

History Progression Overview

	Term 1 Identity and Social Justice	Term 2 Power, Leadership and Invasion	Term 3 Sustainability and the Impact on our World
Nursery			
Unit Title/Enquiry	Topic Title: All About me... Who am I?	Topic Title: Making right choices...Why and how do we share?	Topic Title: Can we grow healthy food? – home/school garden
Unit Overview	In this unit children will learn more about themselves and who they are as a unique individual. They will celebrate themselves, their family and what is special about their life. Children will look at celebrations that are important to them and learn how and why they celebrate such events.	<p>In this unit children will be developing their turn taking, sharing and communication skills. Most children will have been in Nursery a term by this point and will be beginning to understand the world beyond themselves. They will be growing their understanding of sharing the resources and provision in Nursery; how to negotiate and use manners with their peers and adults and managing their feelings when things don't always go how they want them to.</p> <p>To help support this topic, children will be exploring various classical tales that promote a range of social/moral stories. Children will look at the characters within the stories to help makes sense of their own world and learn how to negotiate different situations.</p>	<i>See Geography and Science overview</i>
Prior Knowledge	<ul style="list-style-type: none">• Knowledge of self and family.• Birth-3- Make connections between the features of their family and other families.• Notice differences between people.	<ul style="list-style-type: none">• Establish their sense of self.• Find ways to calm themselves, through being calmed and comforted by their key person.• Express preferences and decisions. They also try new things and start establishing their autonomy.• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.• Be increasingly able to talk about and manage their emotions.• Develop friendships with other children.	<ul style="list-style-type: none">• Explore and respond to different natural phenomena in their setting and on trips.• Explore materials with different properties.• Explore natural materials, indoors and outside.

Future Links to this Unit	<i>Who Am I? (Reception Term 1)</i> <i>Where do I Live? (Year 1 Term 1)</i>	<i>Why do I need rules? (Reception Term 2)</i> <i>Who sets the rules? Why do we have a King or Queen? (Year 1 Term 2)</i>	<i>Food to Fork/Food Miles and Farming- (Year 2 Term 3)</i>
New Knowledge	Understanding the World <ul style="list-style-type: none">• Begin to make sense of their own life-story and family’s history.• Show interest in different occupations.• Continue developing positive attitudes about the differences between people.	PSED <ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.• Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.• Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Increasingly follow rules, understanding why they are important.• Remember rules without needing an adult to remind them.• Develop appropriate ways of being assertive. Talk with others to solve conflicts.• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.• Understand gradually how others might be feeling.• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing. Physical Development <ul style="list-style-type: none">• Start taking part in some group activities which they make up for themselves, or in teams.	Understanding the World <ul style="list-style-type: none">• Show interest in different occupations- farmer, food production• Explore and respond to different natural phenomena in their setting and on trips.
Communication and Language	<ul style="list-style-type: none">• Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.• Develop their pronunciation but may have problems saying:<ul style="list-style-type: none">• some sounds: r, j, th, ch, and sh• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.• Children may use ungrammatical forms like ‘I swimmmed’. Instead of correcting them, recast what the child said. For example: “How lovely that you swam in the sea on holiday”.• When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.	<ul style="list-style-type: none">• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.• Start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”• Sing a large repertoire of songs.	<ul style="list-style-type: none">• Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

	<ul style="list-style-type: none">• Use longer sentences of four to six words.• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.• Enjoy listening to longer stories and can remember much of what happens.• Pay attention to more than one thing at a time, which can be difficult.	<ul style="list-style-type: none">• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.• Enjoy listening to longer stories and can remember much of what happens.• Pay attention to more than one thing at a time, which can be difficult.	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.
Significant People or Places	Family Members Home- names of rooms Occupations	School Teachers King/Queen	Farm Food production Garden Centre
Additional Experiences	Baby Visit- Bathing baby	Forest School Challenges	Visit to a Farm/Farm Animals to come to CLA
Career Links	Opportunities to explore what jobs family members do and what jobs the children would like to do in the future. e.g. plumber, a farmer, a vet, a member of the emergency services or an author.	Teacher Dentist Dietician Fitness Coach	Farmer Food Production
Reception			
Unit Title/Enquiry	Topic Title: What is family, past and present?	Topic Title: Why do we need rules? Class rules, People who can help us.	Topic Title: How can we care for our community? Litter/ waste
Unit Overview	This unit builds upon early understanding of self, family and children’s own home from Nursery. Within this unit children will unpick and explore knowledge about the past looking at which family members were born before them and which (if any) after them. Children will look back on prior knowledge from Nursery where they learnt about celebrations that are important to them. They will build upon this by looking at other celebrations around the world and learn why different cultures celebrate different events.	In this unit children will learn about the Golden Rules of Sheep Dip Lane Academy: <ul style="list-style-type: none">• Stick Together• No hurts• Have fun learning They will learn why we have rules and why they are important for everyone to have a happy experience. They will learn ‘rules’ we have to keep us healthy in body and mind.	<i>See the Geography overview</i>

			They will delve deeper into different occupations and look at the people within our community that keep us safe such as: police officers, doctors, fire fighters and teachers.	
Prior knowledge	Who am I-self and family members (Nursery, Term 1) Children know that they are part of SDLA (Nursery, Term 1)	Making the right choices and sharing (Nursery Term 2)	Food and Farming (Nursery Term 3)	
Future Links to this Unit	Where do I Live? (Year 1 Term 1)		Who sets the rules? Why do we have a King or Queen? (Year 1 Term 2)	Pollution/Global warming (Year 1 Term 3)
New Knowledge	Understanding the World <ul style="list-style-type: none">Talk about members of their immediate family and community.Who was born before and after them?Name and describe people who are familiar to them.Comment on images of familiar situations in the past.Compare and contrast characters from stories, including figures from the past.		PSED <ul style="list-style-type: none">See themselves as a valuable individual.Build constructive and respectful relationships.Express their feelings and consider the feelings of others.Show resilience and perseverance in the face of challenge.Identify and moderate their own feelings socially and emotionallyThink about the perspectives of others. <p>Manage their own needs.</p> <ul style="list-style-type: none">Personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none">regular physical activityhealthy eatingtoothbrushingsensible amounts of ‘screen time’having a good sleep routinebeing a safe pedestrian <p>Physical Development</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none">lining up and queuingmealtimes	Understanding the World
Communication and Language	<ul style="list-style-type: none">Understand how to listen carefully and why listening is important.Learn new vocabulary.			

	<ul style="list-style-type: none">• Use new vocabulary through the day• Ask questions to find out more and to check they understand what has been said to them.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Describe events in some detail.• Develop social phrases.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Engage in story times.• Engage in non-fiction books.• Learn rhymes, poems and songs.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about stories to build familiarity and understanding.• Use new vocabulary in different contexts.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
Significant People and Places	Family Members Home- types of homes Locality Cook Site Manager	School Teacher Headteacher Chair of Governor	Recycling Waste management team Recycling site Hatfield
Additional Experiences	Locality Walk – shop, park etc Visit	Golden Rules- video for other children in school? Healthy Self Video- eating, hygiene, teeth	Recycling Centre
Career Links	Jobs of family members in the past and now-are they the same?	Teacher Dentist Nurse	Recycling Centre Operative Meteorologist
Year 1 & 2 Cycle A			
Unit Title/Enquiry	Where do I live? Houses, homes and changes in communication.	Why do we have a King or Queen?	Would you like to live at the seaside? Plastic pollution on our seas and oceans.

National Curriculum Link	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Knowledge notes available) History of items in the home/lifestyles (Tameworth Primary)	The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements. Grace Darling (Knowledge notes available)
Unit Overview	History of Housing In this unit children will build upon their learning of their own homes in Reception. They will compare homes from the past and now. Children will look at the development of communication over time. As well as looking at the difference between ‘rich and poor’ homes from the past visiting Cusworth Hall—stately home in Doncaster to compare the difference between rooms, artefacts and objects particularly the kitchen and bathrooms. They will learn how communication has developed over time.	History of Key Rulers In this unit Year 1 will be introduced to some significant historical figures and their leadership, which changed rules and laws. Children will explore what they did and if this has had a lasting impact on Britain today. They will also explore the current monarchy and how parliament was formed and runs today. The main concept to be developed is how the power of our country’s leaders have changed over time to a democracy. Children will recall key events, people and facts that explain how Kings and Queens have less power today. Key points will include: <ul style="list-style-type: none">• William I transformation of England and Wales• Richard the lionheart• King John and the Magna Carta- Rules- why were they important? What rules would you have if you were king/queen?• Henry VIII- heirs• Elizabeth I• Queen Victoria Comparison of Elizabeth I, Queen Victoria, Elizabeth II and their coronations. Understand the United Kingdom is a constitutional monarchy which means the monarch shares power with the government. http://www.coreknowledge.org.uk/resources/Resource%20Pack-Year1-KingsQueensLeaders.pdf https://www.manorprimary.com/usr/docs/2017/5/History%20Summer%20Y1-Y6.pdf	Geography focused unit This is a Geography based unit but will have a cross-curricular link with history when children will briefly study key significant individual Grace Darling ; Grace Horsley Darling was an English lighthouse keeper's daughter in the Victorian Era. Her participation in the rescue of survivors from the shipwrecked Forfarshire in 1838 brought her national fame.
Prior Knowledge	<i>Know where they live. (Reception, Term 1)</i> <i>Know about their family members and who was born before them. (Reception, Term 1)</i>	<i>Spoken about past and present events in their own lives and in the lives of their families.</i> <i>Some understanding of why people’s lives and objects were different in the past.</i>	<i>Know Queen Victoria was ruling England when Grace Darling was alive from Year 1 Term 2</i> <i>Kings and Queens</i>

