



## Year 1 History Overview Summer Term Overview

### How Have Toys Changed Over Time?

**NC Objectives:** Pupils should learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

**Key Facts/ Sticky Knowledge:**

- In the **Victorian times (19<sup>th</sup> century)** some popular toys were; wooden dolls, wooden dollhouses, spinning tops, jack-in-the-box, toy soldiers, train sets and leather footballs.
- In the **20<sup>th</sup> Century** (1900's) some of the popular toys were teddy bears, dolls, action men and also computer games were starting to be invented.
- In the **21<sup>st</sup> century** (2000's) handheld **computer games** are some of the most popular games for children.
- A **decade** is a period of time that lasts for **10 years**. Toys have changed a lot over the last few decades.
- LEGO has been around since the 1960s and it is still popular today.

#### Historical Skills:

**Chronological understanding:**

Sequence events in their life

Sequence 3 or 4 artefacts from distinctly different periods of time

Match objects to people of different ages

Identify similarities and differences between periods

Remember parts of stories and memories about the past

Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

**Historical enquiry:**

- Find answers to simple questions about the past from sources of information e.g. artefacts

**Historical sources:** real toys from the past during a museum visit. Photographs from history collection website

**Useful Learning links:**

[History collection – photos of toys from the past 100 years](#)

[BBC Bitesize – Find out how children spent their time in the past](#)

[Toys and games from the past](#)

[Living in the past – toys](#)

[Brighton museum – toy timeline](#)

**Organisation and Communication:**

Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models.... Writing... Using ICT...

**Interpretation of history:**

Use stories to encourage children to distinguish between fact and fiction

Compare adults talking about the past – how reliable are their memories?

**Educational Visit:**

[V&A Museum of Childhood](#) – open 2023



## Information (subject Knowledge for teaching this unit)

Children have always played with toys. Toys have changed over the centuries because people have new materials to work with. E.g. Stone, wood, glass, clay, metal, plastic and electronics. In the Victorian times (1800's) some popular toys were; wooden dolls, wooden dollhouses, tea sets, balls and cup, spinning tops, jack-in-the-box, toy soldiers, train sets and leather footballs.

As more families have moved to England from other countries, over time, British children play with toys from around the world.

In the 20th Century (1900's) some popular toys were teddy bears, dolls, action men, Meccano and computer games were starting to be invented.

A decade is a period of time that lasts for 10 years. Toys have changed a lot over the last few decades. Here are some toys from some of the decades in the 20th century.

In the 21st century (2000's) handheld computer games are some of the most popular games for children.

LEGO has been around since the 1960's and it is still popular today.

| Week 1                                                                                                                                                                                                                                                                                         | Week 2                                                                                                                                                                                               | Week 3                                                                                                                                                                                                                                                                                                                                                                                     | Week 4                                                                                                                                                                                                                                                                    | Week 5                                                                                                                                                                                                                                                                                                               | Week 6                                                                                                                          |
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| <p>To find out what toys were like at different times in the past.</p> <ul style="list-style-type: none"> <li>I can describe toys are and from the past</li> <li>I can identify old and new toys.</li> <li>I can place the pictures of the toys into the century they were made in.</li> </ul> | <p>To identify toys that are old and toys that are new.</p> <ul style="list-style-type: none"> <li>I can compare old and modern toys.</li> <li>I can explain what makes them old and new.</li> </ul> | <p>To describe how some toys in the past are different, but also similar to toys today, and make a timeline of toy cars through time.</p> <ul style="list-style-type: none"> <li>I can describe toys from different periods- how they are similar and different.</li> <li>I can place them in order of when they were made on a time line.</li> </ul> <p>Introduce vocab of the decade</p> | <p>To make observations of toys from the past at a visit to the Museum of Childhood.</p> <ul style="list-style-type: none"> <li>I can explain what I have found out about toys from the past.</li> <li>I can give examples of how toys have changed over time.</li> </ul> | <p>To find out how our grandparents entertained themselves, apart from playing with their toys.</p> <ul style="list-style-type: none"> <li>I can explain what is similar to how children entertain themselves today.</li> <li>I can explain what is different to how children entertain themselves today?</li> </ul> | <p>Making a Victorian traumatope/ stick puppet, toy. Place holder</p> <p><a href="#">How to make a Victorian traumatope</a></p> |



## Year 2 History Summer Term Overview

### The Victorian Era

**NC Objectives:** Pupils should learn about events beyond living memory that are significant nationally or globally

**Key Facts/ Sticky Knowledge:**

- Victoria became the **Queen in 1837** when she was 18 years old. Queen Victoria **reigned for 64 years** until she died in 1901.
- During the Victorian Era **Industrial Revolution** started, and Britain became a wealthy country. The steam engine was perfected by James Watt, and it was used in trains, boats and machines in factories ([link back to Toys that were popular in the 19<sup>th</sup> Century](#))
- Britain began to **colonise other countries** and brought products from different countries. **Britain became an Empire.**
- For most of Queen Victoria's reign, there was no compulsory **education** – **only in 1880 it became compulsory.**
- There were up to 100 children in one class, and teachers were very strict and would punish children by hitting them with a wooden ruler.

