced. They will go on to look at the invention of the printing press and how this changed the way in which people were able to communicate and access information.</p> <p>-Do children know that William Claxton brought the first printing press to Britain?</p> <p>-Do children understand what a printing press is and how it works?</p> <p>-Can children describe some of the ways in which the printing press changed people's lives?</p>		<p>scribes: people who write copies of things</p> <p>society: people living together in an organised group</p> <p>pamphlets: thin books</p>
3	To know about the invention of telegraphs and Morse code.	<p>Children will learn about ways in which people sent messages and post to each before telegraphs before looking at how telegrams changed the way people communicated. They will learn about Morse code and learn to translate simple Morse code words. They will consider why telegrams are no longer sent today.</p> <p>-Do children know what a telegraph is?</p> <p>-Do children understand how Morse code was used to send messages?</p> <p>-Do children know that telegrams are now obsolete?</p>		<p>world wide web: a collection of pages found on the internet</p> <p>internet: a network of computers across the world</p> <p>communication: the sharing of information (talking, writing)</p>
4	To know who Alexander Graham Bell was and what he invented.	<p>Children will learn about Alexander Graham Bell and the invention of the telephone. They will look at examples of early telephones and how they worked. They will explore the differing ways in which the telephone was received by the public and think about how phones have developed over the years</p> <p>-Do children know who Alexander Graham Bell was?</p>		<p>influential: makes people take notice</p> <p>significant: important</p>

## Bingham Primary School- History Curriculum

		<p>-Can children describe what the first telephones were like?</p> <p>-Can children describe some of the ways in which telephones have developed?</p>		
5	To know about Tim Berners-Lee and what he invented.	<p>Children will recap the developments in communication up to the invention of the telephone, then find out about Tim Berners-Lee and the invention of the world wide web. They will consider how the internet has changed the ways in which people can communicate and share information.</p> <p>-Do children know who Tim Berners-Lee is and what he invented?</p> <p>-Do children understand ways in which the internet has changed how people access information?</p> <p>- Do children understand ways in which the internet has changed how people communicate?</p>		
6	To know about similarities and differences between the lives of William Caxton and Tim Berners-Lee.	<p>Children will place the major events in the history of communication on a timeline before comparing the lives and achievements of William Caxton and Tim Berners-Lee. They will think about how the way of life for both of these men is different and identify ways in which life is different today from the fifteenth century.</p> <p>-Can children remember key facts about William Caxton and Tim Berners-Lee?</p> <p>-Can children identify similarities between the lives of Caxton and Berners-Lee?</p> <p>-Can children identify ways in which life has changed since the fifteenth century?</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know about early writing systems.</li> <li>➤ To know about historical events.</li> <li>➤ To know about significant people from the past.</li> <li>➤ To know that there are reasons why people in the past acted as they did.</li> </ul>		

## Year 2 Summer Famous people who influenced the world

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know what democracy and dictatorship means.	Experience activities which are dictated or voted upon. Create own definition of democracy and dictatorship and then compare to the terms in a dictionary. Discuss the benefits and limitations of each.		democracy - government run by the people. Each citizen has a say (or vote) in how the government is run.
2	To know who NM was and significant events surrounding his life.	Children will listen to the song 'Free Nelson Mandela'. Explore what they think the song is about. Read biography/story about him. On a timeline, with support, map key events in his life. Explore what he achieved and why this was important at that time. Introduce the term 'discrimination'.		dictatorship - form of government in which a

## Bingham Primary School- History Curriculum

				person or a small group rules with almost unlimited power.
3	To know basic knowledge of what discrimination is linked to race and the systems that used to be in place.	Debate about the idea of separating white and non-white people. Explore why this isn't ok but people in power at the time thought it was. Look at different ways different that people can be discriminated against. Explore the movement of NM and his group and they fact the government thought they would be over turned. * Link to the Gun Powder plot and the plotting against the king. (Religious discrimination).		discrimination - when a person is treated differently (not in a good way) because of some aspect of their identity.
4	To know how to explore the life of a historical figure EP.	Read the story of Emmeline Pankhurst 'little people, BIG DREAMS'. Discuss her life and what she did. Add missing information to the timeline using the text.		voting - a process of letting people in a country decide things fairly - especially when they don't all agree.
5	To know why Emmeline Pankhurst's efforts helped towards votes for women.	Children to generate questions to ask EP in role. Hot seat EP and children to ask their questions to gain further understanding. Consider key questions and children to give their viewpoints 'role on the wall'.  Write own explanation of why EP was important.		government - group of people that have the power to rule  freedom - to act or move as you want
6	To know how to compare and contrast the life of two historical figures.	Complete the charts to compare and contrast the life and work of the two important people. Write about how NM changed life in South Africa. Write about how EP changed the life of women in the UK.  What were the similarities between them.		imprisonment - to put or keep a person in prison  apartheid - a system for keeping white people and non-whites separated in South Africa (apartheid means "apartness" in Afrikaans)  race - a person's colour, nationality, ethnicity or citizenship. It's a protected characteristic.  war - a situation or a period of fighting between countries or groups of people  peace - is a time without any fights or wars  suffragettes - women in the early 20th century who believed they should have the right to vote (suffrage)





## Bingham Primary School- History Curriculum

	<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know the difference between a democracy and a dictatorship.</li> <li>➤ To know how to explore the life of a historical figure.</li> <li>➤ To know ways in which events changed a nation's history.</li> <li>➤ To know why NM became an important figure in South Africa.</li> <li>➤ To know ways in which events changed a nation's history.</li> <li>➤ To know how to compare and contrast the life of two historical figures.</li> <li>➤ To know why Emmeline Pankhurst's efforts helped towards votes for women.</li> </ul>
--	--

## LKS2 Autumn (A)

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know when the stone age was</p> <p>To know the Palaeolithic period</p> <p>To know the Mesolithic period</p> <p>To know the Neolithic period</p> <p>To know how to recall terminology BCE and CE/ BC/AD</p> <p>To know the Early stone age lived in small groups hunted for mammals and gathered, plants, fruit and berries</p>	<p>Assess prior knowledge: what do children already know about the Stone Age? Give each child a post-it note and get them to write down at least one thing they know. Guessing and not being sure is fine. Share some ideas.</p> <p>Explain that the Stone Age lasted a long time, so it is split into three periods.</p> <p>Get children to discuss what they think Stone Age people ate and how they got their food. Ensure to use the term 'hunter-gatherers'.</p> <p>Show children website on Stone Age <a href="https://www.theschoolrun.com/homework-help/stone-age#:~:text=The%20Stone%20Age%20is%20divided,and%20berries%20when%20they%20could.">https://www.theschoolrun.com/homework-help/stone-age#:~:text=The%20Stone%20Age%20is%20divided,and%20berries%20when%20they%20could.</a></p> <p>Look at photo gallery and BBC Teach videos (Life in the Middle Stone Age and Life the New Stone Age).</p> <p>Children to put Stone Age timeline cards in correct order (picture cards for LA and MA, set 2 for HA-green cards not needed).</p> <p>Plenary: go through answers to timeline. Hinge questions: Which Stone Age Period was the earliest?</p> <p>Tick one thing that Stone Age people would have eaten.</p>		<p>Prehistory - A time before written records</p> <p>Hunter-gatherer - Someone who hunts and collects their own food</p> <p>Tribe - A large number of people</p> <p>Nomad - A person that travels to find fresh land</p> <p>Palaeolithic - Early period of the Stone Age</p> <p>Mesolithic - Middle period of the Stone Age</p> <p>Neolithic - Later part of the Stone Age</p>
2	<p>To know how a stone age dwelling was formed and the uses of land</p>	<p>Recap learning: ask if children can remember one key thing that changed/ developed during the Stone Age.</p> <p>Ask children if they can remember what the climate was like at the beginning of the Stone Age and how it changed. Prompt if needed. How did the use of the land change?</p>		<p>Neanderthal - A person from the time of the Stone Age</p> <p>Homo-sapiens - The species of modern humans</p>

