



Fishponds

Church of England Academy

Our

History

Curriculum

History

Intent

- To ensure our children develop and understanding of their identity and purpose, better understanding their place in the world through exploring history relevant to them and the world around them.
- To provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them, identifying how the past contributes to the current day.
- To develop our children's understanding of the history of Bristol as a city.
- To develop children's understanding of key historical knowledge.
- To develop the children's chronological framework to support them in building a picture of the past and how areas of study link.
- To develop enquiry skills through study of historical events using a range of sources.
- To develop the children's critical thinking, encouraging them to thoroughly scrutinise sources of information, looking at their strengths and limitations.
- To develop the children's cultural capital, exploring the best that has been thought and said.
- To enable the children to reflect on issues of social injustice through history and what we can learn from these.

Implementation

- Topics are taught on an annual cycle.
- Golden threads are used to promote links between areas of study horizontally across each year, vertically across the school and diagonally across subjects and years.
- The children build up a chronological timeline within their books and classrooms during each academic year, adding to prior time periods explored.
- A skills progression maps historical skills across the school encompassing 7 strands - Chronology, historical enquiry, historical terms, interpretation, continuity and change similarity and difference, cause and consequence and significance.
- Topics of study make links to the locality of Bristol and its history as well as British and world history.
- History is studied through topics across each academic year.
- Our history curriculum explores social justice, allowing the children to explore what we can learn from history.
- Knowledge organisers are used in class and for home learning, displaying key knowledge for the children to learn.

Our History Learning Journey



Reception
Living Memories



Year 1 Term 1
They Made a Difference



Year 1 Term 2
The Gunpowder Plot



Year 1 Term 3
The Great Fire of London



Year 2 Term 1
Not all superheroes wear capes



Year 1 Term 4 and 5
Castles



Year 2 Term 2 and 3
Treasure Island



Year 2 Term 4
Adventurers and Explorers



Year 2 Term 6
Oh I do like to be beside the seaside



Year 3 Term 2 and 3
Ancient Egyptians



Year 4 Term 1 and 2
Roman Empire



Year 3 Term 6
Ancient Greeks



Year 3 Term 4 and 5
Fishponds



Year 4 Term 6
Bean to Bar



Year 5 Term 2
Aztecs



Year 5 Term 3 and 4
Victorians



Year 5 Term 5 and 6
Migration



Year 6 Term 1 and 2
Children in WW2



Year 6 Term 3 and 4
The Benin Kingdom

History Skills Progression

There are 7 History skills which are taught alongside the core knowledge.

Knowledge/Context/Perspective

The knowledge, context and perspective of the areas studied by students are progressive across the school

Historical Skills

Historical skills have been split into 7 Key Strands at Fishponds CE Academy.

These strands are taught in each phase and will be progressive across year groups within the phase and across the wider school.



Chronology

Historical
Enquiry

Historical
Terms

Interpretation

Continuity and
Change
Similarity and
Difference

Cause and
Consequence

Significance

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events/objects in their life</p> <p>Sequence artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p> <p>Begin to know where people, places and events fit within a chronological framework</p> <p>Describe memories of key events in their life</p>	<p>Identify similarities/differences between periods</p> <p>Be able to order key events/objects/people from <u>seventeenth</u> century to present day</p> <p>Sequence artefacts closer together in time – check with a reference book</p> <p>Know where people, places and events fit within a chronological framework</p>	<p>Recognise that the past can be divided into different periods of time</p> <p>Place the periods studied on a timeline</p> <p>Sequence several events/artefacts</p>	<p>Begin to be able to place events, people and changes into different periods of time showing an emerging sense of sense of period</p> <p>Place events from periods studied on time line</p>	<p>Be able to place events, people and changes into a chronological framework</p> <p>Know and sequence key events of time studied</p> <p>Make comparisons between different times in the past noting connections and contrasts</p>	<p>Be able to place events, people and changes within a chronological framework</p> <p>Use the chronological framework of British history fluently – e.g. Stone Age to present</p> <p>Place current study on time line in relation to other and previous studies</p> <p>Note trends over time</p> <p>Establish clear narratives within and across periods of study</p> <p>Make links between comparisons between different times in the past noting connections and contrasts over time</p>
Historical Terms	<p>Use terms concerned with the passing of time: then, now, yesterday, old, new, days of the week, months, years</p> <p>Use terms concerned with the passing of time</p>	<p>Use wide vocab of everyday historical terms</p> <p>Use terms concerned with the passing of time: last week, last/previous century, 100 years ago, in the past</p>	<p>Use dates and terms related to the study unit and passing of time</p>	<p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p>	<p>Use appropriate conventions of time accurately and appropriately – e.g. BC, AD, years before present, century, decade,</p> <p>Use period labels</p> <p>Use abstract terms e.g. empire, civilisation etc.</p>	<p>Use dates and terms and conventions appropriately – e.g. era, period, medieval, prehistoric, industrial revolution, Georgian etc.</p>
Interpretation	<p>Identify different ways in which the past is represented – e.g. pictures, documents, films, TV, museum displays</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Select information about places from photographs, texts and other sources</p> <p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p> <p>Identify different ways the past is represented</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons, etc.</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Ask and begin to answer a variety of historically valid questions</p>	<p>Understand how and why some historical events, people, situations and changes have been interpreted differently</p> <p>Begin to be able to evaluate these interpretations</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why</p> <p>Be able to analyse and evaluate these interpretations explaining and justifying reasons</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Know how to find out about the past from a range of sources e.g. artefacts, pictures, people, sites, documents</p> <p>Begin to ask and find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events</p>	<p>Find out about the past from a range of sources – what happened and when?</p> <p>Begin to select a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Begin to ask and answer historically valid questions</p>	<p>Use a range of evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Begin to evaluate sources as part of an enquiry</p> <p>Ask and answer significant questions of sources in context</p> <p>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</p> <p>Begin to address questions about cause, change, similarity, difference and significance</p>	<p>Independently evaluate sources as part of an enquiry</p> <p>Ask and answer significant questions of sources in context</p> <p>Collect and record information and draw conclusions</p> <p>Identify sources for an investigation being able to justify reasons why and begin to consider their bias and appropriateness</p> <p>Use a range of primary and secondary sources to find out about an aspect of time past Suggest omissions and the means of finding out</p>
Continuity and Change	Identify differences between life in the present and life in the past	Identify differences between life in the present and life in the past and give reasons for these differences	Describe and make links between different events, changes and situations within a period/society	Describe and explain links between different events, changes and situations within a period/society	Describe and make links between different events, changes and situations across periods and societies	Describe and make links between main events, changes and situations within and across different periods and societies
Cause and Consequence	Begin to recognise why people did things and why events happened	Recognise and begin to give reasons for why people did things and why events happened and what happened as a result	Identify reasons for and results of peoples' actions and what happened as a result Begin to understand motive	Give reasons for and results of main events and changes studied and why people in the past acted as they did	Examine causes and results of great events and the impact on people Begin to understand how factors causing an event are interrelated Identify changes within and across periods Give some reasons for, and results of, the main events and changes studied and why people in the past acted as they did	Analyse and give reasons for historical events, situations and changes. Identify a range of contributory factors for a given event Write an alternative explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
Significance	Talk about who was important in a period/context	Explain who was important in a period/context giving reasons	Describe the contribution of people, events and developments	Describe and use sources of information to explain the contribution made of particular people, events and developments	Explaining the contribution of a significant person, event and development within a period/context	Explain the legacy of a significant person, event and development Understand that this changes through time

Whole School Themes

They Made a Difference

First 3 weeks of 2022/2023, 2024/2025

Taught as a phase to enable more experiences to be included

Weekly whole school assembly focusing on the theme

Week 3 Friday assembly to focus on children sharing what they have learnt about the overarching theme

<u>EYFS</u>	<u>Key Stage One</u>
On part time transition for this time. People that have made a difference to them	Not all heroes wear capes Local heroes who make a difference everyday (focus on BME) Heroes from the past (joining up to the existing topic thread).
<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
Gender Equality Malala (use of Malala's magic pencil as way in) – what challenges did she face? Why did she face them? What has she done to make changes? Suffragettes – how have women's rights changed here in the UK over the last 100years?	Race Equality Civil rights movement and the fight for equality for people of all races Hook of images of segregation and what they notice. Share the Rosa Parks bus incident – why was refusing to move an issue? What was life like in America at that time to cause this to be an issue? Explore Bristol Bus Boycott. Exploration into segregation. Exploring the civil rights activists

A Moment in Time

First 3 weeks of 2022/2023, 2024/2025

Taught as a phase to enable more experiences to be included

Weekly whole school assembly focusing on the theme – choose a relevant moment in time to explore as a whole school through the sequence of assemblies.

