

Subject: History



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

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

Key Stage: KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Non – negotiables. Every lesson must include aspects of these skills and vocabulary:

**Vocabulary: This list is not exhaustive**

Skills: this forms the PEDAGOGY of how we teach history

Lesson structure:

Study:	Vocab:			How can I become an Historian? THESE ARE SEQUENCED – and are hierarchical from Y3 up to Y6 as necessary Pupils need to incorporate these aspects into their learning:	1. Lesson start: 10 mins Recall of prior learning. It is vital that pupils are able to go back over what was learned in the last lesson so they can recall knowledge in order they remember more successfully. Questions from the teacher need to probe back further into why they are learning the chronology as it is i.e. why are we learning about the Saxons? They will then have the opportunity to be able to verbalise the preceding chronology of the last study and navigate around the timeline more confidently. The teacher should ask at least 5 questions every lesson linked to previous topics.
Working Historically	BCE BC CE AD First hand evidence Primary sources Second hand evidence Secondary sources Archaeology Archaeologist Oral history Chronology Timeline Historian Hypothesis/es	Impact effects Change infer Consequence Causes Achievement/s Significance Museum Research Myth as opposed to legend Legacy Culture Democracy Reputation Nation National International Worldwide	This source suggests that... This source doesn't show... Could have been... Might have been.... Conclusion Eye witness reliable Significance Monarchy Succession Divine right of kings One sided Biased Traditional view Represent Stereotype	<ul style="list-style-type: none"> <li>Timeline work every single lesson to establish a mental schema of where events from pre-history to now fit into it;</li> <li>Sequence a series of events into chronological order, referring local and national historical events to things that were happening worldwide at that point in time.</li> <li>Wherever possible have the opportunity to handle and interpret real life resources;</li> <li>Use evidence to construct hypotheses.</li> <li>Ask and answer both closed and open-ended questions.</li> </ul>	
Pre-history	Stone Age Bronze Age Iron Age Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homo sapiens	Flint Flint knapping Beaker Celt Bronze Settlement Roundhouse Hillfort Quern Smelting Pelt Wattle and daub	Nomadic Grimes Graves Migration Kingdoms Druid Borer Domesticate Stonehenge Skara Brae Millennium		
Ancient Greece	Democracy Acropolis City-state Parthenon Marathon Olympics	Agora Hellenistic Phalanx Aristocrat Mythology Column			

	Citizen Philosopher Alphabet Tragedy	Hoplite Peninsula Oracle Terraced Democracy		<ul style="list-style-type: none"> <li>Use information and evidence gathered from primary and secondary sources to draw conclusions.</li> </ul>	
Ancient Egypt spotlight study	Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics	Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Ankh Pyramid Barter Rosetta Stone	North Africa Trade route Nile Flood Fertile Biblical Tutankamun	<ul style="list-style-type: none"> <li>Look at the evidence available • Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> <li>Question as to whether sources are reliable or not.</li> <li>Where needed, make comparisons to modern life.</li> <li>Use precise and technical historical terminology where appropriate.</li> <li>Draw comparisons between contrasting historical events and periods.</li> </ul>	<p>2. Timeline work. 10 mins</p> <p>The pupils need to go over the timeline and have fluency with the chronology. Something new, related to world history should be added every lesson so that pupils get an understanding of a holistic view of world history within the lens of what was happening in Britain at the time.</p> <p>I.e. when learning about Stonehenge, they were making paper out of papyrus in ancient Egypt...</p>
Roman invasion	Civilisation Empire Invasion Latin Toga Aqueduct Coliseum Centurion	Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus Maximus	Legionary Resistance Withdrawal Romanisation Emperor Amphitheatre Senate Gladiator Republic	<ul style="list-style-type: none"> <li>Offer reasoned and thought out explanations for events;</li> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> </ul>	
Anglo-Saxon settlement	Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne	Hengest and Horsa Monk Illumination Manuscript Weregild Athelstan Christianity Augustine Alfred the Great Aethelred the Unready			<p>3. Outline the learning – 2/3 minutes</p> <p>All pupils need to be very clear about what they will be learning in that lesson and what the outcome is expected to be.</p> <p><i>By the end of this lesson, this is what you will know.</i></p> <p><i>We are learning this now because....</i></p>
Vikings	Longboat Longhouse Chieftain Berserker Danegeld Thing Feast Raid	Runes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead			<p>4. Main learning time</p> <p>Teachers will not be able to use generic worksheets printed from the internet unless they very specifically capture/deliver the key</p>

	Trade Yggdrasil raids	Chainmail Valhalla		<ul style="list-style-type: none"> <li>• Confidently use the library and internet for research</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>•</li> </ul>	outcome for the component as detailed in this plan. There may be individual research or enquiry work, group work. If the task is writing based, the focus must be on the historical aspect of the learning, not set as a writing task.
Norman Conquest	Middle ages The dark ages Bayeux Tapestry Harald Hardrada William the Conqueror				5. Recap and review time: Pupils will be able to reflect and verbalise their learning, which will be used as a formative checking exercise by the class teacher.
Magna Carta and the beginning of democracy	Democracy Monarchy Barons Feudal Serf Nobility				6. Link into the next lesson: The teacher will end the lesson by letting the children know what they will be learning about in the next lesson so they can do some independent research if they wish.
Benin	Animists Ogiso Guild Brass Elders Dynasty Yam Cowrie Shell Oracle Oral culture	Sacrifice Ivory Edo Ife Slave trade Ceremony Plaque Igodomigodo Storyteller Merchant			
Tudor Dynasty	Dynasty Roman Catholic The Pope Excommunication Succession Heredity Court The Wars of the Roses House of Lancaster House of York Reformation Execution	Monasteries Monks Bishops Protestant Church of England The break with Rome Male heir Heretic The Tower of London Divorce			