## Bingham Primary School- History Curriculum

	<p>To know why people started to farm the land as the climate changed To know this is when they settled</p> <p>To know where Skara Brae is</p> <p>To know examples of homes at Skara Brae</p> <p>To know artefacts from Skara Brae give us clues</p> <p>To know they settled due to farming</p>	<p>Explain that farming began in the Neolithic period because farmers from mainland Europe brought seeds and farming tools to Britain. Cows, sheep, etc domesticated. This meant people settled in one place once they had found land to farm and live on.</p> <p>Give children A3 version of Skara Brae (1 between 2). Do not tell them what is in the picture. Get them to label the features with what they think they might be. What do they look like that we still have today?</p> <p>Look at BBC Bitesize page on Skara Brae and watch videos <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z883g7h">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z883g7h</a></p> <p>In a different colour, label features of the house using information from second video.</p> <p>Pass round pictures of artefacts from Skara Brae for children to look at. What do we think they might have been used for? Why do you think this? Why is finding artefacts so important for historians?</p> <p>In groups, get children to role-play what they think life would have looked like at Skara Brae based on what they now know and artefacts they have looked at.</p> <p>Plenary: present role-plays and see if class can guess what they are doing. Complete BBC Bitesize quiz on Skara Brae.</p>	<p>Wattle and daub - A building method using sticks (Wattle) and mud (daub)</p>
3	<p>To know how to inspect Stone Age tools</p> <p>To know tools and weapons used to gather food and hunt and used to eat food too</p> <p>To know stone was used to make these weapons that helped them to capture animals</p> <p>To know examples of tools and weapons</p> <p>To know the animals that were hunted</p> <p>To know the Stone age ended when metal was starting to be used</p>	<p>Recap learning: what did Stone Age people need to do to make sure they had food, especially in the ---- period? Assess whether children can remember what the earliest period is called. What would they have needed for this?</p> <p>Discuss that tools and weapons would have been needed to hunt and prepare food. Look at webpage on types of tools <a href="https://www.pbs.org/wgbh/nova/stoneage/tool-nf.html">https://www.pbs.org/wgbh/nova/stoneage/tool-nf.html</a></p> <p>Question: What were their tools made from? Eyes closed, show of hands.</p> <p>Reveal answer. How do you know? Touch on stone being used because metal had not been discovered.</p> <p>Show children pictures of animals that would have been hunted.</p> <p>Explain children are going to pretend they are living in the Stone Age. They are going to make their own cave paintings that communicate how to hunt/ what kind of animals are hunted. Show cave painting handout on IWB (page 4).</p> <p>Plenary: show some examples and see if class can identify what the paintings represent.</p>	
4	<p>To know the term hunter gatherers</p>	<p>Recap learning: how did Stone Age people get food? What were some of the things they ate? How do historians know?</p> <p>What else would they have eaten apart from hunting animals?</p>	

## Bingham Primary School- History Curriculum

	<p>To know stone tools improved To know meat was becoming more readily eaten</p> <p>To know that in order to eat, people had to hunt animals. They also foraged for fruits and berries.</p> <p>To know the animals that they would have hunted, dispel any myths that might exist i.e. dinosaurs etc.</p>	<p>Look at Stone Age food activity. Read through it to children. Give them table and sort foods under correct headings (page 3). Stick information picture and table in books.</p> <p>Extension: match the animal tracks to the correct animal sheet.</p> <p>Plenary: watch video on Stone Age cooking <a href="https://www.youtube.com/watch?v=WWdy7VeYy5s">https://www.youtube.com/watch?v=WWdy7VeYy5s</a></p> <p>Do Stone Age quiz as a class- children to write answers on Whiteboards (serves as end-of-topic-assessment). <a href="https://www.english-heritage.org.uk/members-area/kids/quizzes-and-games/stone-age-quiz/">https://www.english-heritage.org.uk/members-area/kids/quizzes-and-games/stone-age-quiz/</a></p>		
5	<p>To know when the Bronze Age was and its key events</p> <p>To know BA was straight after Stone Age</p> <p>To know bronze was used in the BA</p> <p>To know that writing and the wheel occurred during this time</p>	<p>Recap learning: which material was most used in the Stone Age?</p> <p>What was different about the Bronze Age? What important material was discovered?</p> <p>Show children timeline with clear progression from Stone Age to Bronze Age.</p> <p>Explain that different societies around the world began in the Bronze Age e.g. Ancient Egypt, not just in Britain. Use <a href="https://www.theschoolrun.com/homework-help/bronze-age">https://www.theschoolrun.com/homework-help/bronze-age</a> to help explain. Watch videos. Ensure bronze age weapons are covered (BBC Teach).</p> <p>Why do we think Bronze marks the start of a new age? Why was it so important/ different from before? Get children to discuss in groups then write at least one sentence explaining. Model first: "I think the discovery of Bronze marked the start of a New Age because..."</p> <p>Show children picture of man in cart. Tell them that something very important was invented in the Bronze Age that we still use today, and it is in the picture. What could it be?</p> <p>Discuss why the wheel was such an important invention. Write sentence: "The wheel was an important invention because..."</p> <p>Explain early writing was also developed. Why would this have been so important? Write sentence: "People starting to write was important because..."</p> <p>Make your own Bronze Age cart- colour, cut out, fold and glue. Print on card so wheels can be pinned on and turn.</p>		
6	<p>To know how to investigate Bronze age settlements and what made them unique</p>	<p>Assess prior knowledge: has anyone heard of Stonehenge? Does anyone know what shape Stonehenge makes?</p> <p>Explain that Stonehenge is an ancient monument built mainly in the Bronze Age. It is circular- henge means circular earthen bank. Nobody can be sure what it was for. Why do children think this is?</p>		

## Bingham Primary School- History Curriculum

	<p>To know about the stone circle: Stonehenge</p> <p>To know clues that Stonehenge gives us</p> <p>To know who Sumerians were and where they settled</p> <p>To know the differences between Sumerian houses and houses in Bronze Age Britain</p>	<p>Look at what Stonehenge would have looked like and then 3D model of Stonehenge <a href="https://www.twinkl.co.uk/ar-3d/resource/stonehenge-augmented-reality-ar-quick-look-model">https://www.twinkl.co.uk/ar-3d/resource/stonehenge-augmented-reality-ar-quick-look-model</a></p> <p>What differences do the children notice? Why do they look different?</p> <p>Watch video about Stonehenge <a href="https://www.youtube.com/watch?v=NnV6SJmymcA">https://www.youtube.com/watch?v=NnV6SJmymcA</a></p> <p>Quick discussion: what do children think Stonehenge was for and why?</p> <p>Worksheet with questions on Stonehenge.</p>		
7	<p>To know society and beliefs of the Bronze Age</p> <p>To know how important Bronze age people were buried</p> <p>To know how ordinary bronze age people were buried</p> <p>To know about the Beaker people</p> <p>To know that there are a range of opinions about religion and cultural beliefs – that the evidence from archaeological events.</p>	<p>Recap learning: what can we remember about the man buried at Stonehenge? How was he buried? Was he an important person? How do you know?</p> <p>We know he was an important person. Do you think everyone would have been buried like this? Why?</p> <p>Show children pictures of Bronze Age burials on Google Images. Get them to discuss similarities and differences. What do they notice?</p> <p>Explain that lots of Bronze Age burials were accompanied by grave goods which were things that belonged to the person. Why do you think Bronze Age people did this?</p> <p>Give children worksheet with picture of the Amesbury Archer's grave at the top. Do not tell them who it is but get them to answer questions about him based on grave goods in the picture.</p> <p>Plenary: look at interactive version of Amesbury Archer's grave to find out more about him <a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8</a></p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know when the stone age was</li> <li>➤ To know the Palaeolithic, Mesolithic, Neolithic periods</li> <li>➤ To know how to recall terminology BCE and CE/ BC/AD</li> <li>➤ To know how a stone age dwelling was formed and the uses of land</li> <li>➤ To know tools and weapons used to gather food and hunt and used to eat food too</li> <li>➤ To know when the Bronze Age was and its key events</li> <li>➤ To know how to investigate Bronze age settlements and what made them unique</li> <li>➤ To know society and beliefs of the Bronze Age</li> </ul>		