**Historical Skills:**

**Chronological understanding:**

- Sequence artefacts closer together in time
- Describe memories of key events in lives
- Order dates from earliest to latest on simple timelines
- Sequence pictures from different periods
- Describe memories and changes that have happened in their own lives
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

**Organisation and Communication:**

**Historical enquiry:**

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Choose and select evidence and say how it can be used to find out about the past

**Useful Learning links:**

[Timeline of key events during Victorian period](#)  
[Industrial revolution explained for kids](#)  
[What happened during the Victorian era](#)  
[Primary homework help – Victorians](#)  
[Victorian schools](#)  
[Victorian images](#)  
[Victorian children in Victorian times](#)  
[Victorian school facts](#)  
[Victorian Transport - Victorian Children](#)  
[Victorian transport](#)

**Interpretation of history:**

Compare 2 versions of a past event  
Compare pictures or photographs of people or events in the past

**Historical sources:**

Replica artefacts

**Educational Visit:**

Transport museum – self-directed visit – identify transport from the Victorian era



Communicate their knowledge through: Discussion....  
Drawing pictures... Drama/role play... Making  
models..... Writing.. Using ICT...

### *Information for teachers*

- Queen Victoria came to the throne in 1837 when she was just 18 years old. She died in 1901, having reigned for 64 years. She is the second longest reigning monarch in Britain, after Queen Elizabeth II. She was married to Prince Albert of Germany
- Prince Albert died in 1861 when he was just 42. For the rest of her reign Queen Victoria wore black to mourn her husband.
- The Victorian era saw a great many changes in Britain. Britain became an extremely powerful country and created an enormous empire around the world. It was also a time of technological change and many new advances came about, such as the railway, photography, and many new machines which changed the way we live.
- Children from poor families in Victorian times had to work from a very young age. They did not go to school but worked in jobs that were often dangerous and difficult.
- Children were forced to work because they had to help support their families. But for some children who couldn't find work or who didn't have a family, the only option was the workhouse.
- In the workhouse, you were given free meals, accommodation and medical care, but the authorities didn't want to encourage laziness so they made sure that life in the workhouse was the last thing people would want.
- the Industrial Revolution meant that the jobs children were doing in the 19th century were even more dangerous. Some worked in factories where they had to crawl around under moving machinery. Others were sent down coal mines and had no breaks or fresh air. These jobs could injure or even kill them
- Thomas John Barnardo was born in 1845 in Dublin. When he came to London in 1866 and saw children sleeping and begging in the streets, he wanted to do something to help them. He set up a Ragged School where poor children could get a basic education and he opened a home for boys.
- Ragged Schools were charitable organisations that gave education to children who were too poor to be sent to school, often as well as food, housing and care. These started around 1840 as individual schools set up by rich people who wanted to help, but the Ragged Schools Union was soon set up as the idea spread. By 1851, 26,000 pupils were given an education at a Ragged School
- Anthony Ashley Cooper, 7th Earl of Shaftesbury, was born in 1801 and at the age of 25 became a Member of Parliament. As a politician, he became interested in the working conditions of children. He set up many commissions and campaigned to pass new laws that would protect children. He devoted his life to helping poor children and making sure that working children, particularly in factories, were protected. He also became chairman of the Ragged Schools Union for more than 40 years.



- In early Victorian times, very few children went to school. Only rich boys went to school. Rich girls were usually educated at home by a governess. Poor children didn't go to school at all and many could not read or write.
- But the government started to realise that education needed to be more widely available to all children. Ragged Schools were set up in the 1840s to provide a basic education for the very poorest children, and those working in factories were required to have 6 half-days in school a week.
- It wasn't until 1880 that all children were required by law to go to school until they were 10 years old. And finally, in 1891, it became free for everyone to go to school.
- The focus in Victorian schools was on the 3 Rs: Reading, Writing and Arithmetic. Children did lots of grammar exercises and had to learn long sections of stories and poems by heart. In arithmetic, children learnt to recite facts like their times tables. They also did lessons in geography, history and singing. The girls would also learn how to sew and the boys would do woodwork classes.
- Teachers were very strict in Victorian schools and there were severe punishments for children who were late, rude or who didn't learn their lessons properly, like the cane and the dunce's cap. There was also a big emphasis on religion and children would pray, read the Bible and receive religious instruction every day.
- Rich children had much more free time than poor children because they didn't have to go to work. Rich children were usually raised by a nanny in their early years. Boys would then be sent to school and girls would have a governess at home. During their leisure time, they would play with toys and games that their parents bought them, read books, go on outings, play sports and much more.
- Middle-class children also wouldn't need to work. Both girls and boys would usually go to school and then have leisure time, just like the very rich children
- Poor children wouldn't have had nearly as much time for playing as richer children. If they weren't at work or school, they would usually have to help their parents with chores around the house, such as collecting firewood, helping with the cooking and cleaning,
- When they did have time to play, their toys wouldn't have been brought from a shop; most toys would have been handmade out of wood or from household objects. Children made up a lot of their own games and just played outside when they had spare time. or looking after their younger brothers and sisters.
- As the 19th century progressed, more and more laws were being put into place to protect children. There were limits to the number of hours they were allowed to work and laws on how much education they should receive. For the first time, all children - not just rich children - had at least some leisure time. The life of a child was different to the life of an adult, whichever part of society you were born into.

