



**Through our Christian Values -
Friendship, Compassion, Trust
and Respect:**

**We Encourage, Build & Hope
together...no one left behind.**

Based on 1 Thessalonians 5-11



HISTORY

Curriculum Map

1. INTENT



Six underlying attributes at the heart of Sproatley's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is coherently **sequenced** and planned so that pupils know more, do more and remember more.

Our curriculum is **ambitious** and inspiring. It gives all our children the opportunity to achieve academically whilst encouraging interests and talents.

Our curriculum serves to **connect**; it addresses the physical, mental, spiritual, cultural and intellectual needs of our children in a meaningful way.

We teach a **diverse** curriculum by committing to diversity; our teachers and teaching ensure that all pupils feel positively represented and included.

Our curriculum is an **inclusive** one which addresses the needs of all pupils so that they can achieve.



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2. EYFS LINKS & KS1 UNITS



Previous links to EYFS framework:

Past and Present

KS1 History is formed of 8 units and this is the recommended sequence:

Unit Title	Target Year Group
Changes: Toys Now & Then (including Victorians)	Year 1
Events: Gunpowder Plot	Year 1
Explorers: Amy Johnson (local history)	Year 1
Heroes: Mary Seacole and Florence Nightingale	Year 1
Explorers: Columbus and Armstrong	Year 2
Invasion: Castles	Year 2
Events: Great Fire of London	Year 2
Changes: The Seaside now & then (links to Geography)	Year 2

3. LKS2 UNITS



LKS2 History is formed of 6 units and this is the recommended sequence:

Unit Title	Target Year Group
Ancient Egypt	Year 3
Ancient Maya	Year 3
Anglo Saxons & Scots	Year 3
Stone Age to Iron Age	Year 4
Invasion: Romans	Year 4
Local history – York	Year 4

3. UKS2 UNITS



UKS2 History is formed of 6 units and this is the recommended sequence:

Unit Title	Target Year Group
World War Two	Year 5
Local Area study – Hull Blitz	Year 5
Black and British – thematic	Year 5
Ancient Greece	Year 6
Vikings	Year 6
Tudors – thematic since 1066 with focus on monarchy	Year 6

5. KS1 UNIT BREAKDOWNS



Unit 1 – Changes: Toys Now and Then

<u>Key Vocabulary</u>	<u>Outcomes</u>
Past, present, old, new, similar, same, different, change, changes, changed KSHistory resources	• identify similarities and differences between ways of life in different periods • understand some of the ways in which we find out about the past • ask and answer questions • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Texts used – Too Many Toys, Lost in the Toy Museum ***Need collection of old and new toys***

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
What are our toys like today? Hook – Too Many Toys book Investigate and sort toys. Can chn start to compare and sort? Discuss and describe toys Sort into hoops for different criteria What am I? Game to guess which toy is described Caption a toy to describe or photos of sorting and explanations	What are other people's toys like? Sorting toys according to age ranges – who is this toy appropriate for and why? Cut and stick to match toys and who would play – include diverse range and avoid stereotyping!	How can we tell these toys are old? Sorting old and new toys into hoops and then Venn diagram. Identify some toys have old and new versions. Which have no new version? Draw favourite old toy and give 2/3 reasons why we know it is old. *Send home survey before next lesson*	What were our grandparents' toys like and how do we know? Survey grandparents – send home in advance Discuss – what were grandparents' favourite toys? Historic England website Woolworths museum website Caption and compare: "When my mum/grandma was a little girl, ..." Sequence photos	Who played with these toys a long time ago? Hook– Dogger?	Can we set up a toy museum? Hook – Lost in the Toy Museum Landing – Write captions and labels to create a toy museum; invite other classes Assess – photos for assessment – chn describe toy and how they know it is old

5. KS1 UNIT BREAKDOWNS



Unit 2 – Events: Gunpowder Plot

<u>Key Vocabulary</u>	<u>Outcomes</u>
Bonfire Night, Guy Fawkes, Houses of Parliament, evidence, source, KSHIstory resources	• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] •