Week 3 Friday assembly to focus on children sharing what they have learnt about the overarching theme.

Enquiry approach – start with the question of what happened on the date and provide clues to uncover the events.

Focus on learning behaviours through this unit

<u>EYFS</u>	<u>Key Stage One</u>
<p>On part time transition for this time.</p>	<p>What happened on 7 September 1838?</p> <p>Explore the wrecking of the Forfarshire</p> <p>Who was Grace Darling?</p> <p>What did she do to rescue the sailors?</p>
<u>Lower Key Stage Two</u>	<u>Upper Key Stage Two</u>
<p>What happened at 11:40 on Sunday 14th April?</p> <p>Explore events of the Titanic sinking.</p> <p>Explore what lead to the sinking.</p> <p>Explore why there weren't enough life boats to save everyone – the unsinkable ship</p> <p>Explore the experiences of different classes on the boat and how this impacted their rescue.</p>	<p>What happened on the 11th February 1990?</p> <p>Explore why Nelson Mandela was released from prison.</p> <p>Explore Apartheid in South Africa.</p> <p>Explore what Nelson Mandela did after he was released from Prison – becoming president of South Africa.</p> <p>Explore legacy left by Nelson Mandela.</p>

Year 1 - London

What will this topic include?

Introduce Gunpowder Plot in line with fireworks night – who was involved? What did they want to do? Were they successful? How do we remember it?

Explore what London was like in 1600s.

Comparing London at the time of the fire with modern London – similarity and difference.

Look at the fire – why is started, why it spread, how it was stopped. Find out how we know about the great fire from sources of information.

Children to look at modern day London. What survived the fire? What didn't?

What was the legacy of the Great Fire of London? Building regulations changes.

History Skills

Chronology – match images of London to then 1666 and now, Sequence objects from distinctly different time periods (sorting pairs of image into which came first)

Historical Enquiry – Ask simple questions about the event. Know how to find out about the past from a range of sources (pictures, simple secondary source of information).

Continuity and Change – **identify differences** between life in the present (modern London) + life in the past: e.g City of London and cathedral look very different today compared to pre 1666 - ; wooden buildings in narrow streets in past but brick/stone buildings + some wider streets in present; modern London is much larger.

Cause - identify why the fire started (spark from oven onto wood, wooden houses, no fire brigade)

Consequence - third of London, including St Pauls cathedral, destroyed; some buildings survived; many people lost their homes + work places; took many years to rebuild, new houses had to be faced in brick and some streets wider

Historical Terms – Use terms concerned with the passing of time: then, now, old, new

London

The Gunpowder Plot

Where?	Who?	Why?
 Houses of Parliament	 Tower of London	 King Charles II
 Guy Fawkes	 Catholics felt unfairly treated by King Charles II.	
What?		
 Guy Fawkes and his friends created the gunpowder plot.	 They planned to blow up the houses of parliament on 5th November 1605.	 Guy Fawkes was stopped.
 He was sent to the tower of London.		

Key London Landmarks

 Buckingham Palace	 St Paul's Cathedral	 London Eye
 Big Ben	 Pudding Lane	 Houses of Parliament
 Trafalgar Square	 Tower of London	 Tower Bridge

The Great Fire of London

Who?	Where did it start?	Where did it spread?	Why did it spread?	How did it stop?
 Thomas Farriner	 Pudding Lane		 wind	 Houses pulled down.
 Samuel Pepys	 Bakery		 Wooden houses	 Houses close
			 No fire engines	 wind stopped

Year 1 – Castles

What will this topic include?

What was medieval England like? Look at houses, food and transport.

What is a castle? Children to draw a castle (interpretation). Look at how castles are depicted in cartoons, stories etc.

Look at the 3 main types of castle identifying their similarities and differences.

Exploring parts of castles. Creating maps of castles.

Look at Cardiff Castle and compare this with Bristol Castle.

Identify castles on map of UK.

Why were castles built? Explore the reasons for building them.

Why were castles built on hills? Explore reasons for this.

Who lived in medieval castles?

What did William the Conqueror do?

History Skills

Chronology – Sequence artefacts from distinctly different periods of time. Children to sequence 3/4 objects of something that's use is familiar to them (use objects from GFOL time, current day and medieval). Begin to know where people, places and events fit within a chronological framework – place medieval times onto timeline with GFOL.

Historical Enquiry – Know how to find out about the past from a range of sources (use of pictures, small pieces of text). Begin to ask and find answers to simple questions about the past from sources of information e.g. artefacts

Significance – Explain who was important in a period/context giving reasons (Who was William the Conqueror and why?)

Continuity and Change – sorting images of medieval and modern day, describing the differences

Interpretation – explore different representations of castles in media. Discuss this as interpretations.

Castles

The poster is divided into several sections:

- Types of castle:** Motte and Bailey, Stone Keep, Concentric.
- Parts of a castle:** drawbridge, portcullis, moat, battlements, towers, arrow and gun loops.
- Reasons castles were built:** defence, protection, A place to live and work.
- Jobs in a castle:** Lord, messenger, servant, farmer, knight, watchman, soldier.
- Life in Medieval England:** Medieval food, Medieval clothes, Medieval transport.
- The Battle of Hastings (1066):**
 - When? 1066**
 - Where? Hastings, England**
 - Who? The Normans (French) vs The Anglo-Saxons (English)**
 - William of Normandy, France**
 - King Harold 2nd, England**
 - Why? William of Normandy wanted to be King of England.**
 - Timeline:**
 - William sailed to England with 700 ships and an army.
 - King Harold marched his army to meet them.
 - Eventually King Harold was killed.
 - The Normans won the battle.
 - William was called William the Conqueror and became King of England.
 - The Normans taking over meant lots of changes for the people of England!
- Map of the UK:** Shows the location of the battle in the south of England.

Year 2 – Not all superheroes wear capes

What will this topic include?

Identify some basic information about Victorian Britain to set the context of what the world was like during the Crimean war.

Identify where Crimea is on the map – discuss the continent it is in. Identify where it is in comparison to the UK. Introduce the idea that in 1854-1856 there was a war in Crimea – identify who may be needed to help people during a war.

Introduce Mary Seacole – who was she? What did she do?

Introduce Florence Nightingale – Who was she? What did she do?

What did Florence Nightingale and Mary Seacole do to improve medical care.

Other significant Victorians – Sarah Forbes Bonetta

Modern day superhero – linked to children's interest, choose someone who has changed to the world in the modern day.

History Skills

Chronology- Identify similarities/differences between periods – explore similarities and difference between hospitals in Mary Seacole and Florence Nightingale's time and today (Venn diagram).

Cause and Consequence -_Recognise and begin to give reasons for why people did things and why events happened and what happened as a result– look at the changes brought into place by Mary Seacole and Florence Nightingale and discuss why these changes were needed. Look at modern hospitals and see how this links back to the changes they made.

Significance -_Explain who was important in a period/context giving reasons – identify why during the Crimean war Florence and Mary were important giving reasons for each.








Historical Enquiry - Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.

