

# History

Key Stage 2

Curriculum map

## Philosophy

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How do we know about Prehistoric Britain?

Which animals lived in Prehistoric Britain?

What were the different periods in the Stone Age?

What are the similarities and differences between Stone Age periods?

What can artefacts from the Stone Age tell us about how people lived during the different periods?

What was life like in a Neolithic settlement?

How did farming change how humans lived?

How did the Bronze Age change how humans lived?

Who were the Celts, and why did they use iron?

What can monuments tell us about the Prehistoric period?

### Unit 2 The Shang Dynasty

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How did the Shang Dynasty begin?

What was life like for people in the Shang Dynasty?

What did the Shang people believe?

How were Shang people's beliefs similar and different to other people at the time?

Who was Fu Hao?

How did the Shang Dynasty end?

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How did Hitler rise to power?

What was life like in Nazi Germany?

Was World War Two inevitable?

To write an essay about the First and Second World Wars (Part 1)

To write an essay about the First and Second World Wars (Part 2)

How did anti-semitism rise in Germany in the 1930s?

How did the Second World War end?

## Unit 10 20th century conflict: The Cold War

Why did the USA and the USSR enter a cold war?

How successful was the policy of peaceful co-existence?

Why did the USSR and communism collapse in Eastern Europe?

To write an essay about the Cold War (Part 1)

To write an essay about the Cold War (Part 2)

## Learn More

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1. Introduction to Bell Lane's key stage 1 history curriculum

2. Coherence and flexibility

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7. How will pupils make progress?

# Philosophy

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

1. Lessons and units are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge.
2. Knowledge is sequenced and mapped in a coherent format so that pupils make meaningful connections.
3. Our flexible curriculum enables schools to tailor Bell Lane's content to their curriculum and context.
4. Our curriculum is evidence informed through rigorous application of best practice and the science of learning.
5. We prioritise creating a diverse curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
6. Creating an accessible curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.

# Units

KS2 History is formed of 10 units and this is the recommended sequence:

| <b>Unit Title</b>                      | <b>Recommended year group</b> | <b>Number of lessons</b> |
|--|-------------------------------|--------------------------|
| 1. Prehistoric Britain                 | Year 3                        | 10                       |
| 2. Ancient Egypt                       | Year 3                        | 10                       |
| 3. Ancient Greece                      | Year 4                        | 10                       |
| 4. Roman Britain                       | Year 4                        | 10                       |
| 5. Vikings and Anglo-Saxons            | Year 5                        | 10                       |
| 6. Medieval Monarchs                   | Year 5                        | 6                        |
| 7. 20th century conflict: World War I  | Year 6                        | 2                        |
| 8. 20th century conflict: World War II | Year 6                        | 8                        |
| 9. 20th century conflict: The Cold War | Year 6                        | 5                        |

# Lessons

## Year 3

### Unit 1 Prehistoric Britain

| Lesson number | Lesson question                             | Pupils will learn  | Key Question  | Key Vocabulary  |
|---------------|---|--|---|---|
| 1.            | How do we know about Prehistoric Britain?   | <ul style="list-style-type: none"> <li>• The age of the Earth and when life began.</li> <li>• How scientists, palaeontologists, archaeologists and historians learn about this period.</li> <li>• How people left Africa and migrated across the world, eventually into the UK.</li> </ul>           | <p>How did the Earth begin?<br/>When did the age of mammals begin?<br/>What is the evolution of humans?<br/>How did early humans migrate?</p> | <ul style="list-style-type: none"> <li>• Big bang</li> <li>• Homo Australopithecus</li> <li>• Homo habilis</li> <li>• Homo erectus</li> <li>• Homo Heidelbergensis</li> <li>• Homo sapiens</li> <li>• Neanderthals</li> <li>• Migrated</li> <li>• Archaeologist</li> <li>• Palaeontologist</li> <li>• Geneticist</li> </ul> |
| 2.            | Which animals lived in Prehistoric Britain? | <ul style="list-style-type: none"> <li>• The difference between extant and extinct.</li> <li>• Animals in the UK during the Ice Age that have since become extinct.</li> <li>• Animals in the UK during the Ice Age that are extant and still present.</li> <li>• How historians disagree</li> </ul> | <p>What are the advantages of _____?<br/>What are the disadvantages of _____? (Ice age animals)</p>   | <ul style="list-style-type: none"> <li>• Pleistocene epoch (Ice Age)</li> <li>• Frozen planet</li> <li>• Extinct</li> <li>• Extant</li> <li>• Various mammals from the Ice Age</li> </ul>   |



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|    |  | about how some major mammals became extinct (woolly mammoth).   |   |   |
| 3. | What were the different periods in the Stone Age?<br><br>(Timeline)  | <ul style="list-style-type: none"> <li>• Features of and developments within the Palaeolithic Era</li> <li>• Features of and developments within the Mesolithic Era</li> <li>• Features of and developments within the Neolithic Era</li> <li>• The development of tools</li> </ul> | How did people live in the _____ era?<br>Which era came first?<br>Which era was next? | <ul style="list-style-type: none"> <li>• Palaeolithic Era</li> <li>• Mesolithic Era</li> <li>• Neolithic Era</li> <li>• Hunter gathers</li> <li>• Temporary shelters</li> <li>• Tool making</li> <li>• Homo sapiens</li> <li>• Permanent</li> </ul> |
| 4. | What are the similarities and differences between Stone Age periods? | <ul style="list-style-type: none"> <li>• Similarities and differences between the periods</li> <li>• Theories around the development of language</li> </ul>   | How has _____ changed between the eras?   | <ul style="list-style-type: none"> <li>• Palaeolithic Era</li> <li>• Mesolithic Era</li> <li>• Neolithic Era</li> <li>• Grunts</li> <li>• Cries</li> <li>• Language</li> <li>• Settling</li> <li>• Sedentary farmers</li> </ul>                     |

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| 5. | <p>What can artefacts from the Stone Age tell us about how people lived during the different periods?<br/>(Stone Age workshop)</p> | <ul style="list-style-type: none"> <li>• An analysis of a variety of artefacts to generate questions</li> <li>• Make inferences about how people lived</li> </ul>                     | <p>Who is the archeologist who is helping us?</p> <p>What does he do?</p> <p>Finding artefacts, how can it help us understand the past better?</p>   | <ul style="list-style-type: none"> <li>• Archeologists</li> <li>• Artefacts</li> </ul>   |
| 6. | <p>What was life like in a Neolithic settlement?</p>   | <ul style="list-style-type: none"> <li>• What a nomadic lifestyle was.</li> <li>• The impact on people of building permanent homes.</li> <li>• A case study of Skara Brae.</li> </ul> | <p>What would you ask a Neolithic human?</p> <p>How was Skara Brae discovered?</p> <p>What do you notice about where Skara Brae is located?</p> <p>Why do you think Neolithic humans settled there?</p>                                | <ul style="list-style-type: none"> <li>• Settling</li> <li>• Sedentary</li> <li>• Doggerland</li> <li>• Doggerbank</li> <li>• Skara Brae</li> <li>• preserved</li> </ul>   |
| 7. | <p>How did farming change how humans lived?<br/><br/>(Poo lesson)</p>  | <ul style="list-style-type: none"> <li>• How people began setting up farms</li> <li>• What was farmed</li> <li>• The monuments that were built</li> </ul>                             | <p>Why did Neolithic farmers have a more varied diet?</p> <p>Was the Stone Age diet healthy? Iron age? Which was healthier? Why?</p> <p>THE BIG QUESTION.. Has technology over the last 2 million years helped us to be HEALTHIER?</p> | <ul style="list-style-type: none"> <li>• Agricultural revolution</li> <li>• Sedentary farming</li> <li>• Domesticated animals</li> <li>• crops</li> <li>• Diet</li> <li>• Dissect</li> <li>• dissection</li> </ul> |

