

**History Curriculum Overview**  
**Winsor Primary School**

Year group/ Term	Term 1	Term 2	Term 3	Term4	Term 5	Term 6
Year 1		How did people communicate before mobile phones?	What's a monarch?		How new is my toy?	
Year 2			How did the Great Fire of London start?	Why are the lives of Columbus and Armstrong significant?		
Year 3	What was life like in Ancient Egypt?			What was pre-historic Britain like?		
Year 4	Who powered the first flight?		What did the Romans ever do for us?			
Year 5	What was the struggle between the Anglo-Saxons and Vikings?				How has East London changed?	
Year 6	What did the Greeks do for us?		What can learn from the Mayans?			What was the Shang Empire?

History and Geography alternate each term. Each term has a foundation subject focus.

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To learn about Greece and to place the ancient Greek civilisation in time.	Children will be given a brief overview of the ancient Greek civilisation, placing the ancient Greeks on a timeline and identifying the difference between 'A.D.' and 'B.C.' They can then locate Greece on a map and explore what Greece is like as a country today.	Can children locate Greece on a map and ancient Greece on a timeline? • Do children understand the terms AD and BC? • Can children identify and discuss the climate and physical features of mainland Greece and its islands?	
2	To learn about the differences between Athens and Sparta and to understand the term 'democracy'	Children will find out that ancient Greece was organised into city states and explore what this meant in terms of how society was run. They will then explore the features and characteristics of Athens and Sparta before thinking about ways in which they were similar to and different from each other. Children will discuss why democracy is important and compare this to dictatorship. Discuss how this is a legacy left to us by the Greeks.	Can children explain how the ancient Greek civilisation was organised? Can children explain some of the differences between Athens and Sparta and identify reasons for these differences? Do children understand the idea of a democracy?	
3	To learn about ancient Greek warfare.	Children will explore why city states had both armies and navies before looking at how ancient Greek armies were organised. They will find hoplites, hoplite armour and weapons used in battle. They will also look at artefacts to help them deduce information about ancient Greek warfare.	Can children give reasons why the ancient Greeks needed both an army and a navy? • Do the children know what kinds of weapons and armour the ancient Greeks used? • Can children describe some of the battle tactics used by the ancient Greeks?	
4	To find out about the beliefs of the ancient Greeks.	Children will find out about the ancient Greek belief system. They will be introduced to the Olympians and the Titans before reading an example of an ancient Greek myth. They can then carry out different activities to help them find out more about particular ancient Greek deities.	Can children name some of the Olympian gods? • Can children find out information about ancient Greek beliefs from a range of sources? • Do children know some of the ancient Greek myths?	
5	To find out about daily life in ancient Greece.	Children will consider what they already know about daily life in ancient Greece across a variety of areas, such as clothing, education, men and women, leisure and home life. They will then use a variety of sources of information to find further facts.	• Can children ask and answer questions about daily life in ancient Greece? • Can children use a range of sources to help them find out historical facts? • Can children explain what daily life was like for citizens of ancient Greece?	
6	To learn about the impact of the ancient Greek civilisation on the modern world.	Children will consider the impact of the ancient Greek civilisation on life today. They will explore how things such as the Olympic Games, theatres and universities were all introduced by the ancient Greeks. They can consolidate their understanding and establish the ancient Greek legacy.	Can children describe some of the things that were started in ancient Greece that we still do or use today? • Can children name some famous ancient Greeks? • Can children discuss how different our civilisation would be if the ancient Greeks hadn't existed?	