	Know the word past. (Reception, Term 1)	Met the term ‘famous’ Children should place at least 3 major events on a timeline Know about golden rules and turn taking.	Knowledge Organiser https://school-learningzone.co.uk/key_stage_one/ks1_history/grace_darling/grace_darling.html
Future Links to this Unit	Local Study of Dunscroft (Y3 & 4 Term 1) Society- Hierarchy- Ancient Egypt (Year 3& 4Term 2) Society Hierarchy- Romans (Year 4 Term 2) Slave Trade (Year 5 Term 1) Equality (Year 6 Term 1)	Normans-Kings and Queens (Year 1& 2, Term 2) Industrial revolution (Year 5 & 6, Term 1) Elizabeth I and Queen Victoria – Slave trade (Year 5 & 6, Term 1) Tudors (Year 5 & 6, Term 2) Ancient Greece-Democracy and Human and Civil Rights (Year 3 & 4, Term 1)	Climate Change (Year 5& 6, term 3)
Substantive Knowledge	<ul style="list-style-type: none"> To know that people live in different sorts of homes To recognise and name different types of homes- think about local houses being built. To know key external features common to homes, eg windows, doors, chimneys, driveway garage To know the name of a famous person, or a famous place, close to where they live To know how the local area is different to the way it used to be a long time ago Know that the household objects their grandparents played with were different to their own Organise a number of artefacts by age – telephones. Know what a number of older objects were used for Know the main differences between ways people have communicated in the past in comparison to now Know that the time before now is called the past Know that history is the study of the past, in particular the changes over time that have occurred within human society Know that children’s lives today are different to those of children a long time ago 	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous. Know about a famous person from outside the UK and explain why they are famous Know about an event or events that happened long ago, even before their grandparents were born Know what we use today in comparison to artefacts from the past Know that children’s lives today are different to those of children a long time ago Know that England has been ruled by Kings and Queens for many years. Know that His Royal Highness King Charles III is our King. Know that the Kings and Queens of England go to a special ceremony (event) called the coronation. Know that the powers the King or Queen has have changed over the last 1000 years. Know Kings and Queens from the past and the rules they enforced e.g. the Magna Carta (1215) Know how to put three Kings and Queens on a timeline and include dates. Know that the power monarch have over their country has changed over time. Know how today we have a government and who is the Prime Minister. 	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous Know that boats and light houses have changed over time Know that men and women were treated differently in the past
Historical Enquiry Skills (Disciplinary knowledge)	To talk about homes using appropriate vocabulary. To describe and draw details of different features of a home in the past and in the present Chronological knowledge Identify similarities and differences between periods – To differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. Sequence pictures from different periods	Chronological knowledge Identify similarities and differences between periods Remember parts of stories and memories about the past Historical enquiry Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past	Historical enquiry Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past Interpretations of history Begin to identify and recount historic details from the past from sources, e.g. pictures/stories

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Example Vocabulary	old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after Monarch, succession, commonwealth, portrait, crown, crowned, throne, sceptre, orb, ring, Majesty, royalty, reign, bow, curtesy, parliament, choice, decision, budget, Prime Minister, power, country, Money, discuss	Geography focused language-see geography overview
Significant People and Places	Cusworth Hall Alexander Graham Bell Granville Taylor Woods	King John- Magna Carta Charles I- Divine Rights of Kings- Cavaliers and Roundheads Henry VIII Queen Elizabeth I, Prime Minister, King George I, Robert Walpole- First British Prime Minister Germany, 10 Downing Street, Magna Carta, Houses of Parliament,	Grace Darling Queen Victoria
Additional Experiences	Visit to Cusworth Hall Museum loans - communications	Virtual Tour of the Houses of Parliament Visit to St Lawrence Church Hatfield (Norman church)	See Geography Overview
Career Links	Historian Museum Curator Estates Manager	Members of Parliament (Youth Parliament)	
Year 1 & 2 Cycle B			
Unit Title/Enquiry	How has transport changed?	Who were the Normans, why were they successful in invading Britain and how did they keep power?	How Far does our Food Travel? Fair trade

National Curriculum Link	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	The lives of significant individuals in the past who have contributed to national and international achievements.	Geography Focus
Unit Overview	<p>Within this unit children will build upon their historical knowledge of the local area – through homes and expand this learning into the history of transport. Children will discover how use of transportation has changed in Britain and Doncaster including:</p> <p>History of Travel within Doncaster- children to visit a range of transport locations within Doncaster to support their learning on the history of transport these could include: Doncaster Rail College, Doncaster Airport, Doncaster Trolleybus Museum, Doncaster Racecourse- travel by horse and taming of Horse-St Leger.</p> <p>How has travel changed people’s lives?</p> <p>Does this change how and where people work?</p> <p>Was transport available to everyone?</p> <p>How has Doncaster changed due to the changes in transportation throughout History?</p> <p>Where do the different developments in transport place on a timeline?</p>	<p>Within this unit children will explore the Norman Invasion of Britain understanding why 1066 is a famous year in British history. They will find out why this was when Britain was successfully invaded for the last time. Key people studied will be Edward the Confessor, Harold Godwinson- the King of Norway, Harald Hardrada and William- Duke of Normandy. Children will learn about the key battles that eventually led to Norman rule over Britain including- the Battle of Stamford Bridge and the Battle of Hastings. <i>Linked with learning in the Transport unit in Term 1</i> children will discover than Norman knights rode on horseback and had perfected a technique which involved holding a spear under their arms and riding full force towards their enemies. Before this point, English soldiers would have ridden horses, but would not have taken them into battle. Children will learn that boys began training to be a knight from an early age, passing through stages from page, to squire before becoming a Knight. Children will find out about the building of Motte and Bailey castles by William’s supporters- examples of this in Doncaster being Conisbrough Castle- built by William de Warenne given the land by his father in law William the Conqueror. (Conisbrough was previously owned by Harold Godwinson before the Battle of Hastings). Children will be introduced to the production of the Domesday Book, the census, provides an interesting picture of life in England at the time it was undertaken from 1085-1086.</p> <p>http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%202-%20The%20Normans.pdf</p>	See Geography Overview
Prior Knowledge	<p><i>Know how to put three events on a timeline including dates</i></p> <p><i>Locational knowledge of places within Doncaster (from Year 1& 2 Cycle A Term 1 unit on homes/communication.)</i></p>	<p><i>Know about Kings and Queens ruling countries- succession within different Kings and Queen. (Year 1&2 Term 2)</i></p> <p><i>Horses as a use of transport (Year 1 &2 Cycle B Term 1)</i></p> <p><i>Building/homes (EYFS and Year1&2)</i></p>	<p><i>Transport (Cycle ATerm 1)- horses, farming machinery, manual labour</i></p> <p><i>Rich Vs Poor as above</i></p>