### Industrial revolution explained for kids



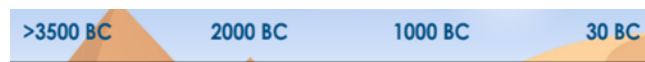
| Week 1                                                                                                                                                                                                                                                           | Week 2                                                                                                                                                                                                                                                                                                | Week 3                                                                                                                                                                                                                               | Week 4                                                                                                                                                                                                                 | Week 5                                                                                                                                                                                                                                                             | Week 6                                                                                                                                                                                                                                                                                                                           |
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| <p>To find out about Britain in the time of Queen Victoria.</p> <ul style="list-style-type: none"> <li>I can learn facts about Queen Victoria's life.</li> <li>I can explain how the Industrial Revolution helped Britain to become a wealthy country</li> </ul> | <p>To know some of the most significant events in the Victorian period.</p> <ul style="list-style-type: none"> <li>I can place the main of events of the Victorian Era on a timeline.</li> <li>I can identify other significant people who lived during this time and their contributions.</li> </ul> | <p>To find out what life was like for many children in Victorian times.</p> <ul style="list-style-type: none"> <li>I can explain what a day in their life was like: (Food, clothes, family life, money, houses, religion)</li> </ul> | <p>To find out how life was different for poor and rich children.</p> <ul style="list-style-type: none"> <li>I can compare the everyday life of a poor and rich child in Britain. (housing, clothing, toys)</li> </ul> | <p>To find out what school life was like for children in Victorian times.</p> <ul style="list-style-type: none"> <li>I can explain what school was like in Victorian times.</li> <li>I can find things that are similar and different to schools today.</li> </ul> | <p>To find out about transport in Victorian times</p> <ul style="list-style-type: none"> <li>I found out about different types of transport used in the Victorian era.</li> <li>I can explain how transport evolved over this period of time.</li> </ul> <p><b>Children compare transport from present and Victorian era</b></p> |



## Year 3 History Summer Term Overview

### The Ancient Egyptians

**NC Objectives:** Pupils should know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China



#### Key Facts / Sticky Knowledge

- **BC** means ‘before Christ’. Anything that happened before the year AD 1 is BC. **AD** is an abbreviation of the Latin phrase: **anno Domini** which means ‘in the year of the Lord’.
- The **Ancient Egyptian** period lasted for over **3000 years**. It began as settlers started to move into the Nile Valley and set up settlements near the River Nile.
- **Tutankhamen** is one of the **most famous pharaohs**. He became king at the age of 9 and died when he was just 18 years old. His **tomb was discovered in 1922** was a very important discovery as it allowed archaeologists to learn a lot about ancient Egypt.
- The **last Pharaoh was Cleopatra VII**, who committed suicide and **Egypt became part of the Roman Empire in 30BC**.
- Gods and goddesses were very important in ancient Egypt. Most had human bodies and heads of animals or birds.
- The ancient Egyptians were also very **important in the invention** of things that we still use today, such as **paper, clocks, calendars and number systems**.

#### Historical Skills:

##### Chronological understanding:

- Place the time studied on a time line
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefact
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

##### Organisation and Communication:

##### Historical enquiry:

- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Suggest sources of evidence from a selection to help answer questions and say how they can be used to find out about the past
- Begin to use the library and internet for research

##### Historical sources:

##### Useful Learning links:

[Library for kids – the two lands of Egypt](#)

##### Interpretation of history:

- Identify and give reasons for different ways in which the past is represented
- Observe and use pictures, photographs and artefacts to find out about the past
- Distinguish between different sources – compare different versions of the same story
- Start to use stories or accounts to distinguish between fact and fiction

**Educational Visit: British History Museum**



Communicate their knowledge through: Discussion....  
Drawing pictures... Drama/role play.. Making models.....  
Writing.. Using ICT...

### Information for teachers

- Egypt is in Africa. Most of the land is covered by desert. Many of the towns and cities are located near oases or the main river which runs through the country.
- The Nile is one of the longest rivers in the world and was the key to successful settlements in Egypt over 5000 years ago
- BC means 'before Christ'. Anything that happened before the year AD 1 is BC. AD is an abbreviation of the Latin phrase: anno Domini which means 'in the year of the Lord'. Unless there could be some confusion, we usually leave out the AD when saying the year.
- The Ancient Egyptian period lasted for over 3000 years! It began as settlers started to move into the Nile Valley and set up settlements near the River Nile.
- It ended when the last Pharaoh, Cleopatra VII, committed suicide and Egypt became part of the Roman Empire in 30 BC.