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What do we know about Bonfire Night?</u> Prior learning and images linked to bonfire night, names, dates etc Odd one out Rhymes and stories	<u>What did Guy Fawkes do?</u> A Moving Story lesson to tell the story and chn to use drama to explore Retelling story through drama	<u>What went wrong and how do we know?</u> Prove it activity looking at sources of evidence	<u>How well does the video explain?</u> Evaluate source of evidence – video Dear producers activity – write to evaluate and improve the video	<u>What was Bonfire Night like in the past?</u> (Bonfire Night when Granny was a girl) Compare 1950s/60s to now	(half a half term alongside the Toys unit)

5. KS1 UNIT BREAKDOWNS



Unit 3 – Explorers: Amy Johnson (local history)

Key Vocabulary

Amy Johnson, flight, solo, flying, journey, obstacle, difficult, challenge, react, celebrity

[KSHistory resources](#)

Outcomes

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the **first aeroplane flight** or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements.

Texts to use: The Wright Brothers, Taking Flight, Little Wings

Lesson One

Why do you think people still remember Amy Johnson?

Recap/hook – which famous people do we know? How many can we name in a minute?

Teach about the Wright Brothers and the first flight

In books – chn write a captions for a stamp featuring Amy showing why she is famous

Lesson Two

How did Amy Johnson end up flying solo to Australia?

Teach about Amy's life. Chn retell the story.

Adjectives to describe Amy?

Create simple timeline of her life – ordering cards?

Lesson Three

Why was flying to Australia so difficult for Amy?

Look at map of Amy's journey.

Teach hazards – human and natural – for Amy.

Diamond 4 to rank them and explain decisions.

Lesson Four

How did people react to Amy at the time and how do we know?

Amy quickly became a celebrity.

Look at life in 1930s – toys, clothes, homes, places around Hull at that time. Compare to now.

Prove It! Activity

Learn song Amy, Wonderful Amy by Jack Hylton and his orchestra.

Amy Johnson Cup for Courage is presented by Hull Mayor to someone showing bravery.

Lesson Five

How did things change after Amy's famous flight?

Create living graphs of highs and lows of Amy's life.

Chn draw own and annotate points.

Lesson Six

How can we solve the mystery of what happened to Amy?

Tell the story of her final flight and give clues to chn as detectives.

Chn create 30 second interview giving their theory – record and collate.

5. KS1 UNIT BREAKDOWNS



Unit 4 – Heroes: Mary Seacole, Florence Nightingale and Rosa Parks

<u>Key Vocabulary</u>	<u>Outcomes</u>
Hero, heroes, Mary Seacole, Florence Nightingale, Crimean war, Rosa Parks, civil rights, Key Stage History resources	- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - significant historical events, people and places in their own locality.

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Florence Nightingale <u>KQ1 – why is F remembered today?</u> Prior learning – people who help us, nurses Discuss clues to F's job and how each clue shows the meaning Compare nurses today Sequence at least 4 life events and know F had a long life helping soldiers then developing nursing after the war	Florence Nightingale <u>KQ3/4 what did F do and what were her most important achievements?</u> Describe the main changes F introduced Understand not everyone welcomed this Compare before and after Scutari picture Role play Match quotations and write own speech bubbles	Mary Seacole <u>KQ3 – what was important about M's work and how do we know?</u> Chn learn about Mary's life and key turning points, and how people reacted at different times Chn understand how M improved soldiers' lives and find evidence to support – prove it Assessment – rank greatest achievement	Mary Seacole <u>KQ6 for both – Why do we remember F and M?</u> comparing F & M and perceptions – statue Decide on ways to represent their achievements Museum Curator: which three objects would you put in a museum to Florence and which 3 for Mary?	Rosa Parks <u>Why do we remember Rosa Parks?</u> History detectives – inferring from evidence What was life like for black people living in southern USA in the 1950s? Life in living memory discrimination and segregation Empathy	Rosa Parks <u>How did Rosa's action lead to life for black people getting better?</u> Rosa's action led to other changes, both directly e.g. bus boycott or more indirectly e.g.in contributing to wider civil rights campaign Muddled up museum – sequence consequences Assess – identify what were the most significant events in her life to create zigzag book

5. KS1 UNIT BREAKDOWNS



Unit 5 – Explorers: Columbus and Armstrong

<u>Key Vocabulary</u>	<u>Outcomes</u>
Explore, explorer, journey Armstrong, space, astronaut, moon landing Columbus, America KSHistory resources Armstrong KSHistory resources Columbus	- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - significant historical events, people and places in their own locality.