7	To find out about ancient Greek architecture and how it has influenced our buildings today.	Children will use photographs and illustrations to identify features of ancient Greek architecture before looking in more depth at columns, capitals and the 'Golden Rectangle'. They will explore how ancient Greek architecture has influenced architects in more modern times, particularly the Greek Revival of the Victorian era.	Can children recognise the features of ancient Greek architecture? • Can children identify aspects of Greek culture in their surroundings? • Do children show an understanding that Greek architectural ideas were prized by people living in recent times?	
8	To find out how ancient Greek scholars have contributed to our knowledge and understanding of the world.	Children will learn about six of the most famous and influential Greek scholars: Archimedes, Aristotle, Plato, Herodotus, Hippocrates and Pythagoras. They will learn when they lived, what they discovered or developed, and why they are still remembered and discussed today.	Can children name some of the scholars from ancient Greece and describe their contribution to the world? • Can children discuss the impact of the scholars on our knowledge of the world today? • Can children use a variety of sources to find out information?	
9	To compare the ancient and modern Olympic games.	Children will find out when and how the ancient Greek Olympic Games started. They will find out the features of the ancient Games, including who took part and what activities were undertaken. They can then identify the similarities and differences between the modern and ancient Olympic Games.	Can children identify similarities between ancient and modern Olympic games? • Can children identify differences between ancient and modern Olympic games? • Can children suggest reasons for why the games have altered over the years?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To study the archaeological evidence at Sutton Hoo to ask and answer questions.	Children will understand what an archaeologist does before finding out about the discovery of the burial ship at Sutton Hoo. They will look at some of the objects found at the site to ask and answer questions, considering what we can learn from the objects found.	Do children understand what an archaeologist does and why they excavate certain sites? Can children study objects and answer questions about them? Can children make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there?	
2	To find out who the AngloSaxons were and where they came from.	Children will place the Anglo-Saxons on a timeline and find out who was living in Britain when they first invaded. They will learn why the Romans left Britain and how this allowed other groups to invade from other parts of Europe. They can also consider the difference between the terms 'invade' and 'settle'. Children should recap the time line of Iron Age, Stone Age and Romans.	Can children explain the difference between invasion and settlement? Can children place the Anglo-Saxons on a timeline? Can children identify on a map where the Anglo-Saxons came from?	
3	To find out who the Picts and Scots were and where they lived.	Children will find out who the Picts and Scots were and where they lived. They will consider why they had different cultures despite a close geographical proximity, and think about why there were tensions between the two groups. They will also learn about the lifestyle and culture of these two peoples and consider the accuracy of Roman depictions of Picts and Scots.	Do children know who the Scots were and where they lived? Do children know who the Picts were and where they lived? Do children understand that there were tensions between the Scots, Picts and Anglo-Saxons?	
4	To be able to use various historical sources to find out about Anglo-Saxon life.	Children will generate questions they would like to find the answer to regarding everyday life in Anglo Saxon Britain, including areas such as homes, food and leisure. They will use a variety of sources of information to find the answers.	Can children generate questions relating to everyday life in Anglo-Saxon times? Can children use a variety of historical sources to find out about everyday life? Can children compare the lives of rich and poor Anglo Saxons?	
5	To explore Anglo-Saxon culture including art, music, legends and poetry	Children will use the story of Beowulf to help them find out how Anglo-Saxon society was organised. They will learn about different aspects of AngloSaxon culture, including stories, poetry and art, and use what they have found out to make inferences about Anglo-Saxon life.	Can children describe the pastimes of different type of people in Anglo-Saxon Britain? Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? Do children understand why they told stories like Beowulf?	
6	To explore the spread of Christianity in Britain.	Children are challenged to identify whether the person buried at Sutton Hoo was Christian or pagan. They will find out about the spread of Christianity in Britain from centres such as Iona and Lindisfarne, and identify some of the key features of both Christianity and paganism at this time to help them identify the religion of the the person within the burial ship.	Do children know that some people in Britain were Christians before the Anglo-Saxons invaded? Do children know that Anglo-Saxons were pagans when they came to Britain? Can children describe some of the factors that helped convert Britain to Christianity?	
7	To use what has been discovered at Sutton Hoo to draw	Children will discover the probable identify of the person buried at Sutton Hoo as King Raedwald. They will learn about historians' reasons for this assumption and use what they have found out to	Can the children explain the evidence for their decisions about who the person at Sutton Hoo was? Can the children make a judgement about which evidence is	