Future Links to this Unit	<p><i>Normans – horses in the Battle of Hastings - (Year 1&2, Cycle A term 2)</i></p> <p><i>Food to fork-transportation of goods (Year 1&2, Cycle B term 3)</i></p> <p><i>Transport developments in the industrial revolution – (Year 5&6, Cycle A Term 1)</i></p> <p><i>Trade in the past (Year 3&4, Cycle A Term 2 Ancient Egyptians)</i></p> <p><i>Trade routes (Year 5&6, Cycle A Term 1)</i></p>	<p><i>Industrial revolution (Year 5&6, Cycle A Term 1)</i></p> <p><i>Tudors – Slave trade (Year 5 & 6, Cycle A Term 2)</i></p> <p><i>Tacking injustice (USA) (Year 5&6, Cycle B Term 1)</i></p>	<p><i>Transport (Year1& 2, Cycle B Term 1)</i></p> <p><i>Ancient Egyptians (Year 3&4, Cycle A Term 2)</i></p> <p><i>Deforestations (Year 5&6, Cycle A Term 3)</i></p> <p><i>PSED Jigsaw – Healthy Me (Term 2)</i></p>
Substantive Knowledge	<ul style="list-style-type: none"> Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval) Know that in the modern world in which we live, it is easier to get from place to place than it was in the past; know that this is because there are lots of modes of transport that we can use Know that we can travel on foot, on bikes, in cars, on buses, on trains, on boats and on aeroplanes; recognise these different modes of transport Know that we choose different modes of transport depending on how far we have to travel; know that walking, scooters and bikes are best for short journeys and that cars, buses, trains, boats and aeroplanes are best for long journeys Know that cars and buses travel on the road, that trains travel on tracks, that boats travel on water and that aeroplanes fly through the air Know that people travel for different reasons: to get to work, for leisure and to migrate (i.e. to move so to live in a different place) Know that - except for walking - the modes of transport that we use have been invented by people as ways to get from place to place quickly Know that these different modes of transport were not all invented at the same time; use the timeline to recognise the order in which certain modes of transport were invented (see timeline below) Know that it costs money to use many modes of transport Know that modes of transport are usually very expensive when they are first invented; know that the price paid to travel places has changed over time Know about the history of the St Ledger in Doncaster Know about the Doncaster trams and the Bentley Trolley Buses Know that Doncaster railway station opened in 1849 	<ul style="list-style-type: none"> Know that three people wanted to be king after the death of Edward the Confessor. After a King called Edward the Confessor died, no one knew who would rule next. Harold was given the throne. -The King of Norway wanted to be King of England too. -William of Normandy also wanted to be King. Know why the Battle of Hastings was fought. Both Harold Godwinson and William of Normandy wanted to be King of England. -William, Duke of Normandy won the Battle of Hastings and Harold Godwinson died. -The story of the Battle of Hastings is told in a tapestry. Know why the Normans built Motte and Bailey castles. -The Normans build Motte and Bailey castles from wood and earth. -Motte and Bailey castles were cheap and quick to build. -Motte and Bailey castles were easy to attack and burn down. Know about a Norman Knight. -Norman Knights rode on horseback. -Norman Knights wore special clothing called chain mail. -Norman Knights would begin as a page, and then become a squire before becoming a Knight. To understand why William the Conqueror created the Domesday Book. The Domesday book was a list of land and things people owned in 1086. -In 1086 people paid some of the money they earned to the King, this was called a tax. -William the Conqueror wanted the Domesday Book created so he knew how much tax people owed him. 	<ul style="list-style-type: none"> Know that farming machinery is different now to in the past. Know that horses were used to pull machinery where now we would use tractors and other mechanical vehicles-plough, combine harvester Know that wealthy people owned land but often poorer people worked the land as farm workers. Compare with farming today across the world.
Disciplinary Knowledge	<p>Chronological Knowledge</p> <p>Sequence people and events on a timeline</p>	<p>Chronological Knowledge</p> <p>Sequence people and events on a timeline</p>	<p>Historical enquiry</p> <p>Look carefully at pictures and objects to find information</p>

	<p>Order dates from earliest to latest on simple timelines</p> <p>Sequence pictures from different periods</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Historical enquiry</p> <p>Look carefully at pictures and objects to find information</p> <p>Find answers and responds to simple questions about the past</p> <p>Choose and select evidence and say how it can be used to find out about the past</p> <p>Local History</p> <p>Know the name of a famous person, or a famous place, close to where they live</p> <p>Know how the local area is different to the way it used to be a long time ago</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</p> <p>Lives of significant people</p> <p>Name a famous person from the past and explain why they are famous</p> <p>Know about a famous person from outside the UK and explain why they are famous</p> <p>Beyond living memory</p> <p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Within living memory</p> <p>Know that the transport their grandparents used was different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p>	<p>Order dates from earliest to latest on simple timelines</p> <p>Sequence pictures from different periods</p> <p>Historical enquiry</p> <p>Look carefully at pictures and objects to find information</p> <p>Find answers and responds to simple questions about the past</p> <p>Choose and select evidence and say how it can be used to find out about the past</p> <p>Local History</p> <p>Know the name a famous place, close to where they live</p> <p>Know how the local area is different to the way it used to be a long time ago</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</p> <p>Lives of significant people</p> <p>Name a famous person from the past and explain why they are famous</p> <p>Know about a famous person from outside the UK and explain why they are famous</p> <p>Beyond living memory</p> <p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Interpretation of history</p> <p>Recount historic details from eye-witness accounts, photos and artefacts</p>	<p>Find answers and responds to simple questions about the past</p> <p>Choose and select evidence and say how it can be used to find out about the past</p> <p>Interpretation of history</p> <p>Recount historic details from eye-witness accounts, photos and artefacts</p>
Example Vocabulary	<p>old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p> <p>environment, leisure, migrate, modern, pollution,</p>	<p>Kings, Queens, Britain, Norway, victory, defeat, Crown, invasion, mound, enclosure, castle, Wealth, tax, ownership, livestock, record information,</p> <p>Motte, Bailey, commissioners, census, Domesday Book, knight, squire, page</p>	<p>Plough, Combine harvester,</p>
Significant Places and People	<p>Europort</p> <p>Doncaster trams</p> <p>Bentley trams and trolley buses – J. G. Steadman</p> <p>George Stephenson</p> <p>Amy Johnson (Hull, fly from London to Australia)</p> <p>Wright brothers</p> <p>Neil Armstrong</p>	<p>Edward the Confessor</p> <p>Harold Godwinson</p> <p>Harold Hardrada</p> <p>William The Conqueror (Duke of Normandy)</p> <p>William De Warenne</p> <p>Battle of Hastings</p> <p>Conisbrough</p> <p>Conisbrough Castle</p>	<p>See Geography Overview</p>
Additional Experience	<p>Options:</p> <p>DGLAM-Railway Heritage Centre, Europort, Doncaster Air Museum,</p> <p>Doncaster Rail College, Doncaster Airport, Doncaster Racecourse</p>	<p>Conisbrough Castle</p> <p>https://historysquad.co.uk/ks2.html- 1066 Workshops; Medieval Castles Workshop</p>	<p>Food Production Site</p> <p>Tickhill – Pick your own</p>

Careers	Rail, Bus, Air Travel, Pilot, Train Driver, Rail Engineer, jockey, horse trainer	Soldier, Army, Architect, Builder, Census-office of National Statistics	
Year 3 & 4 Cycle A			
Unit Title/Enquiry	How has my locality changed – our community mining heritage?	Who were the Ancient Egyptians and what marks did they leave behind?	History-Rivers friend of Foe? (Anglo Saxons, Scots and Vikings) Geography Are Rivers a Friend or Foe? <ul style="list-style-type: none">What the impact of the Anglo Saxons and Scots on Britain? 4 weeksWhat was the impact of the Vikings on Britain? 4 weeks
National Curriculum Link	Children should be taught about <ul style="list-style-type: none">A Local history studyChanges in Britain from the Stone Age to the Iron Age	Children should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	History within living memory- flooding in the local area- Fishlake, Doncaster, Selby, York. Children should be taught about invasions Anglo Saxon and Scot who settled in Britain. The struggle for the kingdom of England during the period of Edward the Confessor.
Unit Overview	Stone Age-Bronze Age-Iron Age- In this unit, the children will take a journey through time as they look at the Stone Age to the Iron Age in order to evaluate who had the similarities and differences between each time period. Children will build on prior learning of homes in Year 1 and 2 to understand what early settlements and homes were like during the Stone Age, Iron Age and Bronze Age. Children will base their enquiry around each period within the Stone Age in chronological order so as they understand where each period places on a timeline. They will then compare the Stone Age periods with developments in the Bronze Age and Iron Age. During each period children will look at history from the perspective of settlements/climate/food/tools/early boats/burials/monuments/ trade etc. Children to consider early forms of homes – caves and developing into homes we have today. What information do we have to support our understanding of what life was like? How have archaeologists and historians helped us understand the Stone Age through excavation of artefacts. In the local history unit, children learn about how coal is formed and how the coal mining industry significantly impacted change in their own locality in the early 1900’s, changes in the 1990’s when the colliery was closed and changes currently with the DN7 regeneration project. Children will build on their knowledge of the locality of Dunscroft from KS1 and the	In this unit, the children travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. Having learnt about the achievements of the Stone Age in Term 1, this provides the children with great opportunities for comparative work and to form judgments on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. Children will learn that Historians use two ways to split up the history of Ancient Egypt: 1. Dynasties: The first is by using the different dynasties that ruled Egypt. These are the families that had power and passed the leadership down from one family member to another. 2. Kingdoms and Periods: There are also three kingdoms that historians use to split up the periods of Ancient Egypt. The three kingdoms were the Old, Middle, and New Kingdoms. Children will learn about the importance of the River Nile for the Egyptians and why it was a great source of wealth. Children will discover that the Ancient Egyptians were united under one ruler and the empire lasted until 30BC, when the Romans conquered Egypt (leading into Y3 & 4 Cycle B Term 2 unit). They will explore historical significance when examining what the Egyptians achieved and its impact on the world today such as culture, government, religion, leadership, writing.	Geography Focus In this unit children will be taught to travel back to the 5 th Century. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. In this unit the children will learn about Anglo- Saxon and Scot invasions in the 5 th century. They will find out where invading troops came from and where they managed to settle in Britain. Children will continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal - describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were. Britain’s settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Children will learn that the Vikings, also known as the Norse, originated in the present-day region of Scandinavia. Often remembered historically for raiding and plundering the European continent, as well as parts of Russia, the Vikings were also a people skilled in sailing, building, and exploring. Over time, the Vikings made their way from Denmark,