#### **The Ancient Egyptian Hierarchy**

- The pharaoh was the king or queen of Egypt. The pharaoh owned everything in Egypt and had control over how the country was run and what happened to the people in it. Pharaohs were the richest and most powerful people in Egypt.
- Viziers were the most powerful people in Egypt after the pharaohs. They helped the pharaoh run the country and also acted as the judges of the high court. All the other officials of the country reported to the viziers who then reported to the pharaoh.
- Nobles ran the different provinces (Nomes) of ancient Egypt. They made the local laws and made sure that people obeyed them. Being a noble was hereditary. This means that the position was passed down between families.
- The priests of ancient Egypt were responsible for keeping the gods happy. They spent their time performing rituals and ceremonies in the temples. They also performed funeral rites. Unlike priests today, they had little contact with the public and did not preach to people
- Scribes were important because they were the only people in Egypt who could read and write. They kept records about the produce of harvest, the army, what a person had been buried with and lots of other things. Scribes used three scripts: Hieroglyphics, Demotic and Hieratic.
- Soldiers were responsible for guarding and protecting Egypt from enemies. Being a soldier was seen as a heroic and brave profession. Soldiers were often given land and riches for their services to the country.
- Craftsmen were skilled labourers, such as pottery makers, weavers, jewellery makers, shoe makers, tailors, sculptors and leather workers. Craftsmen who worked for the royal family were often buried in rich tombs
- Farmers didn't own their own land in ancient Egypt. Farmers farmed the land of the pharaoh, nobles and other rich people in return for food, clothes and a place to live. Sometimes they would pay the rent of the land with a percentage of their crops. Most of the ordinary people of Egypt were farmers.



- Slaves were usually people who had been captured during wars. They worked in the houses of the pharaoh and rich noble families. Sometimes they were given to priests to help them perform rituals for the gods. There was no slave market in ancient Egypt. When a pharaoh died, his slaves would often be killed so that they could accompany their master in the afterlife. Slaves had no property of their own and were not allowed to marry.
- **The pharaohs** were the kings and queens of ancient Egypt. People believed the pharaoh to be half-mortal and half-god. He was believed to be the living incarnation of Horus, the sun god. Just like other royal families, the position of pharaoh was hereditary. It was usually the eldest son who became pharaoh when his father died. However, there were often cases of murder and strange disappearances so that other families became rulers. Every time a new family came to the throne, a new kingdom began. There were more than 30 royal dynasties in the history of ancient Egypt and around 170 pharaohs.
- The pharaoh was the ruler of upper and lower Egypt, giving him the title of 'Lord of the Two Lands'. The pharaoh owned all the land of Egypt.
- He collected the taxes, controlled the army, made the laws and was generally in charge of running the country. He had viziers and nobles who helped him in the different regions of Egypt but all decisions and power ultimately rested on the pharaoh.
- The ancient Egyptians believed in life after death. They preserved bodies using a process called mummification because they believed that people would need their bodies, as well as other items, in the afterlife. When a pharaoh died, their bodies were often placed in pyramids.
- Tutankhamen is now one of the most famous pharaohs but until Howard Carter discovered his tomb in 1922, no one had really heard of him. He became king at the age of nine was married to his half-sister, Ankhesenamun. He died when he was just 18 years old.
- Rameses II ruled during the 19th dynasty from 1279 to 1212 BC. He had lots of different wives and over 100 children. Rameses was a strong king and is known for expanding the territory of Egypt and building lots of impressive temples and monuments, the most famous of which is the Abu Simbel temples. Rameses ruled for 67 years and died when he was over 90 years old. Rameses II is often referred to as Rameses the Great.
- Cleopatra was one of the most famous of the Egyptian queens and there have been lots of books, plays and films created about her life. She had two significant love affairs, first with Julius Caesar before he was murdered, and then with Marcus Antonius (known better as Mark Antony)
- Queen Hatshepsut was the first powerful female leader in history. Before her, pharaohs had all been men. She was the queen of Thutmose II and when he died, she declared herself as ruler.
- The ancient Egyptians worshipped over 2000 different gods and goddesses. Each god or goddess played a particular role in their lives. For example, there was a god who was in control of the annual flooding of the Nile, a god for health, a god who looked after funerals, a god who looked after crops, and many, many more.
- The ancient Egyptians built temples for each of their gods and goddesses. They would go to the temples to pray, give offerings, trade with other people and to meet friends.
- Amun is portrayed both as a man with a ram's head and a man with a ostrich feather headdress. Amun is the lord of the gods and was very important. In the 11th century, his importance was shown through his fusion with the sun god Ra to become Amun-Ra
- Ra was another very important god. He is the sun god and was considered by many to be the creator of all living things. It was believed that Ra was swallowed every night by the sky goddess and reborn the next morning. He was also considered to be a ruler of gods and was eventually merged with the god Amun to become the powerful king of gods Amun-Ra. He is depicted as having the head of a falcon with a sun disk on his head