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| 8.  | How did the Bronze Age change how humans lived?          | <ul style="list-style-type: none"> <li>• How bronze is made.</li> <li>• Who were the Beaker People?</li> </ul>  | <p>When did the Bronze Age begin in Britain?<br/> How was Bronze made?<br/> Who were the Beaker People?<br/> Where did they come from?<br/> How did the discovery of Bronze impact how humans interacted with each other?</p> | <ul style="list-style-type: none"> <li>• Artefacts</li> <li>• Beaker Culture</li> <li>• smelting</li> <li>• Copper</li> <li>• Tin</li> <li>• Bronze</li> <li>• Alloy</li> <li>• Durable</li> <li>• Efficient</li> <li>• Sharp</li> <li>• Strength</li> <li>• Weapons</li> <li>• Conflict</li> <li>• Tribes</li> <li>• raid</li> <li>•</li> </ul> |
| 9.  | Who were the Celts, and why did they use iron?           | <ul style="list-style-type: none"> <li>• How Celtic people spread throughout Britain</li> <li>• Life in an Iron Age fort</li> </ul>   | <p>Why did the use of iron become so popular?<br/> Why would hillforts be difficult to attack?<br/> Why did Celtic tribes fight each other?</p>   | <ul style="list-style-type: none"> <li>• Celts</li> <li>• Iron</li> <li>• Hillforts</li> <li>• Migrate</li> <li>• Trade</li> <li>• Raid</li> <li>• tribe</li> </ul>  |
| 10. | What can monuments tell us about the Prehistoric period? | <ul style="list-style-type: none"> <li>• Different ways we learn about the period</li> <li>• What can be learnt from artefacts and monuments from the Stone Age, Bronze Age &amp; Iron Age</li> </ul> | <p>What material would monuments from the Neolithic era be made?<br/> How could these monuments have been used?<br/> These monuments still stand</p>  | <ul style="list-style-type: none"> <li>• Monument</li> <li>• Stonehenge</li> <li>• Bluestone arches</li> <li>• Summer/ Winter Solstice</li> <li>• Ring of Brodgar</li> <li>• Druids</li> </ul>   |

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|  |  |  | today, what does that tell you about the properties of stone? | <ul style="list-style-type: none"> <li>polytheism</li> </ul> |
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### Year 3

#### Unit 2 Ancient Egypt

| Lesson number | Lesson question                  | Pupils will learn   | Key Question   | Key Vocabulary  |
|---------------|----------------------------------|---|--|---|
| 1.            | Introduction - What do you know? | KWL / Kahoot quiz / Egyptian quest using Hieroglyphics  |  |   |
| 2.            | Who ruled Ancient Egypt?         | <ul style="list-style-type: none"> <li>In this lesson, we will learn about the Old, Middle and New Kingdoms of Egypt and the pharaohs who ruled.</li> </ul> | <p>What continent is Egypt on?</p> <p>The Ancient Egyptians were around at the same time as the Victorians</p> <p>The Ancient Egyptian civilization lasted for...</p> <p>Who was the last pharaoh?</p> | <ul style="list-style-type: none"> <li>Pharaoh</li> <li>Kingdom</li> <li>Conquer</li> <li>Irrigation</li> </ul> |

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|    |   |  | <p>How many kingdoms were there?<br/> When did the Ancient Egyptian civilization begin?<br/> An irrigation system moves water to crops or land to help growth?</p>  |   |
| 3. | <p>What was Ancient Egyptian society like?</p>                    | <ul style="list-style-type: none"> <li>In this lesson, we will learn about the different groups of people living in Ancient Egypt and the types of roles they had.</li> </ul>                                | <p>What was the ruler of Egypt called?<br/> How many kingdoms were there in Ancient Egypt?<br/> Who was the youngest pharaoh?<br/> Who was below the pharaoh in AE?<br/> Who was at the bottom of the pyramid in AE society?<br/> Could anyone in AE become a scribe?<br/> Who was the largest group in AE society?</p> | <ul style="list-style-type: none"> <li>Vizier</li> <li>Artisans</li> <li>Hieroglyphs</li> <li>Pharaoh</li> <li>Official</li> <li>Priest</li> <li>Scribe</li> <li>Artisan</li> <li>Peasant / slaves</li> </ul> |
| 1. | <p>Why was the River Nile important to the Ancient Egyptians?</p> | <ul style="list-style-type: none"> <li>In this lesson, we will learn about how important the River Nile was and how it provided the Ancient Egyptians with everything they needed for daily life.</li> </ul> | <p>Which group of people were AE's record keepers?<br/> What was the season of flooding called?<br/> The River Nile is the longest river in the world.<br/> How much of Egypt is covered in desert?<br/> What did the AE use to make paper?<br/> Which of these are AE farming tools?</p>                               | <ul style="list-style-type: none"> <li>Inundation</li> <li>Papyrus</li> <li>Akhet</li> <li>Peret</li> <li>Shemu</li> <li>Hand ploughs</li> </ul>  |

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| 2. | How did the Ancient Egyptians travel and trade?   | <ul style="list-style-type: none"> <li>In this lesson, we will learn about how the Ancient Egyptians used the River Nile for the majority of their travel and to trade with other countries.</li> </ul> | <p>What were the earliest AE boats made of?</p> <p>The AE placed a model boat in the tomb to help people travel to the Underworld.</p> <p>Who would have full sized boats included in their tombs?</p> <p>What would the AE use to measure the cost of something?</p> <p>What was the quickest way to travel across Egypt?</p> | <ul style="list-style-type: none"> <li>Underworld</li> <li>Archaeologist</li> <li>Deben</li> <li></li> </ul>  |
| 3. | Why did the Ancient Egyptians build the pyramids? | <ul style="list-style-type: none"> <li>In this lesson, we will learn about the Giza pyramids and the pharaohs that built them.</li> </ul>   | <p>When were the Giza Pyramids built?</p> <p>Which pharaoh built the Sphinx?</p> <p>What did Pharaoh Khufu have buried next to his tomb?</p> <p>How tall was the largest pyramid?</p> <p>Pharaohs filled their tombs with many things to use in the afterlife.</p>   | <ul style="list-style-type: none"> <li>Afterlife</li> <li>Mortuary temple</li> <li>Plunder</li> <li>Giza</li> <li>Old Kingdom</li> <li>Pharaoh<br/>Khufu/Khafre/Menkaure</li> <li>Sphinx</li> </ul> |
| 4. | Who were the pyramid builders?                    | <ul style="list-style-type: none"> <li>In this lesson, we will learn about the workers from Deir el-Medina that built the pyramids.</li> </ul>  | <p>It took around 20-25,000 workers to build the Great Pyramid.</p> <p>What was Deir el-Medina the name for?</p> <p>What do archaeologists think was used to move the stones to build the pyramids?</p> <p>Why did some workers rob the tombs?</p> <p>What were the workers paid in?</p>                                       | <ul style="list-style-type: none"> <li>Amulet</li> <li>Deir el-Medina</li> <li>Valley of the Kings</li> </ul>   |