	conclusions about who was buried there.	support or disprove this theory. They can also consolidate their own understanding of life in AngloSaxon Britain.	most helpful? Do the children understand that other people have different interpretations?	
8	To find out about the Viking invasions of Britain.	Children will recap the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.	Do children know when the Vikings first invaded Britain? Can children offer reasons for why the Vikings invaded? Can children recognise and describe the different perspectives of the Viking invasions?	
9	To find out about the Viking settlement of Britain and how this affected the AngloSaxons.	Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings. Children will compare Viking and Anglo-Saxon Britain.	Do children know that the Vikings settled in Britain after the first raids in the 8th century? Can children use a variety of sources to gather information? Can children describe how the Vikings gained control of the northeast of England?	
10	To find out why King Alfred was dubbed 'Alfred the Great'.	Children will recap the agreement between AngloSaxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.	Can children describe the role King Alfred played in making England a unified country? Can children suggest reasons why he was dubbed 'Great'? Can children use a variety of sources of information to find out the life of King Alfred?	
11	To find out how and when England became a unified country.	Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.	Do children know that by 1016, England was a unified country under the control of a single king? Can children name the key historical figures and describe their role in events? Can children discuss causes and effects of historical events?	
12	To find out about the end of the Anglo-Saxon and Viking era in Britain.	Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.	Do children know why the Battle of Hastings took place? Can children describe the main events surrounding the Norman conquest? Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To begin to question the History of Flight.	An introductory lesson. Children will thought shower what they do know and what they want to know. Children will ask questions about flight and its history. Children will begin to order flight transport into a timeline and discuss their ideas.	Can children share their prior knowledge? Can children ask questions to help them to deepen their understanding? Can children explore their ideas through debating and reasoning?	
2	To understand the chronological history of flight.	Children will use a class time line to reason and explain why the ornithopter came before an aeroplane. Children will also understand that man was inspired by birds and always longed to fly. Children will compare air balloons, da vinci's flying device and modern flight.	Do children know what an ornithopter, helicopter, jet plane, mono plane is? Can children order aircraft on a time line?	
3	To understand who was responsible for the first flight.	Children will learn about the Wright Brothers and how they were influenced by others inventing flying machines in their time. Children will learn about the specific details about where and when the flight took place and how this inspired the aviation industry.	Do they children have an understanding of why the Wright Brothers were significant? Can children recall the events of the first flight? Are they able to explain how this event influenced history?	
4	To know the first uses of aeroplanes.	Children will learn the differences between domestic and military aircrafts. Children will understand that aeroplanes were first manufactured for war and that is was only later in history that flying became a mode of transport for holidays.	Can children give examples of military and domestic aircraft? Can children explain the first uses of flight? Can children explain what it meant for people using domestic flights?	
5	To research and understand a type of aircraft and it's origins.	Children will begin to work in threes to research and understand the origins and makings of specific aircraft. Children will then present their ideas and refine them through editing and critique from their classmates. Children will visit Duxford to help them understand the history of flight better.	Can children work in threes to research specific information? Can children present their ideas and findings clearly?	
6	To edit and refine my presentation of historical events.	Children will prepare presentations for their PBL exhibit. Children will ensure that they present facts, dates and key events when presenting. Children will be able to share specific details about aircraft models and designs and why they are preferred over other aircraft. They will also be able to present the uses and functions of their aircraft.	Can children present their ideas and findings clearly? Can children refine and edit their ideas? Can children critique and give feedback to their peers?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To locate ancient Egypt in time and place.	Children will consider what they already know about ancient Egypt and what they would like to find out. WDK and WDYWK? They will identify where Egypt is on a map and find out the difference between 'ancient' and 'modern'. They will use pictures and other prompts to start identifying features of Egypt and ancient Egypt	Do children know the difference between ancient and modern? Can children locate Egypt on the map and describe its landscape? Can children ask and respond to questions using appropriate vocabulary?	
2	To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.	Children will look at a map of ancient Egypt and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.	Can children explain what the landscape of ancient Egypt was like? Do children know why the Nile was so important to the Egyptian way of life? Can children explain how the Egyptian landscape impacted on people's everyday lives?	
3	To find out about Tutankhamen and how artefacts can teach us about the past.	Children will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists.	Can children explain how Tutankhamen's tomb was discovered? Do children know why it was such a significant historical discovery? Can children explain how artefacts can tell us about life in the past?	
4	To understand the importance of artefacts in helping us find out about the past.	Children will explore a variety of ancient Egyptian artefacts and think about what they can tell us about everyday life in ancient Egypt. They will find out about the Rosetta stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society.	Can children suggest what an artefact was used for and who used it? Do children know why artefacts are so important in helping us learn about the past? Do children know why the Rosetta stone was such an important discovery?	
5	To find out about the way of life in ancient Egypt.	Children will generate a variety of questions to research about everyday life in ancient Egypt for categories such as food, clothing, farming and religion.	Can children sort information into different categories? Can children ask and answer questions about life in ancient Egypt? Can children use a variety of sources to find out information?	
6	To learn about Egyptian tombs, pyramids and burial sites.	Children will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They can then explore the process of mummification.	Can children describe some ancient Egyptian beliefs about life and death? Can children explain the process of mummification? Can children infer and deduce information about the past from objects that have survived?	
7	To recall, select and organise historical information.	Children will consolidate everything they have learnt about ancient Egypt, in particular considering the role artefacts play in helping us find out about the past. Children can express their learning and understanding in a variety of ways.	Can children recall facts and details about the ancient Egyptian civilisation? Can children understand and organise information? Do children know why studying past civilisations are so important?	

