

Progression in History



History is all around us; we are continually making history through our thoughts, words and actions.

History has always been held in high regard at North Denes Primary School. It is our aim to instil a love of history in all our children and to ignite their curiosity and fascination about the past. Our history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that our approach is informed by current pedagogy. Our curriculum makes full use of the resources within the immediate and wider local area enabling children to develop a deeper understanding of the history around them.

Purpose of study

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

Updated September 2023

Review due July 2024

North Denes History Matrix – Key Stage 1

	Autumn				Spring				Summer			
Rec	My Life and My Family Talk about themselves, their lives and their families. Remembrance Day, Bonfire Night, Black History Month Talk about things that happened in the past, that they have learnt about through stories Begin to name days of week and months of year,				Old Bear (Developing a sense of time) Talk about their toys and favourite things, and how they may have changed. Explore artefacts, making observations, comments and asking questions. Comparing old and new bears and ordering them. Say the current day of the week and month of the year. Use everyday language to sequence daily events.				My Local area Talk about people in our local area. Talk about how the local area has changed from looking at pictures/videos. Talk about how holidays have changed from listening to stories. Measure short periods of time in simple ways. Use ordinal language to sequence events			
Year 1 rationale: <i>Children follow on their learning from EYFS which has been centred around their own history and the immediate area giving them opportunities to physically see the impact of history on their own locality and provide concrete experiences that they can draw upon. Pupils begin by studying changes within living memory; they will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past. They start with familiar objects of toys before studying lives of significant people and the Hippodrome building which is a place familiar to them; helping to naturally expand the children's knowledge of local history.</i>												
Year 1	Changes within Living Memory: How different were toys when my (great) grandparents were young? Similarity & Difference End point: Set up a toy museum				Significant people: Were Ibn Battuta and Neil Armstrong great explorers? Significance End point: Debate about which explorer should be remembered more Trip to Time and Tide Museum - Explorers				Local study: Why is the Hippodrome such a special building? Significance End point: Visit the circus			
	What different types of toys are there? Which toys did our parents and grandparents play with? How do we know that some toys are from the past? Can we put toys in chronological order? How have toys changed? Are there any toys from the past we still play with today? What can we say about our toy museum? How can we show visitors what we have found out?				Why is Ranulph Fiennes in the Guinness World Records? Who is Neil Armstrong and why is he remembered? Who is Ibn Battuta and why is he remembered? What do Ibn Battuta and Neil Armstrong have in common? What other important explorers have there been? How are Ibn Battuta and Neil Armstrong remembered? Who should be remembered more?				What can we learn about a photograph? What makes the Hippodrome such a special building?			
	Government	Conflict	Society	Migration	Government	Conflict	Society	Migration	Society			
Year 2	Year 2 rationale: <i>Pupils study an aspect of British history to extend their chronological knowledge by learning about Queen Elizabeth II and Queen Victoria and introduce them to the concept of monarch and political history. To help pupils develop an understanding of the past, they study significant events beyond living memory –these units help to introduce the concept of social/cultural history; it shows the impact of the first flight and the Rainhill Trials locally, nationally and globally- allowing people to travel by rail which in turn, led to the creation of seaside holidays which link to our local area and the showing the purpose of the Hippodrome building studied in Year 1.</i>											

Lives of significant individuals: Why are Queen Elizabeth II and Queen Victoria significant monarchs? Significance End point: Write a plaque showing significance Visit to Elizabethan House – Victorian mystery				Was the Great Fire of London a good or bad event? Cause & Consequence End point: Create a snake and ladder board game Visit to Strangers Hall (Norwich)		How did the Wright Brothers flyer change the world? Why did George Stephenson's Rocket change the world? Continuity and change End point: Create a commemorative plane or train		Local study: How has Great Yarmouth's Golden Mile changed? Continuity & Change End point: Annotated timeline Visit along Great Yarmouth seafront	
What do we mean by 'significance'? What is a monarch? (Handling Evidence) Who was Queen Elizabeth II? Who was Queen Victoria? How similar were Queen Elizabeth II and Queen Victoria? What was life like during the reign of each monarch? (Similarity and difference) What should we put in our memory box for Queen Elizabeth II and Queen Victoria? Why are these Queens significant monarchs?				How do we know what London was like in 1666? What was firefighting like in 1666 and what is it like today? How did the Great Fire of London start? How do we know about the GF of L? Why did the fire spread so quickly? How did the fire change London? Was the Great Fire of London a good or bad thing?		When was the first powered flight and how do we know it happened? How did the Wright brothers manage to be the first to launch a man powered flight? Why did the Wright brothers succeed where others had failed? How has flight changed since the Wright Brothers' time? What happened at the Rainhill trials? How did the Rainhill trial and railways change peoples' lives?		How did Great Yarmouth grow in the Victorian period? How has the Golden Mile changed? What caused some of these changes?	
Government	Conflict	Society	Migration	Government	Conflict	Society	Migration	Society	

North Denes History Matrix – Key Stage 2

Year 3 rationale:

Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand human's first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. The unit introduces the concept of migration and society which builds on throughout the rest of KS2. During the Spring term, the children will start with an overview of the earliest civilisations (Ancient Egypt, Ancient Sumer, Shang Dynasty and Indus Valley) locating where they were in the world, noting the connections and contrasts and understanding their achievements in relation to the ancient world and the development of the modern world. This will be followed by an in-depth study of Ancient Egypt. This links well to previous learning with prehistory in Y3 and the Romans studied in the Autumn of Y4; allowing the introduction of the concept society and helps the pupils compare other civilisations at the same time as Stone Age in Britain. The local study builds on the knowledge that Great Yarmouth is not just a seaside resort, but was once the most successful herring ports in the world focusing on the concept of legacy and significance linking back to prior learning in KS1.

Year 3	Changes in Britain from Stone Age to Iron Age: How did life change in Britain during prehistory? Continuity & Change End point: Debate the most significant change	Achievements of the earliest civilisations: Where and when did the earliest civilisations begin and what did they have all in common? Similarity and difference End point: Create a mini museum showing achievements of Egypt	Local Study: How did herring make Great Yarmouth 'great'? Significance End point: Fish Ahoy and visit Lydia Eva
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	<p>What is prehistory? What clues have helped us to understand how people might have lived in the Old Stone Age? How much did life change when man learned to farm? What can we infer from the archaeological evidence at Must Farm? What was life like during the Iron Age and how do we know? What should we say in a new guide book about why Stonehenge was built? What does it tell us about prehistoric Britain? How did life change in Britain during prehistory? Which change was most significant to the way people lived?</p>	<p>Do you think the Stone, Bronze and Iron Ages in Britain were the same around the world? Where and when did the earliest civilisations begin? What did they all have in common?</p> <p>What did the Ancient Egyptians achieve and what helped them to become a successful civilisation? Cause & consequence What can a pair of sandals tell us about Ancient Egyptian society? How important was the River Nile to the Ancient Egyptians? How did agriculture advances help support the civilisation? How similar and different was life in Must Farm in the Bronze Age compared to Ancient Egypt? What can the treasures of Tutankhamun tell us about Ancient Egypt? Who was Queen Cleopatra VII of Egypt and why is she still remembered? What did the Ancient Egyptians achieve?</p>	<p>Can we work out who the mystery person is using historical sources of evidence? What would it have been like working as a Scottish herring girl? How long has Great Yarmouth been a herring fishing port and when did it 'boom'? What was Great Yarmouth like when the herring fleets came to town? How did the herring make Great Yarmouth 'great'? What is the legacy of the herring fishing industry in Great Yarmouth?</p>								
	Government	Conflict	Society	Migration	Government	Conflict	Society	Migration	Government	Conflict	Society

Year 4 rationale:

Pupils will build on the knowledge gained from Prehistoric Britain and Ancient Egypt by studying Ancient Greece. It has been placed here so when studying the Romans; they can make links as they existed at similar periods and had a very close relationship. The unit is also placed after the study of Europe, so pupils have some contextual understanding of where Greece is. Looking at the achievements of Ancient Greece on the western world introduces the concept of democracy and builds on what they already know about government (monarchy) and the hierarchal system of Ancient Egypt. During the Spring term, pupils will learn about the Roman Empire where they learn about how the Empire expanded and became so powerful – invasion of Egypt, Greece and eventually the invasion and occupation of Britain as chronologically, it follows on from the Iron Age in Britain and allows direct comparisons to be made and covers the concept of conflict. Given the drastic changes that were influenced by the Romans, from the Iron Age and the last Roman legacy, pupils will be able to make clear comparisons and begin to place their learning in context with the conceptual themes of migration and society/civilisation. The reason why the rows were created is due to the expansion of the town due to the success of the herring industry building on the idea of cause and consequence and linked to the Year 3 local study of the fishing industry in Great Yarmouth.