Historical Terms - Use wide vocab of everyday historical terms


- Use terms concerned with the passing of time: 200 years ago. in the past





Not all heroes wear capes

Key Vocabulary













 Victorian	 nurse	 soldier	 hospital	 disease	 Queen Victoria	 wounded
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Crimean War








 1853 Crimean War Begins	 1854 Florence Nightingale goes to Crimea
 1854 Mary Seacole goes to Crimea	 They nursed injured soldiers

Key People

 Mary Seacole	 Born in Jamaica in 1805	 Mother Seacole	 Florence Nightingale	 Born in Italy in 1820	 Lived in England
 Treated soldiers on battlefield	 Found herbal remedies to cure cholera	 Cared for soldiers on both sides of war	 Lady with the lamp	 Changed design of hospitals	 Helped stop spread of disease

Significant Victorians

 Sarah Forbes Bonetta	 Born in West Africa	 Queen Victoria's Goddaughter	 Orphaned during the Dahomey war	 Attended church mission school in Sierra Leone
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Year 2 – Treasure Island

What will this topic include?

Learn about how we find out about the past – how do we know about pirates? Include Usborne extract of Treasure Island – what can we find out about pirates from this? Identify the link with this text and Bristol.

Using sources of information to find out about Blackbeard. Who was he what did he do? How did he link to Bristol?

What was life like on a pirate ship?

Explore the life of Grace O'Malley.

Children to explore perceptions of pirates v what they were really like. Comparing books and film clips with real sources of information.

Are pirates just people from the past?

Pirate walking trail of Bristol.

In Year 5, the children will explore the link between piracy and the slave trade – exploring how slaves from captured ships were forced to become pirates.

History Skills

Interpretation - Compare pictures or photographs of people or events in the past – compare interpretations of Blackbeard to factual information.

Discuss reliability of photos/accounts/stories – look at sources for finding out about Blackbeard. Discuss which are most reliable and why.

Identify different ways the past is represented – explore different representations of pirates from sources such as books and cartoons and how this compares to primary accounts.

Historical Enquiry - Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc. – use a variety of these sources to find out about the past.

Historical Terms

- Use wide vocab of everyday historical terms
- Use terms concerned with the passing of time:, 300 years ago, in the past

Treasure Island											
Compass Points		Geography Vocabulary		Examples of islands		Pirate Vocabulary					
 North	 South	 map	 island	 United Kingdom	 Jamaica	 Rigging	 Sails				
 East	 West	 key	 direction	 Australia	 New Zealand	 Mast	 Deck				
Famous Pirates								 Starboard - Right	 Port - Left		
 Blackbeard	 Edward Teach	 Born in Bristol around 1680	 Moved to Jamaica around 1695	 Sailor in the Royal Navy	 Became a pirate	 Most famous took Queen Anne's Revenge	 Bow - Front	 Stern - Back			
 Grace O'Malley	 Born 1530	 Based in Ireland	 Controlled land and sea around County Mayo	 By 1564 she had 200 men working for her	 Sailed and raided ships	 Pirate and Seafarer	 Cannon	 Marooned			
Roles on Board											
 Captain	 2 nd Quartermaster	 Sailing master	 Boatswain	 Surgeon/coroner	 Master gunner	 Mate	 Able-bodied sailors	 Cabin boys			

Year 2 – Adventurers and Explorers

What will this topic include?

What is an adventurer or explorer? Identify the types of places people could explore or discover.

What was life like in the 1910s? Explore technology and transport in 1910s.

Explore who Scott and his team were and what they did. Use a range of sources to gather information.

What was life like in the 1960s? Explore technology and transport in 1960s.

Explore Neil Armstrong's moon landing using a range of primary and secondary sources.

Children to reflect on why these 2 explorations were impressive at their times based around the knowledge of the world at that time. Look at how technology has changed and how this influenced the explorations.

Learn about Mae Jemison and Katherine Johnson.

History Skills

Cause and Consequence - Recognise and begin to give reasons for why people did things and why events happened and what happened as a result – discuss how technology changes from 1910 to 1960s to explore how someone got to the moon in 1960s but that the Antarctic was an impressive feat in 1912.

Significance - Explain who was important in a period/context giving reasons – explain why the people studied were important in their era.

Historical Enquiry - Choose and use parts of sources to show that they know and understand key features of events – use of news paper reports and video footage of moon landing to find out about the past selecting relevant bits.

Chronology - Know where people, places and events fit within a chronological framework – place events on book timeline.

Be able to order key events/objects/people from nineteenth century to present day – sort objects into 1910s, 1960s, modern day

Historical Terms

- Use wide vocab of everyday historical terms
- Use terms concerned with the passing of time:, last century

Adventurers and Explorers

Vocabulary



Mission to the Moon



Other Significant People



Mission to the Antarctic



Year 2 – I do like to be beside the seaside

What will this topic include?

Why people go on holiday to the beach? What do people do at the seaside now? What did people do at the seaside in 1910s and 1960s? What changes have happened in technology to alter seaside holidays?

Identifying similarity and different between past seaside holidays and present seaside holidays using venn diagram.

Look at the middle section of venn diagram to make predictions for future seaside holidays.

Focus in on the piers within the middle section. What is the purpose of a pier? Look at Weston Pier now and in the past. Look at Clevedon pier. Why do they look different?

History Skills

Continuity and Change - Identify differences between life in the present and life in the past and give reasons for these differences – identify changes between beach holidays now and the past and why this is changed. Explore the introduction of foreign holidays due to invention of planes and how this has changed UK seaside holidays.

Cause and Consequence - Recognise and begin to give reasons for why people did things and why events happened and what happened as a result – Explore how technology developments in transport mean that people now holiday outside of England rather than just the seaside.

Chronology - Sequence artefacts closer together in time – sequence artefacts from beach holidays from 1910s, 1960s and current day.

Historical Enquiry - Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc. – find out about the seaside in the past from photos

Historical Terms

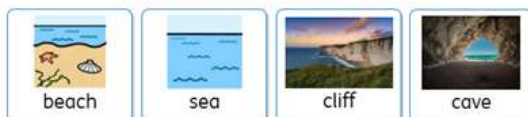
- Use wide vocab of everyday historical terms
- Use terms concerned with the passing of time:, 100 years ago, last century

I do like to be beside the seaside

Vocabulary



Physical Features



Human Features



Victorian Seaside



Seaside Today



Year 3 – Ancient Egyptians

What will this topic include?

Where is Egypt?

What time period is referred to as Ancient Egypt? What was also going on in the world at this time? Look at civilisations around the world at this time briefly.

Why was the Nile important to Ancient Egypt? Why are rivers important for civilisations? Do people still live by the Nile in Egypt?

Who were the significant people in the Ancient Egyptian civilisation? Pharaohs

What structures did the Egyptians build by the Nile? Why were pyramids important?

How do pyramids help us to find out about the Egyptians?

Howard Carter's discovery of Tutankhamun. What is the role of an archaeologist? Events of the discovery. What did Howard Carter find? What can the artefacts found tell us about the past?

History Skills

Chronology - Place the periods studied on a timeline – place the Egyptian period onto a timeline with prepopulated other knowledge on their.

Recognise that the past can be divided into different periods of time – identify Ancient Egypt as a period of time. What other periods of time do they know? Place these onto timeline in context (year 4 should know Romans)

Historical Enquiry - Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.











Begin to use the library and internet for research – given questions to answer using these sources.



Historical Terms - Use dates and terms related to the study unit and passing of time –years ago.

Interpretation - Look at representations of the period – museum, cartoons, etc. – look at documentary of Howard Carters discovery of Tutankhamen and compare this to original sources from the discovery. Cartoon clips of mummies compared with reality?