## History Unit Overview: Communication

Year 1 Term 2 NC

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To find out about early writing systems.	Children will consider all the modern ways in which people can communicate. They will start by discussion what communication means. They will then explore how people started communicating through cave paintings, then look at ancient Egyptian Hieroglyphs. They will start to understand that the ways people communicate changes over time. Children will learn to write their name using hieroglyphs. Other children should be able to create their own code to write a message for their peers to decipher.	Can children name a variety of forms of communication? Do children know that forms of communication have developed over time? Do children know that early writing systems used symbols instead of letters?	
2	To find out who William Caxton was and what he introduced to Britain.	Children will learn how writing developed and how early books were produced. They will go on to look at the invention of the printing press and how this changed the way in which people were able to communicate and access information. Children will watch videos about book binding and learn how to make a simple book.	Do children know that William Claxton brought the first printing press to Britain? Do children understand what a printing press is and how it works? Can children describe some of the ways in which the printing press changed people's lives?	
3	To find out about the invention of telegraph and Morse code.	Children will learn about ways in which people sent messages and post to each other before telegraphs before looking at how telegrams changed the way people communicated. They will learn about Morse code words. They will consider why telegrams are no longer sent today.	Do children know what a telegraph is? Do children understand how Morse code was used to send messages? Do children know that telegrams are now obsolete?	
4	To find out who Alexander Graham Bell was and what he invented.	Children will learn about Alexander Graham Bell and the invention of the telephone. They will look at examples of early telephones and how they worked. They will explore the differing ways in which the telephone was received by the public and think about how phones have developed over the years. Children will order images of the different types of telephone and see if they can order the oldest to the most recent. They will create a simple 2 cup and string telephone system to communicate with their friends across the room.	Do children know who Alexander Graham Bell was? Can children describe what the first telephones were like? Can children describe some of the ways in which telephones have developed?	
5	To find out about Tim Berners-Lee and what he invented.	Recap the inventors previously discussed from other lessons. Children will recap the developments in communication up to the invention of the telephone, then find out about Tim Berners-Lee and the invention of the world wide web. They will consider how the internet has changed the ways in which people can communicate and share information.	Do children know who Tim Berners-Lee is and what he invented? Do children understand ways in which the internet has changed how people access information? Do children understand ways in which the internet has changed how people communicate?	
6	To compare the lives of	Children will place the major events in the history of communication on a	Can children remember key facts about	

	William Caxton and Tim Berners-Lee.	timeline before comparing the lives and achievements of William Caxton and Tim Berners-Lee. They will think about how the way of life for both of these men is different and identify ways in which life is different today from the fifteenth century.	William Caxton and Tim Berners-Lee? Can children identify similarities between the lives of Caxton and Berners-Lee? Can children identify ways in which life has changed since the fifteenth century?	
7	To summarise the history of communication.	Children will order the major events in the history of communication chronologically on a timeline. They will consider which invention or development they think was most important, giving reasons for their choices. They can express their understanding of the history of communication in a variety of different way	Do children understand that people have communicated in different ways in the past? Can children describe some of the key developments in the history of communication? Can children describe some of the significant people involved in the development of modern communication?	