Year 4	<p>Ancient Greece How has the Ancient Greece civilisation influenced our world today? Similarity & Difference; Significance End point: Create a set of stamps showing the legacy and achievements of Ancient Greece</p>	<p>The Roman Empire and its impact on Britain What was the Roman Empire and how did it become so large? What happened when the Romans came to Britain and what was their impact? Cause and Consequence; Interpretation End point: Visit to Burgh Castle Roman fort</p>	<p>Why is there a town wall in the middle of our town? Why are the Great Yarmouth rows unique? Cause & Consequence End point: Visit to the Wall and Rows</p>
	<p>Where is Greece and how did its location affect the Ancient Greeks? Was every city state the same? What does historical evidence tell us about what life was like in Ancient Greece? How were the Ancient Greeks governed?</p>	<p>What is an 'empire'? What was the Roman Empire? How did the Roman Empire become so powerful? Why did the Romans want to invade Britain? How easy was it for the Romans to take over Britain? What image do we have of Boudicca today? How diverse was Roman Britain?</p>	<p>Why is there a town wall in the middle of our town? What are the rows and where can they be found? How did the rows develop? What were the rows like?</p>

	Why did Greek culture spread so far? Should Alexander be called 'the Great'? Can we thank the Ancient Greeks for anything in our lives today?	What can evidence tell us about daily life in Roman Britain? Did the Romans change anything significantly in Britain? Who did more for us, the ancient Greeks or the Romans?	Why are they unique?									
	Government	Conflict	Society	Migration	Government	Conflict	Society	Migration	Government	Conflict	Society	Migration

Year 5 rationale:

This chronologically follows on from the Roman topic studied in Y4 and allows children to see the development of British history; expanding knowledge of migration and civilisation themes. In the Spring term, the Vikings will then be introduced and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain; again referring to the concept of conflict. This topic will then provide the knowledge needed for the comparative study of the Ancient Maya with the Vikings in Y6. The local study shows the growth of the immediate local area and again looking at the idea of migration to Great Yarmouth which follows onto the Y6 thematic study of migration in Britain and the local area.

Year 5	Britain's settlement by Anglo- Saxon & Scots: How did England change after the Roman legions left Britain? Continuity and Change End point: Living graph	Vikings and Anglo-Saxon struggle for England to 1066: Who got what in the struggle for England? Who were the Vikings? Interpretation End point: Beat the textbook – How should we view the Vikings? Trip to Norwich Castle – Anglo-Saxon and Vikings	Local Study: What was life like in Newtown over 100 years ago? How much has it changed? Continuity and Change End point: Presentation of findings Visiting local area and Hamilton Road								
	Who invaded Britain once the Romans left? How did Saxon England begin? How was Anglo-Saxon Britain ruled? What can archaeological evidence tell us about life in Anglo-Saxon England? What did the Anglo-Saxons believe? How can we solve the mystery of the Sutton Hoo treasure? Which were the greatest treasures of the Anglo-Saxons? How did Britain change when the Romans legions left?	Who were the Vikings and what were the Viking raids? What was Danelaw? When did the focus shift from raiding to conquest and how much resistance did the Vikings encounter? Who was King Alfred and does he deserve to be called the 'Great'? What can we learn about Saxon and Viking settlements from a study of place-name endings? What evidence can help us improve how we describe the Vikings? Who were the Vikings? Who were the most significant people to settle in Britain?	Where is Newtown and what was Newtown like in the past? Who lived here over 100 years ago? What was life like in 1911?								
	Government	Conflict	Society	Migration	Government	Conflict	Society	Migration	Government	Conflict	Society

Year 6 rationale:

Studying the Maya provides the opportunity to study a civilisation from another continent and expanding their knowledge of those previously studied. It falls between geographical study of South America and its rainforest providing additional context. It offers fantastic opportunities to link with the Vikings. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. With the children having learnt about the Vikings in Y5, following up with this in Y6 helps to reinforce their Y5 learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya. This also provides a comparison to a non-European society that contrasts with the children's own experiences. The pupils can also use previous learning of the Ancient Egypt and Ancient Greece civilisations by comparing pyramids and city-states both of which are found in the Maya civilisation. Whilst there is a jump in terms of chronology from the Vikings to the both World Wars, knowledge is gained about WWI and II in the context of a local study; preparing them for units covered at High School. Not only that, they will draw upon their previous learning about the concept of conflict, together with the skills acquired around historical enquiry and handling

sources of evidence. The final unit focuses on the thematic study of the movement of people to Britain from the units covered through KS2 and bringing it to modern day with the arrival of the SS Windrush and the Afghan and more recently Ukrainian refugees. Having previously learnt how to conduct independent research and provide evidence for arguments, engaging in a well-organised debate will give children the experience of what actual historians do on a regular basis and help prepare them for deeper enquiries at KS3.

Year 6	A non-European society: Were the Vikings more advanced than the Maya civilisation? Similarity & Difference End point: Mantle of the expert				Local Study: Did WWI or WWII have the biggest impact on Great Yarmouth? Continuity & Change End point: Debate and structured written account Evacuee experience and St George’s memorial and blitz and bombing tour of Great Yarmouth				Thematic study: How has migration of Britain helped to shape our country today? Continuity & Change/ Cause & Consequence End point: Structured written account			
	Who were the Maya and did they anything in common with any other civilisations? Why do you think we learn about the Maya? How did the Maya build a successful civilisation in a tropical rainforest climate? Was Mayan society organised the same way as other civilisations we know about? Why was a ball game so important to the Maya? Manmade or Natural Disaster – which best explains the decline of the Maya civilisation around AD 900? How did the Maya and Viking civilisations differ?				What was daily life like in Great Yarmouth during wartime? What can I learn about our town and its historical bombings? What do war memorials tell us about the impact of war on Great Yarmouth? What effect did the wars have on children? What did we learn about the evacuees whilst we were at the Time and Tide museum? What impact did the wars have on the economy? Which world war had the greatest impact on our local area?				What is migration? What are the key moments in British migration history? Why have people migrated to Britain? What can we learn from the individual stories of different migrants? How significant was the arrival of the HMS Windrush to Britain in 1948? How has migration changed Britain? How has migration influenced the way we eat and listen to music? How has migration influence our town?			
	Government	Conflict	Society	Migration	Government	Conflict	Society	Migration	Government	Conflict	Society	Migration

PROGRESSION OF HISTORICAL SKILLS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Sequence 3-4 artefacts from different periods</p> <p>Match objects to people of different ages</p> <p>Retell a familiar story in the past in order</p>	<p>Use a simple timeline to sequence more than 4 events or objects/images</p> <p>Begin to understand that dates can be used to describe events</p>	<p>Use phrases such as 'over three hundred years ago and AD/BC or BCE/CE.</p> <p>Place time studied on a timeline and sequence events, objects or processes within a period</p>	<p>Begin to understand historical periods overlap each other and vary in length</p> <p>Place key dates/events on a given timeline</p>	<p>Understand past civilisations overlap with others and that their respective durations vary</p> <p>Know and sequence key events in the unit studied</p>	<p>Raise questions, contrast & make some significant links between civilisations /periods studied, accurately placing them in chronological order</p>
Range & Depth of Historical Knowledge and Understanding	<p>Talk about and describe events that happened in the past.</p> <p>Describe some changes within their living memory</p> <p>Recognise difference between past and present in their own and others' lives</p> <p>Know and recount episodes from stories about the past</p>	<p>Talk about some main events and people from the periods studied</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about the main features within the period studied</p> <p>Compare between time periods and with our life today</p> <p>Identify reasons why main event and changes happened and how these may affect people today</p> <p>Identify reasons for and results of people's actions and begin to understand why people may have wanted to do something</p>	<p>Identify and describe key features and events of the time studied and look for links and effects in time studied</p> <p>Give reasons for main events and changes, including how changes might be linked across time and how they may affect people today</p>	<p>Show increasing depth of factual knowledge and understanding of periods</p> <p>Examine causes & results of great events and the impact on people</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Demonstrate in-depth factual knowledge and clear understanding of periods</p> <p>Make links between features within and across different periods</p> <p>Compare and find out about beliefs, behaviour & characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Know key dates, characters and events of time studied</p>

Interpretations of History	<p>Use stories to help distinguish between fact and fiction</p> <p>Start to understand some ways historians find out about the past</p> <p>Be exposed to the idea that evidence presents different views of the past</p>	<p>Understand some of the ways historians find out about the past and it is presented in different ways</p> <p>Compare images in the past and discuss the reliability of photos/stories</p>	<p>Identify different ways in which the past is shown represented</p> <p>Recognise differences between versions of the same event; giving a simple explanation</p> <p>Look at representations of the period – museum, cartoons, etc.</p>	<p>Begin to show understanding of why the past is represented in different ways</p> <p>Begin to evaluate the usefulness of sources</p> <p>Understand some evidence can be more reliable and useful than another</p>	<p>Know that events, people and changes have been interpreted in different ways; giving reasons for this</p> <p>Understand that history is continuously revised; if we find new evidence we have to rewrite the past</p> <p>Begin to explain some interpretations are more accurate & reliable</p>	<p>Begin to analyse why there are different interpretations</p> <p>Comment and evaluate the value of a range of sources and make deductions about the reliability of sources</p> <p>Be aware that different evidence will lead to different conclusions</p>
Historical Enquiry	<p>Respond and ask questions using a source of evidence</p> <p>Find answers to simple questions about the past from sources of information</p>	<p>Handle sources of evidence to answer questions about the past using simple observations</p> <p>Ask questions and answer simple historical questions with increasing confidence using correct terms</p>	<p>Begin to ask valid historical questions; begin to use sources to find out about a period studied</p> <p>Begin to recognise that the absence of certain types of sources can make it more difficult to draw conclusions.</p>	<p>Ask perceptive questions and know how to find, select and use suitable information and sources to formulate and investigate hypothesis</p> <p>Introduce terms ‘primary’ and ‘secondary’ source</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Begin to accept and reject sources based on valid criteria (e.g. usefulness and reliability of sources)</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources and bring knowledge gathered in a fluent account</p> <p>Suggest omissions and the means of finding out</p> <p>Explain source reliability and/or the provenance of a source, considering why they may give conflicting information</p>
Organisation & Communication	<p>Orally retell the main episodes of past events</p> <p>Annotate simple illustrations; write captions and simple sentences to show what they know about past events and people</p>	<p>Explain events and actions rather than just retelling the story and increasingly use subject specific vocabulary of the period</p> <p>Choose how to record historical learning through drawing or writing</p>	<p>Show understanding about past events and people in different ways through oral answers and</p> <p>Write in simple & accurate, sequenced sentences when narrating about the past.</p>	<p>Know to find, select & use information and sources to formulate and investigate hypothesis.</p> <p>Begin to write answers, providing some evidence & using more specialist terms to support ideas</p>	<p>Construct simple reasoned arguments about aspects of events, periods and civilisations studied; making appropriate use of key historical terms and dates</p>	<p>Construct informed responses by selecting and organising of relevant historical information and use key historical terms accurately.</p>