Significance

Describe the contribution of people, events and developments

EGYPTIANS — Key vocabulary		Key Questions and Facts	
	A country in Africa.	Where is Egypt?	Egypt is a country in Africa. Its capital city is Cairo. It is bordered by the Mediterranean and the Red Sea. The River Nile runs through Egypt.
	Ancient Egypt was one of the world's first civilisations.	When was Ancient Egypt?	The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile. It lasted for around 3,000 years.
	Hieroglyphs is a writing system that uses pictures and symbols instead of letters and words.	Who were the most significant people in Egyptian times?	The most powerful person was the pharaoh. They were similar to Kings or Queens and were thought of as half human, half God. The Egyptians used different symbols to show the power and importance of the Pharaoh including the scarab beetle, the ankh, the wasus, the cartouche and a crook and flail. There were around 170 Egyptian pharaohs including Tutankhamun and Cleopatra.
	The supreme leaders during the Ancient Egyptian civilisation.	Why was the Nile important to Ancient Egypt? Do people still live by the Nile in Egypt?	The River Nile was very important. When the Nile flooded, it produced a rich, black silt over the land making the land very fertile creating perfect conditions for growing food. The Nile also gave the opportunity for transport, fishing, trade, water, the making of papyrus, bricks and the calendar. Today 50 million people live by the Nile.
	The scarab bug symbolized the restoration of life.	What structures did the Egyptians build by the Nile?	The Egyptians built pyramids. They were mainly built as tombs for Egyptian kings. The body was mummified, placed in a sarcophagus and then buried inside the pyramid.
	Tutankhamun (sometimes called King Tut) was a Pharaoh of Ancient Egypt from about 1334 BC to 1325 BC.	How do pyramids help us to find out about the Egyptians?	The chambers and passages in pyramids were decorated with pictures and hieroglyphics. This writing tells stories of the Pharaoh. Treasure and other items for the king to use in the afterlife were also left in the burial chamber.
	Cleopatra was the Queen of Ancient Egypt and is still one of the most famous women in world history.	Who was Howard Carter?	Howard Carter was an archaeologist who discovered Tutankhamun's tomb in the Valley of the Kings. This tomb was well preserved and contained lots of valuable items including a burial mask, statues and jewellery.
	The Nile is the longest river in the world.		
	The buying and selling of goods and services.		
	a material like paper used by ancient people to write on.		

Links to Prior Learning

The children will continue to develop their mapping skills using atlases to locate key places and features on a map. Following on from their Rivers learning, they will research why the Nile was so important to the Egyptians both long ago and today.

Year 3 – Fishponds

What will this topic include?

Why is Fishponds called Fishponds?

How has Fishponds changed over the years? Former use of buildings in Fishponds – Cinema, Library,

Looking at the history of Fishponds CE Academy using know your place. Learn about the schools many names. Look at the original Dr Bells and how it has changed compared with our new building.

Create own 'Horrible Histories' for Fishponds.

History Skills















Chronology - Sequence several events – sequencing events in Fishpond's History

Place the periods studied on a timeline – place naming of Fishponds in 1734 in context of other known events (eg, GFOL, Scott, Armstrong)

Historical Enquiry - Observe small details – artefacts, pictures. Select and record information relevant to the study – explore pictorial sources of Fishponds to give information.

Continuity and Change - Describe and make links between different events, changes and situations within a period/society – Children to identify what is the same and what is different in Fishponds between now, 1960s (linking back to Neil Armstrong work), 1920s (Linking back to Scott work) and 1891 (see key description <http://fishponds.org.uk/fish1891.html>). Discuss what may have caused changes (changing population would explain change in shops).

Could explore Oldbury Court Estate and it's history? Recorded in Domesday Book – make link back to William the Conqueror studied in Year 1/2 who ordered the Domesday Book.

FISHPONDS — Key vocabulary		Key Questions and Facts	
 Local area	The area close to where we live.	Where is Fishponds? Fishponds is an area of Bristol, which is in the United Kingdom.	
 Human features	Human features like houses, roads and bridges are things that have been built by people.	What activities and features are there in the local area? Human features: Shops Bristol and Bath railway path Library Vassals Park play area Physical features: Oldbury Court river	
 Physical features	Physical features like seas, mountains and rivers are natural. They would be there even if there were no people around.	How are human and physical features represented on a map? Features are often represented on a map using symbols. For example: Church Parking Museum Cycle path	
 map	A map is a picture of a place, usually drawn from above.	How has Fishponds changed since the past? Photographs and maps showed us that some features of Fishponds have remained quite similar over the years. For example, Fishponds Park is still a park and Fishponds Road is still a main road. However, there were also lots of differences. The shops on Fishponds Road have changed. There are now more roads and houses built where there used to be fields. Some buildings have changed use. The Wetherspoon pub used to be a cinema and a building that used to be a hospital is now a university building.	
 route	The way taken to get from a starting point to a destination.	What is the history of Fishponds CE Academy? Fishponds CE Academy was formed in September 2000 when St Matthias and Dr Bell's schools joined together. Dr Bell's was a school for boys on the site that we are now.	
 photograph	A picture made using a camera.	Why do areas change? Places are changed by the people who live there in order to meet their needs or priorities. For example, more houses may be built if the population (number of people) increases.	
 past	Something that happened before now.		
 changes	Things that are different to before.		
 urban	Areas where people live and work close together. Buildings are close together.		
 rural	Areas which are not towns or cities. Often farming areas. 'Countryside'		
Links to Prior Learning			
The children will continue to develop their understanding of why people settle in certain areas, linking back to the Rivers topic. They will also build on their mapping skills and using a range of sources.			

Year 4 – Roman Empire

What will this topic include?

What is an empire? Unpicking what an empire is and different empires that have existed over time.

When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who else was around? Where did the Roman empire cover? Look at position over Europe, Africa, Middle East (compare to modern day map to see which countries this would be today).

Introduce the Celts – who were they? Where did they occupy before the Roman Invasion?

Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army – why were they a successful army?

Why did the Romans want to invade Britain?

Children will learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will explore interpretations of Boudicca through the use of sources.

Hadrian's Wall – Why was this a significant landmark? Introduce Aurelian Moors stationed at Aballava on Hadrian's wall (first recorded group of Africans living in Britain as soldiers within the Roman Army).

What legacy did the Romans leave in Britain? Look at roads, Roman names of places.

Final lesson - children will then have a focus study on Pompeii, identifying what life was like in an Italian city under the control of the Romans and what happened to Pompeii.

History Skills

Chronology -Begin to be able to place events, people and changes into different periods of time showing an emerging sense of sense of period – place Roman dates onto history timeline. Discussion around how the time period links with other periods studied.

Place events from periods studied on time line – build up a timeline of any events in Roman history as the unit goes on. Have timeline of the roman era in the book and plot events as they come up during study.

Continuity and Change - Describe and explain links between different events, changes and situations within a period/society – explore how the invasion of the Romans led to the rebellion by the celts.

Historical Enquiry-Use a range of evidence to build up a picture of a past event – use a range of primary and secondary sources to find out information.

Significance - Describe and use sources of information to explain the contribution made of particular people, events and developments – explore legacy left by the Romans in Britain using sources to explain this.

Cause and Consequence - Give reasons for and results of main events and changes studied and why people in the past acted as they did – explore why the Romans wanted to invade Britain.

Interpretation -Begin to evaluate the usefulness of different sources – present children with useful sources and less useful sources through an input to explore this

Ask and begin to answer a variety of historically valid questions – provide the children with an opportunity within a lesson to pose questions they want answered.









Distinguish between different sources – compare different versions of the same story

Look at representations of the period – museum, cartoons, etc. – Exploring interpretations of Boudicca

Roman Empire

Key People

Key Vocabulary

 Empire	A number of countries ruled by one monarch (King/Queen)	 Conquer	Conquer means to overcome and take control of somewhere.
 Celt	In Britain before Romans. They were a collection of tribes.	 Invade	To try to take over somewhere with force.
 Roman	Invaded Britain, areas of Europe and North Africa. Originated in Italy.	 Britain	Made up of England, Wales, Scotland and Northern Ireland.
 Caledonia (Scotland)	Former name of Scotland	 Legions	Armies made up of up to 6000 men.