## History Unit Overview: What's a monarch?

Year 1 Term 3 NC - the lives

of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To understand what a monarch is and where monarchs live.	Children will learn about the three most famous queens in England's history: Elizabeth I, Victoria and Elizabeth II. They will explore what a palace is and why queens and kings live in them. Children will use this lesson to explore what a king or queen is, asking questions to discover what they want to find out about monarchs. Children will share what they already know and create title pages.	Can children explain what a monarch is? Do children know the difference between a palace and a normal house? Can children name three queens of England?	Images and large portraits of the three queens Flipchart Images of houses and dwellings - which one are fit for a queen? PBL books
2	To explore Tudor life and Queen Elizabeth	Children will look at what life was like in the Tudor times. They will learn about Elizabeth I and the changes she made during her reign. They will consider ways in which life is different today to life in Tudor times.	Can children explain who Queen Elizabeth I was? Do children understand who the Tudors were? Can children see the difference between Tudor times and life now?	Class time line Photographs Tudor books
3	To explore who Queen Victoria was.	Children will explore who the Hanover family was and find out how Queen Victoria came to power. They will find out about Victoria's marriage to Prince Albert and look at how they used Buckingham Palace.	Can children explain who Queen Victoria was? Do children understand how Buckingham Palace was used? Can children read information and answer questions based on the facts given?	Class time line Images Buckingham palace image Flipchart
4	To explore the Victorian period.	Children will learn about some of the changes that occurred during the Victorian period, such as new laws and technological advances. They will use their reading and writing skills to describe the impact Queen Victoria had on Britain. Children will compare images and photographs about Victorian Britain and Britain now.	Can children explain what the Victorian period was? Do children recognise that changes occur in history? Can children explain some of the changes that occurred while Victoria ruled?	Photographs of Victorian Britain and now (schools, work, streets, transport) Flipchart
5	To explore the life of Queen Elizabeth II.	Children will learn about the current royal family and the reign of Elizabeth II. They will explore what the British Empire was and what a jubilee is. Children will learn the life and achievements of Elizabeth II. Children will also think about who could be king next.	Can children explain who Queen Elizabeth II is and the royal family? Do children know what a jubilee is and why it is celebrated? Can children explain how events were celebrated in the past?	Images of Royal Family Great race Vertical relay
6	To compare three major time periods.	Children will use what they have found about the three queens to compare three different time periods. They will describe the difference between the Tudor period, the Victorian period and life today. They will discuss what has changed over time.	Can children explain what life was like in different time periods? Can children see similarities and differences between time periods? Do children understand that things change over time?	Images Class time line
7	To compare the three significant queens.	Children will use images to compare the appearance of the three famous queens, thinking about what we can learn from these images. They will describe the similarities and differences between the three queens and compare their roles and achievements.	Can children recall facts about the queens of England? Can children describe what is similar and different about the three queens? Can children use their knowledge to create a written piece of work?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To understand where and when the Great Fire of London started.	Children will identify when the Great Fire of London took place and place it on a timeline. They will use a variety of different sources to help them identify ways in which London was different in 1666 to London today. They will be introduced to Samuel Pepys and his diary.	Can the children say where the Great Fire took place? Can the children say when it took place? Can children explain how London was different in the 17th century?	Flipchart Maps of London Diary extracts
2	To understand the events of the Great Fire of London.	Children will be told the story of the Great Fire of London. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. They will also find out about Pepys' experience of the fire and consider how different people might have been feeling.	Do children know how the Great Fire started? Do children know how much of London was destroyed by the fire? Do children know how the fire ended?	Song - London's burning Pepys' story
3	To find out why the fire spread so quickly and stayed alight for so long	Children will investigate some of the reasons why the Great Fire lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather. They will also look at some of the things that were changed to make sure a fire on such a large scale could never happen again.	Can children explain some of the reasons why the fire spread so quickly? Can children explain why the fire went on for so long? Can children describe how the fire was eventually stopped and measures that were taken to ensure another such fire couldn't happen again?	
4	To find out about Samuel Pepys and his diary.	Children will think about how we know about the Great Fire of London, focusing specifically on the diary of Samuel Pepys. It then goes on to look at other sources, such as pictures, objects and newspapers, and encourages your class to consider what kind of information we can find out from each source.	Can children describe how we know about the Great Fire of London? Do children know what an eyewitness is? Can children describe which sources they think are most useful?	 Explore sources and their significance
5	To recap what we have found out about the Great Fire of London.	PBL exhibition preparation - How will the children present what they know about the Great Fire of London? Children will recall facts about the fire of London, placing the event on a timeline and retelling the events and causes of the fire. They will express their understanding in a variety of ways, such as through art, poetry or descriptive writing.	Can children recall how and when the Great Fire started? Can children describe why the fire was so destructive? Can children present information about the Great Fire in a variety of ways?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To understand the terms 'invade' and 'settle' and to place the Romans on a timeline.	Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle', and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline. Children will recap where Iron Age and Stone Age fall on the timeline (links to Year 3 History)	Do children understand the terms 'invade' and 'settle'? • Can children explain reasons why people have invaded and settled in Britain in the past? • Can children place the Romans on a timeline?	
2	To find out how and why the Romans invaded Britain.	Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. Children will explain the differences in how maps changed across the span of the Roman Empire. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier. Children will role-play being soldiers in the army and learn to stand in army formations.	• Can children suggest some reasons why the Romans invaded Britain? • Can children describe what the Roman army was like? • Can children try to imagine what life was like for Roman soldiers?	
3	To find out who was in Britain when the Romans invaded and learn about their way of life.	Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions. They will be given some brief information about who the Celts were before carrying out their own research to find out more about everyday life for the Celts. Children will create diaries based on how Celts felt being invaded and unsure of what would happen if the Romans took over.	Can children explain who the Celts were? • Can children find out about Celtic life from a variety of sources? • Can children describe what life was like for Celts using correct historical vocabulary?	
4	To explore who Boudicca was from different points of view.	Children will be introduced to Boudicca and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudicca from the viewpoint of both the Celts and Romans, using historical sources to identify the reasons behind different points of view. Children will debate over who has rights over the land. Children will role-play and come up with arguments for and against Roman invasion.	• Do children know who Boudicca was and what she did? • Do children know that history is represented in different ways by different people? • Can children represent their understanding in different ways?	
5	To find out about the results of Boudicca's revolt.	Children will learn about the events surrounding Boudicca's revolt. They will consider Roman and Celt opinions and think about how and why the revolt would be represented differently by different people. They will consider the effect the revolt had on the people of Britain.	Can children explain the events of Boudicca's revolt? • Do children know that history is represented in different ways by different groups of people? • Can children evaluate different points of view?	
6	To find out about the Roman way of life.	Children will consider what they already know about what life was like for Romans and Celts living in Britain before carrying out some research of their own to discover more about the Roman way of life. They will look at aspects including technology, religion, art, towns, home and family, and farms. In this lesson they will focus on a typical Roman home. Children will create comparison tables of Celtic and Roman life. They will create clearly labelled diagrams of	Can children use a variety of sources to find out information? • Can children explain some aspects of Roman life? • Can children select and record information?	