## Bingham Primary School- History Curriculum

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know about Bronze age around the world</p> <p>To know where Bronze age settlements were</p> <p>To know an overview of key developments in Bronze age time: irrigation, travel, technology and religion</p>	<p>Recap prior learning of the bronze age from last term. What can children remember about people from the bronze age?</p> <p>Recap information about the use of bronze around the world and how the use of bronze eventually came to Britain. Discuss mass migration from what is now France into England and Wales.</p> <p>Show children pictures of bronze age settlements. What do the children notice? Look at the shape of the houses and how they have developed since the stone age. Why have they developed? Think about the use of bronze and having access to stronger tools and weapons. Weapons also allowed settlements to protect themselves against invaders.</p> <p>Why were the roofs thatched in UK settlements? Children to discuss weather and changes – climate becoming warmer but still rainy!</p> <p>As well as developments of settlements, also discuss how transport of water developed (irrigation), how travel changed and how religions (began to worship the sun and underworld) and other technologies changed. Changing technologies meant that people were skilled in metal work and were able to produce other items such as jewellery and household items. Discuss how this then created rich and poor.</p> <p>Create a bronze age research map, detailing what the children have found out about the bronze age. It could also include other facts they would like to find out (do this in pairs). Have ipads/laptops available to use to support research.</p>		<p>Grimes Graves - Flint mining complex</p> <p>Migration - Moving from one place to another</p> <p>Kingdoms - A place ruled by a king or queen</p> <p>Druid - A priest or magician from ancient times</p> <p>Borer - A tool for boring</p> <p>Domesticate - Something used to a home setting</p> <p>Stonehenge - A prehistoric monument</p> <p>Skara Brae - The most preserved Stone Age village</p>
2	<p>To know differences between Bronze Age and Iron age – what and when</p> <p>To know how farming changed between the two periods</p> <p>To know the influence the age had on art and culture</p> <p>To know the importance of tribes during the Iron age</p>	<p>Recap prior learning of the bronze age and introduce the iron age. Provide information of when the iron age was, why it was called the iron age and the changes that happened. Introduce iron age farming.</p> <p>Make comparisons between farming between the two periods and hold class discussion. The use of better tools and advances meant more food could be produced. This led to trade and a divide was made between rich and poor. Why was being part of a tribe important? Tribes were led by kings or queens.</p> <p>Show children art and things such as jewellery from the early bronze age to the iron age. Include extravagant artefacts such as chariots and armour. How did it change? - the art and culture of some of the Aegean societies declined while Greece rose in power, influence, and the arts. Celtic lands established themselves as great metalworkers and when Greece later began to lose its power the Romans entered the art scene.</p> <p>Discuss torcs and brooches with the children, thinking about who they belong to and their importance. Design an iron age brooch taking inspiration from iron age torcs. Think about the shapes and design, what is it made of, who is it for, are they rich/poor and are they a man or a woman?</p>		

## Bingham Primary School- History Curriculum

3	<p>To know how life changed over time.</p> <p>To know which historical sources of evidence to trust and why</p> <p>To know how settlements changed between the three periods</p>	<p>How else have things changed between the bronze age and the iron age? After discussing changes between two periods, discuss the changes in settlements between the stone age, bronze age and iron age. Discuss weapons and tools – these changed over time and became smaller and sharper during the stone age, becoming more effective!</p> <p>Children to think of questions they would like to find out the answers to about how times had changed and how settlements developed over the three periods. Children to then research using different resources. Research Skara Brae and hill forts. How do they know the information they have found is trusted?</p> <p>Children to record questions and answers in books.</p>		
4	<p>To know how to question Iron age forts and farming techniques</p> <p>To know how farming has changed since the Iron age</p> <p>To know farming techniques during the Iron age</p> <p>To know the similarities and differences between farming techniques</p>	<p>What can the children remember about iron age farming?</p> <p>Share information about iron age farming and techniques. Iron for tools and weapons allowed better defences and more effective farming/building.</p> <p>What do the children think to the farming techniques used during the iron age and how are they similar/different to farming techniques used today? Use photographs to prompt discussion.</p> <p>Another change during the iron age was the development of hill forts as researched last week. Discuss hill forts (show children maiden castle) and how they may have been made. What techniques and tools were used? Question how well they worked and the negatives of hill forts.</p>		
5	<p>To know the changes in Iron age tools and weapons</p> <p>To know what tools were used and how they made tools</p> <p>To know what Flint knapping is</p> <p>To know what Grimes Graves is and its use. (visit if possible)</p>	<p>Show children images of iron age tools and weapons, what do they notice about them?</p> <p>Discuss where iron comes from and show children images of process - Smelting is when iron ore and charcoal are placed in a hot furnace. This process melts the waste material in the rock and leaves behind a large lump of iron called a 'bloom'. This is then heated and put into shape.</p> <p>Discuss with children the process of flint knapping, another technique which was used throughout the three periods (commonly in stone age). Show children a video of flint knapping. <a href="#">History KS2: Discovering Stone Age tools made of flint - BBC Teach</a> 2 mins 30 secs</p> <p>Learn about Grimes graves and the flint mines. Discuss its uses throughout the three periods.</p>		
6	<p>To know how to use evidence to present information about the past</p> <p>To know the definition of the Iron age, compare</p>	<p>Reflect on all prior learning about the stone, bronze and iron age and create a detailed leaflet. In the leaflet focus on all three periods and provide facts about each one as well as a definition of each period.</p> <p>How could children present their information? Written, pictures, mind maps? Throughout leaflet, discuss the differences and changes between periods.</p>		

## Bingham Primary School- History Curriculum

<p>the differences in life and living from the prior periods in pre-history.</p> <p>To know how to present historical information</p> <p>To know how to form an opinion based on a range of sources</p>	<p>Have ipads/laptops available to use if children need to acquire any additional information.</p>		
	<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know an overview of key developments in Bronze age time: irrigation, travel, technology and religion</li> <li>➤ To know differences between Bronze Age and Iron age – what and when</li> <li>➤ To know how settlements changed between the three periods</li> <li>➤ To know how farming has changed since the Iron age</li> <li>➤ To know the changes in Iron age tools and weapons</li> <li>➤ To know how to use evidence to present information about the past</li> </ul>		

## LKS2 Summer (A)

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know the terms 'invade' and 'settle' and to place the Romans on a timeline.</p> <p>To know what the terms invade and settle mean.</p> <p>To know why people have invaded and settled in Britain in the past.</p> <p>To know where the Romans fit on a timeline.</p>	<p>Discuss why people move from place to place.</p> <p>Introduce key terms – 'invaders' and 'settlers'</p> <p>Discuss who the Romans were, where they were from and at what time in history they belonged – use timeline to put into context – recap learning about Stone – Iron Age – are there any dates in common?</p> <p>Chn to sort invaders and settlers vocabulary.</p> <p>LA – sort words and then add to sentence stems</p> <p>MA – use dictionary / thesaurus to find as many words for invaders / settlers</p> <p>HA – as with MA but extend by asking to write a paragraph about Romans – were they both invaders and settlers?</p> <p>HEADS UP TO RECAP VOCAB – use throughout whole unit</p>		<p>invade - enter as an enemy force in order to take over.</p> <p>settle - to make somewhere a place to live</p> <p>turmoil - a state of confusion and uncertainty</p> <p>frontiers - borders between countries</p> <p>territory - land controlled by a ruler</p> <p>constitution - a system of laws and rules</p>