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Columbus KQ1/2 <u>Why do we remember Columbus?</u> History detectives using art gallery to pick up clues. Teach key events in CC's life. Children to sequence at least 4	Columbus KQ3/4 <u>Why did Columbus risk his life to explore?</u> Conscience alley and diamond 4 to sort reasons. Teach about the journey using story and role play to explore feelings and sense of danger.	Columbus KQ5/6 <u>Does everyone agree that Columbus was a hero?</u> Explore reasons why CC is less popular today and reasons historians might not think he is a hero. Speech bubbles to present two reasons. Assess – write a caption for a plaque about CC.	Armstrong KQ1 <u>Has man been to the moon?</u> Recap – prior learning on Amy Johnson and Wright brothers Teach timeline of last 100 years including first space flight. Children to sequence key events. Prove it – use evidence to prove.	Armstrong KQ2 <u>Why did the astronauts risk their lives?</u> Recap – CC journey and dangers Diamond 4 and hot seating with teacher in role as NA. Children to generate questions and ask.	Armstrong KQ4 <u>What did the astronauts do when they got to the moon?</u> Read different accounts and find 5–8 features. Act out events and write an account based on learning. KQ5 Does everyone agree we should send men to the moon? Discussion and debate using dialogic teaching/ Conscience alley – golden ticket to the moon.

5. KS1 UNIT BREAKDOWNS



Unit 6 – Castles

Key Vocabulary

Past, present, castle, home, defend, defence, attack, conquer, moat, protect, keep, gatehouse, bailey, battlements, arrow slit, tower, drawbridge, portcullis

[KSHistory resources](#)

Outcomes

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
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Lesson One

What do we know about castles?

Recap prior learning and links to monarchy.

Mindmap knowledge and read about castles using non-fiction texts.

Generate questions.

Create simple castle timeline.

Lesson Two

What clues does _____ Castle hold?

Visit or virtual visit to castle?

Compare castles on hills.

Label parts of castles

Lesson Three

How is it similar/different to homes today?

Sort features and compare to homes today.

Use artefacts from Tudors to sort and think about uses.

Lesson Four

How do we know that they were also intended for defence?

Annotate pictures showing features for defence.

Sort homes and defences.

Lesson Five

If you were a Lord what would your castle look like?

Use learning to design a castle using features.

Lesson Six

DT unit blocked – create structures

5. KS1 UNIT BREAKDOWNS



Unit 7 – Events: Great Fire of London

<u>Key Vocabulary</u>		<u>Outcomes</u>			
London, Samuel Pepys, Tower of London, bakery, Pudding Lane, wood, spread, London Bridge, River Thames, Baynard's Castle, St Paul's Cathedral, 1666, KSHistory resources		- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What do we know about the Great Fire of London?</u> Look at artefacts and evidence. Mindmap knowledge. Generate questions.	<u>How did the Great Fire start and what happened during the great fire?</u> Storyboard and sequence key events	<u>How did the Great Fire start and what happened during the great fire?</u> Role play and interview characters.	<u>How do we know what happened during the great fire?</u> Prove it – match evidence to statements and write captions.	<u>Why did the fire spread so quickly?</u> Relay challenge to share reasons. Look at evidence sources and check which reasons are shown in each text. Assess – Identify most important reason.	<u>How should we rebuild London to stop another great fire?</u> Imagine we are rebuilding London to prevent another fire. Recap key problems and reasons. Design house and street design. Assessment task – see resources: – Why did the great fire burn down so many more buildings than other fires?