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| 5. | What did the Ancient Egyptians believe in?                         | <ul style="list-style-type: none"> <li>In this lesson, we will learn about the gods and goddesses that the Ancient Egyptians worshipped and how they were important to the Ancient Egyptians.</li> </ul> | <p>Around how many AE gods and goddesses were there?<br/>         Which god had the head of a jackal?<br/>         Who was the sun god?<br/>         Which god was the temple Edfu made for?<br/>         Where were the official gods and goddesses worshipped?</p>   | <ul style="list-style-type: none"> <li>Relief</li> <li>Preserved</li> <li>Representation</li> <li>Edfu</li> <li>Ra</li> <li>Anubis</li> <li>Horus</li> <li>Bastet</li> <li>Temples</li> </ul> |
| 6. | Where did the Ancient Egyptians believe they would go after death? | <ul style="list-style-type: none"> <li>In this lesson, we will learn about the afterlife and the process of mummification.</li> </ul>  | <p>How long did the mummification process take?<br/>         What was used to dry out the body?<br/>         What was weighed to decide whether you could continue into the afterlife?<br/>         Who was mummified?<br/>         Why were things buried with the mummy?</p>                               | <ul style="list-style-type: none"> <li>Canopic jars</li> <li>Natron</li> <li>Sarcophagus</li> <li>Embalmers</li> </ul>  |
| 7. | Why was Tutankhamun's tomb an important discovery?                 | <ul style="list-style-type: none"> <li>In this lesson, we will learn about the discovery of Tutankhamun's tomb and the incredible artefacts uncovered.</li> </ul>  | <p>When was Tutankhamun's tomb found?<br/>         How old was Tutankhamun when he died?<br/>         Where was Tutankhamun's tomb found?<br/>         Where are most of Tutankhamun's treasures now?<br/>         Tutankhamun's tomb was not robbed because the pharaohs removed his name from history.</p> | <ul style="list-style-type: none"> <li>Reign</li> <li>Sarcophagus</li> <li>Artefacts</li> <li>Valley of the Kings</li> <li>Tutankhamun</li> </ul>   |

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| 8. | How are we still learning about the Ancient Egyptians today? | <ul style="list-style-type: none"><li>• In this lesson, we will learn about how archaeologists are still uncovering artefacts from the Ancient Egyptian civilisation and what they tell us about their way of life.</li></ul> | An ancestor is someone in your family who came before.<br>Which of these are the primary sources?<br>How old was Wahtye's tomb believed to be?<br>In 2019, what mummified animal was the first to be found?<br>How long is Saqqara thought to have been a burial ground? | <ul style="list-style-type: none"><li>• Mummified</li><li>• Sarcophagi</li><li>• Artefacts</li><li>• Ancestor</li><li>• Primary sources</li><li>• Secondary sources</li><li>• Saqqara</li><li>• Wahtye</li></ul> |
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## Year 4

### Unit 3 Ancient Greece

| Lesson number | Lesson question   | Pupils will learn  | Key Question  | Key Vocabulary  |
|---------------|---|--|---|---|
| DA            | Diagnostic Assessment<br><br>- Table in books and a Kahoot quiz |  |   |   |
| 1.            | How was Ancient Greece organised?                               | <ul style="list-style-type: none"><li>● Where Ancient Greece was.</li><li>● The different city states that existed in Ancient Greece.</li><li>● How the different states were governed and ruled.</li></ul>    | <ul style="list-style-type: none"><li>- Where was Ancient Greece?</li><li>- What is a city state?</li><li>- What is democracy? Is it a good government? Why?</li></ul>  | <ul style="list-style-type: none"><li>● city state / polis;</li><li>● Hellens;</li><li>● Hellas;</li><li>● port;</li><li>● government;</li><li>● democracy.</li></ul> |
| 2.            | Why do we know so much about Ancient Greece?                    | <ul style="list-style-type: none"><li>● What objects have survived from Ancient Greece</li><li>● The impact of the Greeks writing things down</li><li>● The influence that Greek culture had on Rome</li></ul> | <ul style="list-style-type: none"><li>- How do we know what the world was like in the past? What helps us 'discover' history? -&gt; How do historians study the past?</li><li>- What does an archaeologist do?</li><li>- Who became known as the 'Father of History'?</li></ul> | <ul style="list-style-type: none"><li>- Archaeologist;</li><li>- Philosopher;</li><li>- civilization.</li><li>-</li><li>-</li></ul>                                   |

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| 3. | What was the Golden Age of Greece?       | <ul style="list-style-type: none"> <li>• The cultural achievements of Greece</li> <li>• The Olympic Games</li> </ul>  | <ul style="list-style-type: none"> <li>- The Olympics were held in honour of which Ancient Greek god?</li> <li>- Was Greek democracy fair? Why? Why not? - make it meaningful!</li> </ul>   | <ul style="list-style-type: none"> <li>• Golden age;</li> <li>• Invasion;</li> <li>• Architecture;</li> <li>• trireme.</li> </ul>                   |
| 4. | What was Athenian democracy?             | <ul style="list-style-type: none"> <li>• Athens was the first direct democracy</li> <li>• Who had a say in the governance of Rome</li> <li>• How Athenian democracy influenced the world</li> </ul>         | <ul style="list-style-type: none"> <li>- In which city-state did democracy first develop?</li> <li>- Who was considered a citizen in Ancient Athens?</li> <li>- Is democracy a good way of governing? Why / why not?</li> </ul>       | <ul style="list-style-type: none"> <li>• Constitution;</li> <li>• Vote;</li> <li>• Assembly;</li> <li>• council.</li> </ul>                         |
| 5. | What did the Ancient Greeks believe in?  | <ul style="list-style-type: none"> <li>• The major Greek gods.</li> <li>• How Athens got its name.</li> <li>• What Greeks believe happened when people died.</li> </ul>                                     | <ul style="list-style-type: none"> <li>- Where did the Greek gods live?</li> <li>- Who was the king of the gods?</li> <li>- Why did the Greeks create myths?</li> <li>- Why were temples important for the Ancient Greeks?</li> </ul> | <ul style="list-style-type: none"> <li>• God / goddess;</li> <li>• Myth;</li> <li>• Afterlife;</li> <li>• underworld.</li> </ul>                    |
| 6. | Who were the Ancient Greek philosophers? | <ul style="list-style-type: none"> <li>• How Socrates became the 'father of Western philosophy'</li> <li>• Why did Plato build an Academy?</li> <li>• What Aristotle believed and who he taught.</li> </ul> | <ul style="list-style-type: none"> <li>- Which philosopher is referred to as the 'Father of Western philosophy'?</li> <li>- Which philosopher tutored Alexander the Great?</li> <li>- What is philosophy?</li> </ul>                  | <ul style="list-style-type: none"> <li>• philosophy;</li> <li>• Philosopher;</li> <li>• Debate;</li> <li>• Academy;</li> <li>• geometry.</li> </ul> |
| 7. | Who won the Peloponnesian wars?          | <ul style="list-style-type: none"> <li>• The difference between Athens and Sparta.</li> <li>• The Spartan elite army.</li> </ul>  | <ul style="list-style-type: none"> <li>- Who won the Peloponnesian Wars?</li> <li>- Athens and Sparta: What is the</li> </ul>   | <ul style="list-style-type: none"> <li>• Democracy;</li> <li>• Oligarchy;</li> <li>• Tyranny;</li> </ul>  |