<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> • Identify that history is split into periods and identify main ones linked to learning • Understand where periods studied fit into a larger chronological overview and that they may overlap (concurrency) and vary in length (duration). • Place key dates and events on a given timeline and use these and markers in their work • Know that history can be split into AD and BC and begin to know what they mean • Understand that timelines show scale and duration • Start to work out small durations linked to key events of periods studied 	<p>Words & phrases: passing of time:</p> <p>Duration Period Era Concurrent Previously Timeline During this time ... Compared to ... Scale Sequence Duration Interaction</p>
<p style="text-align: center;">Year 5</p>	<ul style="list-style-type: none"> • Place period studied into a larger chronological narrative in relation to what has been previously taught • Know where a period studied fits into a larger chronological overview and that they may overlap (concurrency) and vary in length (duration). • Construct and compare more complex timeline for the periods studied and concurrent periods using given scales and durations • Know that history can be split into AD and BC along with BCE and CE and know what they mean • Work out larger durations linked to key events on periods studied from a timeline 	<p>Words & phrases: passing of time and context of civilisations:</p> <p>Duration Period Era Context Continuing on from ... Sequence Scale Duration Interval Concurrency Interaction</p>
<p style="text-align: center;">Year 6</p>	<ul style="list-style-type: none"> • Construct and compare their own narrative timeline of periods studied across the school and linked to British and world history using scale and duration • Justify their use of scale and duration on their timelines • Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted • Know that history can be split into AD and BC along with BCE and CE and know what they mean; why they are used and choose which to use in their timelines 	<p>Words & phrases: passing of time and context of civilisations:</p> <p>Duration Period Sequence Interval Interaction Era Concurrent Chronology Context Duration of ... Narrative of history</p>

Coverage of Disciplinary Skills

KS1		CHARACTERISTIC FEATURES	CONTINUITY and CHANGE	CAUSE and CONSEQUENCE	SIGNIFICANCE	INTERPRETATION	ENQUIRY
Nursery		Beginning to talk about people and things that are not present Enjoys and show interest in pictures and stories about themselves, family and others				Compare photos from own family with others	Begin to ask simple questions about images
Reception		Begin to recognise difference between past and present Recall facts about own past, lives of others around and figures from the past Same and different when comparing now and the past based on their own life experiences as well as learnt ones		Cause and a consequence (link to own actions/learning) Some things change and some things stay the same linked to their life	Join in events at school to commemorate and remember significant events and people	Compare characters from stories and that people may have different views and ways they remember events and celebrations	Ask simple questions about own past and of significant figures; with support, handle sources & make simple observations
1	Changes within living memory	Different types of toys – group into different categories ; describe toys identify old and new toys	Compare toys (now and then) and recognise how toys have changed over time	Understand toys have changed because of new materials/technology		Know we can find out about toys in a number of ways Use images and real toys Interviewing adults	Ask and begin to answer simple questions Use images and real toys to compare Use two simple sources to find information
	Significant Individual: Explorers	Travel and clothing of the periods from Battuta & Armstrong times and compare other explorers	Compare the two explorers – equipment, means of travel and also modern equivalents		Understand term 'important'; Understand these people are important because they achieved something	Talk about which sources are helpful for learning about the two explorers	Ask simple, but relevant questions and find answers from two simple sources of evidence
	Local: GY Hippodrome Circus	Entertainment and circus acts Compare building past and present.	Identify how the building has changed between now, then and then (1903, 1970 and now)	Identify at least one reason why was the Hippodrome built	Make simple observations why the building is important	Give two ways how we can find out about the past using primary sources – posters and pictures.	Use a number of sources of evidence to answer the driving question.
2	Great Queens	Gender attitudes – female as a queen? Life during each reign and compare monarchs			Begin to understand 'significance' and why these queens were significant	Begin to see past is interpreted in different ways. Portrait v photos – reliability of evidence	Ask and answer questions using a range of simple sources; begin to make deductions
	Great Fire of London	What was London like at the time of the fire? Wooden houses, cramped streets, etc.	Compare firefighting techniques now and then	Causes and spread of fire; offering simple reasons Give a positive & negative impact of the fire		Not all accounts give the same reason – Pepys diary Begin to see it is not always possible to know for sure what happened	Gather ideas from a range of primary sources (maps, diary, accounts, etc.) to help them answer questions
	Transport	How people travelled in the past	Identify how aeroplanes and trains change over time	Impact of both inventions – positive /negative impact on peoples' lives	Identify why they are significant – nationally and globally	Realise that not all sources of information answer the same question	Answer questions, choosing parts of stories and other sources – make deductions going beyond the literal
	Local Study: GY seafront	Seaside holidays in Great Yarmouth in the past	Compare features and landmarks throughout time	Why the impact of railways created seaside holidays	Link the Rainhill trial to the importance of the seaside holiday		Use pictures/ maps to carry out a guided enquiry

KS2		CHARACTERISTIC FEATURES	CONTINUITY and CHANGE	CAUSE and CONSEQUENCE	SIGNIFICANCE	INTERPRETATION	ENQUIRY
3	Stone Age to Iron Age	Tools, technology, homes; farming and settlements during different periods. Look at main similarities & differences between them	Changes from Stone Age to Iron Age (over long periods and shorter periods)	How the changes in tools, fire, climate and settlements resulted in changes in how people lived		Scarcity of written evidence-archaeology Different versions of Stonehenge; not all agree	Ask valid questions & answer them using a number of sources. Carry out small enquiry using pre-selected primary & secondary sources
	Ancient Civilisations Ancient Egypt	Key features of earliest civilisations Cleopatra-women as queen	Compare Ancient Egypt with the Bronze Age in Britain Identify what the first civilisations had in common	Identify reasons why Egypt was a successful civilisation (importance of the Nile and agriculture advancements)	Identify some of the achievements of Ancient Egyptians	With support, begin to evaluate how useful a source of evidence is	Ask valid questions to deepen understanding; extract and interpret information from various sources with support
	Fishing industry	Boom– 19 th & 20 th century – boats and transport Scottish herring girls	How the herring industry changed the area	Rise and decline of the fishing industry	Legacy of the fishing industry		Infer using a range of sources of primary evidence
4	Ancient Greece	city states, democracy & religion linked to festivals (Olympics and theatre) Trade: Egypt & Greece	Comparing city-states (Athens v Sparta) Democracy in Athens compared with today	Geography of Greece helped shape civilisation Alexander the Great - spreading Greek culture	Greatest achievements on western world; giving opinions	Pottery evidence – drawing conclusions about life – discuss usefulness as a source	Ask valid historical questions; use primary sources to help answer questions; begin to identify what other sources might be needed to get a fuller picture of life
	Roman Empire & Roman Britain	Link Greek influence on Roman culture Women rulers - Boudicca & Cartimandua; opposed to male Roman rule Diversity and multicultural	Impact -how this changed – roads, cities and towns, sanitation, trade, currency, taxes. Know that changes don't always last	Reasons for Roman Empire expanded; why they invaded Britain and reasons why they left. Boudicca's revolt – short and long-term consequences	Roman invasion as significant event; Boudicca as a significant person Legacy -not all had a significant impact	Cassius Dio account of invasion and Boudicca Why there are different views of Boudicca? Begin to assess sources for accuracy and bias (reliability and accuracy of these sources)	Answers go beyond simple observations; continue to understand that using more than one source helps us to gain more accurate understanding
	Town Wall and the Rows	Life in the Rows – jobs, transport and homes – lives of the poor		Why is there a wall in the middle of our town? Why were the rows built?	What makes the Yarmouth rows unique?		Use a number of primary sources to find out about the town wall and life in Yarmouth rows