273BC Red = Roman Green = Celt





305AD Red = Roman Green = Celt

Key Dates


753 BC	146 BC	55 BC	AD 43	AD 60-61	AD 122	AD 209	AD 410	AD 476
 The building of Rome begins.	 North Africa, Greece, Spain and France are part of the Roman Empire.	 Julius Caesar invades Britain but is forced to return to Gaul.	 The army of Emperor Claudius invades Britain.	 Boudicca leads a rebellion against the Romans.	 The building of Hadrian's Wall begins.	 Emperor Septimius Severus tries to conquer Caledonia (Scotland).	 Roman rule in Britain ends.	 The Roman Empire collapses.

 Julius Caesar	 Emperor Hadrian	 Boudicca	 Emperor Claudius	Aurelian Moors
Julius Caesar was a Roman Emperor who led 2 expeditions to Britain.	Ordered the building of Hadrian's wall to separate Scotland and England.	Boudicca fought against the Romans to protect Britain.	Led invasion of Britain in 43AD.	A unit of soldiers from Northern Africa stationed at Aballava Cumbria in Cumbria.

 When did the Romans invade Britain?	Julius Caesar arrived to explore in 55BC. He only took 2 legions and only made it to Kent.	Julius Caesar explored again in 54BC, making it further in land.	In 43 AD, Emperor Claudius began the invasion of Britain.
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 Why did the Romans invade Britain?	Britain had materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army.	Expanding their empire
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 When and why did the Romans leave Britain?	Romans left Britain in 410 AD.	Romans left England because their homes in Italy were being attacked by tribes
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 What legacies did the Romans leave behind in Britain?	Architecture - Hadrian's Wall, baths, aqueducts.	Towns such as Bath, Exeter, London and York.	Plumbing and sanitation - toilets and bath complexes
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Our calendar - consist of 365 days, along with a leap year every four years.	Currency - first coins
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Year 4 – From Bean to Bar

What will this topic include?

Term 6 History Focus

Children will then learn about Bristol's link to chocolate, using original sources to find out about Fry's and Cadbury's link to Bristol. Fry's sponsorship of Scott's expedition to link with Year ½ prior knowledge.

Children to learn about the first chocolate bar produced by Frys.

Explore how the centre of Bristol has chocolate factories and Keynsham had a chocolate factory.

Explore how chocolate has changed over time.

History Skills

Chronology - Place the periods studied on a timeline –plot first chocolate bar on book timeline discuss how it links to previous areas of study.

Place events from periods studied on time line – sequence chocolate over time to see changes.














Historical Enquiry - Use a range of evidence to build up a picture of a past event

Choose relevant material to present a picture of one aspect of life in time past – use range of sources to explore Fry's link to Bristol









Significance - Describe and use sources of information to explain the contribution made of particular people, events and developments – identify the significance of the chocolate industry in Bristol.

Continuity and change - Describe and explain links between different events, changes and situations within a period/society – explore what has remained the same with chocolate over time and what has changed.

From Bean to Bar

Significant People	Key Vocabulary	Key Dates	
 John Cadbury Founder of the Cadbury chocolate business based in Birmingham.	 Chocolate Chocolate is a sweet, brown food made from cocoa beans.	 Cocoa Cocoa is the seed of the cacao tree used to make chocolate.	 Cacao The cacao tree is a small tree originally grown in tropical South America.
 Joseph Storrs-Fry A chocolate and confectionary manufacturer and member of the Fry family from Bristol.	 Harvest Gather in a crop	 Fair Trade A way of buying and selling products that allows the farmers to be paid a fair price for their produce, and have better working conditions.	 Plantation A large farm that produces non-essential crops
 Daniel Peter First person to make milk chocolate in 1875 by adding milk powder, in Switzerland.	 Manufacture Making products	 Invent Creating something new.	1728 Fry's was founded in Bristol.
			1847 The first chocolate bar is created by Fry's and Sons in England.
			1935 Fry's went into business with Cadburys and opened the Keynsham factory.
			2011 Fry's Keynsham factory closed down
			 Fry's Keynsham Factory
			 Fry's City Centre Factory

How is chocolate made?

 Cacao trees are grown in large plantations in Brazil, South America.		After 6 months, the cocoa pods are ripe and they are harvested.		The beans are covered with banana leaves and left for 5 days to ferment.		At the factories, the beans are cleaned and then roasted.
 Cacao trees are grown in large plantations in Ghana, West Africa.		The pods are split open with a machete and the cocoa beans are removed.		The beans are dried out in the sun.		The shells are removed and the beans are ground into a thick liquid.

Year 5 – The Aztecs

What will this topic include?

When did the Aztecs arrive in America? Set within chronological framework. How does this fit within the context of other previously studied ancient civilisations?

Who were the Aztecs? Who ruled their empire?

Who did Aztecs worship? Aztec temples.

Explore Aztecs legacy in Mexico. Compare their civilisations to that of other civilisations previously studied.

What destroyed the Aztec Empire? Arrival of Hernan Cortes. What did he bring to Europe – link back to chocolate?

History Skills

Chronology

Be able to place events, people and changes into a chronological framework e.g timeline inside front cover of Topic books); know and sequence key events of time studied; make comparisons between times in the past noting connections and contrasts – place on timeline with previous times studied and make comparisons where necessary.

Be able to place events, people and changes into a chronological **framework and use the chronological framework of British History fluently e.g Stone Age to present. Place current study on timeline in relation to other and previous studies** (timeline inside front cover of Topic books – note that Aztec + Incan time periods overlap);

Note trends over time; establish clear narratives within and across periods of study; make links between comparisons of different times in the past noting connections and contrasts over time.

Terms

Use appropriate conventions of time accurately + appropriately e.g BC and AD; years before present century, decade. Use period labels e.g non-European, Mayan, Incan, Aztec. Use abstract terms e.g empire, Central and Southern America civilisations

Significance

Explain the contribution of a development (development + economic impact of chocolate) within a period/context

Central and South America and the Aztecs	
<p>1100-1200 The Aztecs leave their homeland of Aztlan and settle in the Valley of Mexico.</p>	<p>1325 The city of Tenochtitlan is founded.</p>
<p>1375 - The first dominant ruler (Acamapichtli) comes into power.</p>	<p>1440 to 1489 - Montezuma I rules and greatly expands the empire.</p>
<p>1427 - Itzcoatl becomes the 4th ruler. He will found the Aztec Empire.</p>	<p>1462 - The city of Tenochtitlan is damaged by a great flood. There is lots of starvation.</p>
<p>1502 - Montezuma II becomes ruler of the Aztec Empire. He is the ninth of the Aztec kings.</p>	<p>1519 - Spanish conquistador Hernan Cortes arrives in Tenochtitlan.</p>
<p>1521 - Cortes defeats the Aztecs and takes over the city of Tenochtitlan. They rename it Mexico City (which is still in today).</p>	

Links to Prior Learning	Key Vocabulary
<ul style="list-style-type: none"> Location (where and when) Landscapes Settlements Barter and fairtrade 	<p>Empire A large group of areas/states/countries ruled over by a single leader</p> <p>AD "Anno Domini" - Latin for "in the year of the Lord." AC is used to refer to the time after Christ was born.</p> <p>Era A distinctive, dated time in history e.g. the Tudor era.</p> <p>Continent Any of the world's main continuous expanses of land</p> <p>Settlement A place where people start a community</p> <p>Trade Swapping objects for money or other goods.</p>

Significant Things	Key questions and facts
<p>Montezuma II (1466-1520). Montezuma II was the ninth emperor of the Aztec Empire. For most of his reign, he controlled a large portion of what is now central and southern Mexico. In 1519 soldiers from Spain, led by Hernán Cortés, arrived in the Aztec lands. By 1521 Montezuma was dead, and the Aztec Empire was no more.</p>	<p>Who were the Aztecs? People from an area of (now) Mexico in 1100AD</p> <p>How did the Aztecs change the chocolate legacy? The Aztecs loved the liquid chocolate and also used cocoa beans as money when trading with others.</p>
<p>Hernán Cortés Hernán Cortés was a Spanish conquistador (soldier and explorer) who conquered the vast Aztec Empire in central America. A new settlement, Mexico City, was built on the ruins and settled with Spanish colonists, becoming the centre of Spanish America.</p>	<p>Who introduced chocolate to Europe? Explorer Hernán Cortés found those in Central America using the cocoa bean for liquid chocolate and brought this back to his homeland, Spain. It then spread across Europe.</p> <p>What is Tenochtitlán? Tenochtitlán becomes the Aztec Empire's capital. The location is picked by the priests because it is where they see the foretold sign of an eagle holding a snake while standing on a cactus.</p>

Year 5 – The Victorians

What will this topic include?