## The curriculum for Y3

<b>Autumn Term Outcomes</b> <b>Theme: Working historically</b> Developing the skills of using sources to further understanding, creating a chronology, using artefacts to make hypotheses. By the end of this term, pupils will know: <ul style="list-style-type: none"> <li>What primary and secondary sources are and be able to give simple examples of both;</li> <li>Understand how the chronology of time works, how it is recorded and</li> <li>the names of important key monarchs through time, with a very broad understanding of the period they are in;</li> </ul> <p>A local history study – a study over time tracing how several aspects of national history are reflected in the locality. This also encompasses a study or aspect or theme in British History that extends pupils chronological knowledge beyond 1066</p> <p>A Bingham Timeline from stone age to today. Create a chronological timeline that helps children understand the subsequent learning about civilisations and their impact within the context of the locality in which the children live. Teachers will therefore prepare the pupils for the learning that will come over time.</p> <p>Then, add to the timeline the chronology of the royal line from first king up to Queen Elizabeth 2. Children should know that there is a line of succession and should be made aware of the names and periods of all monarchs. Pupils should have a mental schema of the succession of monarchs from the first king of England up to Elizabeth 2.</p> <p>Pupils will be able to remember a number of the key monarchs and give facts associated with their reign.</p>		<b>Spring Term Outcomes</b> <b>Theme: Pre-history study</b> <b>Changes in Britain from the Stone Age to the Iron Age</b> By the end of this term, pupils will know: <ul style="list-style-type: none"> <li>The names of the key pre-historic eras in Britain</li> <li>What chronological order they came in and to be able to sequence these on a timeline;</li> <li>Some key features of each of the eras that shows how life for people in that time i.e. housing, farming, culture and beliefs;</li> <li>Tools and implements were made from flint, stone and antler. Pupils will have a simple understanding of how these were made.</li> <li>How lifestyle changed from nomadic hunters to settlements and farming</li> <li>The key changes in development such as when metalwork technology enabled people to make things with increased sophistication.</li> </ul>		<b>Summer Term Outcomes</b> <b>Theme: The Civilisation of Ancient Greece</b> By the end of this term, pupils will know: <ul style="list-style-type: none"> <li>Ancient Greece was a civilisation that was in existence while Britain was just finishing the Bronze age (circa 1200BC</li> <li>The broad dates for the rise and fall of the civilisation;</li> <li>How to locate Greece on a map of Europe;</li> <li>The names of some key Greek Gods and will be able to</li> </ul>	
Weeks	Strand 1- Learning to Work Historically through local study	Strand 2 – spotlight on historical skills, learning to work chronologically	Strand 1 -The Stone Age to the Bronze Age	Strand 2- The Iron Age Pupils need to learn about life for people in the Iron Age	Strand 1 – an overview of the Greek Civilisation Strand 2 – spotlight study on the Greeks and the development of Democracy

# BINGHAM PRIMARY SCHOOL CURRICULUM

		through the full timeline of monarchs from first to present.	Pupils will be given a deeper understanding of everyday life for Stoneage people, where they lived, how their homes were built, how they ate,	and should be given opportunities in each unit to directly compare with the learning done about the previous pre-history eras.		
1	<b>Learn about the terminology of AD and BC as well as BCE and CE.</b> Pupils will know the use of both. Pupils should know the significance of the year 0 and counting back from it and forward from it. Understand that our current year is a number relating to the distance away from year 0.	Recall – the set-up of the Bingham timeline and the key historical events that had been added. <b>Introduction to the Monarchy. What it means?</b> N - Introduce key vocabulary Succession Divine right of kings Coronation Rules of succession i.e. male line (and when this was re-pealed)	Recall terminology BCE and CE/ BC/AD <b>Explain to the children they will be learning about the Stoneage, Bronze age and Iron age.</b> Put them on a pre-history timeline with date bandings. Pupils will have a simple working knowledge of how the three ages fit together and where they appear on the timeline. Pupils will have a broad understanding of why they are called what they are called!	Recall the learning from the previous term, check pupils know the key messages about the Stoneage and the Bronze age. <b>The Iron Age- where and when?</b> Give the background to study by recalling how we got to the Iron Age (from previous learning) Pupils will be able to put the Iron Age on a timeline and understand how it fits chronologically with the other pre-historic periods studied. Pupils will know why we call it the Iron Age. Pupils will know where it is believed it started and when. They will be able to pinpoint this in broad terms on a map.	<b>When and where.</b> Put the ancient Greek civilisation into the chronology/timeline context so pupils have a good understanding of what else was happening in the world at the same time (relate to the study of Bingham) Where is Greece in relation to UK – location. Look at maps and understand the implications of travel to and from at the time we are studying. Pupils need to know that Athens is and was the capital and be able to recognise the	Recap on learning of the main points of Ancient Greece from previous half term. Pupils need to remember: <ul style="list-style-type: none"> <li>Dates (broadly) from and to;</li> <li>Key figures taught i.e. Gods</li> </ul>
2	<b>Recall – BC/AD, BCE/CE</b> Pupils will know what are primary and secondary sources? The difference between the two; How to use them as evidence to infer information;	<b>What came before the first King of England?</b> Pupils need to know that Great Britain did not always exist. Look at the map and show how it was split into regions and tribes. Look at maps of the island when the Romans invaded, the names of some of the tribes. T	<b>The Stone Age – when was it? What evidence do we have to show for it?</b> Pupils will know where the Stoneage fits in to the historical timeline and approx. dates. Pupils will know broadly why we call it the Stoneage. Pupils will know how modern people have found out information about how people lived, what animals and plants were around	<b>The Iron Age in Britain –</b> approx. 800BC to 43 AD and the Roman invasion. What did Britain look like at this time? Pupils will be able to recall key facts from the learning about pre-history. Pupils will be able to talk to a broad timeline of events in the Iron age ahead of more in-depth study over the next weeks.	<b>Great myths and legends</b> Pupils will know the difference between the two. Pupils need to know that history was passed down through stories (this can be picked up in other units such as Viking sagas, Robin Hood etc) Real heroes had fantastic stories written about them. Use the story of Achilles as a focus study.	<b>Introduce spotlight study - What is Democracy?</b> Pupils will have a broad understanding of the meaning of the word (in full) and what it looks like today (pre-learning for the topic on Magna Carta in Y6) <i>The word democracy was derived from the Greek word. It contained two elements, demos and kratos. Demos means people, while kratos means power or force</i>
3	<b>Bingham through time – the origins</b> where did it all begin? Neolithic finds in the area	<b>The first king of England.</b> Pupils will know that the first recognised king of a united England (pre Great Britain) was Aethelstan.	Pupils will know what we think the world looked like (on a map) during this period and <b>Settlements</b> with a focus study on Scara Brae (3000BC)	<b>Tools and metal working –</b> and what this allowed people to do. Pupils need to understand how iron was made, and the	Recap prior learning from last week on myths and legends.	Where did democracy start? What else was happening in the wider world at that time?