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|     |  | <ul style="list-style-type: none"> <li>• How Athens tried to defend itself.</li> </ul>  | <p>same? What is different?</p>   | <ul style="list-style-type: none"> <li>• Truce.</li> </ul>   |
| 8.  | Why was Alexander so great?  | <ul style="list-style-type: none"> <li>• Who Alexander the Great was?</li> <li>• Which countries he conquered?</li> <li>• How he conquered them so successfully?</li> <li>• The legacy he left behind.</li> </ul> | <ul style="list-style-type: none"> <li>- Why was Alexander so great?</li> </ul>   | <ul style="list-style-type: none"> <li>• Conquest;</li> <li>• Despot;</li> <li>• Battle;</li> <li>• Customs</li> <li>• Legacy.</li> </ul>        |
| 9.  | What were the great achievements of the Ancient Greeks?  | <ul style="list-style-type: none"> <li>• Exploring 'great' - how should it be defined • Principle achievements - culture, conquest, governance philosophy</li> </ul>  | <ul style="list-style-type: none"> <li>- What legacy of the Ancient Greeks can we still see nowadays?</li> </ul>  | <ul style="list-style-type: none"> <li>• Legacy;</li> <li>• Democracy;</li> <li>• Architecture;</li> <li>• Culture;</li> <li>• Drama.</li> </ul> |
| 10. | Extended Writing: What were the achievements of the Ancient Greeks?  | <ul style="list-style-type: none"> <li>• Extended piece of writing recalling and collating the content covered throughout the unit.</li> </ul>  | <ul style="list-style-type: none"> <li>- What were the achievements of the Ancient Greeks?</li> <li>- What is their legacy in our day and age?</li> </ul> | <ul style="list-style-type: none"> <li>• All the words we collected so far.</li> </ul>   |
| RR  | <p>Revision and Reflection</p> <p>One session for revision and answering 'big' questions (and further research</p> |   |   |  |

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|   | based on children's interests?)                |  |  |  |
| A | Assessment<br>Table in books and a Kahoot quiz |  |  |  |

## Year 4

### Unit 4 Roman Britain

| Lesson number | Lesson question                              | Pupils will learn  | Key Question   | Key Vocabulary   |
|---------------|--|--|--|--|
| 0.            | Diagnostic Assessment                        | <ul style="list-style-type: none"><li>- Self-assessment grid.</li></ul>  |  |  |
| 1.            | How did the Roman Empire become so powerful? | <ul style="list-style-type: none"><li>● How Rome began</li><li>● How Rome became a Republic</li><li>● The Punic Wars Julius Caesar and dictatorship</li></ul>  | <ul style="list-style-type: none"><li>- What is an empire?</li><li>- How did the Roman Empire influence the world?</li></ul>   | <ul style="list-style-type: none"><li>● empire;</li><li>● country;</li><li>● state;</li><li>● conquer;</li><li>● expand;</li><li>● emperor</li><li>● culture;</li><li>● patricians.</li></ul>                |
| 2.            | Who was Julius Caesar?                       | <ul style="list-style-type: none"><li>● He was a renowned general, politician and scholar in ancient Rome.</li><li>● He conquered the vast region of Gaul and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire.</li></ul> | <ul style="list-style-type: none"><li>- Who was Julius Caesar? Why was he important?</li><li>- How did Caesar expand the Roman Empire?</li><li>- Who was leading the Roman Republic?</li></ul> | <ul style="list-style-type: none"><li>● leader;</li><li>● general;</li><li>● Politician;</li><li>● Scholar;</li><li>● Commander;</li><li>● Legion;</li><li>● Gallic Wars;</li><li>● Roman Republic</li></ul> |

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| 3. | What was Britain like before the Romans?           | <ul style="list-style-type: none"> <li>• What life in Britain was like in 43 CE</li> <li>• How we know about life in Britain before the Romans</li> </ul>   | <ul style="list-style-type: none"> <li>- How was Britain before the Romans?</li> <li>- How was Britain governed and administered before the Roman invasion?</li> <li>- Why did the Roman invasion fail the first time?</li> </ul>   | <ul style="list-style-type: none"> <li>• metal workers;</li> <li>• Iron Age;</li> <li>• celts;</li> <li>• forts;</li> <li>• excavation;</li> </ul>   |
| 4. | How did the Romans conquer Britain?                | <ul style="list-style-type: none"> <li>• The difference between the Roman and Celtic armies</li> <li>• How the Romans built up new towns and cities</li> </ul>                                    | <ul style="list-style-type: none"> <li>- How did the Romans conquer Britain?</li> <li>- What were the differences between the Roman and Celtic army?</li> <li>- Why did the Romans want to conquer Britain?</li> <li>- How the Romans built up new towns and cities?</li> </ul> | <ul style="list-style-type: none"> <li>• Celtic;</li> <li>• villa;</li> <li>• forum;</li> <li>• temple;</li> <li>• amphitheatre;</li> <li>• temples</li> <li>• city walls;</li> </ul>                          |
| 5. | Why did Boudicca lead a revolt against the Romans? | <ul style="list-style-type: none"> <li>• The Iceni tribe under Prasutagus</li> <li>• What happened when Prasutagus died</li> <li>• How Boudicca defeated the Romans in several battles</li> </ul> | <ul style="list-style-type: none"> <li>- Who were the Iceni tribe?</li> <li>- Who was Boudicca?</li> <li>- What happened when king Prasutagus died?</li> <li>- Why did she fight against the Romans?</li> </ul>   | <ul style="list-style-type: none"> <li>• Iceni tribe;</li> <li>• Revolt;</li> <li>• Governor;</li> <li>• Tribe;</li> <li>• Troops;</li> <li>• Londinium;</li> <li>• Verulamium;</li> <li>• tactics.</li> </ul> |
| 6. | How did the Romans change Britain?                 | <ul style="list-style-type: none"> <li>• Roman towns, cities and buildings</li> <li>• Roman roads</li> <li>• Government and taxes</li> <li>• Roman plumbing and</li> </ul>                        | <ul style="list-style-type: none"> <li>- How did the Romans govern Britain?</li> <li>- How did the Romans change Britain?</li> <li>- Why did the Romans build</li> </ul>  | <ul style="list-style-type: none"> <li>• govern;</li> <li>• - sewage;</li> <li>• - aqueducts;</li> <li>• - underground drains;</li> <li>• - taxes.</li> </ul>  |

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|    |  | sewage  | roads?<br>- How did the Romans keep their towns and cities clean?   |  |
| 7. | What did the Romans believe?                                   | <ul style="list-style-type: none"> <li>● Paganism in Britain</li> <li>● Roman gods</li> <li>● The Emperor</li> <li>● Constantine's dream</li> <li>● Christianity in Britain</li> </ul>                | <ul style="list-style-type: none"> <li>- What did the Romans believe in?</li> <li>- What did Celts believe in?</li> <li>- What is paganism?</li> <li>- How did Christianity spread across Roman Britain?</li> <li>- Who was Constantine?</li> <li>- How did the Imperial Cult help unify the Roman world?</li> </ul>        | <ul style="list-style-type: none"> <li>● paganism;</li> <li>● polytheism;</li> <li>● Worship;</li> <li>● Gods;</li> <li>● Imperial cult;</li> <li>● Loyalty.</li> </ul>                |
| 8. | How were Roman beliefs similar to those of the Ancient Greeks? | <ul style="list-style-type: none"> <li>● Similarities in beliefs - polytheistic, same gods</li> <li>● The huge influence of Ancient Greece on Rome</li> </ul>   | <ul style="list-style-type: none"> <li>- How did the Ancient Greeks influence Roman culture?</li> <li>- How did the Ancient Greeks influence Roman religion?</li> <li>- What material allowed Romans to build large, long lasting buildings?</li> <li>- What is the correspondence between Greek and Roman gods?</li> </ul> | <ul style="list-style-type: none"> <li>● Monotheism;</li> <li>● Columns - ionic, doric and corinthian;</li> <li>● Pottery.</li> </ul>  |
| 9. | Why did the Romans leave Britain?                              | <ul style="list-style-type: none"> <li>● The collapse of the Roman Empire</li> <li>● How the empire had become too big to support itself</li> <li>● The Vandals, Huns, Visigoths and Goths</li> </ul> | <ul style="list-style-type: none"> <li>- Why did the Roman Empire split in two?</li> <li>- Why did the Roman soldiers begin to leave Britain?</li> <li>- Why did the Roman Empire collapse?</li> </ul>  | <ul style="list-style-type: none"> <li>● Collapse;</li> <li>● Vandals;</li> <li>● Huns;</li> <li>● Visigoths;</li> <li>● Goths;</li> <li>● Collapse;</li> <li>● Diocletian.</li> </ul> |