When was the Victorian Era? Plot on a chronological framework. What was going on in the world at this time? Make links to prior learning (plot Crimean War, first chocolate bar).

What was everyday life like in Victorian Britain? Overview of life to set context. Show comparison of wealthy and poor Victorians.

Explore the experiences of poor Victorian children.

Children at work – where did they work and the roles they did? Explore over a couple of lessons – working in mines, working in factories and mills, working as chimney sweeps. (Chimney sweeps – link back to GFoL and how the building regulations changed to make this a necessary role. Cotton from factories produced by slaves – link to future learning).

Life in Workhouse – use of sources to find out about (look at validity and interpretation).

Work of George Muller – how did he help Victorian children within Bristol?

Victorian Schools – how did education acts change the experiences for Victorian children?

Legacies left in Bristol by the Victorians

History Skills

Chronology - Be able to place events, people and changes into a chronological framework
Know and sequence key events of time studied – build up Victorian timeline

Make comparisons between different times in the past noting connections and contrasts – compare to other times studied

Historical Terms - Use appropriate conventions of time accurately and appropriately – see key vocabulary
Use period labels – labelling Victorian as well as other previously studied periods

Interpretation- Understand how and why some historical events, people, situations and changes have been interpreted differently – linked to use of sources

Begin to be able to evaluate these interpretations – use Oliver as a clip and compare with images of workhouses

Compare accounts of events from different sources – fact or fiction

Enquiry - Begin to evaluate sources as part of an enquiry - identify how valid sources are based on where they have come from.

Ask and answer significant questions of sources in context

Begin to identify primary and secondary sources – identifying which sources are primary and which are secondary

Select relevant sections of information – select relevant information from sources

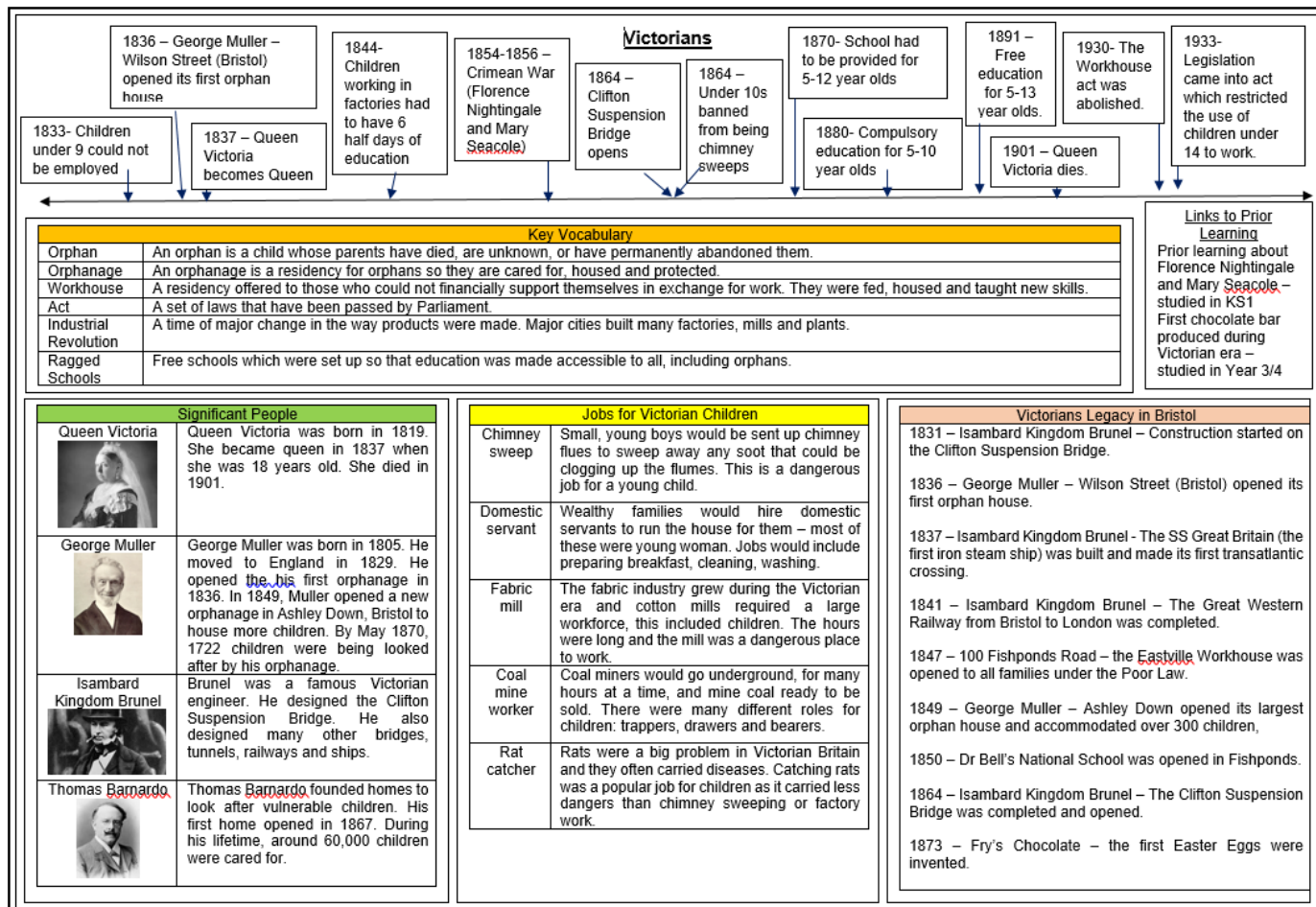
Continuity and Change - Describe and make links between different events, changes and situations across periods and societies

Cause and Consequence - Begin to understand how factors causing an event are interrelated

Identify changes within and across periods

Give some reasons for, and results of, the main events and changes studied and why people in the past acted as they did

Significance - Explaining the contribution of a significant person, event and development within a period/context



Year 5 – Migration

What will this topic include?

Explore a census from 100 years ago. What do they notice? Look at their names compared with names on the census. Discuss why there may be difference? Census did not track ethnicity so difficult to identify actual figures but it is thought that by 1945 there were fewer than 20,000 black people in Britain. Complete a survey of our school community to discover who was born in a different country and whose families live in different countries.

Explore reasons for moving – economic, refugee, slavery.

What was the slave trade and its links to Bristol? Reference back to pirates learning in KS1 identifying that pirates took over slave ships.

Who was Harriet Tubman?

Abolitionists – who fought for change? (Oladuah Equiano, Ottobah Cugoano, Mary Prince, Hannah More)

West African Squadron – what did they do to help end slavery?

Introduce Commonwealth – colonies of Britain. Commonwealth countries supported British war effort in WWI and WW2. What was life like in the world at the time? Where did people migrate from (map work). Explore post war migration – Windrush bringing people from the Caribbean to Britain. British nationals migrating to Australia, New Zealand and Canada. Explore how migration has impacted on Bristol – Windrush and St Paul's Carnival.

History Skills

Cause and Consequence - Begin to understand how factors causing an event are interrelated – explore factors for migration and how these are linked.

Chronology - Be able to place events, people and changes into a chronological framework – place windrush and other dates onto timeline linking to prior learning.