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	<p>Bingham was an island in a lake</p> <p>Earliest records – Ham would suggest</p> <p>Pupils need to research and find where they could locate information about pre-historic Bingham.</p>	<p>Through to William the Conqueror in 1066.</p> <p>Look at the names of kings, unusual spellings and look at how they died, because life was violent and lots of battles as well as disease.</p>	<p>Pupils will know how people lived during this time.</p> <p>This includes food gathering and preparation.</p> <p>Pupils need to know that in order to eat, people had to hunt animals. They also foraged for fruits and berries.</p> <p>Pupils need to have an accurate understanding of animals that they would have hunted, dispel any myths that might exist i.e. dinosaurs etc.</p> <p>Always bring back to 'how do we know?'</p>	<p>impact of what this allowed people to fabricate once tools were available.</p> <p>Pupils should also know that other fabrication skills existed – pottery, weaving, wood turning etc.</p>	<p>Compare the story of Achilles (real historical figure) with Greek Gods system.</p> <p><b>Gods –</b></p> <p>Pupils need to know how the Greek God hierarchy worked with gods allocated to different aspects of life.</p> <p>Pupils need to know the names of the key gods and how they were linked to each other.</p>	
4	<p><b>Bingham and the Romans</b></p> <p>Bingham and the Fosse Way during Roman occupation.</p> <p>Pupils need to know what was special about Roman roads, how they were made and look at a map of</p>	<p><b>The creation of the United Kingdom</b></p> <p>Plantagenats, Lancaster, York, Tudors and Stewarts</p> <p>1295 Wales became part of the kingdom.</p> <p>1603 Scotland joined with the coronation of James 1</p> <p>Key events: Mayflower sails to America</p>	<p><b>Tools</b></p> <p>In order to live effectively early humans needed to use tools.</p> <p>Pupils will know what tools were used and How they made tools</p> <p>Spotlight focus on Flint knapping</p> <p>Study into Grimes Graves and its use. (visit if possible)</p>	<p><b>Settlements and hill forts</b></p> <p>Pupils need to know how people lived in settlements, what houses looked like and draw comparisons with previous studies.</p> <p>Pupils need to understand what a hill fort was and why it was needed.</p> <p>Use Maiden Castle in Dorset as a focus study.</p>	<p><b>The importance of Mount Olympus</b></p> <p>Pupils need to know that this was the home of the 12 most important Gods, who and why they lived there.</p> <p>Pupils need to know that Mount Olympus is a real place, where it is today and see real time pictures of what it looks like.</p>	<p>How did the system work?</p> <p>Pupils will understand the broad outline of how the system was structured,</p>
5	<p><b>Medieval Bingham</b></p> <p>The erection of the church in 1300 and who was Richard of Bingham??</p> <p>Visit to the church</p> <p>Esp - <i>The tomb of Richard of Bingham (c. 1310) in Bingham parish church. He was Sheriff of Notts and Derbys in 1302, founded St Helen's chapel in 1301 and probably was responsible or establishing Bingham market soon after.</i></p>	<p><b>Goodbye to the monarchy.... And hello again!</b></p> <p>Charles 1 and the civil war (link to Bingham timeline)</p> <p>Then the restoration of the monarchy.</p> <p>Hanoverians</p> <p>Through to George 111</p>	<p><b>Culture and Beliefs – and how do we know. Equally important is how much we don't know!</b></p> <p>Focus study into the building and purpose of Stonehenge.</p> <p>Pupils should know that there are a range of opinions about religion and cultural beliefs – that the evidence from archaeological events.</p>	<p><b>Culture and beliefs: Focus study into the Druids</b></p> <p>Pupils need to know that one of the beliefs in the Iron Age was Druids (evidence came from Roman writings) and that there were 4 main festivals.</p> <p>Imbolc was held in February to welcome the birth of the first lambs.</p> <p>Beltane was celebrated in May, when the cattle were moved to their summer fields.</p> <p>Lugnassad was held in August to celebrate the ripening of the crops.</p> <p>Samhain took place in November and marked the end of the year.</p> <p>Pupils should have a broad understanding of the principles of the Druids and</p>	<p>Re-cap on the gods learning from last week. This week focus on how people worshipped.</p> <p><b>Greek Temples:</b></p> <p>Pupils need to understand The temples were not like modern places of worship, for ordinary people to pray in. They were homes for statues of gods, which were cared for by priests. Religious ceremonies and festivals went on outside the temple.</p>	<p><b>Was this true democracy when women and slaves did not get a say?</b></p> <p>Pupils will know wat the term slavery means and why therefore they did not get a say.</p> <p>What is a slave?</p> <p>Who were the slaves and where did they come from?</p> <p>Pupils will know what constitutes slavery, and be able to discuss whether the definition of democracy is met if a section of people are unable to access. (make links to the Suffrage movement in UK in the early C20)</p>