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| 10. | In what ways did life in Britain remain the same after the Roman invasion? | <ul style="list-style-type: none"> <li>● Importance of concept of continuity rather than change</li> <li>● Scope of lives of most people very small and would not have changed</li> <li>● Identifying aspects of life which did change and who it changed for</li> </ul> | <p>How did life remain the same after the Roman invasion?<br/> How did the life change after the Roman invasion?<br/> How do Romans still impact us today?</p> | <ul style="list-style-type: none"> <li>● agricultural society; Latin;</li> <li>● Greek;</li> <li>● tribal leaders;</li> <li>● romanisation;</li> <li>● aristocracy;</li> <li>● diet;</li> <li>● pottery;</li> <li>● glasswear;</li> <li>● underground sewer systems.</li> </ul> |
| 11. | Assessment   | Self-assessment grid+ Quiz (Kahoot)  |  |   |



## Year 5

### Unit 5 Vikings and Anglo-Saxons

| Lesson number | Lesson question             | Pupils will learn  | Key Question   | Key Vocabulary  |
|---------------|-----------------------------|--|--|---|
| 1.            | Who were the Vikings?       | <ul style="list-style-type: none"><li>• In this lesson, we will learn about where the Vikings came from, who they were and what they believed in.</li></ul>  | <ul style="list-style-type: none"><li>-Who were the Vikings?</li><li>-Where did the Vikings come from?</li><li>-When did the Vikings arrive in Britain? Why did they invade?</li><li>-How did the Vikings travel to Britain?</li><li>-What did the Vikings believe in?</li></ul> | <ul style="list-style-type: none"><li>• Vikings;</li><li>• Scandinavia;</li><li>• longship;</li><li>• Invade.</li><li>• Valhalla.</li></ul> |
| 2.            | What were the Viking raids? | <ul style="list-style-type: none"><li>• In this lesson, we will learn about the first Viking raid, the Anglo-Saxon reaction to the raids and why the Vikings were feared.</li></ul>                  | <ul style="list-style-type: none"><li>-Where was the first Viking raid?</li><li>-Who were the Anglo-Saxons? How did they respond to the raids?</li><li>-Why were the Vikings feared?</li></ul>   | <ul style="list-style-type: none"><li>• raid;</li><li>• Lindisfarne;</li><li>• berserkers;</li><li>• religious institution.</li></ul>       |
| 3.            | What was the Danelaw?       | <ul style="list-style-type: none"><li>• In this lesson, we will learn about how the Anglo-Saxons and Vikings co-existed, how King Alfred defeated the Vikings and how England was divided.</li></ul> | <ul style="list-style-type: none"><li>-What was Danelaw?</li><li>-How did the Vikings and the Anglo-Saxons co-exist?</li><li>-How did King Alfred defeat the Vikings and bring peace?</li><li>-How did King Alfred defeat</li></ul>  | <ul style="list-style-type: none"><li>• conquer;</li><li>• fort;</li><li>• Danelaw;</li><li>• treaty.</li></ul>                             |

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|    |   |   | <p>the Vikings?<br/>-How was the Danelaw split?</p>  |  |
| 4. | <p>What was life like in Viking Britain?</p>          | <ul style="list-style-type: none"> <li>● In this lesson, we will learn about Viking settlements, the roles of men and women and the Viking laws.</li> </ul>   | <p>-What was a Viking settlement like?<br/>-What was Viking society like?<br/>-Did the Vikings follow any laws?</p>      | <ul style="list-style-type: none"> <li>● longhouse;</li> <li>● craftsmen;</li> <li>● traders;</li> <li>● jarl;</li> <li>● karl;</li> <li>● thralls;</li> <li>● outlaw;</li> <li>● holmgang;</li> <li>● Thing.</li> </ul> |
| 5. | <p>How did England become a unified country?</p>      | <ul style="list-style-type: none"> <li>● In this lesson, we will learn about the actions significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England.</li> </ul> | <p>-How did the Anglo-Saxons unify England?</p>  | <ul style="list-style-type: none"> <li>● territory;</li> <li>● reign;</li> <li>● fortification.</li> </ul>   |
| 6. | <p>How was Britain conquered between 950 AD-1066?</p> | <ul style="list-style-type: none"> <li>● In this lesson, we will learn about how the Danes conquered Britain for a short period, before learning about the Battle of Hastings.</li> </ul>                       | <p>-How was Britain conquered?<br/>-What happened at the Battle of Hastings?<br/>-How did the Danes conquer Britain?</p> | <ul style="list-style-type: none"> <li>● Battle of Hastings;</li> <li>● rival;</li> <li>● heir;</li> <li>● retreat</li> </ul>  |

## Year 5

### Unit 6 Medieval Monarchs

| Lesson number | Lesson question                                     | About the lesson  | Key Question   | Key Vocabulary  |
|---------------|---|---|--|---|
| 1.            | In 1066, who was the rightful heir to the throne?   | <b>Pupils will learn</b> <ul style="list-style-type: none"><li>In this lesson, we are going to be learning about three men who were battling to become King of England in 1066. We will start by learning about Edward the Confessor, whose death prompted Harold Godwinson, William I and Harald Hardrada to battle for his throne. We will learn about the battles that took place in 1066, including the most famous battle: the Battle of Hastings.</li></ul> | <ul style="list-style-type: none"><li>In 1066, who was the rightful heir to the throne?</li><li>Who fought the Battle of Hastings?</li><li>Who won the Battle of Hastings?</li></ul>           | <ul style="list-style-type: none"><li>primary resources;</li><li>secondary resources;</li><li>Edward the Confessor;</li><li>Richard I (the Conqueror);</li><li>Harald Hardrada;</li><li>Harold Godwinson;</li><li>monarch;</li><li>Bayeux Tapestry;</li><li>The Battle of Hastings.</li></ul> |
| 2.            | Who was responsible for the death of Thomas Becket? | <b>Pupils will learn</b> <ul style="list-style-type: none"><li>In this lesson, we are going to be learning about the people that contributed to Thomas Becket's death. We are going to learn about King Henry II, his friendship with Becket and his struggle to take back</li></ul>  | <ul style="list-style-type: none"><li>How did Thomas Becket upset King Henry II?</li><li>Why was Thomas Becket murdered?</li><li>Who was responsible for the death of Thomas Becket?</li></ul> | <ul style="list-style-type: none"><li>Henry II;</li><li>Thomas Becket;</li><li>Canterbury Cathedral;</li><li>Clergy;</li><li>Ecclesiastical court;</li><li>reign.</li></ul>   |