5. KS1 UNIT BREAKDOWNS



Unit 8 – Changes: The Seaside now & then (links to Geography)

<u>Key Vocabulary</u>		<u>Outcomes</u>			
Seaside, beach, coast, parasol, pier, promenade, entertainment, Punch and Judy, postcard, sandcastles, bucket and spade, photographs, paintings Evidence, reason, cause, because, interpret, prefer, similar, different, change *To be taught alongside Geog unit on Coasts* KSHistory resources Historic England resources		• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality. • identify similarities and differences between ways of life in different periods.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What was going to the seaside like 100 years ago?</u> Recap – prior learning on seaside, beaches, holidays Hook – postcards from seaside Identify key features of seaside holidays . Write a postcard home using key vocab from seaside hols.	<u>What kind of things did people do at the seaside 100 years ago?</u> Using evidence – photos and paintings See PPT and guidance: https://historicengland.org.uk/education/schools-resources/teaching-activities/what-did-people-do-at-the-seaside-in-the-past/	<u>How do we know what holidays were like 100 years ago?</u> Enquiry focus = Using evidence – photos and paintings	<u>Do we go to the seaside now for the same reasons?</u> Causation focus Historic England resources compare to modern seaside photos	<u>How have seaside holidays changed over the past 100 years?</u> Change and continuity focus	<u>Which seaside holiday do we prefer?</u> Interpreting Assessment – what does this picture tell us about the seaside 100 years ago?

6. LKS2 UNIT BREAKDOWNS



Unit 1 – Ancient Egypt

Key Vocabulary

Ancient Egypt, Egyptians, pyramid, tombs, desert, River Nile, Tutankhamun, Howard Carter, Lord Carnarvon, hieroglyphics,

Evidence, source, deduction, infer, inference, know, suggest, artefacts,

Outcomes

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
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- See Keystage History planning

Use texts Exploring Tut's Tomb and The Story of Tutankhamun

Lesson One

What do we know already and what can we add to this?

Recap – prior knowledge on Ancient Egypt

Hook – use a ball of string

Review prior learning – recap KS1 history units studied and develop understanding of chronology of events/periods

Explore statements and anachronisms

In books – create mindmap of knowledge to add to over the unit

Lesson Two

How can we discover what Ancient Egypt was like over 5,000 years ago?

Recap – geog work on continents to locate Egypt

Locate pyramids and plan expedition as archaeologists

Explore sources of evidence using zones of inferences

In books – record zones of inference and add to mindmaps

Lesson Three

What sources of evidence have survived and how were they discovered?

Recap – how do we know about Ancient Egypt? What do we know about the pyramids?

Explore opening of Tut's tomb by Howard Carter using reconstruction relay and texts above (could read prior to this lesson) Look at artefacts or images of tomb. Role play the opening/exploration

In books – recount opening and add to mindmaps

Lesson Four

What does the evidence tell us about everyday life?

Recap – why were the pyramids built? What do we know about everyday life?

Look at the hierarchy of Ancient Egyptian society

Use clips and tomb robbers activity to explore artefacts

In books – annotate an object from a tomb explaining its meaning and add to mindmaps

Lesson Five

What did the Ancient Egyptians believe about life after death?

Recap – what do we know about everyday life? Jobs? men/women? Children? How do we know?

What do we know about mummification? Teach the sequence of mummification and learn about the book of the dead

In books – annotate scene of weighing the heart to show understanding.

Assessment task – this session or another week – annotate image to show understanding

Lesson Six

Week 6 – DT blocked – mechanisms using pulleys

Week 7 – Art blocked – Modroc unit

6. LKS2 UNIT BREAKDOWNS



Unit 2 – Ancient Maya

Key Vocabulary

Ancient Maya, Maya civilisation, hieroglyphs, numbers, society, civilisation, empire, Mexico, decline grow, strong, Chichen Itza, temple, believe, belief, gods, farmer, farming, maize, chocolate, pyramids

Beliefs, believe,

Outcomes

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900–1300.
- See Key Stage History planning

***** For LKS2 avoid discussing human sacrifice including showing this through illustrations etc****

Lesson One

Why do we study the Maya?

Recap = review prior learning about ancient civilisations (Egypt) and British History around 900AD. Locate Maya civilization in Mexico and 300–900AD.
Hook – Maya inspiration day/afternoon: 1 learn about Maya maths system, read The Chocolate Tree and make hot choc with chilli and cinnamon

Use gallery to explore the key achievements of Maya

In books create a mind map or sketchnote – key symbols to represent key learning

Lesson Two

Why did the Maya empire grow?

Recap – what have we learned already about the Maya?

Recap importance of River Nile to Ancient Egypt – what terrain did Maya live in? Jungles and mountains

Investigate terrain using maps and images. Uses diamond 9 to discuss likely reasons for Maya becoming a growing empire despite these conditions.