				the idea of spirituality in places and objects.		
6	<p>The Famous Fair in the 17<sup>th</sup> Century</p> <p>Plus the building of the canal to open up trade.</p> <p>Railways came in the 19<sup>th</sup> century when the GNR opened a station in 1850</p>	<p>House of Saxe-Coburg Gotha</p> <p>House of Windsor</p> <p>Victoria to QE2.</p> <p>Pupils will create and complete the royal tree. They should be able to say some of the names of key monarchs such as Henry V111 and Victoria.</p>	<p><b>The end of the Stoneage and the onset of the Bronze age</b></p> <p>Pupils need to know the dates linked to both</p> <p>The cultural changes and differences between the two eras.</p> <p>Pupils need to know how Bronze was made and how it impacted on the lives of people in relation to food, settlement and also produce objects for pleasure i.e. jewellery.</p>	<p>Recap key aspects of the Iron Age.</p> <p><b>How the Iron Age came to an end</b> with the Roman Invasion.</p> <p>Pupils should understand when this happened on the timeline.</p> <p>The stage needs to be set for when they study the Romans in Year 4.</p>	<p><b>The last battle – the fall of the civilisation</b> after a battle with Rome.</p> <p>Pupils need to be able to compare in simple terms the differing battle strategies of the Greek and Roman armies that made Greek armies less successful.</p>	<p><b>What did the Greeks ever do for us....</b></p> <p>Pupils need to understand key aspects of our lives that have been structured by influence from the ancient Greek civilisation. Teachers to select from:</p> <p>Medicine</p> <p>Law</p> <p>Language</p> <p>Olympics</p>



## The curriculum for Y4

	<b>Autumn Term outcomes:</b> Working historically: Recall learning from the local study into the history of Bingham, make sure all pupils have a mental schema of the timeline and where all the civilisations sit in that timeline. By the end of term pupils will know: <ul style="list-style-type: none"> <li>• What primary sources are and how to use them;</li> <li>• What secondary sources are and how to use them;</li> <li>• The difference between the two;</li> <li>• How to make a simple statement about reliability;</li> <li>• Understand the term 'hypothesis' and be able to make one;</li> <li>• About how to gather evidence and from where to be able to prove or challenge a simple hypothesis.</li> </ul>		<b>Spring Term Outcomes:</b> The Roman Empire and its impact on Britain Revisit the timeline created in Term 1 for Bingham and put the Roman invasion of Britain into historical context related to the local study. By the end of term pupils will know: <ul style="list-style-type: none"> <li>• Where Rome actually was in relation to Britain</li> <li>• How the Empire spread over time before and after it reached our shores.</li> <li>• The dates and reasons for firstly the invasion and then Roman occupation of Britain, where they entered, how they spread and how long they were here.</li> <li>• Why the estate that the school is situated on is called 'Romans Quarter'.</li> <li>• How it came to an end</li> </ul>		<b>Summer Term Outcomes:</b> Britain's settlement by Anglo Saxons and Scots By the end of term pupils will know: <ul style="list-style-type: none"> <li>• Who the Anglo Saxons were, where they came from;</li> <li>• How they travelled to Britain;</li> <li>• How they settled;</li> <li>• Where they settled;</li> <li>• How we know evidence about their way of life;</li> <li>• Who were the Scots and where did they come from?</li> <li>• Basic information about the spread of Christianity with a focussed look at Lindisfarne.</li> </ul>	
Weeks	Strand 1 - Historical enquiry skills through local study	Strand 2 - Using historical enquiry skills An investigation into the beliefs of Ancient Egypt.	Strand 1- Study of the Roman Empire	Strand 2 – Spotlight study on The invasion of Britain and the impact	Strand 1 – A broad introduction to the landscape of Britain found by the Anglo Saxons	Strand 2 – spotlight on the culture and beliefs of the Anglo Saxons
1	<b>Recap and recall Learn about the terminology of CE and BCE.</b> Recap on the timeline created in the local study.	<b>When and where?</b> Pupils should know a broad overview of the breadth of the Ancient Egyptian civilisation. Give the pupils the chance to talk about what they	<b>When and Where.</b> N - Understand what the word empire means. When - Look at the Roman empire dates and put them on the chronological timeline created in the	<b>What was Britain like when the Romans arrived?</b> R - Recall the timeline for Bingham, look at when the Romans came in relation to the other invaders and civilisations organised into	<b>Recall – the Roman invasion of Britain and its key features.</b> Recap on the timeline. Look at what was going on in Bingham at that time compared to another location around the world.	<b>Who were the Anglo Saxons?</b> Look at where they came from, pupils should know what country that was then and what country it is now. Look at culture and beliefs including religion.