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|    |  | <p>power from the church. We will learn about how Henry and Becket's relationship fell apart due to the struggle between the monarchy and the church and how this led to Becket's death.</p> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains conflict or violence.</li> </ul>   |  |  |
| 3. | Who was the worse king: Richard I or John?             | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be learning about King John and King Richard I. We will be learning about the House of Anjou and the rivalries that developed between Henry II's sons, who all wanted to be king. We will learn about the successes and failures of both Richard I and his younger brother John. We will conclude the lesson by thinking about who was the worst king.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains conflict or violence.</li> </ul> | <ul style="list-style-type: none"> <li>- Who was King Richard I?</li> <li>- Who was King John?</li> <li>- What are the Crusades?</li> <li>- Why was King John bad?</li> <li>- Why was King Richard bad?</li> <li>- What was the Magna Carta? Why was it needed?</li> </ul> | <ul style="list-style-type: none"> <li>• The House of Anjou;</li> <li>• Richard I (the Lionheart);</li> <li>• King John;</li> <li>• Henry III;</li> <li>• The Crusades;</li> <li>• Excommunicate;</li> <li>• The Magna Carta.</li> </ul> |
| 4. | In what ways was Edward I a 'great and terrible king'? | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we are going to be learning about Edward I. We will learn about his</li> </ul>   | <ul style="list-style-type: none"> <li>- Who was Edward I?</li> <li>- When did he rule?</li> <li>- How did Edward I take control of Wales?</li> </ul>  | <ul style="list-style-type: none"> <li>• Edward 1 (Longshanks);</li> <li>• Judiciary system;</li> <li>• Rebellion;</li> <li>• Parliament;</li> </ul>   |

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|    |  | <p>marriage to Eleanor of Castile. We will then go on to learn about how Edward conquered both Wales and Scotland and the legacies he left that are still in place today.</p> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains conflict or violence.</li> </ul>  | <ul style="list-style-type: none"> <li>- Why did Edward I build castles in Wales?</li> <li>- Why is Edward I called 'the father of parliament'?</li> <li>- How was the parliament organised? Why?</li> <li>- Who is William Wallace? Why was he important?</li> </ul>   | <ul style="list-style-type: none"> <li>• Crusade;</li> <li>• William Wallace.</li> </ul>  |
| 5. | How did Henry VIII initiate the Reformation? | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be learning about Henry VIII - one of the most famous English monarchs in history. We will learn about Martin Luther's creation of a new branch of Christianity, called Protestantism and how Henry VIII changed the official religion of England from Catholicism to Protestantism in order to get his way. We will conclude by learning about his six wives.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains conflict or violence. Contains subject matter which individuals may find upsetting.</li> </ul> | <ul style="list-style-type: none"> <li>- Who was Henry the VIII? Why is he important? When did he reign?</li> <li>- Who was Martin Luther? Why was he important?</li> <li>- Why was Martin Luther upset with the Roman Catholic Church?</li> <li>- What was the main reason that Henry VIII chose to leave the Roman Catholic Church?</li> <li>- What happened to the catholic monasteries after the Reformation?</li> <li>- Who were the six wives of Henry VIII?</li> </ul> | <ul style="list-style-type: none"> <li>• Reformation;</li> <li>• Heir;</li> <li>• Dynasty;</li> <li>• Martin Luther;</li> <li>• Catholicism;</li> <li>• Protestantism.</li> </ul> |
| 6. | Was Elizabeth I 'weak and feeble'?           | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be</li> </ul>  | <ul style="list-style-type: none"> <li>- Who was Elizabeth I?</li> <li>- Who were the next monarchs after Henry VIII?</li> </ul>  | <ul style="list-style-type: none"> <li>• Catholicism;</li> <li>• Protestantism;</li> </ul>  |

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|    |  | <p>learning about the monarchs who succeeded King Henry VIII. We will learn about the religious tensions, between Catholicism and Protestantism, that developed with each new monarch who rose to the throne. We will conclude the lesson by learning about King Philip's plots to overthrow Elizabeth I and ultimately, her victory over the Spanish Armada.</p> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains conflict or violence.</li> </ul> | <ul style="list-style-type: none"> <li>- What religion did Mary promote? How?</li> <li>- Why did Elizabeth fight Philip II? Who won?</li> <li>- Was Elizabeth I 'weak and feeble'?</li> <li>- Was Elizabeth I 'weak and feeble'? Why?</li> </ul> | <ul style="list-style-type: none"> <li>• Edward VI;</li> <li>• Lady Jane Grey;</li> <li>• succession.</li> </ul> |
| 7. | To plan and write an essay about medieval monarchs | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be using all of the key pieces of knowledge we have acquired over the course of this unit to plan and write an essay. In this lesson</li> </ul>   | <ul style="list-style-type: none"> <li>- Who was the rightful heir in 1066?</li> <li>- Who was responsible for the death of Thomas Becket?</li> <li>- Who was the worse king: Richard I or John?</li> </ul>                                      | <ul style="list-style-type: none"> <li>- All the words learnt so far.</li> </ul>                                 |

## Year 6

### Unit 7 20th century conflict: World War I

| Lesson number | Lesson question                                   | About the lesson   | Key Question  | Key Vocabulary  |
|---------------|---|--|---|---|
| 1.            | What caused the First World War to break out?     | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will be learning about the events leading up to the First World War. This will involve understanding the unification of Germany in the nineteenth century, and taking a look at the MAIN factors which set the conditions for the great war: militarism, imperialism, alliances and nationalism.</li></ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"><li>Contains conflict or violence.</li></ul> | <ul style="list-style-type: none"><li>- What was the political situation in Europe before the war?</li><li>- What caused WWI to break out?</li><li>- Who fought in the WWI?</li><li>- What was the 'July Crisis'?</li><li>- Why did Britain join the war?</li></ul> | <ul style="list-style-type: none"><li>● - The Prussian Empire</li><li>● - Militarism</li><li>● - Alliance</li><li>● - Imperialism</li><li>● - Nationalism</li></ul> |
| 2.            | Why were so many lives lost on the Western Front? | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will be learning about the major events of the First World War, including trench warfare, the Battle of the Somme, and why America joined the war.</li></ul>  | <ul style="list-style-type: none"><li>- What new weaponry was there? How was this important?</li><li>- What was life like in the trenches?</li></ul>  | <ul style="list-style-type: none"><li>● Warfare;</li><li>● Western Front;</li><li>● Weaponry;</li><li>● Trench;</li><li>● Battle of Somme.</li></ul>                |

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|  |  |  | <ul style="list-style-type: none"> <li>- Why were so many lives lost on the Western Front?</li> <li>- Who fought the Battle of Somme?</li> <li>- Why</li> </ul> |  |
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## Year 6

Unit 8 20th century conflict: World War II

| Lesson number | Lesson question                    | About the lesson   | Key Question   | Key Vocabulary   |
|---------------|------------------------------------|--|--|--|
| 1.            | Was the Treaty of Versailles fair? | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● In this lesson, we will be learning about the peace treaty drawn up in Versailles by the Allies. We'll study the Big Three, and what their aims were following the defeat of Germany.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>● Contains conflict or violence.</li> </ul> | <ul style="list-style-type: none"> <li>- Was the Treaty of Versailles fair?</li> <li>- Who were the big three? What did they want?</li> <li>- What did Europe's map look like before and after the war?</li> </ul> | <ul style="list-style-type: none"> <li>● Treaty of Versailles;</li> <li>● War guilt;</li> <li>● Peace conference.</li> </ul>   |
| 2.            | How did Hitler rise to power?      | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● In this lesson, we will learn about how Adolf Hitler ascended from fringe activist to Chancellor and</li> </ul>   | <ul style="list-style-type: none"> <li>- What was the effect of the Great Depression?</li> <li>- How do people in a country with economic instability feel?</li> </ul>   | <ul style="list-style-type: none"> <li>● The Weimar republic;</li> <li>● hyperinflation;</li> <li>● Beer Hall Putsch;</li> <li>● Aryan race;</li> <li>● The Great Depression;</li> </ul> |