- In the Ancient Egyptian stories of the gods, Osiris was one of the first gods and one of the most worshipped. He was god of the dead and rebirth and was married to the goddess Isis. Like Horus, Pharaohs would think that they represented Osiris when they died. Unlike most other gods he has a man's head. He is usually shown wearing a cone-shaped headdress with a mummified body. Sometimes he is depicted with green (the colour of rebirth) skin.
- Anubis was the god of embalming and the dead. The Ancient Egyptians believed he watched over them when they died and helped their soul reach the afterlife. Priests would often wear an Anubis mask when they were embalming and mummifying a body. He had the head of a jackal, a dog-like animal. Statues and artwork of Anubis was often placed in tombs to watch over the dead
- Horus is the god of the sky and also has a falcon's head. He wears the double crown which shows kingship over the whole of Egypt. His eyes were believed to be the sun and the moon. The ancient Egyptians believed that the pharaoh was the living incarnation of Horus. He was the protector of ancient Egypt.
- Isis is the goddess of love and has a woman's head and body with wings. Isis was married to Osiris and was the mother of Horus so she was very important. She is sometimes depicted without her wings, with a throne, headdress and holding an ankh

| Week 1                                                                                                                                                                                                                                                              | Week 2                                                                                                                                                                                                                                                                                                         | Week 3                                                                                                                                                                                                                                             | Week 4                                                                                                                                                                                                                                         | Week 5                                                                                                                                                                                                                                                          | Week 6                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To investigate BC dates and key events from the Ancient Egyptian period.</p> <ul style="list-style-type: none"> <li>• I can explain what BC and AD mean.</li> <li>• I can find out where ancient Egypt fits on the timeline and order the key events.</li> </ul> | <p>To find out how society in ancient Egypt was organised.</p> <ul style="list-style-type: none"> <li>• I can find out about the roles of different people in ancient Egyptian society and their hierarchy system.</li> <li>• I can find out more about food, jobs and daily life in ancient Egypt.</li> </ul> | <p>To find out who the pharaohs were and why they were important.</p> <ul style="list-style-type: none"> <li>• I can explain the role of the pharaohs in ancient Egypt.</li> <li>• I can create a profile card for one of the pharaohs.</li> </ul> | <p>To find out about the significance of the pyramids in ancient Egypt.</p> <ul style="list-style-type: none"> <li>• I can explain why the pyramids were built.</li> <li>• I can find out about the discovery of Tutankhamun's tomb</li> </ul> | <p>To find out about the different gods worshipped in ancient Egypt.</p> <ul style="list-style-type: none"> <li>• I can explain why the gods were so important to the ancient Egyptians.</li> <li>• I can create a profile card for one of the gods.</li> </ul> | <p>To investigate the inventions and achievements of the Ancient Egyptians.</p> <ul style="list-style-type: none"> <li>• I can find out about some of the inventions of the ancient Egyptians.</li> <li>• I can identify which inventions we still use today.</li> <li>• I can explain how they have been modified and changed.</li> </ul> |



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## Year 4 History Summer Term Overview

### The Impact of the Roman Empire on Britain

**NC Objectives:** Pupils should be taught about the Roman Empire and its impact on Britain.

#### Key Facts / Sticky Knowledge

- Julius Caesar's one of the most famous Roman emperors attempted an invasion of Britain in 55-54 BC
- The Romans led by Claudius invaded Britain in 43 AD. The Romans had a very large and powerful army.
- They then settled and ruled the country for almost 400 years, until 410 AD.
- Roman influences include roads, elaborate surviving buildings (Roman Baths, Fishbourne palace), money and calendars.
- Queen Boudicca and her army fought against the Romans in 60AD.
- The Romans build Hadrian's wall across the north of England to protect the Roman land from the Scots.
- In order to better control Britain, the Romans divided the country in two. The South became known as Britannia Superior and the North as Britannia Inferior.
- Roman rule ended because the Roman troops were sent back to the continent to defend other areas of The Empire against Barbarian invasions.

#### Historical Skills:

##### Chronological understanding:

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Know how to use a timeline
- Understand more complex terms eg BC/AD

##### 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

##### Interpretation of history:

- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge

##### Range of Depth of Historical Knowledge:



|                                                                                                                                                                                                                                                                                                     |                                                                                                                                               |                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>•Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>•Use words and phrases: century,</li> <li>•decade</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>• Ask a variety of questions</li> <li>•Use the library and internet for research</li> </ul>            | <ul style="list-style-type: none"> <li>•Use evidence to reconstruct life in time studied</li> <li>•Identify key features and events of time studied</li> <li>•Look for links and effects in time studied</li> <li>•Offer a reasonable explanation for some events</li> </ul> |
| <p><b>Organisation and Communication:</b><br/>Communicate their knowledge through Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p> | <p><b>Historical sources:</b></p> <p><b>Useful Learning links:</b><br/><a href="#">BBC Bitesize – why romans did not conquer scotland</a></p> |                                                                                                                                                                                                                                                                              |