		Roman homes.		
7	To find out what Romans believed in.	Children will discover how Romans and Greeks were similar by comparing their beliefs. Children will learn about the different gods and what they thought they represented. Children will use this information to create information spread in their PBL books. They will design a double page spread that looks like a non-fiction book describing Roman beliefs and how Christianity started in Rome.	Can children explain what Romans believed? Are they able to discuss how Christianity started in Rome? Can children identify similarities between Greek and Roman mythology?	
8	To create and design a Roman Shield.	Children will explore and discuss different Roman shields. Children will discover the meanings of the colours and symbols used on a Roman shield and link these to the previous lesson. Children will design and create their own shield by drafting. They will then paint and create shields for their PBL exhibit.	Can children explain the symbols and meanings from looking at different Roman shields? Can children design and make their own shields by creating their own meanings?	
9	To find out what survived from the Roman settlement of Britain.	Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain. Children will prepare art work, posters and presentations based on an area of Roman Legacy - roads, postage stamps, coins, calendar.	Can children explain some of the things the Romans introduced to Britain? • Can children identify aspects of our lives that are affected by the Roman rule in Britain? • Can children suggest what life would have been like in Britain if the Romans had never arrived?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To explore where and when the remains of the Mayan civilisation were discovered.	Children will find out about the Spanish conquistadors and their expeditions in Mesoamerica. They will look at some of the Mayan temple ruins and generate questions that the conquistadors might have asked, as well as questions they would like to find the answers to themselves. Children will also learn to place where this civilisation was found on map and explain that Mayan civilisation is found in modern day Mexico and central America. Established from 1000BCE to 1697CE.	Do children know where Mesoamerica is on a world map? Do children know how the Mayan ruins were discovered by Europeans? Can children use images to raise questions?	
2	To find out about how the Mayans civilisation developed over time.	Children will learn what an archaeologist does and look at how artefacts can help us find out about the Mayan civilisation. They will be given a brief overview of the Mayan civilisation and start to order events chronologically. Children use artefacts and images to begin to understand and explore what they think they were used for and what this tells us about Mayan Civilisation.	Do children know how archaeologists use evidence to find out about the past? Can children deduce facts about the Mayans from archaeological discoveries? Can children order events chronologically?	<a href="https://www.planbee.com/history/the-mayans-historical-evidence">https://www.planbee.com/history/the-mayans-historical-evidence</a> - can use the slides on this site as point of reference, but do not use it for direct teaching.
3	To find out about the city states of the Mayans and how society was organised.	Children will think about how our society is run and who makes our decisions before comparing this with how Mayan society was structured. They will find out about different groups of Mayan people from kings and nobles to slaves and farmers, as well as how Mayans lived in various independent city states. Children will gain knowledge of the different areas of a city and compare this to life now. How is it similar or different to life now?	Do children know that the Mayan civilisation was organised in city states? Do children know that Mayan society was organised in a pyramid system with high and low ranks? Can children describe the roles of different members of Mayan society?	<a href="http://www.dkfindout.com/uk/history/mayans/mayan-cities/">http://www.dkfindout.com/uk/history/mayans/mayan-cities/</a> 
4	To find out about Mayan religion and beliefs.	Children will find out what the Mayans believed and how this affected their daily lives. They will explore some of the Mayan gods and what they demanded from the Mayan people, including bloodletting and human sacrifice, as well as learning about the role of priests and beliefs about the afterlife. How is this similar to other ancient civilisations? Egypt? Greece? Viking?	Do children know that the Mayans worshipped many different gods? Do children know some of the ways in which Mayans worshipped? Can children describe how religion affected people's daily lives?	<a href="http://www.dkfindout.com/uk/history/mayans/mayan-beliefs/">http://www.dkfindout.com/uk/history/mayans/mayan-beliefs/</a>  <b>Starting point for teachers reading</b>
5	To find out about everyday life for the Mayan people.	Children will generate questions surrounding the everyday lives of ordinary Mayans. They will use a variety of different sources of information to find answers to their questions and present their	Can children generate questions? Can children use a variety of sources to answer questions? Can children describe what daily life was like	<a href="http://www.dkfindout.com/uk/history/mayans/what-did-maya-aztecs-and-incas-eat/">http://www.dkfindout.com/uk/history/mayans/what-did-maya-aztecs-and-incas-eat/</a>  <a href="http://www.dkfindout.com/uk/history/incas/hunting-">http://www.dkfindout.com/uk/history/incas/hunting-</a>