	<p>type of settlement it is and services/features and they will explore through sources of evidence what the area was like pre-mining, during and after the mining ceased. Children will base their enquiry around child labour in the 1800's in the mining industry, mining safety and the changes brought in through the work of Lord Shaftesbury to child/women labour. They will compare chronologically how mining changed through the development of technology to present day. They will explore evidence of what life would have been like for a young child who worked as a trapper through first hand experience, then what information do we have to support our understanding of what life as a miner was like through a variety of sources of evidence. How historians have helped us understand what life was like for a child miner through artefacts and accounts. A school visit is essential on this trip to bring the learning to life in context- locality walk and Yorkshire National Coal Mining Museum - Wakefield.</p>		<p>Norway, and Sweden to other parts of the world. Eric the Red and his son, Leif Eriksson, had a profound impact on Viking exploration with the discovery of Iceland.</p>
Prior Knowledge	<p><i>Children will know about using timelines to sequence (Year 1 and Year 2)</i> <i>Children will know about homes/sense of community (Year 1 and 2, Cycle A Term 1)</i> <i>Sense of community (EYFS FS2 cycle B term 1)</i></p>	<p><i>Children will know about rulers (EYFS, Term 2, Y1 & 2 Cycle A term 2)</i> <i>Children will know about farming (EYFS FS1 Term 3, Year 1 & 2 Cycle B Term 3)</i></p>	<p><i>Transport Waterways- (Year 1&2, Cycle B Term 1)</i> <i>River Nile-Ancient Egypt- (Year 3&4 Cycle A Term 2)</i> <i>Industrial Revolution-canal (Year 5&6, Cycle A Term 1)</i></p>
Future Links to this Unit	<p><i>Transport – Industrial revolution in Doncaster (Year 4, Term 1)</i></p>	<p><i>Rivers (Year 3 & 3, Cycle A Term 3)</i> <i>Trade links (Year 3 & 4, Cycle A Term 1)</i> <i>Slavery (Year 3 & 4 Egyptians Cycle A Term 2, Year 5 & 6, Cycle A Term 2 and Cycle B Term 1)</i> <i>Amazon River (Year 5 & 6 Cycle A, Term 3)</i> <i>Ancient Greece Civilisations (Year 3 & 4 Cycle B Term 1)</i></p>	<p><i>Industrial Revolution-canal as transport links (Year 5&6 Cycle A, Term 1)</i> <i>World Rivers (Year 3&4 Cycle A, Term 3)</i> <i>Amazon River (Year 5&6 Cycle A, Term 3)</i> <i>Climate change (Year 5&6, Cycle B Term 3)</i></p>
Substantive Knowledge	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age Know the main differences between the Stone, Bronze and Iron ages Know what is meant by 'hunter-gatherers' Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval) Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord) (retrieval) Know that when we talk about history we are usually referring to the period during which we have written records of what happened; the period before this is called prehistory 	<ul style="list-style-type: none"> To understand the importance of the River Nile to the Ancient Egyptians. To understand how trade secured the empire and civilisation. To understand that hieroglyphics can tell us about life in Ancient Egypt. To know that Pharaohs were Ancient Egyptian rulers. To understand the ancient Egyptians beliefs and the afterlife. To understand that archaeology helps us to find out about the past. To understand the way of life for different parts of society and how this affected their education, life style and health. To understand the 3 periods of Egyptian rulers: King Tutankhamun, Rameses II and Cleopatra. 	<p>To know about recent local flooding. Anglo- Saxons, Scots and Vikings</p> <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period, Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a timeline to show when the Anglo-Saxons were in England Know where the Vikings originated

	<ul style="list-style-type: none">Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age <p>MINING</p> <ul style="list-style-type: none">Know that before laws/acts were passed, it was common in the late 1800’s for families to work together mining coal. Know the roles each family member took.Know what is meant by trapper, hurrier and getter and the tasks these roles had in early mining in the UK.Know that the work children and adults did mining in the late 1800’s and early 1900’s was dangerous work and that there were frequent accidents because of the poor working conditions.Know that the 1842 mining at was passed and that stopped women and children from working in mines in the UK.Know that our locality changed as a settlement significantly in 1913 when Hatfield colliery opened (farming to mining industry).Know that during the 1980’s the mining industry significantly changed during this period leading to widespread unemployment and economic decline within the locality of Duncroft, parts of Wales and northern England.Know how regeneration projects are aimed at developing areas and the changes in settlements this brings over time – homes, services, access, trade, industry.		<ul style="list-style-type: none">Know that the Vikings and Anglo-Saxons were often in conflictKnow why the Vikings frequently won battles with the Anglo-Saxons <p>Scots– raided Britain</p> <p>Angles, Saxons, Jutes, Germany, Denmark, Netherlands –The settlers- Anglo-Saxons</p> <p>Due to the amount of violence we have less evidence- of this time compared with the Romans- known as Dark Ages</p> <ul style="list-style-type: none">Know that the Vikings originated in the Scandinavian regions of Norway, Denmark, and Sweden.Know who they were and where they came fromKnow that the Vikings moved out from their home base of Scandinavia in different directions: those from Norway sailed west and south; those from Denmark moved south; and those from Sweden went east and south and those from the Netherlands and Germany.Know that skilful shipbuilders and sailors, the Vikings developed fast-moving, highly manoeuvrable longships that could sail rivers as well as oceans.Know that the Vikings were interested in trade as well as in raiding Europe.Know thar Eric the Red, one of the Vikings who ventured west beyond the known lands, was the first European to find Greenland. <p>Know that Archaeologists have found what they consider proof that Leif Eriksson, the son of Eric the Red, explored as far west as the North American continent.</p>
Disciplinary Knowledge	<p>Chronology knowledge</p> <p>Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time</p> <p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Historical enquiry</p> <p>Use a variety of sources to collect information about the past</p> <p>Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past</p> <p>Interpretation of history</p> <p>Start to compare two versions of a past event</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Chronology knowledge</p> <p>Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time</p> <p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Historical enquiry</p> <p>Use a variety of sources to collect information about the past</p> <p>Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past</p> <p>Interpretation of history</p> <p>Start to compare two versions of a past event</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Chronology knowledge</p> <p>Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time</p> <p>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Historical enquiry</p> <p>Use a variety of sources to collect information about the past</p> <p>Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past</p> <p>Interpretation of history</p> <p>Start to compare two versions of a past event</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Start to use stories or accounts to distinguish between fact and fiction</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>

Example Vocabulary	hoard, discovery farming artefacts, celt, Iron, roundhouse, shield, helmet, torc BC AD Timeline Time Scale Past Present Day Stone Age Artefact Evidence Archaeologist Research Source, archaeology, local, regional, national, international Woolly mammoth, Glacier, Prehistoric, Ice Age, Stone Age, Bronze Age, Iron Age, hunter-gatherer, Nomadic, Stonehenge, Palaeolithic, Mesolithic, Neolithic, Nomadic Agriculture Bronze Age Skara Brae Ice Age Coal mining industry, child labour, Victorians, law/acts, underground, trapper, hurrier, getter, thruster Working conditions, disaster, explosions, collapse, flooding, accidents, primary/secondary source, artefact, prohibit, ventilation, steam powered, risk, mechanical machinery. Colliery, transportation, trade, mine shaft, Prime Minister, closures, strikes, profitable, unemployment,	Flood, silt, fertile, farming, ruler, past, archaeology, statues, tomb, pyramids, mummy, language, translate, power pharaoh, papyrus, hieroglyphs, hieroglyphics, Rosetta, divine, vizers, high priests, nobles, archaeologist, akhet, peret, shemu,	See Geography Overview
Significant People and Places	Palaeontologist – Mary Anning. Lord Ashley/Shafesbury Creswell Craggs, Yorkshire Mining Museum	King Tutankhamun, Rameses II and Cleopatra, Hatshepsut, River Nile, Howard Carter	See Geography Overview in addition
Additional Experiences	Creswell Craggs Portals to the past Yorkshire Mining Museum	Portals to the past https://thepastpresents.co.uk/workshops/	See Geography Overview
Career Links	Archaeologist, ex-miner Museum guide	Historian Archaeologist Farmer	See Geography Overview
Year 3 & 4 Cycle B			
Year Group and Title	Year 3&4 – My Country: What is democracy? What makes a great leader? (Ancient Greece)	Year 3&4 – From Britannia what did the Romans change in Britain? Leadership <ul style="list-style-type: none">What was the impact of the Roman invasion on Britain and what have they left behind?	Year 4 - What makes the Earth angry? Natural disasters/Impact of global warming
National Curriculum Link	Ancient Greece and it’s impact as a civilisation on key aspects today. A study of Greek life and achievements and their influence on the western world – The Government and democracy of Ancient Greece	The Roman Empire and its impact on Britain. Though Doncaster town did not exist before the Romans arrived, the word its name is based on probably did. When the Roman authorities built a fort on the banks of the River	Geography focus