#### Information for teachers

- The Romans had known about Britain for a long time. Julius Caesar had visited in 55 BC with two legions and, after battling some Celtic tribes on the southern coast, realised the Roman army was not powerful enough to invade fully. Caesar left Britain and returned to Rome, describing in detail what he had seen and the land's good soil.
- Julius was in the army and quickly rose through the ranks to become a general. His military tactics meant that the Roman Empire spread through much of France, Germany and Spain.
- In 55 BC, Caesar defeated a Germanic tribe. He had a huge bridge built for him and his army to cross the Rhine river. The tribe was defeated, Caesar and his army crossed back over the bridge and then Caesar had the bridge destroyed.
- By 52 BC, Caesar had conquered all of France.
- Back in Rome there had been another leader called Pompey the Great. Pompey and Julius had worked together to expand the Roman Empire. However, while Julius had been away, they fell out and became enemies. Julius planned to kill Pompey so that he could become the supreme Ruler of the Roman Empire. Pompey had found out about his plan and travelled to Egypt to be safe. However, while he was there, the Egyptian leaders had him killed because they did not trust him.
- Julius found out the news and travelled to Egypt himself. While in Egypt, Caesar began a political and romantic relationship with Cleopatra, the Pharaoh's sister. Caesar's army fought to make Cleopatra ruler of Egypt instead of her brother, while Cleopatra used her great wealth to fund Caesar's army. Cleopatra later had a son whom she named Caesarion. Most historians think Caesar was his father.
- The Roman Emperor, Claudius, had ordered the creation of a new warship to help his army safely cross the sea between Gaul (modern-day France), which they already controlled, and Britain. The army sent to Britain was made up of 20,000 soldiers in four legions as well as auxiliaries. In AD 43, Claudius' fleet set sail and landed on the south coast of Britain.
- In AD 60, the Romans experienced uprisings from native tribes such as the Iceni. The Iceni, commanded by Queen Boudicca, were angry that the Romans had seized their lands and how they were being treated. Boudicca led the Iceni to many victories against the Romans, leaving many towns in ruins and over 80,000 Roman citizens dead. Boudicca was eventually defeated in AD 61, poisoning herself so she wouldn't be captured by her enemies.



- For many years after Caledonia was abandoned, Roman Britain lived in relative peace. In AD 105, the Romans came under attack from some Picts from the Alba region of Caledonia, who destroyed forts and caused a lot of damage. In AD 122, in order to prevent further attacks from the north, Emperor Hadrian ordered a wall to be built between Roman Britain and the Picts. The wall was finished in around six years and became known as Hadrian's Wall.
- Roman Britain was now largely established, however, many other Emperors and governors attempted to invade the lands above Hadrian's Wall and failed.
- Over the next few centuries, Britain prospered under Roman rule. However, there were attacks from other tribes, barbarians and other nations that were successfully defeated. In the late 4th century, Roman troops began to be withdrawn from Britain under order from Rome and by AD 410, the last Romans left and the people of Britain were told they now had to defend themselves.

| Week 1                                                                                                                                                                                                                                                                                          | Week 2                                                                                                                                                                                                                                                                            | Week 3                                                                                                                                                                                                                                                            | Week 4                                                                                                                                                                                                                                                    | Week 5                                                                                                                                                                                                        | Week 6                                                                                                                                                                                                                                                                                                                                   |
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| <p>To know when and where the Roman empire began and the areas they conquered</p> <ul style="list-style-type: none"> <li>• I can find out about the areas of the world that were conquered by the Romans.</li> <li>• I can place some key events from the Roman empire on a timeline</li> </ul> | <p>To know who the Roman Emperors were and their role in the invasion of Britain.</p> <ul style="list-style-type: none"> <li>• I know the most famous Roman emperor.</li> <li>• I can explain the role of the emperor in the invasion and when they conquered Britain.</li> </ul> | <p>To understand why Queen Boudicca stood up to the Romans.</p> <ul style="list-style-type: none"> <li>• I can explain why Boudicca decided to fight against the Romans.</li> <li>• I can use a timeline to show when Boudicca's Rebellion took place.</li> </ul> | <p>To understand how the Romans were able to keep control of their vast empire.</p> <ul style="list-style-type: none"> <li>• I can describe why the Roman Army were so powerful.</li> <li>• I can explain why the Romans build Hadrian's wall.</li> </ul> | <p>To know how this vast Roman empire came to an end.</p> <p>I can describe the impact on:</p> <ul style="list-style-type: none"> <li>-the Roman Empire</li> <li>-the soldiers</li> <li>- society.</li> </ul> | <p>To understand how our lives today are influenced by the Romans who lived here 2000 years ago.</p> <ul style="list-style-type: none"> <li>• I can identify some of the surviving Roman buildings.</li> <li>• I can explain why the Romans build roads.</li> <li>• I can describe other Roman influences in today's Britain.</li> </ul> |