		findings in a variety of ways. Children will find out about what the Mayans ate and drank and hunting and fishing. Children will also touch on the type of writing the Mayans developed.	for the Mayans?	<a href="#">and-fishing/</a> <a href="http://www.dkfindout.com/uk/history/mayans/mayan-writing/">http://www.dkfindout.com/uk/history/mayans/mayan-writing/</a> Link to art relief - can they make 3D symbol sculptures here?
6	To explore the Mayan Calendar	Children will discover that Mayans were expert astrologers and Mathematicians. Children will discover the meanings of glyphs, their 20 day weeks, dots, bars and tzolkin. Children will touch on the Mayans fascination with the planet Venus and create their own way of presenting the calendar.	Do children know that the Mayans developed their own writing system? Do children know that we can learn a lot about the Mayans from the writing they left behind? Do children know that the Mayans developed a calendar based on astronomical observation?	<a href="http://www.dkfindout.com/uk/history/mayans/mayan-calendar/">http://www.dkfindout.com/uk/history/mayans/mayan-calendar/</a>
7	To find out what the Mayans did for fun.	Children will find out the significance of the ball games that Mayans played and compare this to how they live their lives now for leisure. Children will learn to play ulama and be able to explain how serious the game is.	Can children describe how Mayans played this game? Can children create their own versions of ulama? Can children explain how this is similar or different to game playing now? Can children explain what this tells us about Mayan civilisation?	<a href="http://www.dkfindout.com/uk/history/mayans/ball-game/">http://www.dkfindout.com/uk/history/mayans/ball-game/</a>
8	To find out how Mayan art can tell us more about the Mayans.	Children will discover what types of materials were used for creating arts and crafts. They will learn about how buildings were decorated to show their importance and sacredness. Children will analyse Mayan portraits and try to create their own Mayan masks and portraits.	Can children analyse historical resources? Can children explain what this tells us about Mayan civilisation and what they valued?	<a href="http://www.dkfindout.com/uk/history/mayans/mayan-art-and-craft/">http://www.dkfindout.com/uk/history/mayans/mayan-art-and-craft/</a>