		<p>Don they called it Danum, meaning the place or river called Danu. This was the name that the local Iron Age inhabitants gave to the river.</p> <p>The Romans built well-engineered surfaced roads to speed up movement of soldiers, civilian administrators, goods and messages. Roads led from Danum to Lincoln and to Castleford and York. The stone used to make the roads would have come from nearby quarries. This may have been the earliest use of aggregates in Doncaster.</p>	
Unit Overview	<p>Ancient Greece</p> <p>In this unit, the children will use a range of sources to find about the life and achievements of the Ancient Greeks, their influence on the Western world – the government and democracy of Ancient Greece.</p> <p>Through their investigations they will find out about the city states of Athens and Sparta, democracy, government, beliefs, culture, and through Greek mythology in English, some of the key events and individuals from this period.</p> <p>Children will learn how Sparta was a military city state with a large population of slaves and non-citizens.</p> <p>In this unit, children will learn about the very start of the democratic structure in the time of the Ancient Greeks.</p> <p>Children will study the leaders across the period including: Draco – Leader in Athens 528BC-510BC Hippias – Leader who was exiled in 510 by Spartan leader Cleomenes I. King Leonidas of Sparta - 540BC-480BC 495BC-429BC Pericles – politician/statesman 336BC-323BC King Alexander the Great</p> <p>The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p> <p>Ancient Greece: Trade UKS2 - Year 5 & Year 6 History Hamilton Brookes (hamilton-trust.org.uk)</p>	<p>Romans</p> <p>In this unit of learning children will pick up from their Ancient Egyptian learning in Year 3&4 Cycle A Term 2 which concluded with the Roman conquer of Egypt. Children will understand that the Roman period of history spans over 1000 years and included, at different points, many countries across Europe and Northern Africa.</p> <p>Children will study in detail the different attempts to invade and conquer Britain- 55 BC, when Julius Caesar invaded. This invasion against the Iron Age tribes in Britain was unsuccessful.</p> <p>A year later a bigger Roman army returned and this time they captured a hill fort and took some prisoners. They did not stay but returned to Rome. It was not until almost 100 years later, in AD 43 that the Romans again arrived in Britain. Then Emperor Claudius wanted to make Britain part of the Roman Empire so he sent an army to fight and conquer the Celtic tribes. There was a Roman presence here until AD 450.</p> <p>Children will build further on their learning of tribes and settlements and where these still existed across Britain during this time and their attempts to overturn the Roman rule e.g. Boudicca and the Iceni Tribe and the Battle of Mons Graupius.</p> <p>Children to then explore what the impact of the Roman invasion has had on Britain today and what evidence we have of this in Doncaster e.g. A1, Roman Fort- in Danum, Doncaster, Roman towns through the UK, Aqueducts, Structure, plumbing, Roman baths.</p> <p>https://arkatwoodprimary.org/sites/default/files/Y5%20Ancient%20Rome.pdf</p>	<p>Geography focus</p>

		https://www.claypool.bolton.sch.uk/wp-content/uploads/2018/05/Year-3-Romans-Knowledge-Organiser.pdf https://www.king-ed.suffolk.sch.uk/wp-content/uploads/2018/09/Romans-Knowledge-Organiser.pdf https://primarysite-prod-sorted.s3.amazonaws.com/whissendine-cofe-primary-school/UploadedDocument/11d8d1932eea40c880fde9081699a4ed/romans-and-their-impact-on-britain-year-4-knowledge-organiser.pdf https://www.cgpbooks.co.uk/getmedia/1e53be9b-53ff-4860-9160-2cf9ed6fc07a/CGP-KS2-History-Worksheets	
Prior Knowledge	<p><i>Ancient Egyptian civilisation (Year 3&4 Cycle A Term 2)</i></p> <p><i>Trade links (Year 3 & 4, Cycle A Term 1)</i></p> <p><i>Slavery (Year 3 & 4 Egyptians Cycle A Term 2,</i></p>	<p><i>Normans (Year 1&2, Cycle B Term 2)- Norman Conquest of Britain</i></p> <p><i>Ancient Egypt- (Y3&4 Cycle A) Term 2- era ended with Romans Conquering Egypt</i></p> <p><i>Know about Doncaster as a Roman fort (Year 3&4, Cycle B Term 2)</i></p> <p><i>Importance of canals in the industrial revolution (Year 5&6 Cycle A, Term 1).</i></p>	<i>Romans Year 3&4 Cycle B Term 2 (Pompeii)</i>
Future Links to this Unit	<p><i>Romans (Year 3&4, Cycle B Term 2)</i></p> <p><i>Slavery Year 5 & 6, Cycle A Term 2 and Cycle B Term 1)</i></p> <p><i>Amazon River (Year 5 & 6 Cycle A, Term 3)</i></p>	<p><i>Tudors (Year 5&6 Cycle A, Term 2)</i></p> <p><i>Human Rights (Year 5&6, Cycle B Term 1)</i></p> <p><i>WWII (Year 5&6, Cycle B Term 2)</i></p>	<p><i>Deforestation Year 5&6 Cycle A Term 3</i></p> <p><i>Climate change and pollution Year 5 &6 Cycle B Term 3</i></p>
Substantive Knowledge	<ul style="list-style-type: none"> To know who the Ancient Greeks were. To know when the Ancient Greeks ruled. Know that history is the study of the past, in particular the changes over time that have occurred within human society Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord) Know that the earliest civilisations were ancient Egypt, ancient Sumer, the Indus Valley civilisation and Shang Dynasty China (which began somewhat later); these civilisations were based around fertile river floodplains and involved large groups of people living together with a shared culture and social hierarchy To know that the word civilization comes from the Latin word ‘civitas’ meaning city. 	<ul style="list-style-type: none"> Know where the Roman Era sits on a timeline and what other time periods were concurrent. Know that the Romans built an Empire across Europe and Northern Africa. Know that the Romans had many large armies with lots of soldiers Know there were many Emperors at different points throughout Roman history Know that the Romans invaded Britain Know that Romans built towns across Britain Know that the Romans made changes to Britain Know about the role of Boudicca Know some key leaders within this period and compare dictatorship rule and republic rule: Augustus, Constantine, Julius Caesar, Emperor Cladius. Know about the decline of the empire 	<p>See Geography Overview in addition</p> <ul style="list-style-type: none">

	<ul style="list-style-type: none">• Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations• Know that historians don't always agree on what makes a civilisation; saying that a society was uncivilised is often considered as an insult and a way for people in certain places to feel superior to others• Know that the maintenance of laws and stability in these ancient civilisations was provided by governments, usually led by powerful rulers, like monarchs (kings , queens, emperors or empresses)• Know that the government is a system or group of people with some power over an organised community or country (retrieval from geography)• To know there are three main types of government in Ancient Greece.• To know about Athenian democracy.• To know who qualifies as a citizen.• To know who can vote.		
Disciplinary Knowledge	<p>Chronological knowledge Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart Knows how to use the timeline in relation to the unit being studied Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use words and phrases: century, decade</p> <p>Historical enquiry Know the difference between primary and secondary sources of evidence Use a range of sources to collect information about the past Construct informed responses about one aspect of life</p> <p>Interpretation of history Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p>	<p>Chronological knowledge Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart Knows how to use the timeline in relation to the unit being studied Knows that a timeline can be divided into BCE (Before Christ) and AD (Anno Domini – Year of the Lord)- CE- Common Era Use words and phrases: century, decade</p> <p>Historical enquiry Know the difference between primary and secondary sources of evidence Use a range of sources to collect information about the past Construct informed responses about one aspect of life</p> <p>Interpretation of history Look at more than two versions of the same event or story in history and identify differences Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p>	See Geography Overview

Example Vocabulary	Civilization, polis, democracy, Monarchy, government, Society, Period Civilizations Athenians Spartans Empire Democracy AD, age, artefact, BC, BCE, CE, century, chariot, epic, event, historian, influence, language, leisure, modern, past, period, rebellion, ruler, territory, contribution, discipline, employment, empress, experience, flourishing, hero, implement, isolation, journey, limited, luxury, navy, original, reality, seafarer, successor, thinker, tragedy Ind Rev Economy industrial revolution factory engine machine mechanise mass produce steam engine packhorse canal barge locomotive, steam train, trade links, export and import, piston rotary motion blast furnace smelting coalfield coalmine aqueduct	citizen, soldier, service, helmet, shield, armour, bow and arrow, slingshot, catapult, century, ancient, empire, civilisation, technology, army, invasion, emperor, tribes, defeat, rebellion, roads, cities, towns, forum, basilica, stone, brick, tiles, public baths, society, conquer, connect, canals, aqueducts, sewage, villa, reading, writing, records, history, changes, influence republic consul, senator, senate, veto, patrician, plebeian, slave, legion, centurion, cavalry, sanitation, irrigation, monotheism, polytheism, AD, ancestor, artefact, attack, authority, BC, BCE, cathedral, CE, century, epic, event, fought, hero, historian, journey, language, legend, migrate, monastery, monument, nobility, oral tradition, organisation, past, period, population, possession, precious, primogeniture, ruler, sacking, seafarer, successor, tax, tomb, tragedy, treaty, tribe, weapon, worship	See Geography Overview
Significant People and Places	Athens and Sparta Draco – Leader in Athens 528BC-510BC Hippias – Leader who was exiled in 510 by Spartan leader Cleomenes I. King Leonidas of Sparta - 540BC-480BC 495BC-429BC Pericles – politician/statesman 336BC-323BC King Alexander the Great	Augustine, Claudius, Caesar, Boudicca, Roman, Roman Empire, Rome, Italy, Iceni, York (Eboracum), London (Londinium),	Greenland, Scandinavia, Lindisfarne, Danelaw, Danegeld, The Great Heathen Army, Odin Leif Errikson
Additional Experiences	History workshop – https://thepastpresents.co.uk/workshops/Portals to the Past KS2 Ancient Greeks Ind Rev Europort Detailed chronology of Doncaster’s history – local history by Tim Lambert	Doncaster Museum	Murton Park – Visit for Vikings
Career Links	Lawyer, Police, Solicitor, Judge, MPs Ind Rev Primary Engineers-Doncaster Rail College	Plumber, Construction, Civil Engineer	See Geography Overview
Year 5 and 6 Cycle A			
Unit Title/Enquiry	Year 5 & 6– How have railways changed our lives? Industrial revolution Should Britain be proud of the British Empire? The British Empire and the Slave trade - 16-19th Century (3 weeks)	Year 5 &6 – Who were the Tudors ad what impact did this period have on modern Britain? Power, Religion, discovery of the Americas/West Indies, Slave trade.	Year 5&6 -Non-European Civilisation – Maya What Similarities and Differences are there between the Maya Civilisation and England from the 8th to the 10th Century? Year 5&6 –Geography Focus