## Bingham Primary School- History Curriculum

2	<p>To know why and how the Romans successfully invaded Britain.</p> <p>To know some reasons why the Romans invaded Britain</p> <p>To know what the Roman army was like.</p> <p>To know what life was like for Roman soldiers.</p>	<p>Who were the Romans? When did they invade Britain? Why did they invade Britain?</p> <p>Explain how the Romans were able to invade and the reasons why they wanted to invade.</p> <p>Discuss with the chn the two different types of Roman soldier and how the Roman Army was formed into legions and how the Army was used when they were not at war.</p> <p>LA – label diagram of soldier</p> <p>MA – read information about soldiers, then label a diagram of a Roman Soldier</p> <p>HA – use information to answer a series of Roman soldier questions.</p>		<p>dictator - a ruler with total power over a country</p> <p>assassinated - killed for political reasons</p> <p>economy - how money and trade is organised</p> <p>importing - buying goods from another country</p>
3	<p>To know who was in Britain when the Romans invaded and learn about their way of life.</p> <p>To know when the Celts lived in Britain.</p> <p>To know how to use sources to find out about Celtic daily life.</p> <p>To know how to describe in their own words what Celtic daily life was like.</p>	<p>Recap what life was like in Britain during the Iron Age when the Celts were living – this was when the Romans invaded Britain.</p> <p>Recap Iron Age clothing and food, look at first hand descriptions of the Celts from Roman historians.</p> <p>Discuss how the Celts were also fearsome warriors but they fought each other a lot and this was one of the reasons the Roman invasion was successful.</p> <p>LA – differentiated information sheet – gather basic information to create a fact sheet about Celts</p> <p>MA – complete more detailed fact sheet about Celts</p> <p>HA – chn given headings to research using different sources – homes, clothes, farmers, craftsmen</p>		<p>exporting - selling goods to another country</p> <p>prosperous - wealthy</p> <p>acknowledged - recognised</p>
4	<p>To know who Boudica was from different points of view.</p> <p>To know who Boudica was and what she did</p> <p>To know that history is represented in different ways by different people</p> <p>To know how to represent their understanding in different ways.</p>	<p>Display image of Boudica – who do you think this is?</p> <p>Discuss who Boudica was and what happened in her life before she began her revolt against the Romans. Discuss what the chn think about Boudica's revolt – was she right or wrong?</p> <p>Then think about how the Celts and Romans felt about Boudica's actions.</p> <p>LA - children to look at different images of Boudica, annotate how they would describe each one, sort some words according to whether Celts or Romans would use them to describe Boudica</p> <p>MA – annotate image of Boudica – how Celts / Romans would view her – write sentences to explain the opposing views.</p> <p>HA – write two opposing descriptions – one from Iceni, one from Roman legionary POV.</p>		



## Bingham Primary School- History Curriculum

5	<p>To know about the results of Boudica's revolt and explain the events of Boudica's revolt</p> <p>To know why Boudica's revolt failed</p> <p>To know how to explain their own point of view</p>	<p>Recap what was learnt about Boudica – quiz?</p> <p>Discuss different significant events in the revolt she led.</p> <p>Look at the Roman Army and it's organisation and how they captured Boudica and what she did after this.</p> <p>Discuss whether the chn think Boudica was right to fight for her people.</p> <p>LA – storyboard Boudica's revolt</p> <p>MA – retell Boudica's revolt with word bank to support</p> <p>HA – write in role as Boudica – 4 diary entries that cover the four most significant events in the revolt.</p>		
6	<p>To know about life in Roman Britain.</p> <p>To know some aspects of Roman life</p> <p>To know how to select and record information appropriately.</p>	<p>Following Boudica's revolt, the Celts began to adopt Roman customs. Give chn images of Roman life – what do these tell us about life?</p> <p>Give chn information about each card after initial discussions.</p> <p>Would the chn like to have lived in Roman times?</p> <p>LA – match question and answer cards about Roman life</p> <p>MA – chn to answer questions about Roman life</p> <p>HA – in pairs, chn to create own questions for their partner to answer.</p>		
7	<p>To know how the Romans have influenced our lives today.</p> <p>To know some of the things the Romans invented or introduced to Britain</p> <p>To know how aspects of our lives today are affected by the Roman rule in Britain</p> <p>To know what life would have been like in Britain if the Romans had never arrived.</p>	<p>Discuss the collapse of the Roman Empire but also how many aspects of influence on everyday still existed in countries they once ruled.</p> <p>LA – picture cards – pick one at a time and explain how it represents what the Romans introduced – adult to post it note discussion</p> <p>MA – choose 4 images and write about how it represents Roman invention / something introduced.</p> <p>HA - children describe how each of the pictures represent something that the Romans invented or introduced into Britain, and how we still use them today.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know the terms 'invade' and 'settle' and to place the Romans on a timeline.</li> </ul>		



## Bingham Primary School- History Curriculum

	<ul style="list-style-type: none"> <li>➤ To know why and how the Romans successfully invaded Britain.</li> <li>➤ To know who was in Britain when the Romans invaded and learn about their way of life.</li> <li>➤ To know who Boudica was from different points of view.</li> <li>➤ To know that history is represented in different ways by different people</li> <li>➤ To know about life in Roman Britain.</li> <li>➤ To know how the Romans have influenced our lives today.</li> </ul>
--	---

### LKS2 Autumn (B) Anglo Saxons

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know where Anglo Saxons came from and where they settled	<p>Discuss prior knowledge about the romans and ask the children why they think they left Britain. Inform children of the reasons the romans left Britain.</p> <p>Who were the Anglo Saxons, where did they come from and where did they settle?</p> <p>Discuss the Scots and Picts. At about the same time as the Anglo-Saxons were invading Britain from the east another group were also moving into Britain. The Scots (Scoti) came from Ireland, and invaded north Britain. The Scots wanted better farmland for their settlements. At this point North Britain was not yet called Scotland. Instead this was the home of the Picti tribes who farmed the land and was known as Pictland. What were the invasions like?</p> <p>Task: On your map of Europe using an atlas colour in the areas of Europe on the blank map where the Angles, Jutes, Saxons, and Scots came from. Colour each tribe in a different colour. Label the map with both the names of the tribes and the modern place names. Can you add arrows showing which part of Britain they each invaded?</p>		<p>conquest - the act or process of conquering</p> <p>Invasion - an unwelcome intrusion into someone else's territory</p> <p>Migration - movement from one region to another</p> <p>archaeology - the study of human history and prehistory through excavating sites looking at artefacts and other physical remains</p>
2	To know why Anglo Saxons arrived in Britain (migration)	<p>We know that Anglo Saxons invaded Britain and where they came from and settled but what was the reason?</p> <p>To fight The Anglo-Saxons arrived firstly as warriors employed by the Roman army and then, two generations later, as settlers, to farm the land.</p> <p>To farm Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.</p> <p>To make new homes Whole families set sail across the sea in small boats to live in Britain. They brought tools, weapons and farm animals with them and built new villages.</p> <p>They were invited</p>		<p>chronology - the arrangement of events or dates in the order they took place</p> <p>raids - A sudden assault or attack</p>

## Bingham Primary School- History Curriculum

		<p>With Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn't leave! They took over. Reflect back on last weeks learning about the scots and picts.</p> <p>Children to create mind map with reasons for Anglo Saxon invasion on.</p>		
3	To know how we know about the Anglo Saxons	<p>Explain that some information about the Anglo Saxon invasion is recorded by scholars however, Anglo-Saxons also used runes (marked stones) but little has survived. Much of our evidence comes from archaeology: burials, grave goods, treasure hoards and building remains.</p> <p>Show children artefacts, pictures etc to build an idea of what Anglo Saxon people where like and their characteristics.</p> <p>Task: Create an information passport for the Anglo-Saxon Warrior. Use your imagination from what you have learnt and you must include:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>•Where they were born</li> <li>•How they travelled</li> <li>•What was their job title?</li> <li>•A picture of an Anglo-Saxon</li> <li>•A small description of why they came to England</li> </ul>		
4	To know the challenges faced by the Anglo Saxons when they were settling.	<p>As a class, create a mind map on the board thinking about what challenges the Anglo Saxons may have faced when settling in Britian. Think about prior learning to inform ideas. How did they overcome these challenges?</p> <p>Think about different points of view. The Anglo Saxons invaded Britain and killed many of the British population. Gildas and Bede both have differing points of view. Research points of view and how the invasion by the Anglo Saxons was interpreted differently by the two monks. Class discussion.</p>		
5	To know how to use various historical sources to find out about Anglo-Saxon life.	<p>Watch the video about Anglo Saxon life <a href="#">KS2 History: Anglo-Saxon village life and work - BBC Teach</a> is this the life of the rich or the poor? Compare with the life of the king/ruler.</p> <p>Discuss how different people would have lived their lives and been treated. Think about: women, the king, thanes, ceorls, slaves.</p> <p>What resources can we use to find out about each of these people? Books, artefacts, internet etc. talk about primary and secondary sources. Use both primary and secondary to research the lives of Anglo Saxon people.</p>		
6	To know about Anglo-Saxon culture including	Discuss how Anglo Saxons were great craft workers and story tellers and explore some of these products. Look at Anglo Saxon treasures and talk about how artwork went from Pagan to Christian.		