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1	To find out when Christopher Columbus lived and what he was trying to achieve.	Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life.	Do children know that Christopher Columbus lived a long time ago? Do children know that Christopher Columbus was an explorer? Can children identify ways in which life was different when Christopher Columbus was alive?	
2	To find out about Christopher Columbus's journey and what he discovered.	Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land.	Can children describe what a sea journey in the 15th century might have been like? Can children compare a modern sea journey with a sea journey in the 15th century? Do children know what Columbus discovered and why this was significant?	
3	To explore the impact of Columbus's voyages and what he brought back to Europe.	Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.	Do children know that Columbus brought new things to Europe from the Americas? Do children know that Columbus did not discover what he thought he discovered? Can children ask and answer questions about the life and achievements of Columbus?	
4	To find out who Neil Armstrong is and why he is remembered today.	Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s.	Can children find out and describe facts about Neil Armstrong? Can children describe some of the aspects of life in the 1960s? Can children compare life in different time periods?	
5	To find out about Neil Armstrong's landing on the moon and the impact this had on the world.	Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration.	Can children describe the events surrounding the first landing on the moon? Can children express how the astronauts might have felt during the Apollo 11 mission? Can children describe some of the ways in which space exploration has had an impact on our lives today?	
6	To be able to compare the lives and achievements of Columbus and Armstrong.	Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.	Do children understand how to compare two individuals? Can children identify and describe ways in which Armstrong and Columbus were similar to each other? Can children identify and describe ways in which Armstrong and Columbus were different from each other?	
7	To use what they have learnt about Columbus and Armstrong to evaluate their achievements.	Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. They will compare their achievements and make decisions about who they think was the greater explorer, giving reasons for their choices.	Can the children state what they have learnt about Armstrong and Columbus? Can the children recall differences between the two explorers? Can the children choose who they think the greater explorer was, giving reasons for their choice?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To introduce the definition and time scale of human prehistory	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records. Children will analyse photos of scenes from "now" and explore what could have happened in the photo. Children will then begin to think about looking at photos from the different ages and make links to what life could have been like in those different ages.	Do children know what the term 'prehistory' means? Do children know the names of the three periods of prehistory? Can children describe how we can find out about the prehistoric past?	
2	To find out about early humans and the Palaeolithic period.	Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens.	Can children explain how and when people first came to Britain? Do children know what kind of animals early humans encountered? Do children know where early humans lived?	
3	To find out about people who lived in the Mesolithic period.	Children will find out how Britain's coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools. Children will have the opportunity to carve out of soap to gain the knowledge of how an archaeologist might view a dig.	Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated? Do children know where Doggerland is? Can children describe what Mesolithic life was like?	
4	To find out how people lived in the Neolithic period.	Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts.	Do children know where and when agriculture was developed? Do children know when people in Britain started farming? Do children know what Stonehenge is and how the landscape developed?	
5	To find out about how people lived in the Bronze Age.	Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements.	Do children know how bronze is made? Do children know how people were buried in the Bronze Age? Do children know what happened to the climate at the end of the Bronze Age?	
6	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain.	Do children know how iron is made? Do children know what Iron Age houses were like? Do children know what happened at the end of the Iron Age?	
7	To recap and summarise the prehistory of Britain.	Children will consolidate their learning and describe what life was like, and how people and technology developed throughout prehistory. Children can express their understanding in a variety of ways. Children will learn to place events and periods onto a class time line and present their ideas in a PBL exhibition.	Do children know what the three ages of prehistory are? Do children know how long British prehistory is? Can children explain how life changed in Britain during prehistory?	

NC - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

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1	To be able to describe the characteristics of toys.	Children will think about familiar toys and use a variety of adjectives to describe them. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.	Can children describe toys by their characteristics? Can children use appropriate vocabulary to describe their toys? Can children make suggestions for how they could find out about what toys were like in the past?	PBL books Images of different toys Toy artefacts
2	To find out what toys our parents and grandparents played with.	Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with, and ask questions about what they were like.	Do children know that toys in the past were different to toys today? Can children describe toys of the past? Can children discuss toys and ask questions about them?	Rocking horse Lego Wooden blocks Jack stones
3	To find out what toys were like at different times in the past.	Children will be introduced to the term 'decade' and investigate which toys were popular in the five different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented. Hot seat and interview someone?	Do children understand the term 'decade'? Can children order decades chronologically? Can children identify some of the toys that were popular in particular decades?	Class timeline Lego Barbie Dolls Battery powered toys Wooden toys
4	To be able to identify toys that are old and toys that are new.	Children will identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. They will use appropriate vocabulary to describe both old and new toys, and consider how they can be sorted	Can children recognise differences between old toys and new toys? Can children describe old and new toys using appropriate vocabulary? Can children sort old and new toys into categories?	Photos Pairs of toys Vocabulary words for description on card
5	To be able to describe how toys are different and how they are the same.	Children are challenged to order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. They will need to investigate the clues and describe how they knew which toys were the oldest and which were most recent. They will also identify what is similar and what is different about the same toys over different periods.	Do children know that some of the types of toys they play with were played with by children in the past too? Can children identify similarities between old and new toys? Can children identify differences between old and new toys?	Ordering car images Ordering doll images Time line Words printed on sheet
6	To be able to create a toy museum.	Children will consolidate what they have learnt about toys in the past and today by organising the classroom into a toy museum. They will sort toys into categories, order them chronologically and use timelines to organise toys.	Can children organise toys into categories? Can children order toys chronologically? Can children use a timeline to organise toys?	Categorise toy museum