Significance - Explaining the importance of a significant person, event and development within a period/context

Historical Terms - Use abstract terms – empire, colonisation

Historical Enquiry - Begin to evaluate sources as part of an enquiry




Ask and answer significant questions of sources in context

Begin to identify primary and secondary sources

Select relevant sections of information

1807	1833	1849	1865	1945 September 2 nd	1948	2020
Slave trade was abolished in the UK	Slavery Abolition Act was introduced in the UK	Harriet Tubman escaped	Slave trade was abolished in the United States.	End of WW2	The British Nationality Act was passed.	Edward Colston's statue pulled down

Key Vocabulary	
Migration	The movement of people from one place to another.
Economic activity	How a country or place is doing in producing and making goods and how much money it has.
Economic migrant	A person who travels from one country or area to another in order to improve their standard of living.
Refugee	A person who has been forced to leave their country in order to escape war, persecution or natural disaster.
Slavery	Slavery is when a person is treated as the property of another person.
The Slave Trade	The obtaining, transporting, and selling of human beings as slaves, in particular the former trade in black Africans as slaves by European countries and North America.
Abolitionists	People who were opposed to slavery began a movement to abolish, or end, the practice. This was called the abolitionist movement. Followers of the movement were known as abolitionists.
Natural disasters	Natural disasters are major negative events that are caused by natural processes on the Earth: floods, earthquakes, tsunamis, volcano eruptions, and hurricanes.

Significant People		Key questions and facts	
	Harriet Tubman was an American abolitionist and activist. Tubman escaped slavery and made around 13 missions to rescue approximately 75 enslaved people, using the network of antislavery activists and safe houses known as the Underground Railroad.	What was the British Nationality Act?	This Act was in place by the British government. It gave everyone who lived in the UK, or any of the British colonies around the world, the same rights to live and work in the UK.
	Oladuah Equiano (born c. 1745, Essaka, Nigeria—died March 31, 1807, London, England). Equiano was captured in his Igbo village at age 11, sold into slavery, and taken to the West Indies. From there he went to Virginia, where he was enslaved by a sea captain. He bought his freedom and became an active abolitionist. TBC based on plans	What was the British Empire?	The British Empire was made up of countries/territories which were ruled by Britain in the past. These include Antigua and Barbuda, Barbados, the Bahamas, Australia, Belize, Barbados, Canada, Grenada, Jamaica, New Zealand, Papua New Guinea, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Solomon Islands and Tonga.
	Edward Colston was a Bristol-born merchant who made some of his fortune from the slave trade, particularly between 1680 and 1692. He helped set up charities for the elderly and homeless, endowed the Queen Elizabeth Hospital as well as providing funds for Colston's Hospital and boarding school.	What is the Windrush?	The HMT Empire Windrush was a ship in which people from Jamaica and other countries sailed on to Britain. They migrated with the hope of a better more prosperous life.
		What was the Slave Trade?	Slavery began when European countries could travel further through the ocean. Portugal enslaved the first Africans in the 15 th century (1481-1500) and other European Kingdoms soon began doing the same. It involved the kidnapping, buying, transportation and selling of African people by slave traders. Though many were sent to the Americas for laborious jobs on the plantations, slaves were sent across Europe.

Year 6 – Children in World War Two

What will this topic include?

Hook Lesson – look at information about the shelters under our playground. Why were they there? When were they needed?

Identifying what happened in the outbreak of war. Why did the war break out? What happened in the early stages?

Explore evacuation. Why did the children get evacuated and where did they go? Map work around where they went and why. Use of a range of sources to gather information – primary and secondary to explore validity and bias.

Explore rationing faced by children throughout the war. Compare this to modern diets and their availability. When have they faced times where they had shortages of things?

What happened during the Blitz? Comparing evacuees life with life in London.

Explore propaganda and how this could give different interpretations of events within the war.

Exploring who was Anne Frank – How do we know about her life?

What was life like for children living in other areas of Europe during the war? Use of Rose Blanche

History Skills

Chronology - Be able to place events, people and changes within a chronological framework – add to timeline

Use the chronological framework of British history fluently – e.g. Stone Age to present – identify where ww2 fits within British history

Place current study on time line in relation to other and previous studies – discuss position on relation to other areas of history covered previously.

Establish clear narratives within and across periods of study – discuss the changes faced by children during the war.

Historical Enquiry - Independently evaluate sources as part of an enquiry

Ask and answer significant questions of sources in context

Collect and record information and draw conclusions – use a range of sources across the unit to gather information

Suggest omissions and the means of finding out

Cause and Consequence - Analyse and give reasons for historical events, situations and changes. Identify a range of contributory factors for a given event – identify what started world war 2 and how this influenced the events that happened.

Examine causes and results of great events and the impact on people – explore the impact of WW2 on children and why it happened

Continuity and Change - Describe and make links between main events, changes and situations within and across different periods and societies – identify how life changed for children throughout the war.

Historical Terms - Use dates and terms and conventions appropriately – conflict, war, invasion, Blitz, AD

Interpretation - Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why – Propaganda lesson

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Be aware that different evidence will lead to different conclusions

An Evacuee's Journey - World War II: 1939 - 1945

Key People:

Neville Chamberlain	UK Prime Minister, 1937 – 1940. He led the United Kingdom to war with Germany.
Winston Churchill	UK Prime Minister, 1940 – 1945. He led the United Kingdom to win the war against Germany.
Adolf Hitler	Leader of the German political party – the Nazi party, 1933 – 1945.

Key Vocabulary

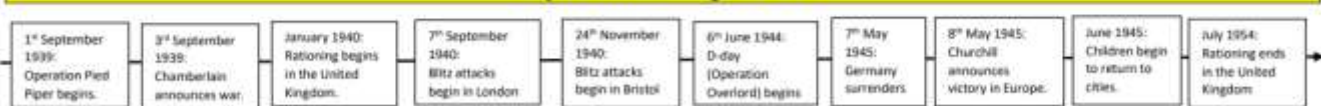
Operation Pied Piper	The name given to the operation of mass evacuation
Evacuee	Someone who was evacuated, moved from a dangerous area to a safer place (normally from the cities to rural areas)
Blackout	A system of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes.
Rationing	The controlled distribution of resources (mainly food and clothing)
Air Raid shelter	A building to protect people from bombs dropped by planes. Anderson Shelter: Made of corrugated iron. Usually at the end of the garden. Morrison Shelter: Metal cage used inside the house (often a part of the kitchen table)
Blitz	Series of aerial bombing raids on the UK, mainly cities including London, Bristol and Liverpool
Allied forces	A group of countries who worked together during the war
Propaganda	A collection of information designed to promote political ideas or opinions
Nazi	A German political party led by Adolf Hitler

Key Questions and Facts

Why did World War II start?	World War II started after Germany began invading Poland and Czechoslovakia. Neville Chamberlain warned Adolf Hitler that if he did not stop a war would begin. Adolf Hitler said he would stop but he did not.
How long did World War II last?	Neville Chamberlain announced that the United Kingdom was at war with Germany on 3 rd September 1939. Winston Churchill announced that the war was over on 2 nd September 1945. The war lasted 5 years and 363 days.
Which countries fought with the UK?	The United Kingdom's main allies were the United States of America, China and the Soviet Union (Russia). However, other allies joined us during the war: France, India, Canada and Australia.
What happened to the children?	All children (who lived in cities) were evacuated to different parts of the countryside (without their parents) so that they would be safe until the war ended. Operation Pied Piper started 1 st September 1939.
Was Bristol involved in the war?	Bristol was the 5 th heaviest bombed city in the United Kingdom during the Blitz. The enemy would target Bristol as it was on a river (for food supplies) and planes were being built in Filton.
Who won World War II?	On the 8 th May 1945, Germany announced their surrender and victory had been won in Europe. However, the war continued in Japan and they announced their surrender on 2 nd September 1945.