## Bingham Primary School- History Curriculum

	art, music, legends and poetry.	<p>Inform children of other pastimes that Anglo Saxons enjoyed for example, wrestling, homemade toys and horse racing! Are any of these similar to today?</p> <p>Introduce the story of Beowulf and tell children that stories were written in Latin or old English as very few Anglo Saxons could read or write but instead told stories in spoken word to their friends and families etc.</p> <p>What do the children think the story of Beowulf is about and what does it tell us about Anglo Saxon Britain?</p> <p>Gathering information from all prior learning, children to design their own Anglo Saxon village! Think about dwellings, past times, clothes they are wearing, jobs they did etc. Take inspiration from video in lesson 5.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know where Anglo Saxons came from and where they settled</li> <li>➤ To know why Anglo Saxons arrived in Britain</li> <li>➤ To know the challenges faced by the Anglo Saxons when they were settling.</li> <li>➤ To know how to use various historical sources to find out about Anglo-Saxon life.</li> <li>➤ To know about Anglo-Saxon culture including art, music, legends and poetry.</li> </ul>		

## LKS2 Spring (B) The Vikings

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know who the Vikings were	<p>Introduce the Vikings to the children, providing information on who they were and where they came from. Discuss how they travelled and how they were impressive sailors, traders and explorers.</p> <p>Watch video introducing who Vikings are <a href="#">Who were the Vikings and where did they come from? - BBC Bitesize</a></p> <p>Look at Viking artefacts and pictures to inform discussion about who the Vikings were.</p> <p>The Vikings originally raided new places instead of invading however, in AD865 an army of Vikings sailed across the North Sea. This time they wanted to conquer land rather than just raid it.</p> <p>Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia. Ask the children, why did they invade and not loot like before?</p>		<p>Scandinavia - Norway, Sweden and Denmark</p> <p>explorers - people who travel to a new place to discover what is there</p> <p>colonised - settled in a place</p> <p>evidence - proof, information showing whether something is true</p>

## Bingham Primary School- History Curriculum

2	To know when and why about the Vikings invaded Britain.  Viking invasions	<p>Recap learning about the Vikings and who they were. Where they came from and that they invaded the UK.</p> <p>Provide information on when the first Viking invasions were in the UK and discuss important people within these battles.</p> <p>Create a timeline of Viking invasions in the UK, starting with the raid of Lindisfarne.</p> <p>Describe the invasions from the point of view of a civilian and the point of view of a Viking. Think about differing religious beliefs also.</p>	<p>raid - enter a place to steal something</p> <p>accounts - written or spoken reports of something that happened</p> <p>colonise - go and live somewhere and take control of it</p>
3	To know about life during Viking times.	<p>Recap prior learning – who were the vikings, where did they come from, why did they come here.</p> <p>Explain today we are going to be finding out about how the Vikings lived. Chn to choose a group to work in: Split class into groups: clothes and jewellery; religion and gods; houses and food; rhyme and writing; art and craft.</p> <p>Chn to all have a fact and sort into the relevant section. When each group has all of its facts, chn to create a poster demonstrating their area to the class, to present at the end.</p> <p>Share posters with class so all chn have found out about all areas.</p>	<p>seaborne - carried on a ship</p> <p>navigation - finding a way around</p>
4	To know the importance of trade to the Vikings	<p>Recap prior learning and how Vikings started to explore and travel the world.</p> <p>Share information on how Vikings travelled and traded with all that they met. Included information on what they traded. Why is trade important and why would it have been of importance to the Vikings?</p> <p>Create a list of what items Vikings traded. Draw pictures and give details.</p>	
5	To know the reasons why there was an attack on Lindisfarne	<p>Think back to the first Viking invasion in the UK, referring back to the invasion timeline.</p> <p>List reasons for the Lindisfarne raid.</p> <p>Class discussion – why was the Lindisfarne raid bad?</p>	
6	To know why Gods were important to Vikings	<p>Discuss why gods and goddesses were important to the Vikings (praying to them made them strong and fearless – also discuss death and that death is not the end for Vikings).</p> <p>Provide brief details of the Viking gods and goddesses.</p> <p>Play Viking god/goddess card game (like top trumps). Children to fill their cards in by using the information provided on each god/goddess. Read instructions carefully. Children to play against each other and cement knowledge of Viking gods/goddesses.</p>	
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know who the Vikings were</li> <li>➤ To know about the Viking invasions of Britain.</li> <li>➤ To know about life during Viking times</li> <li>➤ To know the importance of trade to the Vikings</li> <li>➤ To know why there was an attack on the Lindisfarne</li> </ul>	

## Bingham Primary School- History Curriculum



- To know the importance of Viking Gods

### LKS2 Summer (B) Indus Valley

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know how to describe the Indus Valley civilisation	<p>Share and discuss what settlements were like in the Bronze Age. Link this to last years' learning. Discuss how we have this information – archaeologists have dug items up. There was no writing system in Britain at this time.</p> <p>Children are to place the Indus Valley on a timeline (starter).</p> <p>Children are to complete the table to compare the Bronze Age Britain with the Indus Valley.</p>		<p>BCE - (Before the Common Era) The years before the birth of Jesus Christ</p> <p>Era - A period of time in history</p>
2	To know where the Indus Valley civilisations were founded, and be able to place these on a map	<p>Locate Indus Valley on a world map.</p> <p>The cities were large, provide information on what the cities were like. How does this compare to the cities in Britain at that time? <a href="#">What were the Indus Valley people like? - BBC Bitesize</a> use website for reference. Use the activity on BBC bitesize – click on each label to learn more about some specific Indus Valley cities.</p> <p>Discuss why we think the ruins were not excavated straight away.</p>		<p>Chronology - In time order</p> <p>Civilisation - A large group of people who shared ways of living and working</p> <p>Trade - The buying and selling of goods or services</p>
3	To know the planning of Indus city would have taken time and consideration	<p>Show image of New York city. What do we notice about the buildings and space? Why might it have been made in this way?</p> <p>Now show an image of London and describe how this is different to New York.</p> <p>Show a picture of the Indus Valley city. Which city is this more like? Why?</p> <p>Share slides to consider and discuss the various elements of Indus city planning, such as draining, water supplies, sanitation systems, canals and docks – use this as an opportunity to remember how much more advanced the Indus valley civilisation was than Bronze Age Britain at that same time.</p> <p>Photo of Indus Valley city for children to annotate with information in regards to the planning of the city.</p>		<p>Theory - A group of ideas that explain something</p>
4	To know how to describe the Indus Valley civilisations' trade and crafts	<p>Discuss what 'trade' is and why it is important. Link this to our prior learning about the Vikings and Anglo-Saxons.</p> <p>Discuss how the Indus Valley people would have transported their goods and use paired talk to explain how this is different to the transport that is available to us today.</p> <p>Show images of some of the crafts and seals. What might the seals have been for? Explain that these were to link the seller to the item (a bit like artists signing their name on their artwork).</p>		

## Bingham Primary School- History Curriculum

		<p>Support: Card A</p> <p>Core: Card B</p> <p>Challenge: Card C</p> <p>Children are to write what they think the item was used for. We will use class discussion at the end of consider what each item was and what it was used for.</p>		
5	<p>To know the technology used by the Indus Valley civilisation</p> <p>To know the Indus valley civilisation created an accurate way of measuring weight</p>	<p>Show picture of weights on the slides. What do you think they are? What do you think they were used for? Explain, emphasising that they were very accurate, much more advanced and accurate than any weights we had in the Bronze Age Britain.</p> <p>Support: Mindmap of all of the times that we have needed to use a uniform method of measuring and recording weight</p> <p>Core and challenge: To write a brief article/paragraph to explain that there has, finally, been a discovery by the Indus Valley civilisation whereby there is a uniform way of measuring weight.</p> <p>Next step: In what way were the Indus Valley civilisation ahead of Bronze Age Britain?</p>		
6	To know theories of the decline of the Indus Valley civilisation	<p>Recap what we know so far about the Indus Valley civilisation. Why is our knowledge of this ancient civilisation so limited?</p> <p>Why do you think that the Indus Valley civilisation declined? Paired discussion and feedback as a class before going through the various theories on the slides.</p> <p>Which theory do you think is the most likely and why?</p> <p>Children have theory cards and evidence cards to match. They must match the evidence to the correct theory. They then need to explain which theory they think is the most accurate and why, referring back to the evidence.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to describe the Indus Valley civilisation</li> <li>➤ To know how to locate and order Indus Valley cities and settlements</li> <li>➤ To know how to explore Indus city planning</li> <li>➤ To know the Indus valley civilisation was more developed than that of Bronze Age Britain (sanitation, canals, docks, water supplies and drains)</li> <li>➤ To know how to describe the Indus Valley civilisations' trade and crafts</li> <li>➤ To know the technology used by the Indus Valley civilisation</li> <li>➤ To know theories of the decline of the Indus Valley civilisation</li> </ul>		