5	Anglo-Saxons and Scots	Compare life with Roman Britain Social structure and culture – religion and conversion to Christianity	Changes don't always last Changes that the Anglo-Saxons had on Britain	Consequences when the Roman army left Causes and reasons as to why the Anglo-Saxons settled	Legacy of the A/S on Britain	Realise history is always being rewritten Evidence through archaeology, artefacts and written evidence from Bede & Gildas – bias.	Begin to reach a valid conclusion using a variety of sources Be aware that some questions have not been decisively answered yet
	Anglo-Saxon & Viking struggle	Stereotypical view of Vikings Compare King Alfred with other monarchs	Changing relations with the Saxons – change can happen quite quickly and can be reversed – struggle between Saxons and Vikings	Push/pull factors Raid to conquest plus resistance encountered.	Legacy debate- Romans, Anglo-Saxons and Vikings	Different versions for different audiences and some interpretations might be more accurate or reliable than others	Start to raise questions about what the evidence tells us Reach a valid conclusion using a variety of sources
	Newtown	Features of the area including houses, landmarks and jobs of residents	How the local area has changed and identify things that have stayed the same?			Understand our knowledge of the past is constructed from a range of historical sources	Use sources (census, aerial photos and old maps) to find out about the area and reach a valid conclusion
6	Ancient Maya	Social structure, pyramids and religion, pok-a-tok game, agriculture and farming systems, etc.	Compare Maya and Saxon/Viking civilisations and with other civilisations: pyramids (Egypt) and city states(Greece); Stone age.	Investigate causes and that one might be linked to another-jungle environment/ decline of the civilisation	Significance of Pok-a-tok game to society Legacy/achievement of the Maya	Misinterpretation of Maya in past e.g. pyramids were influenced by Egyptians Theories linked to the decline of the civilisation	Explore all available evidence to form own opinion on an event such as the decline of Maya civilisation and make other inferences about the Maya
	WW1 & WW2 impact	Identify cards, rationing, blackouts, propaganda, raids, and evacuation. Impact on children	Look at changes of both wars through aspects: everyday life, bombings, casualties, evacuation and on local economy	Impact on local area – bombing, evacuation, propaganda, rationing	Effect of both wars on our local area	Evaluate sources; why propaganda posters might be treated cautiously Interpretations may differ depending on aspect that people are looking at	Using a range of primary sources to investigate each aspect- which war had the greatest impact – making valid conclusions
	Migration thematic study	Experiences of migrants – diversity throughout British history	Some changes lead to others (Windrush) affected jobs Some changes are subtle, relatively slow or rapid	Key causes of migration to Britain and the impact it made at various points in British history	Windrush arrivals (link to British Empire – use 5Rs to make a judgement)	Interpretations may differ depending on aspect that people are looking at (experiences of migrants)	Ask valid historical questions & answer enquiry by extracting and weighing evidence; sifting arguments and drawing conclusions

Coverage of Core Knowledge and vocabulary

Y1	Key knowledge	Substantive	Disciplinary	Subject-specific
	<p style="text-align: center;">How different were toys when my (great) grandparents were young?</p> <ul style="list-style-type: none"> • There are different types of toys • Toys can be sorted into different groups or characteristics – colour, shape, material, etc. • Characteristics describe what something is like • Toys look and feel different • Toys from the past were different from today • We can find out about toys from the past by asking people • There are similarities and difference between old and modern toys • Old toys were often made of wood but not always and modern toys tend to be made of plastic • Old toys were mechanical – moved by hand and modern toys tend to use batteries or electricity • Chronological is the order in which things happened from oldest to newest • A timeline shows chronological order • Some toys have always been popular but have changed over time • Some toys like yoyos have remained largely unchanged. • Museum exhibits are labelled to give people information • Toy exhibits can be displayed chronologically on a timeline 		Within living memory Timeline Compare Same Different Change Sort / Group Category Order(ing) Memories Question Recognising Describing Observing Comparing	Parents Grandparents Toys Memories Plastic Wood Metal Batteries Material Objects
	<p style="text-align: center;">Were Ibn Battuta and Neil Armstrong great explorers?</p> <ul style="list-style-type: none"> • An explorer is a person in search of new or unfamiliar area or looking for new information. • Explorers travel for a number of different reasons. • Ranulph Fiennes is known as the world’s greatest living explorer. • Neil Armstrong was an explorer from America within living memory. • Neil Armstrong travelled to the moon in 1969. • He was the first man to ever walk on the moon. • Ibn Battuta was an explorer from Morocco beyond living memory. • He travelled for nearly 30 years and visited 44 countries. • Battuta’s travels were unusual because (at the time he lived) not many people travelled far from the place they were born. 	Explorer Discovery	Artefact Object Compare Same Different Evidence Timeline Achievement Remember Important Sequence Reason Sources	Journey Transport Travel Memorial Ibn Battuta Neil Armstrong Astronaut Rocket Spaceship Apollo 11 Moon / Earth Monument

<ul style="list-style-type: none"> • He travelled by camel, donkey, foot and boat. • He wrote a book about his travels. • Nobody was alive when Battuta travelled, but people are still alive and remember the Moon landing. • Memorials are built to remind people of a famous person or event. • Ibn Battuta has a crater on the moon named after him • Battuta and Armstrong are both important because they achieved something 		Describing Comparing Identifying	
<p style="text-align: center;">What makes the Hippodrome such a special building?</p> <ul style="list-style-type: none"> • The Hippodrome has been dubbed one of the seven wonders of the British seaside. • The Historic Hippodrome is Britain’s only surviving total circus building, built in 1903 by the legendary circus showman George Gilbert. • It is only three in the world with a circus floor that sinks into a pool • The circus acts have changed considerably with animals such as elephants, camels and lions. 	Building	Sequence Compare Change Sources Reasoning	Circus Hippodrome Building Impact Local – Great Yarmouth

Yr2	Core Knowledge	Substantive	Disciplinary	Subject Specific
	<p style="text-align: center;">Why are Queen Elizabeth II and Queen Victoria significant monarchs?</p> <ul style="list-style-type: none"> • Significant means important; people can be significant in different ways. • A monarch is a king or a queen. • England has been ruled by kings and queens for many years. • Today the monarch shares power with the government. • Today our monarch is King Charles III. He became king after his mother Queen Elizabeth II. • Queen Victoria and Queen Elizabeth II are queens of England • Kings and queens sometime wear special items such as a crown • They also hold special things such as an orb and sceptre. • Queen Elizabeth II was our longest reigning monarch; she ruled for 70 years. • She dedicated her life to serve the country and provided leadership and continuity. • During her reign, she oversaw technological advancements like television, space exploration and the internet. • Queen Victoria’s time in power is known as the Victorian period. • Under her rule, England was the most powerful country in the world with inventions like the railways. • Both queens were not expecting to be monarchs • They are related – Queen Victoria is Queen Elizabeth II’s great-great grandmother. • Life was very different in Victorian times compared to today. 	Reign Rule/ruler Monarch Royalty Queen King Invention Exploration Trade Power	Sequence Order Timeline Artefact Similarity & difference Significant Dates Identify Similarities Differences Comparing Source Portraits Photographs Reliable Evidence Categorising Reasoning	Queen Victoria, Queen Elizabeth II Contribution Orb Crown Sceptre throne Royal Reign Victorian period Jubilee Coronation Victorian period

<p style="text-align: center;">Was the Great Fire of London, a good or bad event?</p> <ul style="list-style-type: none"> • London was very different in 1666. • King Charles II was monarch. • London Bridge was the only crossing over the River Thames. • Buildings were made wood and streets were very narrow and no electricity. • The only transport was walking, riding a horse or by boat. • London did not have a proper fire brigade; no firefighters or fire engines like we do today. • Fire started on Sunday night, 2nd September 1666 at a bakery on Pudding Lane. • It lasted 4 days and 4 nights. • It destroyed most of the city, including St Pauls Cathedral. • In 1666, there were no smart phones, cameras or internet. • Samuel Pepys and John Evelyn wrote about the fire in their diaries. • The diaries are important sources of evidence • It tells us what life was like in London and the impact of the fire at the time. • Houses in 1666 were made of wood with thatched roof so they burned easily. • Houses were close together and streets were narrow. • The windy weather spread the flames quickly. • No proper fire brigade • Everything was dry after a hot summer • The fire destroyed 80% of the city with many people being homeless. • King Charles II and the government wanted to rebuild London. • Houses were built with stone and brick and further apart • An organised fire brigade was created. • A memorial was built in London to remember the fire. 	<p>Monarch Government King City Power</p>	<p>Compare Sequencing Reason Interpreting Cause Eye-witness Sources Diary Consequence Artefact Fact/opinion Evidence Event</p>	<p>London capital city River Thames Fire fighting Thomas Farriner Samuel Pepys John Evelyn The Stuarts -King Charles II Thomas Bloodworth Leather buckets Fire hook Fire engines Quill Ink</p>
<p>How did the Wright Brothers flyer change the world? Why did George Stephenson's Rocket change the world?</p> <ul style="list-style-type: none"> • Transport means to move people or goods from one place to another. • There was a time before aeroplanes existed. • Hot air balloons and gliders were the first types of air transport. • Orville and Wilbur Wright invented the first aeroplane with an engine in 1903 • The Wright Brothers aircraft was called the Wright Flyer and it flew about 120 feet for just 12 seconds. • Aeroplanes now do different jobs compared to the first flight. • Today travelling by aeroplane is popular especially with holidaymakers. 	<p>Invention Discovery Transport</p>	<p>Changes Cause Commemorate Impact Reason Positive and negative effect Artefact Primary Source Event</p>	<p>Hot air balloon Aeroplane flight Wright brothers Wright flyer Kitty Hawk Rainhill trials George Stephenson The Rocket Engineer Railway</p>

<ul style="list-style-type: none"> • Rail tracks were used to move heavy goods, like coal using wagons pulled by horses. • The first steam trains were called locomotives and were used for transporting goods. • The Rainhill Trials took place in 1829 and was a competition. • The Rocket, the steam engine created by George Stephenson won the race and was the fastest engine in the world at that time. • The Rainhill Trials was an important event in the development of our railways • Being able to travel by train had a big impact of people's lives. 		Evidence Recognising Describing Sequencing Reasoning and interpreting	Steam engine Passengers Locomotive Rail tracks Engine National Global
<p style="text-align: center;">How has Great Yarmouth's 'Golden Mile' changed?</p> <ul style="list-style-type: none"> • Seaside holidays became popular in Victorian times. • The invention of the locomotives made it easy for everyone to travel to the seaside • First train journey between Norwich & Great Yarmouth on 30 April 1844. • The Golden Mile is the name used to describe Great Yarmouth's seafront from Britannia Pier to the Pleasure Beach. • Many buildings have stayed the same from when it was first built like the Hippodrome or Empire theatre. 		Impact Continuity Change Primary source	Seaside Holiday Resort Buildings Tourist Promenade Landmark