In books – compose 140 character tweet to answer this key question.

Lesson Three

What was everyday life like in Maya civilisation?

Recap – what was everyday life in Ancient Egypt like? How do we think Maya will compare?

Use sources to infer about everyday life. Teach key aspects of life in Maya civilisation – temples, hierarchy, homes, food, entertainment.

Compare to Ancient Egypt

In books – create tour guide for key sights to visit

Lesson Four

How can we know what life was like for the Mayan people 1,000 years ago?

Recap – how did we know about Ancient Egypt? What sources of evidence have we seen so far? What else might tell us about Maya?

Explore source of evidence using zones of inference and prove it.

In books – record inferences in zones of inference

Lesson Five

Why did the Maya empire decline?

Recap – why do we learn about the Maya? What do we know already?

Predict and draw conclusions using clues as to why Maya empire rapidly declined by 900AD. Compare to British Saxons in 900AD. History mystery to explore reasons.

Written response: “Having been so strong for so long, how can we explain why the Maya civilization suddenly came to an end?”

Lesson Six

Assessment task – 3 images to annotate what they tell us about life in Maya empire.

(5 week half term or blocked Art unit in 6th week)

6. LKS2 UNIT BREAKDOWNS



Unit 3 – Anglo–Saxons

Key Vocabulary

Angles Anglo–Saxons, archaeologist, artefact, century, Christianity, invade, invasion, Picts, pagan, Saxons, settler, settlement, source, mohnk, migration, Jutes Britain, North Sea, shires, thane, legacy, Wessex, Mercia, Danelaw, runes,

Outcomes

Britain's settlement by Anglo–Saxons and Scots:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo–Saxon invasions, settlements and kingdoms: place names and village life
- Anglo–Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

[Key Stage History resources](#)

Lesson One

Why did the Anglo–Saxons invade and how can we possibly know where they settled?

Hook – Staffordshire Hoard

Locate key periods on timeline including overlap.

Pupils understand where Angles, Saxons, Jutes came from

Give a few key reasons – some may classify as push/pull

analyse patterns of settlement

Lesson Two

What does the mystery of the empty grave tell us about Saxon Britain?

Pupils know that by the end of the 7C Anglo–Saxons were ruling most of Britain. Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours

Sutton Hoo detectives in role to investigate clues

Lesson Three

How did people's lives change when Christianity came to Britain and how can we be sure?

Pupils know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona

Pupils can explain how the Christian message was delivered to the people: role of monasteries and churches. Pupils understand the significance of Lindisfarne

Lesson Four

How were the Saxons able to see off the Viking threat?

Pupils grasp that when the Vikings landed in 865 there were 4 Anglo–Saxon kingdoms. 200 yrs later just one England.

They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes. They can explain what is meant by the Danelaw 955 kingdom of England was formed, 1016 Vikings in control with Cnut, then Edward Confessor – 1066. Living graph activity

Lesson Five

How Great was Alfred?

Pupils can list and estimate Alfred's main achievements esp. military prowess. He weathered the storm against the Vikings. It was on his foundation that descendants built kingdom of England. Also his love of learning – no English king could read or write like him for 300 years.

Discuss significant of his achievements – understand the sources need to be used critically

Lesson Six

How effective was Saxon justice?

Pupils are able to describe the 6 main methods of keeping law and order in Anglo–Saxon times and predict which punishments fitted which crimes

Drama work to explore and consider themes

Wrote a textbook page

Assessment task – how dark were the Dark Ages? Use gallery – what impression is given of the Saxons? Create spectrum