## UKS2 Autumn (A)

Prior Learning	
Historic Tools (Hierarchy)	

## Bingham Primary School- History Curriculum

Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know how to order significant events during the Ancient Egyptian civilisation</p> <p>To know the chronology of Ancient Egyptian civilisation</p> <p>To know where and when the Ancient Egyptian civilisations where formed</p> <p>To know the main developments of the Egyptian civilisation</p> <p>To know the implications of key Egyptian discoveries.</p>	<p>Go through Powerpoint of major events that occurred during Ancient Egyptian timeline.</p> <p>Discuss each event in detail.</p> <p>Compare events in Egypt to the ones experienced in pre-historic UK (recap learning from Y3)</p> <p>Chn to create own timelines of Ancient Egyptian civilisation.</p> <p>LA – order prepared cards</p> <p>MA – add detail to cards</p> <p>HA – to create own cards</p>		<p>archaeologist - people who discover our history by looking at artefacts that have been found.</p> <p>sarcophagus - Greek word meaning flesh-eating and refers to a mummy case</p> <p>mummification - preserving a body after death in preparation for the afterlife</p> <p>hieroglyphs - A carving for something sacred – written onto papyrus</p> <p>papyrus - Plant used whose reeds are slit and placed in layers in order to form paper</p>
2	<p>To know what society was like for Ancient Egyptians</p> <p>To know how to form questions based on historical sources of evidence</p> <p>To know the meaning of the key definitions</p> <p>To know how to make comparisons between other historical places studied in KS2</p>	<p>Play <a href="https://www.youtube.com/watch?v=IZOPWSXMvzl&amp;safe=Active">https://www.youtube.com/watch?v=IZOPWSXMvzl&amp;safe=Active</a> to give an overview of the topic. Ask chn to listen for the different jobs people had.</p> <p>Give cards with missing job titles. Chn read the titles and jobs and put them into the hierarchy.</p>		<p>burial chamber - Room that contains the sarcophagus and mummified remains of the Pharaoh</p> <p>pharaohs - Person who lives in the 'great house'</p>
3	<p>To know how to create an Ancient Egyptian social pyramid</p> <p>To know the hierarchies from Ancient Egyptian times.</p>	<p>Give chn the social pyramid cards and see what they can remember from last time.</p> <p>Discuss the fact that there is different information on the internet and discuss why that is the case.</p> <p>Show chn the social pyramid and explain that we would like some of these to go on our display.</p>		



## Bingham Primary School- History Curriculum

	<p>To know the importance of slavery and how it started</p> <p>To know how the hierarchies affected the running of an Egyptian civilisation</p>			
4	<p>To know who the pharaohs were and their importance</p> <p>To know who Howard Carter was</p> <p>To know about the discovery of Tutankhamun's tomb</p> <p>To know some of the rituals around pharaohs</p>	<p>Introduce chn to the role of the pharaoh.</p> <p>Children are to annotate a picture of a Pharaoh in their topic books based on what their job role was, considering their responsibilities and place in the hierarchal system during the Ancient Egyptian period.</p> <p>Challenge – write a paragraph based on the role of the Pharaoh</p>		
5	<p>To know about Egyptian Gods and Goddesses</p> <p>To know how religion was formed and key beliefs of Ancient Egyptians</p> <p>To know why Gods and Goddesses were an important part the way Egyptians lives their lives</p>	<p>Use powerpoint to discuss different Egyptian Gods. Discuss what we like and dislike about them, if there are any similarities across them. Partner talk time to discuss which was our favourite Egyptian God and why. Remind children that there were more than 2,000 names of Gods in Ancient Egypt, so it won't be possible to research or learn about them all!</p> <p>Bastet – goddess of protection, love and joy</p> <p>Anubis – god of mummification</p> <p>Ra – the god of the sun</p> <p>Amun – king of the gods</p> <p>Geb – earth god</p> <p>Hathor – goddess of love, joy, music and dance</p> <p>Sekmet – goddess of war and battle</p> <p>Horus – god of the sky</p> <p>Tefnut – goddess of the rain</p> <p>Thoth – god of wisdom (writing and knowledge)</p> <p>Children to create a double page spread for display.</p>		

## Bingham Primary School- History Curriculum

6	<p>To know how to use artefacts to ask questions</p> <p>To know why primary sources of evidence are the most reliable</p> <p>To know how artefacts have helped guide what we know about ancient civilisations today</p>	<p>Give chn a variety of artefacts to hold and manipulate, show images if cannot get any physical artefacts.</p> <p>What questions can the chn think of – if the artefact could talk, what answers could it give?</p> <p>Chn to draw / stick in images of artefacts.</p> <p>LA – to match artefacts and descriptions.</p> <p>MA / HA – research their questions about artefacts – what can they find out about their artefacts and what they tell us about life in Ancient Egypt.</p>		
7	<p>To know how to describe mummification process using technology.</p> <p>To know the afterlife process for Ancient Egyptians</p> <p>To know how to compare afterlife ritual beliefs of today</p> <p>To know the importance of perseverance</p>	<p>Why were the Egyptians Mummified? What was the process?</p> <p>Show video: <a href="https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn">https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn</a> and stop to discuss at each stage.</p> <p>Create flow chart.</p> <p>Chn to then create Stop Motion animation to describe the mummification process.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to order significant events during the Ancient Egyptian civilisation</li> <li>➤ To know what society was like for Ancient Egyptians</li> <li>➤ To know how to create an Ancient Egyptian social pyramid</li> <li>➤ To know who the pharaohs were and their importance</li> <li>➤ To know about Egyptian Gods and Goddesses</li> <li>➤ To know how to use artefacts to ask questions</li> </ul>		

## UKS2 Spring (A)

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know who the Ancient Greeks were	children will become familiar with some of the different ages, or periods, of ancient Greece. In their independent activities, children will apply this knowledge to help them complete a timeline showing		



## Bingham Primary School- History Curriculum

	<p>and place their civilisation in time.</p> <p>To know what the terms AD and BC mean.</p> <p>To know how to name and place in chronological order the main periods of Ancient Greek history.</p> <p>To know some of the main events from each time period they have looked at.</p>	important information about, or the main events of, each age or period. In the alternative activity, children will be challenged to answer as many questions about the different ages or periods of ancient Greece as they can.		<p>democracy - a system of government in which people choose who is in charge by voting in elections</p> <p>citizens - people who belong to a place</p> <p>philosophy - study of how people think and live</p> <p>historical sources: things that give information about the past</p> <p>civilisations - organised groups of humans with their own culture</p>
2	<p>To know the different types of Government in Ancient Greece.</p> <p>To know the difference between democracy, oligarchy and monarchy in Ancient Greece.</p> <p>To know some of the advantages and disadvantages of democracies and monarchies.</p>	Children will explore the three main types of government of ancient Greece: monarchy, oligarchy and democracy. In their independent activities, children will discuss the advantages and disadvantages of two of these types of government: monarchy and democracy. In the FSD? activity, children will be challenged to put themselves in the shoes of a given character and express their thoughts and feelings about the type of government they live under.		<p>philosopher - Someone who studies the nature of life, truth, knowledge, and other important human matters.</p> <p>scholar - a person who knows a great deal about one or more subjects.</p> <p>literature - written work, especially with artistic value</p> <p>architects - people who design buildings</p>
3	<p>To know how to compare and contrast the two city-states of Athens and Sparta.</p> <p>To know the similarities and differences between Athens and Sparta.</p> <p>To know how to discuss and give opinions about both states in the first person.</p>	Children will find out about the two powerful city-states of Athens and Sparta. Through their own reading and research, they will learn about the similarities and differences between them. Children will be challenged to put themselves into the shoes of an ancient Greek, and think about how they would view each city-state. In the alternative activity, children write statements about each city-state, then organise themselves into a 'life-size' Venn diagram!		<p>friezes - decoration high on a wall acoustics: the features of a building that affect how sound is heard</p> <p>engineering - using scientific knowledge to build</p>
4	To know how to use sources to find out	Children will first explore the different types of sources we have about the past and learn how to distinguish between a primary and secondary source. In their independent activities, they will use both types of source to research different aspects of the daily life of the ancient Greeks.		