Y3	Core knowledge	Substantive	Disciplinary	Subject-specific
	<p style="text-align: center;">How did life change in Britain during prehistory?</p> <ul style="list-style-type: none"> • Prehistory is the time before written records • It is hard to give exact dates from this period as it happened so long ago • Our knowledge from this period comes from archaeology remains • Prehistory is split in three main ages: Stone, Bronze and Iron Age • The Stone Age is divided into 3 time periods: Paleolithic, Mesolithic and Neolithic • The Stone Age gets its name from the stone (flint) used to make weapons and tools. • The first people reached Britain by foot as Britain was joined to Europe by land • The people who lived during the Palaeolithic were called hunter-gatherers • The earliest evidence of human occupation is at Happisburgh in Norfolk • New archaeological finds often change our interpretation of what happened in the Stone Age • Life changed for people during the Stone Age and took many years to happen • In the Neolithic period, people started to farm and people started to stay in one place • Developments in the New Stone Age included agriculture, housing, settlements and trade. • The Bronze Age followed the Stone Age and began over 4000 years ago. • The Bronze Age gets its name from the bronze used to make weapons and tools 	Settlement Trade Beliefs Farming Religion Belief Nomad Hunter-gather Leader King/queen Tribes Conflict	Duration Continuity Changes Archaeology Primary source Secondary source Evidence Artefacts Similarity Difference Fact Opinion Discussion Identifying Recognising Describing Observing Recalling	<u>Stone Age</u> Palaeolithic, Mesolithic & Neolithic Mammoth Flint axe, spear, bow, arrow, Hunting Nomadic Early farmers Farming Tools <u>Bronze Age</u> Beaker people Stonehenge Must Farm Bronze Craftsmen

<ul style="list-style-type: none"> • People learnt how to make bronze and made new objects. • Must Farm is an example of a Bronze Age settlement. <ul style="list-style-type: none"> • The Iron Age followed the Bronze Age • The Iron Age gets its name from the iron people uses to make weapons, tools and other objects. • More conflicts between tribes meant people needed to protect themselves and their land so tribes built hillforts • New inventions like the chariot, lathe; sickle, spear, mirror and quern stern helped to improve the lives of Iron Age people • Stonehenge is a monument built from stones • Monuments are built to celebrate or remember something or someone. • We have an idea when and how it was built but do not know why is was built. • There are different theories about why it was built and how it was used • Some changes were gradual and relatively stayed the same like tools and homes. • Some changes were big like melting of ice caps, people becoming farmers, invention of like the wheel and fire, settlements from small, family groups to wider communities, burial practises. 		<p>Comparing Reasoning and interpreting Justifying</p>	<p>Settle</p> <p><u>Iron Age</u></p> <p>Hillforts</p> <p>Celts</p> <p>Chariot</p> <p>Remains</p> <p>Pagan</p> <p>Roundhouse</p> <p>Stonehenge Monument</p>
<p>Where and when did the earliest civilisations begin and what did they have all in common?</p> <ul style="list-style-type: none"> • Civilisation describes a group of people who live with certain characteristics. • Some of the earliest civilisations were located in parts of the continents of Asia and Africa. • We can compare the earliest civilisations to prehistoric Britain. This shows us that life was not the same in other parts of the world. • Most of these civilisations existed at the same time as each other or very close together. • All these civilisations started life near great rivers. • These first civilisations were Ancient Sumer; Ancient Egypt; Indus Valley and Shang Dynasty. • The Stone Age, etc. are periods of history but people like Christopher Columbus belong to a period of history. 	<p>Civilisation</p> <p>Settlement</p> <p>Farming</p> <p>Agriculture</p> <p>Trade</p> <p>Religion</p> <p>Belief</p> <p>Social</p> <p>hierarchy</p> <p>Monarch</p>	<p>Cause</p> <p>Consequence</p> <p>Compare</p> <p>Similarities</p> <p>Difference</p> <p>Artefact</p> <p>Primary and secondary sources</p> <p>Significance</p>	<p>Architecture</p> <p>Achievements</p> <p>Ancient Egypt,</p> <p>Ancient Sumer,</p> <p>Indus Valley,</p> <p>Shang Dynasty</p> <p>Farming</p> <p>Crops</p> <p>Calendar</p> <p>Hieroglyphic</p>

<p>What did the Ancient Egyptians achieve? What helped them to become a successful civilisation?</p> <ul style="list-style-type: none"> • Every civilisation has society and Ancient Egypt was structured like a pyramid. Life was different for people at different levels. • The pharaoh (king/queen) was at the top and slaves were at the bottom. • The Egyptians lived along or around the River Nile. They relied on it for survival. • The ancient Egyptians followed a calendar based on the Nile. • The River Nile gave rich soil to grow crops • The Egyptians travelled along the Nile to trade. • Agriculture is a key development along the banks of the River Nile • Key achievements which improved agriculture are Ox-drawn plough, the hoe, sickle, irrigation, shaduf and currency based on the unit of a weight of grain • The Pharaohs were buried in great pyramids or secret tombs with all their treasures • Tutankhamun is one of the most famous pharaohs because of the discovery by Howard Carter (Swaffham in Norfolk) in 1922 (not because he did anything special when he was alive!) • The tomb was important as it allowed archaeologists to record what an Egyptian king's tomb looked like and learn more about their way of life. • Pharaohs were the kings and queens of Egypt • Cleopatra was the last true pharaoh of Egypt before the Romans took over • The River Nile helped the Ancient Egyptians to become a successful civilisation • Key achievements were farming, inventions like shadufs, medicine, writing, creating a calendar, etc. 	Pharaoh King/Queen	Evidence Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation	papyrus Mummification Irrigation River Nile Pyramid Sarcophagus Tomb Scribe Slave Shaduf Sickle Oxen and Plough Howard Carter Tutankhamun Cleopatra Hatshepsut, Akhenaten, Ramses II.
<p>How did herring make Great Yarmouth 'great'?</p> <ul style="list-style-type: none"> • The first people to come to Great Yarmouth were fishermen who followed the herring and used the sand bank to dry and repair their nets in the 1st century. • Herrings were known as Silver Darlings • Herrings were imported to many different countries like Russia. • For over 1000 years, Great Yarmouth was the most important Herring fishing port in the world. 	Migration Trade Industry	Evidence Primary source Secondary source Local	Fishing Herrings Scot girls Silver Darlings Port Steam Drifter

Y4	Core Knowledge	Substantive	Disciplinary	Subject-specific
	<p>How has the Ancient Greece civilisation influenced our world today?</p> <p>What was Ancient Greece like and how was it organised?</p> <ul style="list-style-type: none"> • The first civilisation to develop in ancient Greece was the Minoans who were a Bronze Age civilisation • Greece was a mountainous country made up of the mainland and lots of islands • The Greeks lived in smaller cities called a polis or a city-state • Each city-state ruled itself and they had their own government, laws and army 	Rule/Ruler Monarch Government Democracy Oligarchy City state	Compare Identify Cause and effect Influence Sources	Olympic Games Athens/Sparta Ruler Polis Polytheists Agora

<ul style="list-style-type: none"> • Two of the most well-known city states were Athens and Sparta. • Painted Greek vases are important as it helps historians learn about their culture Painted Greek vases are important as it helps historians learn about their culture • Ancient Greek pottery is a primary source <p>How has the Ancient Greece civilisation influenced our world today?</p> <ul style="list-style-type: none"> • The word ‘democracy’ is Greek and means ‘government by the people’. • This democracy used in Athens forms the democracy in our country today. • Alexander the Great conquered many empires between 333BC -323BC including Egypt • His rule ensured that Greek ideas, art and culture were spread throughout his empire • He never lost a battle and his military tactics are still studied today • Ancient Greece is often called ‘the birthplace of Western civilisation’. • Even after 3000 years, we are still using ancient Greek ideas in many aspects of modern-day life. • The ancient Greeks made important contributions to language, democracy, philosophy, mathematics, literature, medicine, theatre and Olympics. 	Monarchy Civilisation Religion Trade Culture Society Citizen Conflict Invade Conquer	Inference Primary source Usefulness Discussion Opinion Primary source Questioning Evidence Synthesising Justifying Developing conclusions	Theatre Pottery Architecture Vote Citizens Alexander the Great Conquer Acropolis Parthenon
<p style="text-align: center;">What was the Roman Empire and how did it become so large?</p> <ul style="list-style-type: none"> • An empire is usually when one country invades and takes control of other countries or areas for their resources. • An empire is a group of states or countries ruled by a single monarch. • Roman history is separated into differed periods. • The Romans existed long before they arrived in Britain Roman era emerged not long after the Iron Age in • The Romans came from Rome in Italy. • The Roman empire was powerful due to its army and road networks <p style="text-align: center;">What happened when the Romans came to Britain and what was their impact?</p> <ul style="list-style-type: none"> • Julius Caesar attempted to invade Britain in 55BC and 54BC, but failed to conquer. Emperor Claudius was successful in 43AD ending the Iron Age in Britain. • They invaded Britain to expand their empire and saw that Britain had lots of crops, cattle and natural resources including metals like bronze and iron. • At the time of the Roman invasions, Britain was split into different tribal areas; ruled by separate tribes. • Boudicca was queen of the Iceni tribe; she was treated badly and led a rebellion in 60AD. • Some monarchs, such as Cartimandua, queen of the Brigantes made peace with them. • There are differences in the way that historical characters have been portrayed in history books. • People’s views affect how they describe events i.e. Romans would have recorded things in a different way from the Celts. • The Roman Empire made the movement of people from and into Britain easier. • Roman Britain was a melting pot of different people and cultures and this multicultural society was a drastic shift from Iron Age Britain • We can find out about the lives of people in Roman Britain by looking at different sources of evidence. 	Emperor Senate Republic Monarchy Reign King/Queen Government Governor Civilisation Empire Citizen Beliefs Religion Tribal kingdom Society Trade Migration Invasion Settle Conflict Conquest Conquer Rebellion Revolt	Compare Similarities Differences Changes Effects Facts Opinions Reliability Accuracy Continuity Interpretation Influence Significance Artefact Primary source Secondary source Inference Reasoning and interpreting Synthesising Understanding through explanation	Rome Augustus Claudius Military power Julius Caesar Army/legion Boudicca Iron Age Invade Defend Cartimandua Hadrian’s Wall hillfort Celts/Picts Taxes Roads and towns Christianity pagan Saxon shore fort Sanitation Aqueducts Taxes Currency