National Curriculum Link	To study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	To study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	To study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Unit Overview	<p>History of Doncaster – Industrial Revolution –</p> <p>Within this unit children will look at the evolution of exportation from Doncaster due to the strong travel links that have developed through history building on learning in Year 2. How have waterways and communication links developed through history?</p> <p>This takes children back historically to Roman settlements near the waterways in Doncaster (children will develop knowledge of Romans prior to studying in depth in Y4 Term 2).</p> <p>Industrial Revolution</p> <p>Change in economic and social activities, beginning in the 18th century, brought by the replacement of hand tools with machinery and mass production</p> <p>Coalmining - Between the 19th and 20th century Doncaster emerged as an industrial centre. Its communication links, particularly its waterways, meant that Doncaster became extremely busy and saw vast migration to its centre.</p> <p>Trains - Transport has played an important role in Doncaster's heritage. The stagecoach trade of the 17th and 18th centuries generated the wealth that built the town centre.</p> <p>The Industrial Revolution brought the railway to Doncaster, and the Great Northern Railway Locomotive and Carriage Building Works was established there. The reasons for this were due to Doncaster's communication links, the necessity to transport coal quickly and efficiently and Doncaster's expertise in specialist metal products.</p> <p>Work with sources such as CENSUS information -Changes to the occupations held by people over time/linked to the maps of Doncaster (1400, 1700, 1900 and 2021) https://www.genuki.org.uk/maps/lmap?LL=53.579750,-1.0046282&PLACE=Hatfield</p> <p>Map of Doncaster 1840 pre railways</p>	<p>Within this unit children will study in depth about the ‘Tudor’ period and impact on modern Britain. Children will build upon some of their previous learning on Tudor monarchs from Year 1.</p> <p>Children will understand that The Tudors were a dynasty of kings and queens who ruled England between 1485 and 1603. The Tudors produced two of England’s most successful and famous monarchs, Henry VIII and Elizabeth I.</p> <p>Members of the House of Tudor were a family of Welsh descent that ruled England from 1485 until 1603. The first Tudor was Henry VII, who ruled from 1485 to 1509. He was the father of Henry VIII and the grandfather of Queen Elizabeth. Henry VII took control of the monarchy after defeating Richard III in the War of the Roses (so-named because a red rose and a white rose were the symbols of the houses of Lancaster and York, respectively). The reign of the Tudors ended when Elizabeth, who did not have any children, died in 1603.</p> <p>The two centuries from 1500 to 1700 were a particularly eventful time in the history of England. The nation struggled over religion, vacillated between Catholicism and Protestantism, defeated an invasion by Spain, became a sea power, embarked on worldwide colonization, fought a civil war, executed a king, transformed itself into a republic, restored the monarchy, drove a king from the throne on account of his Catholicism, and finally emerged as a parliamentary government with strong checks on the power of the monarch.</p> <p>England saw significant change under Tudor rule. During the sixteenth century, England emerged from Medieval times securing greater wealth. The Protestant Reformation occurred, the plays of William Shakespeare were written, and England led explorations that discovered America.</p>	<p>Geography Based Unit:</p> <p>Maya</p> <p>Maya - Separately taught to Geography</p> <p>Within this unit children will learn that the Maya civilisation began long ago in a place called 'Mesoamerica'. This huge area is made up of Mexico and part of Central America. The Mayas built amazing cities like Tikal (which they called 'Yax Mutal') and Palenque. Even though they lived in different cities, ruled by different kings and queens, the Mayas shared a lot of common beliefs and traditions. They were experts at reading the stars and even built their cities as a map of the sky! They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits. Farming was at the centre of ancient Maya life. But these people are also remembered for other amazing creations, like their spectacular buildings and beautiful objects made from jade, a rare and valuable material.</p> <p>The ancient Mayas also invented ground breaking ideas which have helped shape the way we live our lives today. For example, it’s thought that they invented the concept of 'zero'. This meant that they were able to do complex calculations, which allowed them to create very detailed and accurate calendars. They used these calendars for farming – perhaps that’s why they were so good at it!</p> <p>The Maya were not a united empire of people with a capital city like Ancient Egypt. Instead, each city was a state by itself with its own ruler and council of high priests. This meant that the city states of the Maya often went to war with each other to prove that they were the strongest in the region.</p> <p>Children will consider:</p> <p>1. How did the Maya rule in the Classic period?</p>

	<p>file:///C:/Users/fparish/Downloads/map.pdf</p> <p>Map of Doncaster 1890's railway mainline and station</p> <p>https://www.francisfrith.com/doncaster/doncaster-1890-1904_hosm34433</p>	<p>There were six Tudor monarchs altogether, although only five of them were actually crowned; Lady Jane Grey was queen for just nine days.</p> <ul style="list-style-type: none">• Henry VII (1485 - 1509)• Henry VIII, son of Henry VII and Elizabeth of York (1509 - 1547)• Edward VI, son of Henry VIII and Jane Seymour (1547 - 1553)• Lady Jane Grey, a descendent of Henry VIII's sister (1553)• Mary I, daughter of Henry VIII and Catherine of Aragon (1553 - 1558)• Elizabeth I, daughter of Henry VIII and Anne Boleyn (1558 - 1603) <p>Look at the Battle of Bosworth</p> <p>Knowledge Organiser Examples</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/talbot-primary-school/UploadedDocument/aa17550ef1974099b920a79dfd8cb716/tudors-henry-viii-knowledge-organiser.pdf</p> <p>https://files.schudio.com/civitas-academy/files/Year5/Tudors_KO.pdf</p> <p>Supporting Docs for writing lessons</p> <p>http://www.coreknowledge.org.uk/resources/ResourcePack-Year3-Henry%20VIII.pdf</p> <p>http://www.coreknowledge.org.uk/resources/History%20Resource%20Pack-%20Year%203-%20Wars%20of%20the%20Roses.pdf</p> <p>https://www.coreknowledge.org/wp-content/uploads/2017/03/CKHG-G5-U6-about-england-in-the-golden-age.pdf</p> <p>https://www.twinkl.co.uk/teaching-wiki/tudors</p>	<p>2. How was the Maya region like England leading up to the 10th century?</p> <p>3. How do the shifting powers compare between the Maya region and Anglo-Saxon England?</p> <p>Knowledge Pack</p> <p>Knowledge organiser examples</p> <p>https://exceedlearning-my.sharepoint.com/:u:/g/personal/head_sheepdiplane_doncaster_sch_uk/ET3YFgTAAoVBr-BGvsmQG6gBGED_r0b6FTdCSvL4WPhW5g?e=zGI2t1</p> <p>Lesson pack support resources for writing lessons</p> <p>https://exceedlearning-my.sharepoint.com/:p:/g/personal/head_sheepdiplane_doncaster_sch_uk/EVcJLyUoerLIubuxlN6kr4BzQAWRXOqnWSNpysfvDUvMg?e=3jcANv</p>
Prior Knowledge	<p>Know about Queen Elizabeth I and Victoria (Year 1&2, Cycle A Term 2)-</p> <p>Industrial revolution and what trade is and know the difference between import and export (Year 3&4 Cycle A, Term 2)</p> <p>Transport (Year 1&2, Cycle B Term 1)</p>	<p>Know about Queen Elizabeth I and Victoria (Year 1&2, Cycle A Term 2)</p> <p><i>Normans (Year 1&2, Cycle B Term 2)- Compare Battles for Power- Hastings, Stamford Bridge, Linking to Bosworth-War of the Roses /Spanish Armada</i></p> <p>Romans- Year 3&4 Cycle B Term 2- Conquering countries and battles of power. Religion (linked to Henry VIII's break with Rome)</p>	<p>Rich and poor/hierarchy in society (Year 1&2 Cycle B, Term 2 and Year 3&4, Cycle B Term 1&2)</p> <p>Ancient Egypt- Y3&4 Cycle A Term 2 Farming, hierarchical structures</p> <p>Trade links (Year 3&4, Cycle A Term 2 and Year 5&6 Cycle A, term 1)</p> <p>Link back to tribes (Year 3&4 Cycle A, term 1)</p> <p>Roman tribes (Year 3&4, Cycle B Term 2)-battles for power</p> <p>Comparison with Saxon rule (Year 3&4- Cycle A Term 2 into 3)</p>