## Bingham Primary School- History Curriculum

	<p>about daily life in Ancient Greece.</p> <p>To know the difference between primary and secondary sources of evidence.</p> <p>To know how to use sources to gather specific information.</p> <p>To know about what daily life was like in Ancient Greece.</p>			
5	<p>To know about religion in Ancient Greece.</p> <p>To know why Ancient Greece had a polytheistic religion.</p> <p>To know how and why religion was important in everyday life to Ancient Greeks.</p> <p>To know key facts about Ancient Greek gods and goddesses.</p>	<p>Children will find out about the polytheistic religion of ancient Greece, and the important role the gods and goddesses played in everyday life, from worshipping and festivals to helping to explain natural events through the telling of myths. In their independent activities, children will find out more about the twelve Olympians, and be challenged to recall facts, answer questions and create their own questions. In the alternative activity, children will make their own mini-booklet about the twelve Olympians.</p>		
6	<p>To know about the Ancient Greek scholars and philosophers.</p> <p>To know the terms scholar and philosopher.</p> <p>To know key facts about the six philosophers and scholars studied.</p> <p>To know how to give their own opinion about the importance of ideas and beliefs of philosophers and scholars.</p>	<p>Children will begin by discussing the terms 'philosopher' and 'scholar'. They will then explore the lives, ideas and beliefs of six of ancient Greece's most famous philosophers and scholars. In their independent activities, children will be encouraged to discuss, ask and answer questions about Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes.</p>		
		By the end of the unit most of the children will know:		



## Bingham Primary School- History Curriculum

	<ul style="list-style-type: none"> <li>➤ To know who the Ancient Greeks were and place their civilisation in time.</li> <li>➤ To know the different types of Government in Ancient Greece.</li> <li>➤ To know how to compare and contrast the two city-states of Athens and Sparta.</li> <li>➤ To know how to use sources to find out about daily life in Ancient Greece.</li> <li>➤ To know about religion in Ancient Greece.</li> <li>➤ To know about the Ancient Greek scholars and philosophers.</li> </ul>
--	---

## UKS2 Summer (A)

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know how the Maya civilisation started and ended.</p> <p>To know where in Mexico the Maya civilisation was formed</p> <p>To know how to compare and contrast Maya life with contemporary developments in Britain</p>	<p>Create PP detailing how the Maya civilisation started and where it was formed. Also discuss why the Maya civilisation ended – no one is sure why the cities were abandoned and Maya people still live in the same areas. Add info such as how many cities made up the civilization as well as the population and how long it lasted. What were the Maya people know for? (maths, astronomers, architects).</p> <p>Compare Maya developments with developments in Britain at the time (Anglo Saxon Britain). What are the main differences/similarities? Record main similarities and differences in books.</p>		<p>Democracy - a system of government in which people choose who is in charge by voting in elections</p> <p>Civilisation - A way of life for people in a certain area</p> <p>Myth - A made up story</p> <p>Architecture - How a building is made</p>
2	<p>To know how to use evidence to deduce information from the past.</p> <p>To know that archaeologists first recognised signs of the Maya society – known as Mesoamerica</p> <p>To know how Maya people farmed their land</p> <p>To know what crops Maya people grew</p>	<p>What is Mesoamerica? The area where Maya civilisation was discovered.</p> <p><a href="#">How did the ancient Maya farm? - BBC Bitesize</a> use for reference</p> <p>Create PP detailing how Maya people farmed their land and what crops they grew. Discuss techniques such as slash and burn and terracing. Milestone 3 (page 139).</p> <p>Think about the crops grown, what food what Maya people have eaten? Create mind map around popular Maya food. What can the children find out about it, where can it be found today and is it still popular?</p>		<p>Hieroglyphs - A pictorial representation of a word</p> <p>Logograms - A sign or character representing a word or phrase</p> <p>Contemporary - Modern</p>

## Bingham Primary School- History Curriculum

	To know how they adapted farming to the environment they lived in			
3	<p>To know how to recreate the creation myth of the Maya</p> <p>To know the story of the Maya creation myth</p> <p>To know what the myth tells us about the Maya</p> <p>To know which sources of evidence are reliable</p>	<p>Share the Maya creation story with the children. Ask the children what the story tells us about the Maya?</p> <p>Discuss if a story or myth is a reliable source of evidence.</p> <p>Order the Maya creation story using ordering cards.</p>		
4	<p>To know how to explore Maya cities and architecture</p> <p>To know different types of buildings made in Maya times: ball courts (Pok), plazas, temples and palaces, homes</p> <p>To know the Maya city of Tikal in Guatemala</p> <p>To know what materials a Maya home was made from</p> <p>To know that people still live as Mayan's today</p>	<p>Show children pictures of Maya cities and architecture, what do they notice?</p> <p>Watch the video <a href="#">History KS2 / KS3: What did Maya houses &amp; buildings look like? - BBC Teach</a> detailing the designs of a Maya home and what they were made of.</p> <p><a href="#">An introduction to the ancient Maya - BBC Bitesize</a> look around the ruins of Tikal. Look for particular features such as ball courts and homes of the royal household.</p> <p>Explain that although the ancient cities were abandoned, people still live in the same areas as Mayans today.</p> <p>Compile a class glossary of Maya terms and create a crossword with definitions.</p>		
5	<p>To know how to find out about Mayan inventions and how they affect our lives today.</p> <p>To know how to make deductions about Maya material culture based on historical knowledge.</p>	<p>Start by thinking about the types of materials the Maya might have had available to make objects out of. Make predictions about which materials would be used for certain types of objects. Think about which materials would rot and which would survive. Plan an experiment to test what rots and what doesn't.</p>		

## Bingham Primary School- History Curriculum

	To know how to use their knowledge about the properties of materials to decide what they were used for.			
6	<p>To know how to replicate the Maya way of writing</p> <p>To know how the Maya writing system was formed and used</p> <p>To know how to replicate logograms and hieroglyphs to form writing</p> <p>To know how to compare our writing system with that of the Maya</p> <p>To know the similarities of the Maya writing system and the Egyptian system</p>	<p>Look at examples of Maya writing. Discuss the following questions with a partner:</p> <p>What does Maya writing look like?</p> <p>Where have you seen examples of Maya writing in your learning about the Maya so far?</p> <p>What do you think the Maya may have written about? Why?</p> <p>What would you like to find out about Maya writing?</p> <p>Provide information on codices, hieroglyphs, syllabograms and logograms. How is this similar to the Egyptian writing system? How does it compare to the writing system we use?</p> <p><a href="#">Maya Writing System and Glyphs- KS2 - Maya Archaeologist - Dr Diane Davies</a></p> <p>Go to bottom of page where it shows example of how to write name and the hieroglyphs needed. Children to have a go at writing their names on bark paper (or similar).</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how the Maya civilisation started and ended.</li> <li>➤ To know how to use evidence to deduce information from the past.</li> <li>➤ To know how to recreate the creation myth of the Maya</li> <li>➤ To know how to explore Maya cities and architecture</li> <li>➤ To know how to find out about Mayan inventions and how they affect our lives today.</li> <li>➤ To know how to replicate the Maya way of writing</li> </ul>		

## UKS2 Autumn (B) WW2

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know the key events of WW2	Children consider which key countries and leaders were involved in WW2. They will use an atlas to plot the locations of these countries. Children will learn of the dates of following key events: Hitler's troops		