Key Dates in Chronological Order



Links to Prior Learning

Knowledge of World War I through Remembrance days.
 Knowledge of segregation through 'They made a difference' topic.
 Knowledge of the United Kingdom in relation to other parts of Europe.

Year 6 – The Benin Kingdom

What will this topic include?

What is a Kingdom? What makes a kingdom? What kingdoms do we know?

<https://education.nationalgeographic.org/resource/kingdom>

Where was Benin? Explore the misconception around Benin being a modern day country but the ancient civilisation was based in modern day Nigeria. Identify where Nigeria is and a basic understanding of the physical geography of the country.

Why was the Kingdom formed? Who formed the Kingdom?

Who ruled the Kingdom?

Where did the wealth in the Kingdom come from? Trade in artwork. Link between the Kingdom and the Slave Trade (Linking back to their prior learning - including Olaudah Equiano who was studied last year).

Exploration the invasion of Britain of Benin to make it part of the British Empire in 1897. Debate around building empire and whether this was right or wrong.

Benin Bronzes given to Queen Victoria and others sold for profit to others. Some museums have returned the bronzes. Should all of the Benin Bronzes held by museums return to Nigeria?

<https://education.nationalgeographic.org/resource/kingdom-benin>

History Skills

Chronology - Be able to place events, people and changes within a chronological framework

Place current study on time line in relation to other and previous studies – add Benin dates to class and individual timetable.

Note trends over time

Establish clear narratives within and across periods of study – how the civilisation developed and why it came to an end.

Historical Terms - Use dates and terms and conventions appropriately – kingdom, empire

Historical Enquiry - Identify sources for an investigation being able to justify reasons why and begin to consider their bias and appropriateness – introduction to the topic. What sources could they seek to find out information about the Kingdom?

Range of sources used across unit, covering following skills:

Ask and answer significant questions of sources in context

Collect and record information and draw conclusions

Use a range of primary and secondary sources to find out about an aspect of time past

Significance - Explain the legacy of a significant person, event and development – legacy of the British Empire (exploring what happened to the Benin Bronzes)

Cause and Consequence - Analyse and give reasons for historical events, situations and changes. Identify a range of contributory factors for a given event – why did the British Empire invade Benin?

Continuity and Change - Describe and make links between main events, changes and situations within and across different periods and societies – links across British Empire, migration and slave trade.

The Benin Kingdom

Key People

Key Vocabulary

Empire	A group of countries ruled by one monarch, usually formed by conquest.
Kingdom	A kingdom is a piece of land that is ruled by a king or a queen
Monarch	A king or queen.
Dynasty	Series of rulers from one family.
Oba	Ruler or king of Benin
Trade	Buying or selling of goods



Olaudah Equiano (born c. 1745, **Essaka**, Nigeria—died March 31, 1797, **London**, England). Equiano was captured in his **Lebo** village in the Benin Kingdom at age 11, sold into **slavery**, and taken to the **West Indies**.

Eweka

The first **oba**, or king, in Benin was **Eweka**. He was the son of the prince from Ife.

Oba Ewuare the Great

The kingdom reached its greatest power and size under Oba **Ewuare** the Great. He expanded the kingdom and improved the capital, present-day Benin City; the city was defined by massive walls.

Key Places



Key Facts

When was the Kingdom	The historical kingdom of Benin was established in the forested region of West Africa in the 1200s C.E.
Who formed the kingdom?	Edo people of southern Nigeria founded Benin.
Why was the kingdom formed?	They no longer wanted to be ruled by their kings, known as the ogis . They asked a prince from Ife, an important West African kingdom, to take control.
What contributed to the success of the kingdom?	The success of Benin was fueled by its lively trade. Tradesmen and artisans from Benin developed relationships with the Portuguese, who sought after the kingdom's artwork, gold, ivory, and pepper. In the early modern era, Benin was also heavily involved in the West African slave trade. They would capture men, women, and children from rival peoples and sell them into slavery to European and American buyers.
When did the Kingdom end and why?	Benin began to lose power during the 1800s. Civil wars broke out. A desire for control over West African trade and territory ultimately led to a British invasion of Benin in 1897. Benin City was burned by the British, who then made the kingdom part of British Nigeria (which became Nigeria after the country gained independence in 1960).

More content to be identified once the topic has been planned and refined.

Key Stage Two classrooms have timelines on the wall. Post it notes are used to add dates to the timeline when areas are covered.



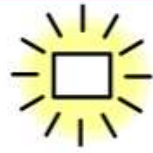
Links in Learning

	Links to Prior Learning	Foundations for Future Learning
Gunpowder Plot	Cross-curricular link to geographical knowledge of London Celebrations work around firework night in EYFS	
Great Fire of London	Cross-curricular links to geographical knowledge of London. Vocabulary around now and then. Chronological framework building	Fire regulations – need for chimney sweeps in Victorians
Castles	Building on now and then knowledge	Aztec civilisation at similar time for chronological link
Superheroes	Building on chronological understanding – hospitals now and then.	Victorian – first introduction to Victorians, revisited in Year 5
Treasure Island		Migration topic to revisit the link between pirates and slavery.
Adventurers and Explorers	Building chronological framework from prior history.	Link to Bean to Bar – Scott sponsored by Frys. Life in 1910s and 1960s
Seaside	Building on knowledge of life in 1910s and 1960s to understand why seaside holidays were popular.	
Egyptians	Building chronological framework from prior history.	Comparisons to other ancient civilisations in future learning.
Fishponds	Chronological frameworks	
Greeks	Chronological frameworks	Comparisons to other ancient civilisations in future learning.
Romans	Chronological framework	Building of Empires – Migration – is this right or wrong?
Bean to Bar	Link to Frys' sponsorship of Scott	
Aztecs	Chronological framework – what was the UK like at the time? Medieval Comparison with other ancient civilisations studied	
Victorians	GFOL links to fire regulation Link back to Superheroes – Crimean War Chronological framework	
Migration	Geographical understanding of places in the world. Chronological frameworks	Oludah Equiano – link to the Benin Kingdom topic in Y6
WW2	Link back to why people migrated post war. Chronological frameworks	
Benin	Links to geographical learning – learning about Nigeria in KSI Link to migration topic in Year 5.	Understanding of trade – link to next unit in geography.

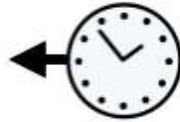
Historical Terms



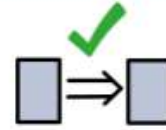
Old



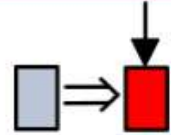
New



Past



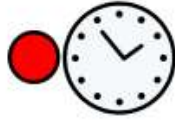
Cause



Consequence



Present



Before



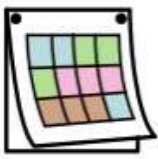
After



Difference



Enquiry



Years

100



century

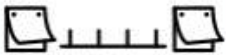
10



decade

Primary
source

Secondary
source



Era



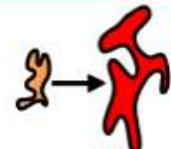
Period



Empire



Continuity



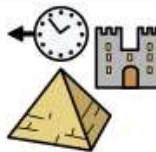
Change



Kingdom



Civilisation



Ancient



Similarity



Interpretation

BC

BC

AD

AD

Chronology



Source

Significance

Sentence Stems

Chronology

The occurred before/after

The is an object from the past. The is an object from the present.

..... is similar because

..... is different because.....

First next then..... finally.....

Interpretation

..... showed whereas showed

I think this is because

Historical Enquiry

The shows us that

I found out that

I have chosen the sources to find out about because

This source tells us

This source was reliable/unreliable because

This is a primary source because

This is a secondary source because

I know that this is a primary/secondary source because

I believe was a helpful source of information because

Continuity and Change

Something that is similar between and is

..... and are different because

Cause and Consequence

..... happened because

..... and contributed to because.....

Significance

..... is significant because

..... made a difference by

..... is a legacy left by because