		already know so can bust some myths.	classroom – compare to what was going on in Bingham at the time. Where – place Rome on the map as a country, look at in in comparison	the timeline when doing the local study on Bingham. Look at who was here and how the country was organised. How was the country split and governed, include maps of who was where? .		
2	<b>What are primary and secondary sources?</b> Pupils need to be able to tell the difference between the two and give examples of each.	<b>Where is Egypt:</b> Pupils should be able to see the country on a map and be able to locate it. They should know that the main river is the Nile, where it joins the sea and the impact it had on the civilisation. Pupils should know the capital city and the location of its most prominent ancient monuments (ready for week 3 learning)	<b>R – When and where</b> , so the children understand how far reaching the empire spread in the timescale it lasted. <b>How did it all start?</b> Learn about the spread of the Roman Empire, from the beginning to the point in which it started to crumble. Pupils need to understand and be able to visually picture the map of how they reached different countries and how much of Europe and beyond they actually occupied.	<b>What happened when they got here?</b> What did conquest look like? Resistance and acceptance. Spotlight look at Boudicca and the Iceni tribe and the story of their resistance. Pupils should be able to locate the Iceni home on a map.	<b>The fall of the Roman Empire</b> When and why? Recap on the map of the Roman Empire from last year – at its height. Plot on the map how this changed and which countries revolted and overthrew the Romans	<b>How did they get here?</b> R - Recall the location of their homeland, recall in relation to Britain, examine their travel/transport options.
3	Recall the definition of primary and secondary sources. <b>What is a hypothesis?</b> Pupils need to learn the meaning of the term hypothesis and what it is. They should practice creating them while looking at pictures from periods in history.	<b>Comparison – Stonehenge and the pyramids</b> Set the Egyptian civilisation in context of the units of work already done about pre-historic Britain. Pupils should know a basic summary of the most important remnants found from ancient Egypt <ul style="list-style-type: none"> <li>• Pyramids at Giza</li> <li>• Sphinx</li> <li>• Valley of the kings</li> <li>• Tutankhamun's tomb</li> </ul> And be able to place these on a map	<b>Who were the Romans?</b> Look at the key roles in society from Emperor down to slaves. Pupils will learn the structure of how society was constructed, with key language related to social position. Recall learning from Ancient Greece about slavery and pick this theme up again with Roman approach to slavery.	<b>Trouble and strife</b> The building of Hadrian's wall and why. Look at the location on a map, help the children to understand the landscape and challenges. Use maps and remaining evidence to show what life was like on the wall. Who was there (recall the learning done in the lesson on the power of the army)	<b>The Roman Withdrawal from Britain</b> Pupils need to know reasons and timescales. Pupils need to know some left and some stayed.	<b>What happened when they got here?</b> How they settled, where they settled, in particular what remains of this in place names – relate to local study. Use maps to see what villages and towns (inc Bingham) were Saxon in origin.
4	<b>Recall – what are primary and secondary sources?</b> Recall - What is a hypothesis? <b>Using a source to gather evidence.</b> Pupils should learn to look at drawing key information from initially picture sources i.e portraits or photographs. through the	<b>Constructing an Historical investigation?</b> Why were the pyramids built where they were and for what purpose? Plan how the investigation will be structured – where will evidence be drawn from? What will the hypothesis be?	<b>The power of the army</b> Why were the Romans such a successful fighting force? Who made up the Roman Army and where were they from? Recap on the map of the Roman Empire.	<b>The Romanisation of Britain</b> Technology they brought with them. Recall – building of roads from autumn term. Look at lasting legacy of what was brought i.e. sewerage systems, law,	<b>What was left behind when they left?</b> Pupils should know how Roman culture and societal structure were assimilated into life in Britain. How archaeological evidence shows how sites built by the Romans were	<b>Village life.</b> Buildings, community, Recall – how houses were built in pre-historic times, in the iron age and Roman times. Compare with new techniques from Anglo Saxons.

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	lens of the following questions: <ul style="list-style-type: none"> <li>What we can see and can say for certain?</li> <li>What we think (our opinions, hypotheses)?</li> <li>What we would like to find out?</li> </ul>			language, pots and buildings. Spotlight on Bingham and the Fosse Way.	used and re-purposed by subsequent peoples. Spotlight on Roman Roads (recall prior learning) and how we still use them today. Pupils should be able to name at least 1 Roman Road and know where it is situated, i.e Fosse Way	Spotlight on churches and research remaining Saxon architecture. Visit to Southwell Minster – started building in Saxon times.
5	<b>Using a source to gather information:</b> Use the same three questions with a set of three artefacts from different periods in history. Pupils should use clues about materials, shape, purpose to order into chronological sequence and be able to rationalise why.	<b>Undertake the investigation –</b> follow the plan made in lesson 4 using and applying the methodology learned in the 'working historically' lessons.	<b>Why did they want Britain?</b> Recap learning of how the Empire was spreading. Include the unsuccessful attempt by Julius Ceasar in 55-54BC	<b>The Romanisation of Britain</b> Culture and Christianity. Recall – the learning about the people who were here before the Roman invasion. Look at their beliefs and any evidence that we have to show it. Legacy – Christianity.	<b>The invasion of the Scots from Ireland to North Britain (now Scotland)</b> Pupils need to know who they were, where they came from and where they settled. They need to be able to see on a map of UK where the settled in relation to Hadrian's Wall and the English border.	<b>Christian conversion:</b> Focus on Lindisfarne as this will be picked up again when they learn about the Vikings. What do the Lindisfarne Gospels tell us about Christianity during Saxon times?
6	<b>Recall – practice gathering evidence from sources</b> and remember the three questions. <b>Gathering evidence from written sources:</b> Pupils will know how to use written sources to pull out information. They will be able to explain in simple terms whether it might be a primary source or a secondary source depending on the content. Read an extract from an historical text (i.e. diary, letter or news report) and pull out information as directed by the teacher.	<b>A spotlight on beliefs and culture.</b> Pupils should learn the key most important Gods, the creation story and what they believed happened to humans after death.	<b>When did they eventually come?</b> The diary and chronology of the successful invasion by Claudius. Relate to the Bingham timeline. Pupils should know the dates of the successful invasion, where they landed and, how long it took to conquer Britain.	FIELD TRIP OPPORTUNITY to Hadrian's wall and The Sill. Walk to Sycamore Gap. Look at how the armies were stationed in the north of England but also who made up the armies??	<b>The stage was set for the next invasion – from the Anglo Saxons</b> Recall the Bingham timeline, look at when the invasion took place	<b>Setting the stage for the next invasion..</b> Prepare the children for the next invaders, children need to know that the country was invaded by the Vikings and when that was in relation to the timeline. What would the country look like at this point in time, setting the scene for the invasion.