## Bingham Primary School- History Curriculum

		invade Poland, Battle of France, Battle of Britain, Blitz, evacuation of Dunkirk, German invasion of USSR, Japan bombs Pearl Harbour, Dambuster Raid, D-day, VE-day, USA drop Atomic bomb on Japan.		evacuation - removal to a place of safety
2	To know how to demonstrate knowledge of WW2	Children will consider further details about the events introduced in the previous lesson and plot them chronologically on a timeline.		propaganda - communication used to influence others
3	To know how to identify leaders during WW2.	Share information on WW2 leaders. Briefly look at leaders from the allies side and the axis powers. In detail, share facts about Churchill and Hitler.  Create an informative fact file with information on both Churchill and Hitler.		blitzkrieg - when a city (like London) was bombed heavily  atomic - power that is produced by splitting atoms
4	To know what propaganda and how it affected people	Look at examples of WW2 propaganda.  Create a definition of the word propaganda.  How does the propaganda make you feel? How did it make others feel and what influence do you think it had?  Create own propaganda poster.		holocaust - deliberate mass murder of Jews by the Nazis  declaration - official announcement
5	To know the impact of rationing.	Share an example of a rations book with children. What is it? Introduce the idea of rationing food.  In pairs/groups discuss the following questions: Why do you think it was necessary to ration food? What foods do you think were rationed? How do you think the rationing of food was organised? How do you think everyday lives changed as a result of rationing?  Discuss answers to questions and correct any misconceptions.  Food rationing quiz time! Tes – WW2 rationing worksheets		
6	To know the details of WW2 evacuation	Have a picture of a suitcase filled with clothes/possessions of an evacuee (twinkl). Discuss the questions: How old do you think the suitcase is? Who do you think the suitcase belongs to? What do you think it is to be used for? What do you know about the contents of the case? What do the contents tell us about the owner of the case? Why would the owner of the case need those items? What else might the owner want to pack in the case?  Many children took personal items such as teddies. Inform children about evacuation and why it was needed to protect children.  Children to imagine being a child who is being evacuated and write a letter about being an evacuee. Prompt questions: How do I feel about being evacuated? What do I not like about being evacuated? What am I most nervous or worried about?		



## Bingham Primary School- History Curriculum

		What do I like about being evacuated? What do I find most exciting or interesting? Why is evacuation happening? How is being evacuated going to help me? What are the good points about being evacuated? Etc.		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To know the key events of WW2</li> <li>➤ To know how to identify leaders during WW2.</li> <li>➤ To know what propaganda is</li> <li>➤ To know the impact of rationing.</li> <li>➤ To know the details of WW2 evacuation</li> </ul>		

## UKS2 Spring (B) WW2 is over

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know some of the main changes that have taken place since 1948	Consider what life was like in 1948 and some of the main changes that have occurred since ,identifying key events and characteristics of each decade. They will use photos of scenes and objects to deduce facts and start to order events chronologic		artefact - Historic object made by a human  decade - 10 years
2	To know similarities and differences between types of sources of information in different periods in the past.	Find out what the difference between a primary and secondary source is. They will consider the advantages of studying a modern period that has a wide range of sources, such as photos and videos, before identifying a range of different historical sources, thinking about which are most useful and considering which would have been around during different time periods.		century - 100 years  primary sources - first record of an event  secondary sources - the retelling of an event not from source
3	To know what life was like in Britain in the 1950s	Use clues to see if they can identify some key events of the 1950s. They will find out what life was like in Britain at this time, focusing on home life, work life, technology, population and popular culture. They will use a variety of sources to carry out further research.		chronological - time order
4	To know some of the main events of 1960s period.	Find out about the key events and characteristics of the 1960s, identifying why it become known as the 'swinging sixties'. Children will particularly explore popular culture during this decade, as well as being given an overview of how life at home, at work and in the wider community was changing.		
5	To know some of the main events of 1970s period.	Explore key events and changes of the 1970s, focussing particularly on the economic difficulties. Your class will explore the cause and effect of the 'winter of discontent', as well as finding out about some of the more positive events and changes of the decade.		
6	To know some of the main events of 1980s period.	Find out who Margaret Thatcher was and explore key features of her time as Prime Minister. They will also find out about some of the other key events and inventions of this decade, using a variety of sources to find information.		

## Bingham Primary School- History Curriculum

7	To know some of the main events of 1990s period.  To know how Britain has changed since 1948 (summary)	Explore the key events and features of the 1990s before consolidating their knowledge of how Britain has changed since 1948. They will draw on what they have learnt to summarise how different areas of life have changed and make judgements about which changes have been most influential.		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To know some of the main changes in Britain and to identify key characteristics of different decades.</li> <li>➤ To know similarities and differences between types of sources of information in different periods in the past.</li> <li>➤ To know about some of the main events of the 1950s and to investigate what life was like during this period.</li> <li>➤ To know about some of the main events in the 1960s and to investigate what life was like in Britain during this period.</li> <li>➤ To know about some of the main events in the 1970s and to investigate what life was like in Britain during this period.</li> <li>➤ To know about some of the main events in the 1980s and to investigate what life was like in Britain during this period.</li> <li>➤ To know about some of the main events in the 1990s and to investigate what life was like in Britain during this period.</li> </ul>		

## UKS2 Summer (B) A local History Study

Prior Learning				
Historic Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	The order and importance of key events studied at KS2	Recap prior learning and put all previous KS2 learning on a timeline. Children to cut and stick pictures and label timeline with dates and key events.		Chronology - In time order  Invasion - An unwelcome intrusion  Magna Carta - A document from 1215 stating rights and privileges for people  Industrial revolution - A major change in the economy in England in the 18th century  Significance - Important  Primary source - First hand evidence  Secondary source - Retold evidence
2	To investigate the importance of the Viking invasions	Recap prior learning of the Vikings. What can the children remember about the Vikings? Where did they come from and why/when did they invade?  <a href="http://binghamheritage.org.uk">Medieval Bingham (binghamheritage.org.uk)</a> Information provided about the impact and links between Vikings and Bingham. There is little evidence of Viking impact in Bingham but there is some evidence in nearby villages. Share this information with the children. Children to expand search and research Nottingham and links to the Vikings. Record findings.		
3	To explore the importance of the Magna Carta	Introduce the magnan carta and address the questions: What is the Magna Carta? Why was it needed? What is a charter? Who were the feudal barons? What is the sealing of the magna carta? What is in the magna carta?  Where is the magna carta now? Why is it important to preserve written evidence?		

## Bingham Primary School- History Curriculum

		Details of Magna Carta and links with Bingham (under sheriff) <a href="http://binghamheritage.org.uk">The Administration of Law &amp; Order (binghamheritage.org.uk)</a>		
		Magna carta quiz! <a href="#">Magna Carta Quiz PowerPoint (teacher made) - Twinkl</a>		
4	To evaluate the effect of the industrial revolution on Bingham	<p>Discuss the industrial revolution and address the question:            What was the industrial revolution?            Why did it happen?            How was transport effected?            What was life like during the industrial revolution?            What were living conditions like?            What were the laws to protect children? And why?            Britain after the industrial revolution?</p> <p>Bingham is part of Nottingham. Nottingham was impacted by the industrial revolution. Research how Nottingham was impacted by the industrial revolution.</p>		
5	What local historical landmarks still stand today	<p>Compile a selection of photographs of Bingham and Nottingham landmarks. What landmarks are still standing today and when are they from? E.g. henge in Bingham (not visible but still there).</p> <p>Revisit timeline of historical events studied in KS2. How has history impacted our lives and how we live today? How has the local history of Bingham changed?</p> <p>Children to research changes and make notes in preparation for creating an informative book/leaflet next lesson.</p>		
6	To summarise the key change in the local history of Bingham	Children to create informative book/leaflet about Bingham/Nottingham. Add detailed facts, showing an understanding of how to communicate information about the past.		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To reflect on key historical eras.</li> <li>➤ To investigate the importance of the Viking invasions</li> <li>➤ To explore the importance of the Magna Carta</li> <li>➤ To evaluate the affect of the industrial revolution on Bingham</li> <li>➤ To evaluate the key changes over time and the impact on our lives today</li> <li>➤ To summarise the key change in the local history of Bingham</li> </ul>		