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## Year 5 History Summer Term Overview

### Who were the Tudors?

**NC Objectives:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

#### Key Facts/ Sticky Knowledge

- The Tudor period lasted from **1485 to 1603**.
- It began when **Henry Tudor defeated King Richard III** at the **Battle of Bosworth**, which ended the **Wars of the Roses** and became the king.
- **King Henry VIII** was famous for having **6 wives**. There is a rhyme to help us remember what happened to all of his wives:  
**divorced /beheaded/ died. Divorced/ beheaded /survived**
- When Henry wanted to get divorced from one of his wives, the Pope would not allow it. King **Henry turned against the Catholic church** and made himself head of the new **Church of England**.
- Queen Elizabeth was a popular monarch. She was the queen of England, Ireland and Wales. Her time in power is known as the '**Elizabethan Age**'. She ruled England alone and she never married.
- **During 118 years of Tudor rule**, England became richer than ever before. As the country became wealthier, towns grew, beautiful houses were built and schools and colleges were set up. Arts and crafts flourished too. England was home to great painters, writers and musicians.



## Historical Skills:

### Chronological understanding:

- 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, e.g. Indus Valley and Ancient Egypt

### Organisation and Communication:

Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...

Recall, select and organise historical information  
Communicate their knowledge and understanding

### Historical sources:

Paintings of the time. photos of artefacts of the time – or replica artefacts. Tudor buildings.

### 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
- Investigate own lines of enquiry by posing historically valid questions to answer

### Useful Learning links:

[What impact did the Tudors have on England?](#)  
[Historical Tudor sites in Britain](#)  
[Primary homework help – the Tudors](#)  
[Bbc bitesize – king henry VIII](#)  
[Bbc bitesize – queen Elizabeth I](#)  
[Accomplishments of Queen Elizabeth I](#)  
[Britanica kids – life in the Tudor times](#)  
[10 best Tudor historical sites in Britain](#)  
[Tudor timeline](#)

### Interpretation of history:

- Find and analyse 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 the factual understanding of 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

### Range of Depth of Historical Knowledge:

- Study different aspects of different people - differences between men and women
- Examine the causes and results of great events and the impact on people
- Compare life in early and late 'times' studied
- Compare an aspect of life with the same aspect in another period

### Educational Visit:

Westminster Abbey – The Tudors Trail

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6



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| <p>To know when the Tudor period began and how it started.</p> <ul style="list-style-type: none"> <li>I can find out about the Wars of the Roses in Medieval Britain.</li> <li>I can explain how the end of the Wars of the Roses marked the beginning of the Tudor period.</li> <li>I can find out about the family tree of the Tudors and use this to place the Tudor monarchs on a timeline</li> </ul> | <p>To begin to understand why King Henry VIII was one of the most significant Tudor kings.</p> <ul style="list-style-type: none"> <li>I can research information about King Henry VIII and record what I have found out.</li> <li>I can explain why he formed the Church of England</li> <li>I can explain how this changed the course of history.</li> </ul> | <p>To begin to understand why Queen Elizabeth I was so significant.</p> <ul style="list-style-type: none"> <li>I can research information about Queen Elizabeth I and write some facts about what I find.</li> <li>I can list some of the important things that happened during her reign.</li> <li>I can explain in my own words why she was a popular queen.</li> </ul> | <p>To know that historians use primary sources such as paintings and artefacts to help them find out about the past.</p> <ul style="list-style-type: none"> <li>I can look at a range of artefacts from the Tudor period and interpret what I see.</li> <li>I can use the artefacts to think about what they can tell us about Tudor England.</li> <li>I can choose one of the artefacts and record in my own words, what it is, what it is made of, and what it can tell us about Tudor England.</li> </ul> | <p>To learn about the daily life of Tudor people and understand how life was different for poor and rich people.</p> <ul style="list-style-type: none"> <li>I can use a website to research information on the daily life of Tudor people.</li> <li>I can find out how life was different for poor and rich people</li> <li>I can record what I have found out.</li> </ul> | <p>To learn ways in which the reign of the Tudors impacted the future of Britain.</p> <ul style="list-style-type: none"> <li>I can find out about some of the main changes that happened during the Tudor times.</li> <li>I can find out about some of the most famous Tudor historical sites in the UK.</li> <li>I can create a visitors brochure for one of these sites.</li> </ul> |
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## Year 6 History Summer Term Overview

### What do we know about Crime and Punishment through History?

**NC Objectives:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

**Key Facts/ Sticky Knowledge**

- Roman laws were called the 'Twelve Tables'. They were written around 450 BC – these were basic rights for all Roman people and decided what they should and should not do.
- In Britain, the job of finding a criminal was down to the legionaries. Punishments were severe. Their main purpose was to deter people from committing crimes.
- Many laws we have in Britain today are not that different from the laws of Anglo-Saxon Britain. However, the punishments were considerably different.
- Wergild was a payment system used in Anglo-Saxon times to settle disputes between the criminal and the victim or the victim's family.
- In Tudor times public executions were extremely popular and people would wait for hours to watch them, often taking their children with them!
- By the late 18th century, punishment for treason became very rare, but the official punishment for treason remained death until 1998.
- The police force was first introduced in London in 1829 (Victorian Era). Sir Robert Peel introduced them as part of a campaign to improve public law.
- During the Victorian period, prison became the main form of punishment for lots of different crimes.

