

## YEAR 3

### STONEAGE TO THE IRONAGE

#### ***WOULD YOU RATHER BE A HUNTER GATHERER OR A FARMER?***

In this unit, the children are introduced to the idea of the past beyond living memory which is their experience up to Y3. They will begin to appreciate that people have been living in Britain for a very long time and that time period, makes up the majority of our history.

They will begin to look at a range of archaeological evidence to support their thinking of how hunter-gatherers lived, survived and developed overtime towards the Neolithic period. They will learn about the development of man and their ideals, beliefs, home life and culture as they move into the Bronze and Iron Age. Throughout this learning, they will continue to focus on the viewpoint of a child and the societal structure they grew up in.

They will also have the opportunity to look at several historical sites in this country to inform and make conclusions from.

The unit has an overarching questions of:

Would you rather be a hunter gather or a famer?

*This is then broken down into smaller blocks of enquiry:*

Enquiry 1: Where does the stone, bronze and Iron Age fit into history?

Enquiry 2: How do we know anything about the Stoneage, it was so long ago?

Enquiry 3: What would people do to survive this time?

Enquiry 4: What evidence is there to suggest life began to change?

Enquiry 5: Did the arrival of metals make life better or worse?

Throughout this unit, there are many opportunities to begin to build their knowledge of chronology. It is sequenced chronologically so they can understand and appreciate the changes over time periods and where that fits into our history.

They will also be provided with opportunities to compare and contrast the different time periods studied and draw conclusions from this relating to the overarching questions. This will then be drawn together in a final assessment piece.

## YEAR 3

### ANCIENT EGYPT

#### ***WERE THE EGYPTIANS SUPERIOR TO THE NATIVE BRITONS?***

In this unit, the children will learn about the achievements of one of the first Ancient Civilisations, the Egyptians

During the first half of this topic they will investigate how the geographical area compares to that of Britain and what that may suggest about the climate and therefore the lives of people who live there. They will begin to learn about Howard Carter and how his discovery, as well as the ruins that have been left behind, help us to learn about this civilisation.

In the second stage of this study, the children will begin to learn about life as child in ancient Egypt and the jobs they made do depending on their social class. They will learn about the importance of the Nile and farming and how they develop innovative tools for that period to support irrigation. Additionally, the children will learn about iconic elements of Egyptian culture. They will begin to learn about their religious including from the creation story, Gods, mummification and the journey to the afterlife.

The unit has an overarching questions of:

Would you rather be a hunter gather or a farmer?

*This is then broken down into smaller blocks of enquiry:*

Enquiry 1: When was the time of the Ancient Egyptians?

Enquiry 2: How do we know anything about the Ancient Egypt?

Enquiry 3: Was daily life tough for Egyptians?

Enquiry 4: Did Egyptian culture differ to that of other people?

Enquiry 5: How did religion affect beliefs in Ancient Egypt?

Throughout this unit, there are many opportunities to compare this civilisation to that of the Bronze Age people during the same period in history. This will allow children to develop a broader understanding of what is going on in the world and the advances of different people's social, cultural and religious beliefs.

## YEAR 4

### THE ROMAN EMPIRE AND ROMAN BRITAIN

#### ***WHAT CAN WE REMEMBER THE ROMANS FOR?***

In this unit, children focus on learning about the Romans in two contexts. The first, the Roman Empire in general and identifying common features of their cultural, social and religious history. The children will focus on some of the key features of Rome such as the Colosseum, Pantheon and life as a Plebian child.

In the second half of this topic, the children will focus on the Romans in Britain. They will learn about the repeated attempts to invade Britain by various emperors and the people who opposed the Romans in Britain. Namely Boudicca and the Caledones in modern day Scotland. In addition, they will consider the strength of the Roman Army and how that protected the vast empire.

They will look at a range of historical sources to learn about Hadrian's Wall, cities and towns in Roman Britain and how Britain changed as a result of Roman rule. Finally, the children will focus on the 2<sup>nd</sup> Augustus Legion who came to Exeter before travelling north to Caerleon in Wales and then Hadrian's Wall.

#### What can we remember the Romans for?

*This is then broken down into smaller blocks of enquiry:*

Enquiry 1: Who were the Romans and where did they come from?

Enquiry 2: Was life in the Rome different to that of the Britons?

Enquiry 3: Who, when and why did the Romans invade Britannia?

Enquiry 4: Did the native Britons welcome or resist Roman rule?

Enquiry 5: How did the Romans influence culture and people already here?

Enquiry 6: A study on the 2<sup>nd</sup> Augustus Legion

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of The Romans and Roman Britain. They should develop an understanding of the distinctiveness of the Romans and where they fits into the broader chronological framework set out in the programme of study for key stage 2 history. The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance

## YEAR 4

### SETTLERS AND INVADERS (Part 1)

#### ***WAS LIFE IN BRITAIN BETTER IN ROMAN OR ANGLO SAXON TIMES?***

In this unit, the children begin to add to their understanding of British History by exploring the major changes in people, societal structure, rule of law and how Britain has changed. They will continue to add to their growing understanding of chronology and significant events in this time.

During this period, many people came to Britain bringing a vast range of beliefs, skills and resources which shaped this country significantly. The children will begin to understand who those people were and their impact on the current inhabitants after the Romans left.

Over the course of the study, children will learn about the Anglo-Saxons and where they came from/originated. They will begin to understand migration and the diverse groups of people who began to settle in Britain.