<ul style="list-style-type: none"> • A source is anything from the past which give us clues. • To defend the lands, the Romans built forts – there were two built one at Caister and one at Burgh Castle • In 410AD, the Roman army left Britain to defend Rome from invading tribes. • A legacy is something left behind by people in the past that still influences us today and the Romans left many legacies such as Roman numerals, roads, place names, aqueducts • The Romans achieved many things and imported them to Britain. • Not all Roman achievements had a significant impact on Britain 	Power	Justifying Developing conclusions	Burgh Castle
<p>Why is there a town wall in the middle of our town? Why are the Great Yarmouth rows unique?</p> <ul style="list-style-type: none"> • There is evidence that Great Yarmouth was once a rich and powerful town. • The three main features that suggest Yarmouth was important was: an extensive town wall; a church larger than many cathedrals and a fine harbour with miles of quays • In 1262, King Henry III gave permission for the wall to be built with a moat to enclose the town and to resist power of invading armies. • The work of building the town wall began in 1285 and took about 130 years to complete. • The town wall is among the best preserved in England and stands comparison with those at York. • The Rows are an important part of the social history of Great Yarmouth and are unique in Britain. • The Rows were a series of narrow, cramped streets. • Each of the 145 Rows were built at right angles to the river and ran from east to west • Often Rows were named after a local business or a former resident like Sarah Martin Row. • The Rows were not simply a place to live, they were also a place to work. • The troll cart was a design unique to Great Yarmouth as they were able to fit along the narrow rows. 	Migration Civilisation Settlement	Primary source Cause Reason Local	Rows Troll Cart Great Yarmouth Town wall

Y5	Core knowledge	Substantive	Disciplinary	Subject-specific
	<p>How did Britain change after the Roman legions left Britain?</p> <ul style="list-style-type: none"> • Ancient Romans left Britain around 410AD • A mix of tribes – the Angles, Saxons and Jutes invaded Britain in 410AD • The Scots were a tribe from Northern Ireland • The Anglo-Saxons travelled to Britain from Germany, the Netherlands and Denmark, • The Anglo-Saxon invasion was largely successful because the Roman army had left • Anglo-Saxon Britain was divided in 7 kingdoms called the Heptarchy • Each kingdom was ruled by a different king with a social structure – the chief king was called Bretwalda • Anglo-Saxons lived in small villages and abandoned Roman buildings leaving them to ruin • They were pagans; believing in many different gods. • King Ethelbert became the first king to convert to Christianity 	Migration Invade Conquer Settle Civilisation Society Beliefs Pagan Christianity Religion Peasantry	Inference Comparison Discussion Research Questioning Make links Change Continuity Causes Consequences Achievement	Dark Ages Angles, Saxons, Jutes, Picts/Scots Bede, Gildas Sutton Hoo Pagans Farmer -warrior Christian conversion King Ethlebert Monastery

<ul style="list-style-type: none"> • Gildas, Bede and the Anglo-Saxon Chronicles are the main sources of evidence of Anglo-Saxon history • Using a mixture of evidence is important to help us build an accurate picture of the past. • Edith Pretty and Basil Brown discovered Sutton Hoo in 1939 • Sutton Hoo was one of the most exciting discoveries in British archaeology • The Anglo-Saxons caused huge changes when they settled in Britain 	Settlement Trade Agriculture King/Queen Tribal kingdoms Conflict Invasion Conquer	Archaeology Argument Impact Interpretation Reliable Primary and secondary sources Evidence	Missionary Monk craftsmen Heptarchy Place names King Raewald Anglo-Saxon Chronicle
<p style="text-align: center;">Who got what in the struggle for England? Who were the Vikings?</p> <ul style="list-style-type: none"> • The Vikings travelled thousands of miles across the sea from Scandinavia: Norway, Sweden and Denmark • Many Vikings were great travellers in their longboat ships • The first recorded Viking raid was AD 793 of English monasteries in the Anglo-Saxon Chronicles • The first places the Vikings raided were all religious places because they were close to the sea and full of valuable items like gold and silver • They made regular raids around the coasts of England until the Vikings landed in AD865 to begin their campaign to conquer England. • By 874AD, the Vikings had conquered all the kingdoms except for Wessex • Alfred became king of Wessex in 870AD -he is the only King in British history to be called ‘Great’ • King Alfred, the King of Wessex beat Guthrum (Viking king) at the Battle of Edington • The two kings agreed to divide England – the Vikings settled in the area called Danelaw (Norfolk was part of this area). <ul style="list-style-type: none"> • The Vikings left relatively little evidence but they seem to have been a mixture of raiders, settlers and traders. • Most Vikings were farmers and also craftsmen. • Trade was an essential part of Viking life • The Vikings were excellent sailors– travelling huge distances - going to many other areas of the world to trade. 	Migration Invader Settler Rule/Ruler King Kingdom Leadership Civilisation Beliefs Religion Trade Society Culture Peasantry Agriculture Settlement Conflict Conquer Resistance Power Battle	Replica Primary source Secondary source Artefact Place-names Accuracy Reliability Evidence Argument Point of view Deduction Forming Conclusions Justifying Developing conclusions Making substantiated judgements	Raids Pagan Christianity Vikings Danelaw raid/pillage longboat ship place names Danegeld Alfred the Great Guthrum Ethelred Athelstan, first King of England Edmund monastery missionary monk Bede and Asser Anglo-Saxon Chronicles

<p>What was life like in Newtown over 100 years ago? How much has it changed?</p> <ul style="list-style-type: none"> • With the rise of Great Yarmouth as a seaside town, a large new suburb grew up to the north on what had been until then empty denes was called New Town. • The Denes were a huge beach area with windmills and wildlife haven. • Soldiers trained on its wasteland • The Iron Duke public house was opened, despite being incomplete, in 1940 to serve the soldiers manning the anti-aircraft guns on the North Denes during WWII • Many roads are named after famous writers and WWI admirals. 	Settlement Migration	Census 1911 Evidence Primary and secondary sources Identify Investigate Research Comparison	North Denes Newtown Satellite image Oblique view Aerial view Photograph Edwardian Victorian WW1 and WW2
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Y6	Key Knowledge	Substantive	Disciplinary	Subject-specific
	<p>Were the Vikings more advanced than the Maya civilisation?</p> <ul style="list-style-type: none"> • A civilisation is an organised group of people with their own language and way of life. • The Ancient Maya civilisation spanned thousands of years. • It was the most powerful during AD250-900 • They lived in an area known as Mesoamerica or Central America. • They were one of the most sophisticated societies of their age • They were a civilised society with cities, laws, social structure, religion, writings, etc. • They were a stone age society but still built pyramids and large cities. • They were accomplished scientists tracking a solar year of 365 days, built observatories and knew about eclipse. • The Maya developed their own mathematics, concept of zero and a system of writing. • The land was difficult to farm across the Maya regions and using stone tools was not easy. The Maya were able to adapt to their land using advanced farming techniques. • To clear trees, they used the slash and burn technique • On higher land, they carve flat terraces into the hillside called terraced farming. The ancient Maya lived in separate city states • The Ancient Maya had a hierarchical social structure meaning some people were seen as being more important than others. • The structure had the ruler at the top and the slaves at the bottom. Life was different depending on where you were in the social structure. • Religion was important part of daily life for the ancient Maya people where they worshipped different gods and goddesses • Pok-a-tok is a game played by the Maya which was rooted in myth, had great religious and political importance. 	Rule/Ruler Monarch City-State King Civilisation Society City-state Culture Trade Agriculture Beliefs	Similarity Difference Deduce Investigate Form conclusions Making links Judgement Interpretation Theory Archaeology Evidence Primary source Challenges Evaluating Critiquing Empathising Hypothesising	Mesoamerica Maya Architecture Step Pyramid Sacrifice Rainforest Climate Pok-a-tok Astronomy Hieroglyphs Calendar Slash and burn Terrace farming Irrigation Stone Age Egypt Greece Tribes Climate change