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|    |  | Dictator of Germany. We'll learn about how the Nazi Party was formed, and what it believed.  | <ul style="list-style-type: none"> <li>- How did Hitler rise to power?</li> <li>- What were the main points of the <i>Mein Kampf</i>?</li> </ul>   | <ul style="list-style-type: none"> <li>● chancellor.</li> </ul>  |
| 3. | 4 and 5 What was life like in Nazi Germany and England? Blitz, evacuation, rationing, shelters , women's roles | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● In this lesson, we will take a closer look at what life was like in Germany from 1933 up to the outbreak of the Second World War. With Hitler as Chancellor and Führer, we will learn about how he built his ideal nation: the Third Reich.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>● Contains depictions of discriminatory behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>- How was Germany's economy ?</li> <li>- Why would the Nazi's focus on children on young people? What does this tell about their plans?</li> <li>- What motivated children and young people to join the Nazi activities?</li> <li>- What was the role of the woman, according to Nazis?</li> <br/> <li>- How was England's economy?</li> <li>- How was Germany's culture different from British culture?</li> </ul> | <ul style="list-style-type: none"> <li>● Third Reich;</li> <li>● eugenics.</li> </ul>  |
| 4. | 3. Was World War Two inevitable? Allied/Axis   | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>● In this lesson, we will study the build up to the Second World War,</li> </ul>  | <ul style="list-style-type: none"> <li>- Was WWII inevitable?</li> <li>- What were the aims of the Treaty of Versailles? What restrictions were placed on</li> </ul>   | <ul style="list-style-type: none"> <li>● Allied;</li> <li>● Axis;</li> <li>● <i>Lebensraum</i>;</li> <li>● Appeasement;</li> </ul> |

|    |  |  |  |   |
|----|--|--|--|---|
|    |  | including Hitler's foreign policy aims and the policy of appeasement.  | Germany?<br>- What were Hitler's foreign policy aims?<br>- Was appeasement efficient?<br>- | <ul style="list-style-type: none"> <li>• Anschluss;</li> <li>• conscription.</li> </ul> |
| 5. | To write an essay about the First and Second World Wars (Part 1) | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be starting to write an essay. This will give you the opportunity to review all of our learning so far and organise your knowledge into a long piece of writing, answering a big question about this fascinating and horrifying period of history.</li> </ul> |  |   |
| 6. | To write an essay about the First and Second World Wars (Part 2) | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be finishing our essay. This will give you the opportunity to review all of our learning so far and organise your knowledge into a long piece of writing, answering a big question about this fascinating and horrifying</li> </ul>                           |  |   |

|    |  | period of history  |   |   |
|----|--|--|---|---|
| 7. | 6. How did anti-semitism rise in Germany in the 1930s? | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will learn about how Hitler set about persecuting Jewish people. We will learn about the first concentration camps, what the 'Nuremberg Laws' were, and what happened on Kristallnacht.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>Contains conflict or violence.</li> </ul>  | <ul style="list-style-type: none"> <li>How did anti-semitism rise in Germany in the 1930s?</li> <li>How did the Nazi propaganda change the way in which Germans saw the Jewish community?</li> <li>What were the consequences of <i>Kristallnacht</i>?</li> <li></li> </ul>   | <ul style="list-style-type: none"> <li>Concentration camp;</li> <li><i>Kristallnacht</i>;</li> </ul>  |
| 8. | 7. How did the Second World War end?                   | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>In this lesson, we will learn about the events that led to ending the Second World War. This will include looking at the Battle of Britain, the Pearl Harbour attacks, the D-Day landings, Stalingrad, and the nuclear bombing of Hiroshima and Nagasaki.</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>Contains conflict or violence.</li> </ul> | <ul style="list-style-type: none"> <li>How did the Second World War end?</li> <li>What countries fought for what sides?</li> <li>What theatres of war were there?</li> <li>What happened during the Pearl Harbour attacks?</li> <li>Why was D-Day important?</li> <li>Why was the Manhattan Project important?</li> <li>What was the aftermath of using nuclear weapons?</li> </ul> | <ul style="list-style-type: none"> <li>Theatres of war;</li> <li>The Battle of Britain;</li> <li>blitz;</li> <li>Pearl Harbour;</li> <li>Stalingrad;</li> <li>D-Day;</li> <li>The Manhattan Project.</li> </ul> |

## Year 6

### Unit 9-20th century conflict: The Cold War

| Lesson number | Lesson question   | About the lesson   | Key Question   | Key Vocabulary  |
|---------------|---|--|--|---|
|               | Why did the USA and the USSR enter a cold war?          | <b>Pupils will learn</b> <ul style="list-style-type: none"><li>In this lesson, we will learn about the power vacuum that was left in central Europe following the defeat of Germany in the Second World War. We will learn how two competing ideologies, capitalism and communism, competed for influence across Europe and the rest of the world.</li></ul> | <ul style="list-style-type: none"><li>What were the two superpowers?</li><li>Why did the USA and the USSR enter a cold war?</li><li>What was decided at Yalta?</li><li>What is NATO?</li><li>What is the Marshall Plan?</li><li>What was the Berlin Blockade?</li><li>What was the Berlin Airlift?</li></ul> | <ul style="list-style-type: none"><li>Economics;</li><li>Politics;</li><li>Individual rights;</li><li>Capitalism;</li><li>Communism;</li><li>Dictatorship;</li><li>democracy.</li></ul> |
|               | How successful was the policy of peaceful co-existence? | <b>Pupils will learn</b> <ul style="list-style-type: none"><li>In this lesson, we will learn about some of the 'hot flashes' during the Cold War, including the Korean War, the Cuban Missile Crisis and the war in Vietnam.</li></ul>   | <ul style="list-style-type: none"><li>How successful was the policy of peaceful co-existence?</li><li>What was the Berlin wall?</li><li>Why was the Cuban Missile Crisis?</li><li>Why was the Vietnam War important?</li></ul>   | <ul style="list-style-type: none"><li>The Berlin Wall;</li><li>The Cuban Missile Crisis;</li><li>The Vietnam War.</li></ul>   |

|  |   |  |  |   |
|--|---|--|--|---|
|  | <p>Why did the USSR and communism collapse in Eastern Europe?</p> | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will learn about how the USSR gradually collapsed. This will include studying the Soviet-Afghanistan War, as well as the last leader of the USSR, Mikhail Gorbachev, and the reforms that he brought in.</li> </ul>  | <ul style="list-style-type: none"> <li>- Why did the USSR and communism collapse in Eastern Europe?</li> <li>- Why did the USSR and the USA support proxy wars, instead of directly fighting?</li> <li>- What happened during the Soviet-Afghanistan War?</li> </ul> | <ul style="list-style-type: none"> <li>- Proxy war;</li> <li>- The Soviet-Afghanistan War;</li> </ul> |
|  | <p>To write an essay about the Cold War (Part 1)</p>              | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be writing an essay all about the Cold War. You will need to use all of your knowledge about the differing ideologies of the United States and the USSR. This is a great chance to consolidate and apply all of the knowledge that you have gained!</li> </ul> <p><b>Guidance warnings</b></p> <ul style="list-style-type: none"> <li>• Contains conflict or violence.</li> </ul> |  |   |
|  | <p>To write an essay about the Cold War (Part 2)</p>              | <p><b>Pupils will learn</b></p> <ul style="list-style-type: none"> <li>• In this lesson, we will be completing our essay all about the Cold War. You</li> </ul>  |  |   |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>will need to use all of your knowledge about the hot flashes during the Cold War, and how the USSR collapsed. This is a great chance to consolidate and apply all of the knowledge that you have gained!</p> |  |  |
|--|--|---|--|--|

# Learn More

## Contents

### Section number & Title

1. Introduction to Bell Lane's key stage 1 history curriculum
2. Coherence and flexibility
3. Knowledge organisation
4. Knowledge selection
5. Inclusivity and ambition
6. Pupil motivation and engagement
7. How will pupils make progress?