They will explore how settlements changed and developed, or not, and how societies and peoples had rule of law and different roles within their communities, again with a focus on the child's point of view.

They will consider whether life was better under different rule/rulers and whether the beliefs those people held are relevant today and their impact by exploring different evidence.

The overarching theme is

Was life better in Roman or Anglo Saxon Britain?

*This is then broken down into smaller blocks of enquiry:*

Enquiry 1: What happened when the Romans left Britain?

Enquiry 2: Was there much difference between Roman and Anglo-Saxon life in Britain?

Enquiry 3: Was England always Christian country?

Enquiry 4: Did the Anglo-Saxon leave any sort of legacy?

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of The Romans and Roman Britain. They should develop an understanding of the distinctiveness of the Romans and where they fits into the broader chronological framework set out in the programme of study for key stage 2 history. The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance

## YEAR 5

### MAYANS

#### ***WERE THE MAYANS LIKE ANYONE ELSE IN THE WORLD?***

In this unit, children are introduced to a civilisation from further afield than Great Britain and Europe which will be used as a contrast to British History. We have chosen the Mayans to study.

The enquiry questions focus on key areas as outlined in our history intent. The children will learn about social, cultural and religious elements of the Mayan people and compare those to the inhabitants of Britain (Anglo Saxon/Vikings).

Initially focussing on evidence and interpreting these sources, children will form judgements about the period in which the Maya lived and how some evidence could be misleading.

They will explore the writing and number system of the Mayan people making comparisons to not only people in Britain but further afield such as the Egyptian or Roman numeric system. They will also look in depth at trade and how things developed considering the climate and topography of the Yucatan peninsula.

Finally, they will begin to consider whether the Mayan period really ended and how the culture is represented today before carefully considering the achievements of the Maya compared to the people in Britain at the time.

The unit has an overarching question of:

Were the Mayans like anyone else in the world?

*This is then broken down into smaller blocks of enquiry:*

Enquiry 1: What does the location of the Mayans tell us about the people?

Enquiry 2: How was life at home, and in the cities, structured?

Enquiry 3: How did Mayan religion influence their lives?

Enquiry 4: How did Mayan culture compare to other civilisations or people?

Enquiry 5: Has the Mayan period really ended?

Enquiry 6: How do the Mayans compare to life in Britain at that time?

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of the Mayan people, its cultural legacy and notable achievements for people in that climate and time period.

They should develop an understanding of the distinctiveness of the civilisation of Ancient Greece and where it fits into the broader chronological framework set out in the programme of study for key stage 2 history.

The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy, archaeology, architecture
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance

## YEAR 5

### ANCIENT GREECE

#### ***HOW DO WE KNOW WE CAN THANK THE ANCIENT GREEKS FOR ANYTHING TODAY?***

In this unit, children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. 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. The unit has an overarching questions of:

How do we know we can thank the Ancient Greeks for anything today?

*This is then broken down into smaller blocks of enquiry:*

Enquiry 1: Was Ancient Greece unique in the way it was structured and governed?

Enquiry 2: Did daily lives differ across the city states?

Enquiry 3: Do artefacts, archaeological sites and myths/legends tell us more about Ancient Greece?

Enquiry 4: What legacy have the Greeks left?

Through completing these enquiries, children should develop their knowledge and understanding of some of the key features of life in Ancient Greece, its continuing legacy and begin to appreciate its historical significance. They should develop an understanding of the distinctiveness of the civilisation of Ancient Greece and where it fits into the broader chronological framework set out in the programme of study for key stage 2 history.

The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy, archaeology, architecture
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance

#### ***IS THE BLITZ ALL WE NEED TO KNOW ABOUT THE WAR?***

In this unit, children will continue to ask difficult and complex questions of the past. They will begin to explore concepts attributed to war and conflict and determine what is right or wrong in their own minds.

They will focus on two key themes of 'The Blitz' and 'The Battle of Britain' before learning about the impact WW2 had on our locality with reference to children's lives at home, and for those evacuees who came to the South West. They children will also compare and contrast this, and other areas, with children in other parts of Europe during this time.

Throughout these enquiries, the children will consider the evidence we have and whether this tells the whole story of the war. The children will then be able to refine their understanding of WW2 based on these sources and different ranges of evidence.

Finally, the children will be able to consider the wider impact of issues and what we can learn from them today such as Dunkirk, whether WW2 was the most difficult period to live and if The Blitz is the only area we should focus on. These will give children opportunities to develop a deeper understanding of how this compared with an earlier period in the past and how this relates to broader changes over time. They will further develop their understanding of connections, contrasts and trends over time and the ability to make connections and contrasts between events associated with the Blitz and different conflicts in the past.

#### Is the blitz all we need to know about the war?

*This is then broken down into smaller blocks of enquiry:*

Enquiry 1: Is war just?

Enquiry 2: How significant was the Battle of Britain and the Blitz?

Enquiry 3: What does a war memorial tell us about the impact of WW2 on our community?

Enquiry 4: Is the Blitz the only thing we should remember about WW2?

Enquiry 5: Was WW2 the most dangerous time to live?

The children should also have achieved increased confidence and competence in some of the skills and concepts for history including:

- Specialised vocabulary
- Historical enquiry
- Historical interpretation
- The nature and use of evidence
- Change, continuity, similarity and difference, significance