6. LKS2 UNIT BREAKDOWNS



Unit 4 – Stone Age to Iron Age

<u>Key Vocabulary</u>		<u>Outcomes</u>			
Stone Age, Bronze Age, Iron Age BC, Before Christ, AD Anno Domini Prehistoric, artefact, archaeologist, settlement, hunter, gathers, flint, tribe, Skara Brae, farmer, agriculture, village, domesticate, henge, nomadic, round houses, hill forts, technology, KSHistory resources		Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Was Stone Age man simply a hunter and gatherer, concerned only with survival? Recap – prior learning in history and timeline. Background at time of earliest settlers. Annotate a reconstruction of a scene from Old Stone Age	How different was life in the Stone Age when man started to farm? Simple timeline of farming. Spectrum to organise changes. Annotate changes on pictures.	What can we learn about life in the Stone Age from a study of Skara Brae? Teach about discovery of Skara Brae and what we have learned from it. Deductions about life from this source – explain what each find tells us about life then.	Why is it so difficult to work out why Stonehenge was built? Video tour and teaching about how it was built. Discussion and dialogic teaching – what do you think about why it was built? Explanation for guide book.	How much did life really change during the Iron Age and how can we possibly know? Teach about Iron Age including hill fort community. Place chronologically. Zones of inference – infer from evidence Assess – images of reconstructions to explain	Can you solve the mystery of the 52 skeletons of Maiden Castle? History mystery approach – look at evidence and draw conclusions. Write or film their explanations as police report.

6. LKS2 UNIT BREAKDOWNS



Unit 5 – Romans

Key Vocabulary

Empire, emperor, chronology, BC, AD, Celt, Iron Age Britain, revolt, invade, invasion, mosaic, century, legion, roads, army, armour, formation, Boudicca, rebellion, towns, villas, legacy

[KSHistory resources](#)

Outcomes

The Roman Empire and its impact on Britain

Examples (non-statutory) This could include:

- Julius Caesar's attempted invasion in 55–54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Lesson One

Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire?

Recap – prior learning and timeline

2 contrasting maps 100 years apart showing Roman Empire. Teach story of Caesar and Claudius invasion and reasons. Conscience alley and hotseating to explore.

Chn write explanation for 2+ reasons.

Lesson Two

Why did Boudicca stand up to the Romans and what image do we have of her today?

Teach background context and Boudicca's Rebellion. Reconstruction relay to explore. Retell story and using living graph. Look at different depictions of B and explain why they are different.

Lesson Three

How were the Romans able to keep control over such a vast empire?

Recap – prior learning on Roman army.

Teach key features of Roman army and evaluate video evidence.

Chn plan and rehearse then perform/record a 60 second explanation of why it was so successful.

Lesson Four

How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2
How do we know?

Teach significant changes to towns and villas.

Use clues to draw town plan with buildings and look at archaeological dig evidence.

Draw and annotate features.

Lesson Five

How can we solve the mystery of why this great empire came to an end?

Explore reasons and use dialogic teaching to discuss which were most important.

Written response to key question.

Lesson Six

How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

Look at legacy of Roman Empire: road, place names, building. Latin, calendar, money etc.
Sotr out red-herrings.

Design 9 stamps to commemorate the legacy of the Roman Empire.

6. LKS2 UNIT BREAKDOWNS



Unit 6 – Local History including Sproatley: how has life in Sproatley changed?

<u>Key Vocabulary</u>		<u>Outcomes</u>			
Local area, changes, similarities, differences, photograph, evidence, Burton Constable, St Swithins **See Geog plans for links** KSHistory resources		A local history study Examples (non-statutory) • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
How has Sproatley School changed over time? Old photographs used as sources of evidence	What is the history of St Swithins? http://www.spanglefish.com/stswithinschurchsproatley/history.asp	How has Sproatley changed over time? Maps and photos from past and present Key buildings – Burton Constable, St Swithins Create heritage trail or video guide – see ideas here	[blocked Geog]	[blocked Geog]	[blocked Geog]

7. UKS2 UNIT BREAKDOWNS



Unit 1 – World War Two

Key Vocabulary

World War One, World War Two, reasons, causes, appeasement, policy, decision. Evacuate, evacuee, evacuation, host family, experience, safety, danger, bombing, Blitz, Battle of Britain, rationing, air raid shelter, gas mask, home guard

[KSHistory resources](#)

LYFTA links [Why are there refugees?](#)

Outcomes

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- significant turning point in British history, for example, the first railways or the Battle of Britain

Lesson One

KQ1 – why did Britain go to war?

Recap – prior knowledge on WW1 and WW2

Sequence key events from 1918 to 1939

Role play and dialogic teaching to explore appeasement arguments for and against – record after discussion.

Lesson Two

KQ2 – why were children evacuated?