<ul style="list-style-type: none"> • Historians once thought the Ancient Maya civilization suddenly disappeared. • The civilization declined over time. • Around 900AD many cities were abandoned • There are different theories about why this happened. 			
<p style="text-align: center;">Did WWI or WWII have the biggest impact on Great Yarmouth?</p> <ul style="list-style-type: none"> • Identity cards were introduced during both wars and like all British Citizens, people in Great Yarmouth people had to carry them at all times. • Food rationing happened during both wars • Defence of the Realm Act (DORA) became law on 8 August 1914. It authorised the government to do almost anything it thought necessary to help the war effort and protect the country • Great Yarmouth suffered the first aerial bombardment in the UK, by Zeppelin L3 on 19 January 1915. • The town suffered Luftwaffe bombing as it was the last significant place German bombers could drop bombs before returning home • The first two civilians killed in an air-raid by a Zeppelin during WW1 lived in Great Yarmouth • There are different war memorials in St Georges Park • Arthur G Ellis, Assistant Master of North Denes School in 1938 served as a major in Norfolk regiment from 1940 and Killed in action on 12th October 1944 • Children were scared by Zeppelin Raids and gas attacks during WWI • During WW2, children were evacuated; children from London came to North Denes school; then later on local children were evacuated to the countryside • Fishing and the industry economy stopped during both wars. • Hotels were turned into soldier accommodation; Hippodrome was a firing practise range • Fishing boats and drifters were used as minesweepers 	<p>Conflict Military Government Civilisation Community Civilian Society Migration Evacuation</p>	<p>Consequences Bias Propaganda Local Artefact Primary source Research Comparison Making judgements Reflection Forming conclusions Evaluating Critiquing Empathising Hypothesising Comparing & contrasting</p>	<p>International Defence of the Realm Act Blitz Bombings Air raids Home front Evacuees Rationing Economy Political Social Cultural</p>

<p style="text-align: center;">How has the migration of Britain helped shape our country today?</p> <p>Why have migrants come to Britain?</p> <ul style="list-style-type: none"> • Know the meaning of the terms – migration, immigration and emigration. • The history of migration to Britain stretches back thousands of years. • Migrants are not just people arriving from outside the UK • There are a number of push and pull factors that lead people to migrate. • Britain has always been a refuge for people escaping persecution, famine and war • Britain has provided different opportunities for migrants for people looking for job opportunities and pulled due to EU expansion. <p>What were the experiences of migrants in Britain?</p> <ul style="list-style-type: none"> • Know about the diverse experiences of individuals migrating to Britain from different periods of time • After WW2, the government invited people from Commonwealth countries like the Caribbean to relocate to Britain address labour shortages. They are known as the Windrush generation. • The West Indies in the 1940s was part of the British Empire. • On 22nd June 1948 the MHT Empire Windrush docked bringing migrants from the Caribbean to help rebuild Britain. • In 2018, Windrush Day to recognise the migrants’ contribution to UK society. <p>How has migration changed Britain?</p> <p>Different groups of migrants have influenced and changed Britain in different ways – forced changed, subtle changes, slow and rapid changes</p>	<p>Migration Government Parliament British Empire Civilisation Conflict</p>	<p>Historical narrative Propaganda Making Push/pull Significance Changes: Subtle, important, slow, rapid Evaluating Critiquing Empathising Hypothesising</p>	<p>Emigration Immigration Refugees Political Population Nation Diversity Windrush Caribbean Commonwealth Persecution Famine War Refugee Push/pull Jobs/work Negative Positive Culture Social</p>
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Our Substantive Knowledge

	Key Vocabulary	EYFS/KS1	Year 3	Year 4	Year 5	Year 6
Social & Cultural	Civilisation, culture (art, religion, beliefs) hierarchy, society, technology (invention, discovery), tribe tribe, trade, farming, agriculture, community	Festivals & events; Myself and family and using historical stories Toys & Games Changes of toys Explorers How they changed our world Hippodrome Entertainment /circus Great Queens: Society in different time periods First Flight & Rainhill Trials: Impact on local and international life Seafront: Seaside holidays	Stone to Iron Age Social hierarchy in society from Bronze Age; the importance of tools, hunting, farming and creation of settlements, new inventions like chariots, etc. Ancient Egypt Hierarchy in society; farming, food, buildings, religion, etc.	Ancient Greece Hierarchy in society; Greek ideas such as theatre, Olympics, religion, etc. Compare Athens v Sparta Roman Britain Hierarchy in society; how Roman society changed Britain Rows Lives of people working and living in Rows	Anglo-Saxons & Vikings Hierarchy in society; homes, farming, food, buildings, religion, trade, etc. Local Study Look at census and maps as to what area was like 100 years ago.	Ancient Maya: Hierarchy in society; cities, laws, religion, writing, trade, farming, Pok-a-Tok game Local Study – Wars Impact of both wars on the local area Migration How migration has shaped our country today
Religious	Christianity, gods/goddesses, pagan, beliefs, missionary, monk, monastery, myths, sacrifice, polysthetic	Festivals & events	Stone to Iron Age Study of Stonehenge – religious beliefs Ancient Egypt Burial of Pharaohs in pyramids and importance of religion	Ancient Greece Believed in many gods Festivals like theatre and Olympic Games were in honour of certain gods Roman Britain Romans believed in many gods and bought Christianity to Britain	Anglo-Saxons & Vikings Anglo-Saxons were pagan; converting to Christianity Raiding of monasteries and churches by Vikings	Ancient Maya Pagans; religion was important part of daily life – Pok-a-tok game rooted in myth and religion Migration People migrating due to religious beliefs

<p style="text-align: center;">Political</p>	<p>Government, city state, democracy, empire, tribal kingdom, monarch, monarchy, Parliament, republic, senate, Emperor, Pharaoh, governors, power, society, reign, rulers and leaders</p>	<p>EYFS: Events & festivals</p> <p>GF of London King Charles II and mayor</p> <p>Great Queens Power of monarchy- Queen Elizabeth II and Queen Victoria</p>	<p>Stone Age to Iron Age: Celtic tribes were ruled by kings and queens and that the tribes ruled over different areas of Britain</p> <p>Ancient Egypt: Monarchy – ruled by powerful pharaohs including Cleopatra</p>	<p>Ancient Greece: City-states had different types of governments – democracy Hierarchy in society.</p> <p>Roman Britain: Rome was a large empire; monarchy; senate and Emperor. How Britain was ruled before the Romans invaded and after they left – governors, etc.</p>	<p>Anglo Saxons & Vikings Hierarchy on society Anglo Saxon Britain was not one kingdom but several ruled by kings and a chief king - Bretwalda</p> <p>Danelaw created after the Vikings invaded</p>	<p>Ancient Maya: Hierarchy in society City- states ruled by powerful kings Pok-a-tok game rooted in political importance</p> <p>Local Study Government issuing laws during wars</p> <p>Migration Political decisions for migration like refugees, etc.</p>
<p style="text-align: center;">Military</p>	<p>army, battle, war, casualties, conflict, conquer, conquest, defeat, invade, invasion, tribes, resistance, rebellion, revolt, propaganda, empire, warrior government</p>	<p>Remembering events – Remembrance Day and Bonfire Night, etc.</p> <p>Whole school planning for Remembrance Day focusing on WW1</p>	<p>Stone to Iron Age: Tribes and hill forts were built for protection; fighting between tribes</p> <p>Ancient Egypt Cleopatra and the invasion of Roman Empire</p>	<p>Ancient Greece: Military ideas in Sparta Alexander the Great conquered many countries</p> <p>Roman Britain: Roman Empire and the conquest of Britain; Roman army and rebellion of Iron Age tribes</p>	<p>Anglo-Saxons & Vikings: Invasion of England. Tribal kingdoms and main battles between them during the struggle of England</p>	<p>Local Study: Impact of WW1 & WW2. Casualties of war in area</p> <p>Migration Push factors – war – Britain as a refuge for many</p>
<p style="text-align: center;">Economic</p>	<p>Trade, transport, inventions, invade, conquer, decline, empire, exploration, immigration, migration, settlers, agriculture, government, taxes</p>	<p>Toys and Explorers</p> <p>Great Queens: exploration and invention</p> <p>GF of London: trade and economic impact</p> <p>Transport: impact on global, national and local – creation of seaside resorts (Great Yarmouth)</p>	<p>Ancient Egypt: Importance of the River Nile as a trade route and agriculture</p> <p>Stone Age to Iron Age: Growth of trade during the Bronze & Iron Age</p> <p>Herring Industry Economic impact on area</p>	<p>Ancient Greece Impact of location – seafarers and trade</p> <p>Roman Britain: Evidence of trade & introduction of coins to Britain</p>	<p>Anglo Saxons & Vikings Evidence of trade with other countries.</p> <p>Viking raids and sea trade routes – exploration to America, Greenland, etc.</p>	<p>Ancient Maya: What did they trade, who and how?</p> <p>Local study: Impact of holiday and fishing industry</p> <p>Migration Trade and bringing new industry to Britain</p>

Our Substantive Concepts

Government

Any group of people living together in a country, state, city, or local community has to live by certain rules – this system and the people who make them is a government.