## The Curriculum For Y5

Weeks	<b>Autumn Term outcomes:</b> The invasion of the Vikings moving in to Local History study. By the end of term pupils will know: <ul style="list-style-type: none"> <li>Who the Vikings collectively were;</li> <li>Where did they originate from</li> <li>How they travelled from their homeland</li> <li>Where they travelled to – the currently believed extent</li> <li>How and when and where they invaded Britain</li> <li>What settled life looked like for people</li> <li>What impact did they have on Britain and did it all end?</li> <li>How do we know any of the above evidence is true.</li> </ul> Revise local history study from Y3/4 and retrace the elements that were included in the original timeline (from this planning)		<b>Spring Term outcomes:</b> 1066 and the Norman invasion. By the end of term pupils will know: <ul style="list-style-type: none"> <li>Who the Normans were and where they came from</li> <li>Why they invaded</li> <li>How and when they invaded</li> <li>What did they bring to Britain</li> <li>What was their lasting legacy</li> <li>What was life like in settled Norman Britain?</li> </ul>		<b>Summer Term outcomes:</b> The changing power of monarchs – The Magna Carta 1215 Understand the impact of this on democracy and rights. Local History study – how Magna Changed life in Bingham Investigation – was Robin Hood real?	
	Strand 1 – broad study of the Vikings	Strand 2 – spotlight on aspect of Viking life – travel	Strand 1 – who were the Normans?	Strand 2 – Life after the Norman Conquest	Strand 1 – Pupils should have a broad understanding of what Magna Carta was, why it happened and what was changed by it. They should finish by learning the impact on the systems we have in monarchy today.	Strand 2 – Relating to local history An investigation, using historical enquiry skills and sources to look at whether Robin Hood was real. Pupils will learn about the key historical figures of the time, Richard the Lionheart, the Crusades, how taxation worked and how all these culminated in huge poverty for many people.
1	<b>Where did the Vikings come from?</b>	<b>How Vikings travelled</b> How archaeological evidence have uncovered	<b>When and where?</b> <b>When was the Norman conquest in the historical</b>	Recall – facts about the battle and the invasion from last term.	Recall – the timeline of Monarchs drawn up in Y3.	Recap of learning – the difference between a myth

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	Pupils need to understand who the Vikings were as people in order to understand how they impacted on Britain following the invasion. Pupils should know where the Vikings came from in relation to Great Britain. Look on maps and make sure the children know the country names, where these countries are located and where they settled in relation to the sea in their own countries.	Viking longships, how they were built, what they looked like and what made them successful for exploration.	<b>timeline?</b> Pupils should be able to place this period chronologically after the Viking invasion . Where is Normandy in relation to England? Pupils	Review the timeline and chronology of where the Norman Conquest sits. <b>What did England look like when the Normans landed?</b> Look at the system of kingdoms across England and who ruled where.inc Danes, Saxons, etc.		and a legend (from the Greek study in Y4) <b>Outline the basics of the story</b> – introduce the key players, locations and key events from the story. Pupils should be taught how to make and build up investigation notes to use as research in the coming weeks
2	<b>Who were the Vikings?</b> Pupils need to know the basics of Viking society culture and structure of society.	<b>Where Vikings travelled across the world</b> – where their longboats took them...	<b>Who was William Duke of Normandy?</b> Pupils need to be able to construct a brief biography of William, when and where he was born, look at maps and pictures relating to where he lived.	Where did the Normans settle? Create a map of where the major Norman settlements	<b>Who was King John? Was he real?</b> Pupils need to know, dates, brief life biography including who he married and what sources tell us about how he was seen by the population.	<b>Locations of the story</b> – where is Sherwood forest now, where was it in this time? Use maps from the time and compare with maps from now. Plot the believed location of the Major Oak Day visit to Nottingham Castle, Sherwood Forest and the Major Oak.
3	<b>Who were the Vikings?</b> Pupils need to know what their houses and villages looked like, and societal structure.	<b>The Viking Invasion of Britain</b> Recap learning about Lindisfarne, remind the children about the holy island and how Christianity had spread in Saxon Britain. Pupils need to know how the first Vikings entered Britain from the sea, why Lindisfarne was one of the first places due to the direction they came from.	<b>why did he think he had a claim to the throne?</b> Pupils need to understand the historic links between England and France, and why William believed he had a claim to the throne.		Understand the role of king at this time, their rights and responsibilities	<b>Possible figures from history that we think could be Robin Hood</b> and present the cases for them. Pupils should be made aware of the hierarchical structure of society at the time and how rich and poor people lived and interacted.
4	<b>Farming and domestic technology</b> Look at evidence from archaeological digs (such as Jorvik that shows what	<b>How they travelled through Britain</b> What evidence do we have that the Vikings were here? Pupils should be able to plot on a map the areas that the Vikings settled in and name some place names.	<b>The lead-up to the invasion in 1066 – part 1</b> The death of Edward the Confessor and the claimants to the throne. Recap – on why William thought he had rights to the Throne.		Why did Magna Carta happen and what did it hope to achieve? Pupils should understand a simple	<b>Reasons for the need for Robin Hood</b> Pupils should understand what life was like for rich and poor. Look at the policy of taxation – what were taxes and why did they cause so much problems.

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			Pupils need to explore and discuss the claims by the three claimants to the throne and assess the strength of their claims.			Why did the crown need to raise funding from taxation?
5	<b>Culture and beliefs</b> – and how we know – writings, sagas, artefacts.	<b>Invaders become settlers.</b> What happened to the places they settled in? Spotlight on The Danelaw, pupils should know what the term means and understand	<b>The lead up to the invasion in 1066 – part 2:</b> <b>The Battle of Stanford Bridge</b> Pupils need to know the dates and outcomes of the battle and how it affected the defending army.		Life after Magna Carta – what changed?	Researching evidence from the time – see if they can find any clues Pupils should be taught how to extract evidence and make notes to build evidence.
6	<b>Field trip</b> – to Jorvik Centre in York (real or virtual)	<b>What happened to the Vikings in the end?</b> When did they leave? Pupils need to know how Viking settlers adapted to life in Britain and changed the culture around them. Use Jorvik as a study. Look at evidence from an archaeological dig.	<b>The invasion:</b> When it came, how it played out and the conclusion/outcome. Look at source evidence from the Bayeux Tapestry. Pupils should know the date of the battle, the location of the battle, the outcome of the battle and when/where William was crowned		What is the system of government now? Pupils should understand what role the current monarch plays in government and how our system works. <b>Field Visit – to Magna Carta in Lincoln.</b>	Pupils need to draw up their own hypothesis for the existence for Robin Hood and use the notes they made over time to explain the evidence behind their hypothesis. They will produce this in a piece of historical writing where the historical content is the overarching aim.