Sources of evidence

Inspiration day – dress up as evacuees and explore this in depth

Mapping evacuation

Role play as different evacuees – evaluate and compare

Lesson Three

KQ2 – why were children evacuated? Sources of evidence

Zones of inference

Evaluate sources and discuss bias and propaganda

Lesson Four

KQ3 How was Britain able to stand firm against the German threat?

Research and present: Battle of Britain
Blitz

Lesson Five

KQ3 How was Britain able to stand firm against the German threat?

Research and present:
Rationing
Air raid shelters
Gas masks

Lesson Six

KQ4 How did people manage to carry on normal life during the war and how do we know?

WW2 Christmas celebrations using sources of evidence

7. UKS2 UNIT BREAKDOWNS



Unit 2 – World War Two Local Area focus – Hull Blitz

Key Vocabulary

World War Two, Blitz, evacuee, evacuation, axis, allies, rationing, invasion, home front, evidence, artefact, bias, motivation, censorship, propaganda

[KSHistory resources](#)

Outcomes

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- significant turning point in British history, for example, the first railways or the Battle of Britain

A local history study

Examples (non-statutory)

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Lesson One

KQ4 How did people manage to carry on normal life during the war and how do we know?

Artefacts, representations
Daily life
Evidence sources
Using drama strategies to explore

Assessment Task 1

Lesson Two

KQ5 Why is it so difficult to be sure what life on the Home Front was really like?

Explore evidence inc posters produced by the government – explanations of the differences and understanding of propaganda and censorship

Caption for a textbook to explain

Lesson Three

Hull Blitz Trail – research and preparation + trip

Key background on the Hull Blitz and key locations with photographs

Trip to visit sites

Lesson Four

Hull Blitz Trail – follow up work and tour guide recorded using photos

Use photos taken to create tour guide or virtual tour of the Hull Blitz Trail

Lesson Five

KQ6 What was VE day really like?

Focus on Hull veterans stories using diaries, short films and photographs

Written explanation to answer key question

Lesson Six

If 6 week term – make links to local community and family members

7. UKS2 UNIT BREAKDOWNS



Unit 3 – Black and British

Key Vocabulary

empire; migration; exploration; exploitation, slavery trade, discrimination, improvement, challenge, attitudes, prejudice

<https://www.visithull.org/to-do/blue-plaque-trail/>

Outcomes

A local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Lesson One

KQ1 How shall we tell the story of the first Black people in Britain?

Chn to understand the first Black people in Britain were Roman soldiers

Use a range of sources to interpret and identify significant ideas

Lesson Two

KQ2 What part did Black people play in British life when they started to settle 500 years ago?

Chn to understand that there were only a few hundred black Britons living in Tudor times

Investigate range of sources using inferences including about the status of the individual

Lesson Three

KQ3 What difference did the slave trade make to the experiences of Black people in Britain?

Chn to understand the transatlantic slave trade and how it worked to Britain's benefit. That more than 3 million people were forced into slavery by British people. Clear understanding of stages and suffering caused.

They understand how some black activists helped bring about the end of the slave trade in 1807.

Lesson Four

KQ4 When so many Black people rushed to fight in the two world wars, why then is it only recently that their sacrifice has been properly recognised?

Discrimination and restricted roles for Black people – Air Force more receptive

Contrast changing attitudes between WWI and WWII. explain why the role of Black people has been relatively neglected until recently.

Walter Tull in WWI
Lilian Bader/Ulrich Cross

Diamond 9 activity – reasons why not properly recognised until recently

Lesson Five

KQ5 From Windrush to “Notting Hill”: what was the experience of the first post-war Black immigrants?

Chn understand attitudes in post-war Britain and prejudice faced.

Empire Windrush reunion – market place activity

Spectrum of experiences created

Coming to England by
Floella Benjamin, We Sand
Across the Sea by
Benjamin Zephaniah

Assessment task – short written answer to key question

Lesson Six

KQ6 How far has life improved for Black people living in Britain in the last 60 years?

Interpret the effects of key events and laws on black people – fortunes graph

Evaluate whether the experience has improved in the last 60 years. Identify improvements and issues facing Black people in Britain.

7. UKS2 UNIT BREAKDOWNS



Unit 4 – Ancient Greece

Key Vocabulary

Ancient Greece, legacy, democracy, Olympics, theatre, city state, Sparta, Athens, Battle of Marathon

[KSHistory resources](#)

Outcomes

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Lesson One

How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?