		To know during Tudor times how the beginning of the British Empire was formed. (Year 5&6, Industrial Revolution/Victorian Britain/Empire Cycle A,Term 1) Understand what trade is and know the difference between import and export. (Year 3&4, Cycle A Term 1)	
Future Links to this Unit	British Empire in the Victorian era into comparisons to Tudor period (Year 5 & 6 Cycle A Tern 2) Human Rights – what are my rights? Allowing children to link with knowledge of those who didn’t have rights. (Year 5&6, Cycle B Term 1) - Sir Francis Drake and his cousin John Hawkins- Slave Traders (Year 5&6 Cycle A Term 2).	Injustice and human rights and civil rights movement Year 5&6, Cycle B Term 1 WWII (Year 5&6, Cycle B Term 2)	Mayan links
Substantive Knowledge	Industrial Revolution <ul style="list-style-type: none">Know about the industrial revolution.Know the significance of the steam engine during the Industrial Revolution.Know why coal and iron were so important for the Industrial Revolution.Know about the coal mining industry in Doncaster.Know about the first train lines to be built in Britain.Know the impact that canals had on trade and transport in Britain.Know Doncaster’s involvement in the industrial revolution.Know that the industrial revolution opened up commerce in Doncaster.Know the trade links that Doncaster now has with the world.Know how Doncaster started as a Roman fort and progressed to export hub.To know trade happens on a large global scale and at a faster pace than before.Know about the changes to factory workers rights.Know about the children’s act.Know about the education act.	<ul style="list-style-type: none">To understand that the Wars of the Roses were fought between two families.To understand who the Tudors were and when they ruled England.To understand the difference between Catholicism and Protestantism, and that Martin Luther started the Reformation.To consider why Henry VIII made England a Protestant country. Marriage, religion, power or money.To consider how Henry benefited from the Dissolution of the Monasteries.To understand why Henry VIII tried so hard to have a son.To understand why the Tudor period (1485-1603) in British history is often known as the time of exploration and discovery.To understand the key events in Elizabeth I’s 45 year reign- Religion- Elizabethan Settlement, Conflict with Spain, The Arts, Economy Growth that led to the period being named ‘The Golden Age’ in British History.To understand the causes and significance of defeating the Spanish Armada.To know who Francis Drake was and his role in the Spanish Armada and circumnavigation of the world.To know about the discoveries of the new world.	<ul style="list-style-type: none">To know about the Ancient Mayans.To know about life in Ancient Maya.To know about the Mayan civilisation within a worldwide context and be able to contrast it with contemporary developments.To know how the shifting powers compare between the Maya region and Anglo-Saxon EnglandTo know when the Mayan civilisation was recognised.To know when Mayan society came to an end.To know about trade links from the Mayan civilisation.To know about rituals and ceremonies in the Mayan period.To know about Mayan tribes in the past and today.
Disciplinary Knowledge	Chronological knowledge Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events	Chronological knowledge Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events	Chronological knowledge Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events

	<p>Know and describe in some detail the main changes to an aspect in a period of history being studied</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>Knows how to use the timeline in relation to the unit being studied</p> <p>Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use words and phrases: century, decade</p> <p>Historical enquiry</p> <p>Know the difference between primary and secondary sources of evidence</p> <p>Use a range of sources to collect information about the past</p> <p>Construct informed responses about one aspect of life</p> <p>Interpretation of history</p> <p>Look at more than two versions of the same event or story in history and identify differences</p> <p>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p>	<p>Know and describe in some detail the main changes to an aspect in a period of history being studied</p> <p>Know how some historical events/periods occurred concurrently in different locations – reformation</p> <p>Historical enquiry</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Use a wide range of different evidence to collect evidence about the past</p> <p>Interpretations of history</p> <p>Find and analyses a wide range of evidence about the past</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Consider different ways of checking the accuracy of interpretations of the past</p> <p>Realise that there is often not a single answer to historical questions</p>	<p>Know and describe in some detail the main changes to an aspect in a period of history being studied</p> <p>Know how some historical events/periods occurred concurrently in different locations – reformation</p> <p>Historical enquiry</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Use a wide range of different evidence to collect evidence about the past</p> <p>Interpretations of history</p> <p>Find and analyses a wide range of evidence about the past</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Consider different ways of checking the accuracy of interpretations of the past</p> <p>Realise that there is often not a single answer to historical questions</p>
Example Vocabulary	<p>Economy industrial revolution factory engine machine mechanise mass produce steam engine packhorse canal barge locomotive, steam train, trade links, export and import, piston rotary motion blast furnace smelting coalfield coalmine aqueduct</p>	<p>Monarchy, dynasty, successor, Catholic, Protestant, monastery, monks, armada, Tudor, Golden Age, succession, heir, reign</p> <p>Dispensation, dissolution, reformation, divine right, annulment, execution, Act of Supremacy, sea naval, circumnavigate,</p>	<p>Abandoned, astronomer, ceremony, irrigation, terracing, traditions, time sacrifice, uninhabitable, region, crops, drought, annexe, hostile, invade, trade, port, kingdom</p> <p>Maya, Deity, Chichen Itza, Legend, Maize Corn, Sacrifice, ajaw, jadeite, obsidian, limestone, ravine,</p>
Significant People and places	<p>Boulton and Watt George Stephenson</p>	<p>Henry VII</p> <p>Martin Luther</p> <p>Henry VIII</p> <p>Catherine of Aragon</p>	<p>Mesoamerica</p> <p>Calakmul,</p> <p>Tikal,</p> <p>Palenque</p>

		<p>Anne Boleyn Jane Seymour Lady Jane Grey Catherine of v Sir Francis Drake</p> <ul style="list-style-type: none">• Martin Luther was a German who started the Reformation when he publically criticised the Catholic Church.• John Calvin built on Luther’s ideas and took them even further. Catherine of Aragon was a Spanish princess and Henry VIII’s first wife and the mother of Mary I.• Anne Boleyn was Henry VIII’s second wife and the mother of Elizabeth. She came from a strongly Protestant family.• Jane Seymour was Henry VIII’s third wife and the mother of Edward VI. Henry VIII was the king of England from 1509 to 1547. He made the Break with Rome even though he did not have Protestant beliefs. Edward VI was the king of England from 1547-1553; he was raised as a Protestant.• Mary I was the queen of England from 1553 to 1558; she was a strong Catholic.• Also known as Mary Tudor.• Elizabeth I was the queen of England from 1558 to 1603; she was a Protestant.	<p>Copan Chichen Itza Coba</p> <p>Modern-day ¹countries- Mexico, Guatemala, Belize, M El Salvador and Honduras.</p> <p>Comparison with Britain: From the 5th century up until AD 927, England was not a united country like today and instead it was separated into many kingdoms. Historians refer to the seven largest kingdoms as the 'heptarchy'. Each kingdom had its own king and they would often fight between each other.</p> <p>King Offa of Mercia Ajaw Tan Te’ K’inich of Aguateca</p>
Additional experiences	<p>Europort Detailed chronology of Doncaster’s history – local history by Tim Lambert</p>	<p>Gainsborough Old Hall Shakespeare Theatre Company Sheffield Manor Lodge</p>	<p>See Geography Overview</p>
Career Links	<p>Primary Engineers-Doncaster Rail College</p>	<p>Historians Museum Tour Guide</p>	<p>See Geography Overview</p>
Year 6			
Unit Title/Enquiry	<p>Year 6 – How has America tackled injustice? Civil rights movement, human rights.</p>	<p>Year 6 - What are we fighting for?</p>	<p>Year 6 – Can we make a difference? (Future sustainability)</p>
National Curriculum Link	<p>6 Weeks CIVIL RIGHTS - To study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Women's rights, children’s rights, workers’ rights.</p>	<p>To study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The end of World War I through to the events leading to World War II and the Battle Of Britain.</p>	<p>Changes in history of awareness about pollution and renewable energy e.g. coal power being a huge source of fuel in the past.</p>
Unit Overview	<p>What are my Rights?</p>	<p>What are we fighting for?</p>	<p>Geography Based Unit.</p>