EYFS	KS1	LKS2	USK2
<p>The role of a king/queen in stories -levels of 'power'</p> <p>Our new monarch is King Charles III</p> <p>The UK still has a reigning monarch; how they are same and different to a monarch in a story or video</p>	<p>Events beyond living memory The role and power of King Charles II in organising the response during Great Fire of London – he was the only one with the authority to pull down streets and houses (not the Mayor)</p> <p>Significant Individuals Look at Queen Elizabeth II and compare with Victoria – roles in society and how they vary</p> <p>Monarch being on money and stamps, etc.</p>	<p>Stone to Iron Age Societal change as important change from Neolithic onwards with Iron Age tribes and their monarch leaders</p> <p>Ancient Egypt All had a monarchy government structure The role of the Pharaoh in society and the religious aspects – link between monarch & gods The administration of a complex society</p> <p>Ancient Greece Independent city-states that all governed themselves Different systems of government-oligarchy, monarchy, democracy Compare Athenian democracy with modern democracy Compare how they made decisions (Athens v Sparta) Power of Alexander the Great - built Greek empire</p> <p>Roman empire and Roman Britain The republic becoming an empire; role of the senate The emperor as a monarch – on Roman coins Administration by governors across the empire Client king/queen during Roman occupation</p>	<p>Anglo-Saxon settlement of Britain Lack of unified country (smaller kingdoms) The chief king (Bretwalda) and the social structure Varying degrees of power – the role of the church in society and politics</p> <p>Conflict with the Vikings As above + partitioning England into Wessex and Danelaw Alfred's dream to unite England Athelstan, first King of England and the challenges of succession up to 1066</p> <p>Maya Civilisation Maya city-states ruled by a monarch How societies were led and administered Role of religion in society</p> <p>Migration thematic study Societal change – how the power of the government allows migration into Britain, e.g. Windrush, refugees, EU expansion, etc.</p>

Conflict: fighting between groups of people or countries

EYFS	KS1	LKS2	USK2
<p>Arguing and dealing with conflict (PSHE)</p>	<p>Whole school planning for Remembrance Day focusing on WW1</p>	<p>Stone to Iron Age: Tribes and hill forts were built for protection; fighting between tribes</p> <p>Ancient Egypt Cleopatra and the invasion of Roman Empire</p> <p>Ancient Greece: Sparta way of life – fighting and warfare Alexander the Great conquered many countries</p> <p>Roman Empire and the conquest of Britain Strength of the Roman army – successful invasions creating powerful Roman Empire Rebellion of Iceni tribe – Queen Boudicca</p>	<p>Anglo-Saxons & Vikings: Invasion of England by Anglo-Saxons and Vikings. Battles and conflict between groups for the control of England Alfred the Great and his battle with Vikings</p> <p>Local Study: Impact of WW1 & WW2. Casualties of war in area and the consequences of conflict on the local area</p> <p>Migration Push factors that led to migration– war – Britain as a refuge for many fleeing their countries</p>

Society (Civilisation): a community or group of people who live in a country or region having common traditions, institutions, and interests

EYFS	KS1	LKS2	USK2
<p>Varied characters in historical stories including their relative levels of 'power' like king and servant. In the story, who has more power?</p> <p>Different roles people have in our society today</p>	<p>Toys: Would everyone have bought the same toys?</p> <p>Events beyond living memory:</p> <p>Varied impact of the fire had on different groups – rich people lived in areas that were less affected by the fire</p> <p>Wealthier people would have used airplanes</p> <p>Trains had different classes 1st, 2nd and 3rd dependent on wealth</p> <p>Significant Individuals</p> <p>What society was like and the role they held in that society (women as monarchs, explorers, etc.)</p>	<p>Stone to Iron Age</p> <p>Lived in small family groups (hunter-gatherer) to wider communities</p> <p>Settlement and agriculture meant societies increased</p> <p>Ancient Egypt</p> <p>Hierarchical structure headed by monarch (Pharaoh)</p> <p>Educated groups such as the priest and scribe held power</p> <p>Majority of society was illiterate; devoutly religious</p> <p>Slave and labourers at the bottom of hierarchy</p> <p>Ancient Greece</p> <p>Varied city-states – ruled by different government structures</p> <p>Women held wealth and property rights in Sparta</p> <p>Lots of slaves; majority illiterate and devoutly religious</p> <p>Roman Empire & impact on Britain</p> <p>Hierarchical structure headed by the monarch (Emperor)</p> <p>Being a citizen of Rome brought advantages and rights; majority illiterate and religious</p> <p>Diverse society with migration within and across Empire</p>	<p>AS settlement in Britain</p> <p>Hierarchical structure headed by monarch (kings)</p> <p>Educated groups – priest and nobles held power</p> <p>Majority illiterate; religion at the heart of life</p> <p>Conflict with the Vikings</p> <p>As above +</p> <p>Two groups interacted for various reasons</p> <p>Both groups lived in the others' kingdoms</p> <p>Maya civilisation</p> <p>Hierarchical structure headed by monarch (kings)</p> <p>Importance of religion to the lives of people and the power it held over them</p> <p>Educated groups such as priest and scribe held power</p>

Migration: Movement of people to a new area or a country and derives from the Latin verb migrare, meaning “to move from one place to another.”

EYFS	KS1	LSK2	UKS2
<p>Moving house, school, place, town, country, etc.</p>	<p>Significant Individuals</p> <p>Journey by explorers</p> <p>Inventions during industrial revolution in Victorian age encouraging movement of people</p> <p>Events beyond living memory</p> <p>Great fire</p> <p>Invention of the aeroplane and locomotives allowing the masses to move around the country/world</p>	<p>Prehistoric Britain</p> <p>How life changed when men started to farm - settlement and trade</p> <p>Overview of Ancient Civilisations and Ancient Egypt</p> <p>Transport links to other - spread of ideas, resources and people.</p> <p>Fishing Industry</p> <p>Migration of people (Herring girls) moving with the fish</p> <p>Roman Empire and Roman Britain</p> <p>Movement of people across the empire</p> <p>Ancient Greece</p> <p><i>Why did Greek culture spread so far?</i></p> <p>Yarmouth Rows</p> <p>As Great Yarmouth grew due to fishing industry, more people moved to the area for work</p>	<p>Anglo-Saxons settlement in Britain</p> <p>Reasons why they invaded and settled in England</p> <p>Viking and Anglo-Saxon struggle: Push and pull factors of moving to Britain – raiding, trading and exploring wider world</p> <p>Local study</p> <p>Study where people came from on Hamilton Road</p> <p>Maya civilisation What made the Maya leave their cities?</p> <p>Local Study –movement of people during wars – refugees, Kinder transport, evacuation, soldiers, etc.</p> <p>Migration study: Study migrant groups – push and pull factors;</p> <p>Not every migrant experience is positive</p> <p>Evidence of people migrated to Great Yarmouth from the Out-There Festival to shops and cafes, etc.</p> <p>Migrants have influenced our culture today (food, etc.)</p>

These will be enhanced by marking events throughout the year via special curriculum days and assemblies such as Black History Month, Remembrance Day, etc.

Cultural Capital

Reception	Walk around local area looking at how it has changed (seaside); visit to Elizabethan House – Cinderella
Year 1	Visit to Time and Tide Museum – Explorers event; trip to Hippodrome circus
Year 2	Trip to Elizabethan House – Victorian Mystery; Strangers Hall – Great Fire of London; firefighters to give a talk in school and experience fire engines; trip to the Golden Mile (seafront) looking at how it has changed.
Year 3	Visit to Norwich Castle for Stone Age to Iron Age event (if cannot book – Time and Tide and Egyptian event at Norwich Castle); visit to Great Yarmouth quay and the Lydia Eva (fishing trawler)
Year 4	Tour to Burgh Castle Saxon shore fort; walk around the town wall and visit to the Rows
Year 5	Visit to Norwich Castle for Viking and Anglo-Saxon event; walk around local area of Newtown
Year 6	Visit to Time and Tide Museum for WWI and WWII experience; visit to war memorial in St Georges Park and walk around the WW1 zeppelin raid and WW2 blitz raids.

Black History Month

Black History Month happens every year in October. During this month, we celebrate Black History Month with a whole school assembly sharing its' importance together. Teachers read books by black authors or containing inspirational people from all walks of life. They watch stories about them through BBC Bitesize or BBC iplayer Black History Heroes series.

Aim: To recognise, value and celebrate important and inspirational individuals and events from past and present who have contributed to our society.

2022 Theme: Time for Change: Action not words						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fairness	Importance of treating people fairly: Ruby Bridges Rosa Parks	Significance of: Dr Wangari Maathai	Celebrate the contributions of Black Britons to society. Lewis Hamilton Mary Seacole Pablo Fanque	Discrimination and how people overcame this adversity Arthur Wharton Matthew Henson Lewis Latimer Katherine Johnson Lilian Bader	Fighting inequality: Bristol Bus Boycott Paul Stephenson and Vernon Samuels	Fighting inequality: Nelson Mandela Martin Luther King Rosa Parks Marcus Rashford

Remembrance Day

As a whole school, we celebrate remembrance with a whole school assembly and a 2-minute silence on the 11th November. 11th.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Why do we see poppies?	Why are people wearing poppies? What are we remembering?	Where does the poppy for remembrance come from? (Moina Michael) What happens to the money raised?	What happens on Remembrance Day? How do other countries commemorate those who died in the world wars?	What can we learn from our local war memorial? Who are our local heroes?	Why are there different coloured poppies and what do they mean?	Why is WW1 known as the 'Great War'? Why is it important to remember?

Women's History Month

Women's History Month happens every year in March. During this month, we celebrate this with a whole school assembly focussing on International Women's Day on the 8th March. Teachers read books written by women or containing inspirational women from all walks of life and watching stories about them.

Aim: To recognise, value and celebrate important and inspirational individuals and events from past and present who have contributed to our society.

Theme: Celebrating Women Who Tell Our Stories			International Women's Day: Wed 8 th March (Break the Bias)			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can girls do everything boys can do?	Mae Jemison and Valentina Tereshkova	Mary Anning	Malala Yousafzai	Harriet Tubham Noor Inaya Khan	Inspirational women from Norfolk and our local area Including Sarah Martin; Anna Sewell; Hannah Spearitt and Lauren Kemp	Women in parliament – The Suffrage and the journey to vote.