Recap – knowledge of Greece, timeline of ancient history studied

Look at maps and discuss key features of Greece and their impact. Annotate and label on maps.

Theseus and the minotaur – sources of evidence to support the myth

Lesson Two

What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?

Recap key features

Mark place role play – learn about way of life and the economy.

Pottery evidence – infer and deduce

Role of women in Greece

Lesson Three

Why was Athens able to be so strong at this time?

History mystery approach – Battle of Marathon

Written explanation of what made Athens strong enough to beat the Persians.

Lesson Four

What was so special about life in 5th Century BC Athens that makes us study it?

Teach about democracy in ancient Greece.

Dialogic teaching exploring the building of the Parthenon.

Lesson Five

What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?

Theatre:
Truth spectrum
Annotate images and evidence

Olympics:
Use sources of evidence to text mark links to thelctics, fighting and religion.

Lesson Six

In what ways have the Ancient Greeks influenced our lives today?

Recap prior learning from the unit

Sort legacy items and red herrings

Evaluate evidence in BBC video and edit

Create stamps to commemorate the Ancient Greek legacy and write captions for display.

7. UKS2 UNIT BREAKDOWNS



Unit 5 – Vikings

Key Vocabulary

Vikings, Anglo-Saxons, stereotypes, long boats, invaders, raiders, boatmakers, Lindisfarne, monks, monastery, invasion, Danelaw, turning point, excavations, discovery, settlement, settler, impact

[KSHistory resources](#)

Outcomes

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld

Lesson One

What image do we have of the Vikings?

Recap – prior knowledge of Vikings and Anglo Saxons

Timeline and context

Stereotypical images – discuss

Time team – find true or false facts

Explanation of long boats

Lesson Two

Why have the Vikings gained such a bad reputation?

Teach raid of Lindisfarne

Look at two accounts and compare – discuss reasons for difference. Text mark viewpoints

Written answer to key question: Why have the Vikings gained such a bad reputation?

Lesson Three

How did the Vikings try to take over the country and how close did they get?

Recap England in Viking times – Anglo Saxons etc

Teach Danelaw and key events in invasion

Living graph – annotate and explain turning points

Lesson Four

How have recent excavations changed our view of the Vikings?

Use Jorvik evidence
Trip if possible or virtual tour

Prove it – match source of evidence.

Written explanation – why have Viking textbooks changed over time?

Lesson Five

What can we learn about Viking settlement from a study of place name endings?

Investigate place name endings and suffixes.

Map of local area to explore and identify.

What does location of names tell us?
Written explanation

Lesson Six

Raiders or settlers: how should we remember the Vikings?

Dialogic teaching to explore key question.

Explore diversity and stereotyping.

7. UKS2 UNIT BREAKDOWNS



Unit 6 – Tudors thematic unit focusing on monarchy

Key Vocabulary

Monarch, heir, reign, coronation, Catholic, Church of England, reformation, execution, portraits, leisure, society, evidence, reasons, explanation

[KSHistory resources](#)

Outcomes

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

Lesson One

KQ1 What can we tell about Henry through his portraits?

KWL

Monarchy
Timeline and chronology

Henry VIII portraits and evidence – discuss bias and interpreting

Lesson Two

KQ2 Why did Henry really break with Rome: love or religion?

Break with Rome

Reasons for Henry's break with Rome
Evidence
Advisor cards and discussion

Lesson Three

KQ3 How was life different for different people in Tudor times?

Sources of evidence – inventories from different families

Draw and label contents based on inventories

Lesson Four

KQ4 Why do we have to be careful when using portraits of Elizabeth I to find out about her?

Sources and portraits – propaganda and control of image

Reasons and explanations

Assessment task

Lesson Five

KQ5 How was Elizabeth able to defeat the Spanish Armada?

Sequence key events in course of the Armada

Create explanations

Opposing sets of talking head speech bubbles

Lesson Six

KQ6 What can we learn about Elizabethan England by studying how they enjoyed their leisure time?

Prove it – evidence to support statements

Marketplace drama to immerse in experiences of different theatre goes from different levels of society