	<p>In this unit, children will learn about the very start of the democratic structure in the time of the Ancient Greeks. Building on from Year 4’s understanding of changes in the factories and Year 5’s knowledge about the abolition of the slave trade, they will then focus on understanding campaigns to extend the vote beyond the aristocracy and to women and to the removal of segregation between black and white people. Children will understand how things have changed over time and about some of the significant figures behind the movements.</p> <ul style="list-style-type: none">• Martin Luther King quote – ‘Before you eat your breakfast you have relied on half the world.’ <p>Workers’ Rights</p> <ul style="list-style-type: none">• The Industrial Revolution spread rapidly throughout Britain during the 1800s, leading to large numbers of people, including children, being employed in mines and factories.• Working hours were long, conditions unsafe and there was little protection for workers.• Charles Dickens campaigned against child labour, often including stories of the maltreatment of children in his novels.• Riots and strikes were common as people campaigned for better conditions.• The Factory Act of 1833 aimed to improve conditions. At the same time, people were campaigning for their political rights.• The Chartist movement (1838-1857) campaigned for political reform. It was led by William Lovett, Feargal O’Connor and William Cuffay.• Although it was not successful, it laid the foundations of the present-day Labour party. <p>Womens’ Rights</p> <ul style="list-style-type: none">• In the early 20th Century many women, and some men, began to demand equal rights for women.• Millicent Fawcett founded the National Union of Women’s Suffrage, the Suffragists, which used only peaceful forms of protest.• Emmeline Pankhurst formed the Womens’ Social and Political Union, the Suffragettes, in 1903. They used more active and sometimes violent means of protest. The Suffragettes began protesting around the country and were imprisoned, force fed, spat upon and worse. The crucial role played by women during the First World War persuaded the Prime Minister David Lloyd George to grant female householders over thirty the vote in 1918.• It was not until 1928 that women were allowed to vote on the same terms as men.	<p>In this unit children will study the events that followed WW1 (Treaty of Versailles) in Germany that led to the beginning of World War 2. How Hitler rose to power during this period and gained followers through his public speaking sharing his views about who to blame for the humiliating treaty, which had become an obsession; his paranoid delusions and bigotry that led him to pin blame upon the Jewish citizens. He wrongfully accused the Jewish people of profiting from the war and when he joined a small nationalist political party, his manipulative public speaking launched him into its leadership and drew larger crowds of followers – anti-Semitic views were commonplace in Germany at this time. Children will learn how Hitler over the next few years eventually came to be President of Germany and Supreme Dictator through his various tactics. Children will then learn about the key timeline of events:</p> <ul style="list-style-type: none">• 1933 Adolf Hitler became leader of Germany.• 1939 Germany begin to invade countries such as Poland. On the 3rd September, Britain declared war on Germany.• 1940 Germany attacked countries in Western Europe. More countries joined the war. Battle of Britain occurred.• 1941 Germany invaded Russia. USA joined the war.• 1942 Germany declared war on USA.• 1943 Warsaw Ghetto Uprising. Italy surrendered, swapped sides and declared war on Germany.• 1944 - D-Day Germany declared war on USA.• 1945 Adolf Hitler committed suicide and the German soldiers surrendered. World War 2 ended in Europe on 8th May which we now celebrate as VE Day. The United States dropped the first atomic bomb on Hiroshima on 6th August. The World War ended officially on 3rd September. <p>Children will learn about the horrific treatment of the Jewish people during WW2 by the Nazis. Children will learn about Winston Churchill and life in Britian on the home front during the Blitz, evacuation of children from cities to the countryside and the evolution of the role of women in society during this time period.</p> <p>Useful Knowledge Resources:</p>	
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	<p>Useful Knowledge Resources</p> <p>Timeline British Atlantic Slave Trade</p> <p>https://exceedlearning-my.sharepoint.com/:w:/g/personal/head_sheepdiplane_doncaster_sch_uk/EbN47LC7bw1AvKPyZ0NXW5sBeU-2JA6YE0MjA5kZY138EA?e=sl6vbl</p>	<p>https://exceedlearning-my.sharepoint.com/:u:/g/personal/head_sheepdiplane_doncaster_sch_uk/Ef1oqr4cyxJHqgnu-LaRvLQBeTp866l8n6CAj0GMpeu6aA?e=epMzRa</p> <p>https://exceedlearning-my.sharepoint.com/:b:/g/personal/head_sheepdiplane_doncaster_sch_uk/EWOrjXsog2hCufNnnBv31ZsBnSC2tMU5M3G6bcieAyydkg?e=dBCdpi</p> <p>https://exceedlearning-my.sharepoint.com/:p:/g/personal/head_sheepdiplane_doncaster_sch_uk/ESwggmKang5GvJKTPlvIFDoBXjSZ2WSV17ROOiLKv-uMOg?e=Ma6rvK</p> <p>https://exceedlearning-my.sharepoint.com/:p:/g/personal/head_sheepdiplane_doncaster_sch_uk/Eca0VxVIh1hOnE8Iax0hWFsB8sVTFSjI3JKMA3x3oIJL_w?e=oF7POQ</p> <p>1. How did Nazi Germany begin and what was it like there? 2. How did the Second World War begin and how was the United Kingdom involved? 3. How did British forces claim victory at the Battle of Britain?</p>	
Prior Knowledge	<p>Industrial revolution (Year 4, Term 1)</p> <p>Abolition of the slave trade (Year 5, Term 1)</p> <p>Rights of people in 1700s/1800s (Year 5, Term 1)</p>	<p>Kings and queens (Year 1, Term 2)</p> <p>British Empire (Year 5, Term 1)</p> <p>Trade (Year 4, Term 1)</p>	<p>Know about the Inuit tribes from Greenland – (Y3)</p>

Substantive Knowledge	<ul style="list-style-type: none">• To know that civil rights are guarantees of equal protections and social opportunities under the law of a given society or nation regardless of a person’s race, religion, gender or any other characteristics; civil rights are an essential components of a democracy• To know that the word civilisation comes from the Latin word “civitas” meaning city• To know that following World War 2, an international organisation called the United Nations (UN) was established with the aim of maintaining international peace and security. <ul style="list-style-type: none">• To know the different forms of protest and how these have changed over history, including how we protest and campaign now. <ul style="list-style-type: none">• To know about the changes to women’s rights. <ul style="list-style-type: none">• To know who Martin Luther King was and the impact he had on the world. <ul style="list-style-type: none">• To know who Rosa Parks was and the impact she had on the world. <ul style="list-style-type: none">• To know the impact of Nelson Mandela on the lives of people in South Africa.	<ul style="list-style-type: none">• To know who the important people were in WWII.• To know the causes and effect of actions ahead of WWII.• To know how trade was limited during WWII resulting in rationing.• To know that being self-sufficient was important during WWII.• To know the difference between life in the countryside and life in the towns.• To know the main events from a specific period in history, explaining the order in which key events happened.• To know how Britain has had a major influence on world history.• To know what Britain may have learnt from other countries and civilizations through time gone by and more recently.• To be able to recognise and describe differences and similarities/ changes and continuity between different periods of history.• To know the relationships between causes in history.• To know that Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.• To know why there may be different interpretations of events.• To know why certain events, people and changes might be seen as more significant than others.• To be able to pose and answer their own historical questions.	Geography Based Unit.
Disciplinary Knowledge	Chronological knowledge Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations, Britain vs the Americas. Historical enquiry Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses	Chronological knowledge Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations, Britain vs the Americas. Historical enquiry Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses	Geography Based Unit.

	Investigate own lines of enquiry by posing historically valid questions to answer Interpretations of history Find and analyses a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions	Investigate own lines of enquiry by posing historically valid questions to answer Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past Interpretations of history Find and analyses a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions	
Example Vocabulary	Civilization, polis, democracy, Monarchy, government, Society, Period Civilizations Athenians Spartans Empire Democracy Suffrage, Suffragettes AD, age, artefact, BC, BCE, CE, century, chariot, epic, event, historian, influence, language, leisure, modern, past, period, rebellion, ruler, territory, contribution, discipline, employment, empress, experience, flourishing, hero, implement, isolation, journey, limited, luxury, navy, original, reality, seafarer, successor, thinker, tragedy Prosperity, exile, apartheid, reform, campaign Chronological order, Civil rights, Human rights, Peace, Equality, boycott	evacuee, evacuate, conflict, rationing, invasion, peace, persecute, Prime Minister, surrender, Invasion, Enemy, VE Day, Homefront, Rationing, Home Guard, Anderson Shelter, Morrison Shelter, Bombing, Gas Mask, Air raid siren, Propaganda, Hitler, Nazi, Surrender, Troops, Invasion, Luftwaffe, Battle, Spitfire, Aerial view, overthrow, occupation, citizen, state, dictator Kinder transport, antisemitism, Nazi, Blitz, Allies, Axis, air raid, treaty of Versailles, League of Nations,	See Geography Overview
Significant People and Places	Martin Luther King Jn, Nelson Mandela, Emmeline Pankhurst, Charles Dickens,	Adolf Hitler, Nazi Party, Aryan race Neville Chamberlain Winston Churchill	See Geography overview Greta Thunberg https://exceedlearning-my.sharepoint.com/:b:/g/personal/head_sheepdiplane_doncaster_sch_uk/EWkZMHKO6zhAoh3m4uTf2GsBZ8riCSdg4_W1RFucLQVGQg?e=XyudCt
Additional Experiences	Social Justice Project- Olivia Jones (DMBC activist/officer)	Eden Camp	
Career Links	Lawyer, Police, Solicitor, Judge, MPs Political activist	MPs Army Soldier Political Activist	Environmental activists