## The Curriculum For Y6

Weeks	Autumn Term outcomes:		Spring Term outcomes:		Summer Term outcomes:	
	Meanwhile, while this was happening in Britain, a great civilisation was growing. Benin, a West African civilisation. By the end of the term pupils should know: <ul style="list-style-type: none"> <li>• where Benin is located</li> <li>• when the civilisation grew and when it ended</li> <li>• key learning about culture and beliefs from the civilisation</li> <li>• what life was like for citizens of all classes in the social structure</li> <li>• the position of art and culture</li> </ul> how we know any of the above information		Life after the Norman Conquest: The Tudors – a significant turning point in British History. By the end of the term pupils should know: <ul style="list-style-type: none"> <li>• When the Tudor dynasty ruled</li> <li>• How they came to power</li> <li>• Who were the Tudor monarchs – and their dates and succession order</li> <li>• Under Henry V111 massive constitutional and religious changes took place that changed life in Britain forever.</li> <li>• Why this happened</li> <li>• The reformation and dissolution of the monasteries by Henry V111</li> <li>• The end of the Tudors brought the Stewarts and the creation of a united England, Scotland and Wales.</li> </ul>		<b>Using Historical sources to do an in-depth study of an aspect of history rather than a period in history.</b> Pupils will practice using primary and secondary sources to find evidence to get a deeper understanding of a focussed aspect of history.	
1	Strand 1 – a broad study into the when and where of the civilisation. Pupils need to understand how the civilisation built up and declined over time and how it was finally demolished.  PUPILS NEED TO BE TAUGHT TO TAKE NOTES DURING	Strand 2 – spotlight on art and culture	Strand 1 – History and chronology of the Tudor dynasty. All the monarchs, in order. Pupils should know their names, their succession order and some key biographical detail about their lives. It is vital that the pupils know the difference between the Catholic and the new	Strand 2 – deeper study into an aspect of Tudor history, the reformation. Pupils should have a broad understanding of why it happened and the impact we still feel today.	Strand 1 – a focussed study in to Victorian crime and punishment	Strand 2 – World War 1 <b>Question – was WW1 the war to end all wars?</b> Pupils need to learn about this world event as a focus study. Pupils need to understand what life was like for ordinary people in general as war broke out (through the use of local study in Bingham at the time).



	WHOLE CLASS TEACHING SO THEY CAN CAPTURE INFORMATION FOR THE FINAL PIECE OF WRITING.		church of England (to be picked up in strand 2) so they know the reasoning behind key events.			They need to know why it happened, when it happened, key aspects of the chronology of the war and how it came to an end. Pupils also need to know what life was like for men and women after the war and how life changed irreparably.
	<p><b>Learn how to take notes.</b> Use a specific and dedicated exercise book for historical notes.</p> <p><b>Introduction to the civilisation study.</b> When? Pupils will be able to place the dates on the timeline to show when in comparison to European history the civilisation rose and fell. Where is Benin? Pupils will be able to place on a world map, understanding where Africa (the continent) is in relation to UK and look at its</p>	<p>Recap the details from the overview of the Benin civilisation from term 1.</p> <p><b>What was life like in Benin for ordinary people?</b> Pupils need to reflect on the learning from Term 1 regarding the life of the Oba, they need to be able to draw direct comparisons between this and the life of ordinary people.</p>	<p>Recall – how to take notes. Recall – go through the timeline of monarchs and find the Tudors.</p> <p><b>When and where?</b> Who were they and where did they come from? Pupils should understand that Henry V11 killed Richard 111 at the battle of Bosworth and took the throne. Pupils should have a basic understanding of why he thought he had the right to rule (this includes a brief biog. of Richard 111) Make a timeline/chronology just dedicated to this dynasty.</p>	<p>Recall – the life of Henry V11, dates and brief details. Recall brief facts of his life. Recap especially on his marriage to Catherine of Aragon who was his brothers wife.</p> <p><b>Setting the scene:</b> Pupils need to have an outline of the problem Henry faced by being married to Catherine and his need for an heir (recap on why it was important for him to have a son from the work done in Y3 on monarchy)</p>	<p>Recap on learning done regarding Victorian England from KS1. Put on timeline, in relevance to tree of monarchs created in early KS2 and relevant dates. Pupils should know the dates for QV, who came before and who came after, Plus, a short briefing on key aspects of national and world events that happened during Victoria's reign. (create a mini-timeline so pupils can see the rate of technology progress and rise/fall of empire)</p>	<p>Pupils need to recap on the monarchy, set the date of the war into a timeline.</p> <p><b>What was the world like at the turn of the 20<sup>th</sup> century?</b> Pupils should have a broad contextual understanding of Britain in the early 20<sup>th</sup> century through the lens of technological developments i.e. Railways Transport Photography industry</p>
2	<p><b>The birth, rise and death of the civilisation</b> – pupils need to understand how Benin was built up and a basic timeline of key events that happened until its final demise in the late 19<sup>th</sup> Century.</p>	<p><b>What kinds of gods did people worship?</b></p>	<p><b>The life of Henry V11</b> Pupils will know:</p> <ul style="list-style-type: none"> <li>Where and when he was born</li> <li>Who he married (and why)</li> <li>His children</li> <li>When he died</li> </ul> <p>Pupils should be able to recognise him from his portrait.</p>	<p><b>Why couldn't Henry divorce Catherine?</b> Pupils need to understand that before the reformation, England (Scotland hadn't joined the UK at this point) was a Catholic country. Give an overview of the construction and values of the Catholic Church at this time.</p>	<p><b>Background learning –</b> Pupils need to know how the population increased and many people began to move from the countryside to the towns and cities to work in factories. A basic understanding of living conditions and the great divide between the rich and poor. This is the backdrop to why crime was rife in cities. Pupils need to know about the roles of workhouses. Use primary sources such as census and death records to show where people died in these institutions.</p>	<p><b>WW1 – the key players</b> Pupils need to understand which countries were fighting against each other and why. They should be able to find these places on a world map. Understand that the monarchies were related (via Queen Victoria) and they had significant political differences. Pupils need to know that although many thought war was inevitable, the key event that triggered was the assassination of Archduke Ferdinand. Pupils need to know where this happened.</p>