**Historical Skills:**



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| <ul style="list-style-type: none"> <li>Know about crime and punishment in British history and how punishment has changed through the ages.</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> <li>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</li> </ul> <p><b>Chronological understanding:</b></p> <ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> |        |        |        |        |        |
| <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Begin to use the library and internet for research</li> </ul> <p><b>Organisation and Communication:</b><br/>         Communicate their knowledge through:<br/>         Discussion.... Drawing pictures... Drama/role play..<br/>         Making models..... Writing.. Using ICT...<br/>         Recall, select and organise historical information<br/>         Communicate their knowledge and understanding</p> <p><b>Historical sources:</b></p> <p><b>Useful Learning links:</b><br/> <a href="https://www.youtube.com/watch?v=snVbGOrHZaY">https://www.youtube.com/watch?v=snVbGOrHZaY</a><br/> <a href="https://www.youtube.com/watch?v=3usxel3IK04">https://www.youtube.com/watch?v=3usxel3IK04</a><br/> <a href="https://www.bbc.co.uk/teach/class-clips-video/the-murderess/zjhp9q">https://www.bbc.co.uk/teach/class-clips-video/the-murderess/zjhp9q</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |        |        |        |        |
| <p><b>Interpretation of history:</b></p> <ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding of the past</li> <li>Consider different ways of checking the accuracy of interpretations of the past</li> <li>Realise that there is often not a single answer to historical questions</li> </ul> <p><b>Range of Depth of Historical Knowledge:</b></p> <ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine the causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul> <p><b>Educational Visit:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |        |        |        |        |
| Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |



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| <p>To learn about the legacy of Roman crime and punishment on the current legal system in Britain.</p> <ul style="list-style-type: none"> <li>I can understand some of the terms used in crime and punishment.</li> <li>I can find out about what the Romans believed about crime and punishment.</li> </ul> | <p>To learn about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain.</p> <ul style="list-style-type: none"> <li>I can find out how the legal system worked in Anglo-Saxon Britain.</li> <li>I can compare both the modern British and Roman justice systems with that of the Anglo-Saxons.</li> </ul> | <p>To learn about crime and punishment during the Tudor era.</p> <ul style="list-style-type: none"> <li>I can find out about different punishment methods that were popular during the Tudor period.</li> </ul> | <p>To learn about the development of crime and punishment during the Victorian period and what happened in Victorian prisons.</p> <ul style="list-style-type: none"> <li>I can understand the experiences of Victorian prisoners.</li> </ul> | <p>To bring together and evaluate knowledge gained of the history of crime and punishment in Britain since the Roman period and compare this with modern-day Britain.</p> <ul style="list-style-type: none"> <li>I can reflect on what I have learnt about the history of crime and punishment in Britain.</li> <li>I can compare modern methods of crime prevention and detection with what existed in the past.</li> </ul> | <p>To research the law and order system in Britain.</p> <ul style="list-style-type: none"> <li>I can explain what judges are and how long they have been used in Britain.</li> <li>I can explain why we started having juries?</li> <li>I know when the police force was established?</li> </ul> |
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### Historical Skills:

Roman laws, written around 450 BC, were called the 'Twelve Tables'. Not following these rules was a crime. Punishments were severe to deter people from not following them. People could pay to have their punishment lessened. Judges and juries were used to decide if someone was guilty or not guilty. There were lots of serious crimes such as murder, and less serious crimes, such as stealing. The worst crime, treason, was punishable by being thrown to the lions.

Anglo-Saxon people accused of a crime had a trial. If a decision as to whether the person was guilty or not guilty could not be made, a trial by ordeal would take place. It is thought that God would decide if they were guilty or not by the outcome of the ordeal. There were no prisons to send criminals to, so punishments acted as huge deterrents and were often very brutal including stoning, whipping and hanging.

To deter people from committing crimes, the Tudors came up with even more terrifying punishments, including public executions. Public humiliations were common. The



scold's bridle was worn for gossiping; the rack used to stretch out the victim's body for treason; and the dunking stool to find out if someone was a witch.

The Victorians looked for alternative ways to hang people for committing crimes. Many prisons were built in order to prevent people from committing further crimes. Life in prison was very tough. Prisoners had to do very physically demanding tasks. These included:

- the treadwheel - using the steps on a huge wooden and iron wheel to move it
- shot drill - lifting a heavy iron cannonball
- the crank – machinery that victims turned 10,000 times a day