### **1. Introduction to Bell Lane's key stage 1 history curriculum**

The following document outlines the history curriculum for Bell Lane National Academy. The History curriculum below is a starting point, not a finished product. Nationally, we are in a moment of reflection about how to teach History in our schools. Many of us are pausing to consider our curricula and ask whether and how they need improvement. At Bell Lane we are doing the same.

We aspire to provide a rich and diverse curriculum that provides an accurate education into the lives of people in the past. This does not mean failing to meet the requirements of the National Curriculum; rather that we wish to do so whilst being representative of the people who played a role in the history of Britain and the rest of the world. We are consulting with our History advisory group and with the sector to develop what will become a full History curriculum.

This section of the document gives an overview of the principles we have held in mind whilst developing our curriculum. In the contents table below you can see how this section is organised.

## **2. Coherence and flexibility**

At key stage 2, history will be offered as a discrete subject. Units may vary in length, depending on the number of lessons required to adequately address the historical topic. The number of units per year group at Key Stage 2 varies between 2 and 3, allowing for other foundation subjects in alternating half terms. This means that schools will have the flexibility to select a unit and teach it at a time that suits their curriculum.

Our approach to history is organised around enquiry questions at both the unit and lesson basis. This should not be conflated with 'enquiry' or 'discovery' based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering (and, where appropriate, asking) disciplinary appropriate questions. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (for example, who was the worse King; Richard or John?) and overarching unit enquiries (Who was the greatest medieval monarch?).

In order to maximise flexibility, units will make the assumption of pupils having little prior knowledge that otherwise might be optimal within the curriculum. We are aware that schools currently teach statutory National Curriculum content at different stages of pupils' education (Ancient Greece, for example, may be taught in Year 3 in some schools, and Year 6 in others).

Having said this, references to other units of study will be made where appropriate, especially where a concrete example of an abstract concept is being explored. Schools are strongly encouraged to select units within a two year range with reference to our suggested curriculum map (for example, a Year 4 teacher would be advised to select only units at Year 3 or Year 5 suggested level). This is due to the fact that the difficulty of the tasks is pitched at the suggested year group. To attempt to give complete flexibility would inevitably leave some pupils finding the material much too easy, or much too challenging.

## **3. Knowledge organisation**

The enquiries and proposed sequence of enquiries across Bell Lane is organised around the substantive concepts. Broadly, the enquiries will use a narrative to help pupils make sense of the substantive concepts. Each enquiry will have a disciplinary focus of at least one second order concept. This disciplinary focus is made explicit for each enquiry. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. If pupils follow the proposed Bell Lane sequence of enquiries then they will develop a sophisticated understanding of key substantive concepts by coming to appreciate how different manifestations of certain substantive concepts (e.g. empire/revolution) differ and challenge simplistic definitions. Finally, our proposed sequence of enquiries is broadly chronological however, as enquiries are self-contained teachers could choose to develop their own thematic sequence.



#### 4. Knowledge selection

Decisions about what to include in a history curriculum are always difficult and must take into account a number of different curricular aims. Full coverage of statutory subject content included within the national curriculum is a minimum requirement, however exactly what is taught within these topics requires decisions to be made about what to include and, therefore, what to omit.

These are the principles behind our selection of knowledge:

- **Adoptability.** We wanted to ensure that materials were available for the most commonly-taught topics in UK schools so that our resources will be useful to all schools.
- **Diversity and representativeness.** We want to pay meaningful attention to the diversity of past societies, represent the lived experiences of different groups and explore the interconnectedness of British and wider world history.
- **Overview and coherence.** We want students to build secure and coherent narratives of the past. We have tried to balance overview and depth.
- **Preparation for future learning.** Bell Lane is not about giving students something to do, it is about educational continuity. Whether students follow the curriculum as a whole, or access individual lessons or units, we have foregrounded knowledge, concepts and ideas which will be most useful for students' learning in future.

There can be tension between these principles, and we know that we cannot expect everyone to agree with all of our choices. However, we have applied these principles across the curriculum as a whole and made content selection decisions in good faith. We are confident that the Bell Lane curriculum builds a wide-range of important historical knowledge for students.

Within the National Curriculum at Key Stage 2, there are a number of depth studies that schools are able to choose from. In terms of earliest civilisations, we have selected the Shang Dynasty of Ancient China as this gives pupils the opportunity to study Asian history, which otherwise may not be possible and gives pupils a broader understanding of world history from an earlier age. The non-European comparison depth study selected is the Benin Kingdom of West Africa. This allows pupils to gain an understanding of a flourishing African civilisation which contrasts starkly with many aspects of British life during

the same period. It also celebrates the many achievements of West African culture and society, which we felt was important before pupils learn about the Trans-Atlantic slave trade. The Bell Lane curriculum goes beyond the national curriculum, with a number of post 1066 studies selected. This is to allow pupils to leave Key Stage 2 with a broad overview of world history across centuries, allowing them to better understand the world around them as well as the discipline of history.

### **5. Inclusivity and ambition**

We want Bell Lane's History lessons to support all children. Our lessons are pitched so that all pupils can get an early sense of success. Our enquiries are designed to gradually build up pupil knowledge so that eventually pupils could produce substantial pieces of work; an essay at the end of each. Our tasks are short and varied and embedded within the lesson videos meaning that pupils are not required to navigate away from the video. Where possible, activities will either be modelled or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing.

### **6. Pupil motivation and engagement**

We want to develop pupil thinking through a sequence of lessons. This is so that pupils are in the best position to retain new information and so that pupils will realise new information will help them answer the enquiry question. Each enquiry is designed to be an emergent puzzle and each lesson is designed to promote pupil thought about this emergent puzzle. In order to achieve this, lessons will include mini-activities to try to promote some of the pupil thinking that is fostered through class discussion and skilful teacher questioning.

Through careful knowledge selection and crafting engaging narratives, our teachers will reveal the intrinsic value in learning about the past without overwhelming pupils. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The hope is that pupils feel so motivated that they feel the need to answer the enquiry question for themselves.

### **7. How will pupils make progress?**

Students get better at history by building up knowledge of the past which is increasingly complex and secure. As they study particular periods, events and people in the past, they develop a rich understanding of these places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts like empire, trade, tax and rebellion. These layers

of knowledge, built over time, give students the foundation to learn new, and increasingly complex information in history, and the Bell Lane curriculum is designed to build this knowledge effectively and secure it in memory, whether students access single lessons or whole units.

With secure knowledge of the past, students are also able to learn about the discipline of history. Through these units, students will use their knowledge to engage with valid historical questions and learn how historians make sense of the past.