					Opportunity for a live or virtual visit to Nottingham workhouse. Local study – Bingham 'Union' workhouse	
3	<b>Who were the Oba?</b> Pupils need to have an understanding of what life was like in Benin for the rich and powerful.	<b>The lives of craft workers</b> And the role of the 'Guilds' in society.	<b>Henry V111</b> Pupils will know: <ul style="list-style-type: none"> <li>Where and when he was born</li> <li>Why he shouldn't really have been King (question /inquiry to research)</li> <li>Who he married (and why) – all 6 wives and what happened to them</li> <li>His children</li> <li>When he died</li> </ul> Pupils should be able to recognise him from his portrait.	<b>What could Henry do to solve the problem?</b> Pupils need to understand who the key players were at court who were instrumental in solving the problem. Pupils should know the part that Archbishop Cramner (local figure, 2 miles away in Aslockton) played in the reformation.	<b>The creation of the police force</b> Pupils need to know the key people involved i.e Robert Peel in London and how the service evolved from local militia to an organised force.	<b>Chronology of the war –</b> from start to finish, with key battles, locations, Pupils need to know key dates and battle names. They should be aware that the war was not just fought in France and Belgium – they should be able to place all fronts on a world map.
4	<b>Trade – what did Benin have that others wanted?</b> Pupils should understand that key resources have been traded across the world for millenia (talk about the spice road) and Benin had natural resources of palm oil and rubber. Pupils need to be able to discuss why these would be so important to Britain (use timeline to look at what was going on with the industrial revolution and technology) †	<b>The symbolism of animals in art</b> What they mean and look at examples of them in use.	Re-cap on the rules of succession <b>Edward V1</b> <ul style="list-style-type: none"> <li>Who was his mother?</li> <li>When was he born?</li> <li>When did he die?</li> </ul> Pupils should be able to recognise him from his portrait.	<b>In the meantime, Henry fell in love...</b> Who was Anne Boleyn? Pupils need to know about her family and their power. Where she was born and how she ended up at court.	<b>The Victorian legal system – courts.</b> Who decided whether you got punished or not and what your punishment should be? Pupils should have a broad understanding of the Victorian legal process and be able to compare with what we do today.	<b>Mass communication at the time.</b> How people found out that war had been declared Recruitment – and the use of propaganda <ul style="list-style-type: none"> <li>Posters and recruitment drives</li> <li>'Pals' battalions</li> <li>It will all be over by Christmas.</li> </ul>
5	<b>The end – how Benin was overrun by British forces and absorbed into the Empire.</b>	<b>Spotlight on the Benin Bronzes.</b> What were they? Where are they now?	<b>Mary</b> Pupils should know: <ul style="list-style-type: none"> <li>Recap on who her mother was</li> <li>When she was born and why her existence was problematic</li> <li>Who she married</li> </ul>	<b>The solution! And the dissolution...</b> What happened to monasteries and churches in the reformation of the church from Catholicism to Henry becoming head of the Church of England.	<b>Punishments – what could you expect to get for different crimes?</b> What about if you were a child? What was transportation? Where did you go and what did you face when you got there?	<b>The reality – and how do we know.</b> Focus on the poetry of Wilfred Owen as a primary source Pupils need to know the primary challenges faced by soldiers and nurses and auxiliaries etc during battle. This includes Conditions in the trenches

			<ul style="list-style-type: none"> <li>What happened when she came to the throne</li> <li>When she died.</li> </ul> <p>Pupils should be able to recognise her from her portrait.</p>		<p>Pupils need to know where convicts were transported to.</p> <p>They need to understand how long that actually took and the conditions faced through the journey.</p>	<p>Warfare methods that caused mass injuries</p> <p>Shell shock</p> <p>Field hospitals</p>
6	<p><b>Benin today – where is the civilisation and has it disappeared?</b></p> <p>Pupils should know that Benin is now located in Nigeria.</p> <p>The spiritual leader still exists</p>	<p>Recap and check – use the information learned over the unit of work to create a piece of writing that collates the information into a study piece on a specific aspect of Benin civilisation.</p> <p>Use notes taken during teaching</p>	<p><b>Elizabeth 1</b></p> <ul style="list-style-type: none"> <li>When was she born?</li> <li>Who was her mother?</li> <li>When did she become queen?</li> <li>Why was her succession so problematic?</li> <li>Key facts from her reign</li> <li>When did she die?</li> <li>What happened to the country when she died?</li> </ul> <p>Pupils should be able to recognise her from her portrait.</p>	<p><b>Local history – visit Bingham Church</b> to look at seeing if there is any evidence of the Reformation. Look for empty cornices, damaged statuary, any historical leaflets relating to the church.</p> <p><i>The Tudor and Stuart Period has bestowed the oldest of our bells, it is believed to have been cast to commemorate the English defeat of the Spanish Armada in 1588.</i></p>	<p><b>What were conditions like in prison?</b></p> <p>Use primary and secondary sources such as writings and pictures to examine life in prison.</p> <p>Pupils should know that there were groups of people called reformists who felt prisons were too brutal.</p> <p>What systems exist today?</p> <p>The unit should end with comparisons with how we work today and how the state does have some financial support for the poorest in society:</p> <p>NHS</p> <p>Benefits</p>	<p><b>How it all ended:</b></p> <p>Armistice.</p> <p>Pupils need to know the political decisions that brought the war to an end.</p> <p>Pupils should have a broad understanding of the statistics of lives lost across all allied and enemy forces.</p> <p>Pupils should know about the war graves in France, Belgium and across North Africa.</p> <p>They should know how these are still maintained.</p> <p>Pupils should understand the significance of the poppy as a symbol of remembrance.</p> <p>There should be a short reflection on the experience of soldiers when they came home.</p> <p>Question to spark discussion at the end – was it a war to end all wars?</p>