Foundation

Vocabulary	Question	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy
Tier 1 Vocabulary: Past Now Future Then Now Long ago **Tier 2 Vocabulary:** Baby Grow Change Family Birthday Guy Fawkes Gunpowder Fireworks Bonfire Celebrate	How have I changed since I was a baby? What is Bonfire night?	Past and Present	Children may think they have always been this big. Children may think their baby photos are of someone else. Children may think that everyone grows at the same time. Children may think they have not changed much or at all. Children may think adults do not change anymore. Children may think we have Bonfire Night because we like fireworks. Children may think that Guy Fawkes is a good man who made fireworks. Children may think Bonfire happened recently. Children may think that everyone celebrates Bonfire Night around the world. Children might think fireworks are part of what happened in the Gunpower Plot.	Talk about the lives of people around them and their roles. Know some similarities and differences between things in the past and now. Understand the concept of growth, change, and time in relation to themselves and their families. Know that Bonfire Night remembers something that happened a long time ago. Talk about how people celebrated then and now. Begin to understand that events from the past are remembered in different ways today.	Chronology – Understanding that time passes and that we all have a past, present, and future. Change – Recognising how they have grown and developed over time. Continuity – Identifying what has stayed the same about themselves (e.g. name, family). Cause and effect – Beginning to link why change happens (e.g. growing, learning new skills). Evidence – Using photos, stories, and objects to find out about their past. Sequencing simple events in order (baby → toddler → now). Using time language such as “then,” “now,” “when I was little.” Talking about similarities and differences between past and present (e.g. “When I was a baby, I crawled. Now I can run.”) Asking and answering simple questions about the past (“Who looked after me when I was a baby?”). Using photographs or artefacts (baby clothes, toys) to find out about their own past. Chronology – Knowing Bonfire Night happened a long time ago and	When I was a baby, I… Now I can… Before I couldn’t… but now I can… I have changed because… In the past, people used to… Today, we… They didn’t have…. a long time ago. We remember…because… It was different then because… I know it’s from the past because…

					happens every year to remember that event. Significance – Understanding why we remember Guy Fawkes and the Gunpowder Plot. Cause and consequence – Knowing that Bonfire Night is a celebration because of what happened in the past. Evidence – Using stories, pictures, and artefacts to find out about the Gunpowder Plot. Continuity and change – Recognising that how we celebrate today is different from how people might have remembered the event in the past. Listening to and retelling a simple story about an event from the past. Using key vocabulary: past, long ago, then, now, remember. Sequencing key parts of a story or event in order. Talking about how people in the past are different or the same as people today. Beginning to understand that we celebrate events to remember important things from history.	
Tier 1 Vocabulary: Past Now Future Then Now Long ago	**<u>Who is Neil Armstrong and why do we remember him?</u>**	Past and Present	Children might think that Neil Armstrong was the first person in space.	Neil Armstrong was a real person who became famous for going to the Moon.	Chronology / Time Awareness Understanding that the Moon landing happened a long time ago (1969).	Neil Armstrong is remembered because… A long time ago, people…

Tier 2 Vocabulary: Explore Journey Brave Discover Achievement			Children think people live on the moon. Children may think Neil Armstrong went to the Moon recently. Children think anyone can fly to space and it is easy. Children think Neil Armstrong went alone.	He was an astronaut, someone trained to travel into space. He was brave and worked with a team to make space travel possible. He was the first person to walk on the Moon in 1969. He said the famous words: "That's one small step for man, one giant leap for mankind." He travelled on a rocket with other astronauts as part of Apollo 11. Rockets take astronauts into space, beyond Earth. The Moon is very far away from Earth and does not have people living on it. Space travel is special and takes careful preparation.	Placing events in order: before, now, long ago. Significance Recognising that Neil Armstrong is remembered because of his important actions. Identifying why some people are celebrated in history. Cause and Consequence Understanding that Armstrong's journey happened because humans wanted to explore space. Linking the Moon landing to later space achievements. Continuity and Change Comparing space travel then and now (e.g., technology, rockets, astronauts' suits). Observing what has stayed the same (humans exploring space). Evidence / Sources Using photos, videos, stories, and artefacts to find out about the past. Beginning to ask questions like "How do we know this happened?" Sequencing: Placing events in order using simple timelines or pictures. Comparing past and present: Talking about differences between 1969 and now.	Before the Moon landing, astronauts… Nowe we can… He was brave because… The Moon landing happened a long time ago, not now because… We know it happened because… If Neil Armstrong hadn't gone to the Moon… I think the Moon landing is important because… One thing that has changed since then is…

Foundation

					Describing significance: Using simple language to explain why we remember Neil Armstrong. Asking and answering questions about the past: e.g., "Who was Neil Armstrong?" or "What did he do?" Using evidence: Looking at photos, videos, or objects and saying what they show about the past.	
Tier 1 Vocabulary: Old New Source **Tier 2 Vocabulary:** Care Brave Improve History Remember Compare Change Material Favourite Memory	How have toys changed since my parents or grandparents were little? Why do we remember Florence Nightingale?	Past and Present	Children may think that all toys look the same as they always have. Children may think old toys don't work anymore. Children may think that everyone had the same toys. Children may think that everyone has the same toys. Children may think that toys today are always better than old toys. Children may think they played with the older toys when they were a baby. Children may think that Florence Nightingale is still alive. Children may think she worked alone.	Toys change over time – Old toys may be made of wood, metal, or cloth; modern toys are often made of plastic or electronic materials. Designs and functions differ – Some toys move, make sounds, or require batteries today, unlike many simple toys from the past. Toys reflect culture and society – Different families, countries, and time periods have different popular toys. Play remains important – Children of the past and present play for fun, learning, and imagination. Evidence for comparison – Photographs, old toys, and family	Chronology – Understanding that some toys existed long ago and some are new. Change and Continuity – Recognising how toys have changed over time and what has stayed the same (e.g., purpose, play). Cause and Effect – Considering why toys might have changed (materials, technology, culture). Evidence – Using objects, photos, or stories to find out about toys in the past. Comparison – Identifying similarities and differences between toys then and now. Sequencing toys in order of old → new. Talking about differences and similarities using simple descriptive language. Asking and answering questions about past and present toys. Using photos or artefacts to observe and describe the past.	Long ago, toys were… Now toys are… One thing that has changed about toys is… My favourite toy is… because… I know this happened a long time ago because… Florence Nightingale helped people by… She is remembered because… Then, hospitals were… Now, hospitals are… I think she was brave because…. A long time ago people did things differently because…

			Children may think that Florence Nightingale invented hospitals. Children may think that all nurses work the same way now as she did. Children may think she only helped sick people with bandages.	stories can help us see how toys have changed. Who she was – Florence Nightingale was a nurse who lived a long time ago (1820–1910). Her work – She cared for sick and injured soldiers during the Crimean War and worked to improve hospitals. Improvements she made – Better hygiene, clean hospital wards, organized care for patients. Significance – She is remembered as the founder of modern nursing and for helping people in the past. Legacy – Nurses today continue to help people, inspired by her example, showing how people's actions in the past influence the present.	Explaining reasons for change (e.g., "Wooden toys were used long ago, now toys are plastic"). Chronology – Understanding that Florence Nightingale lived a long time ago. Significance – Knowing why she is remembered and her impact on nursing. Cause and Consequence – Understanding that her actions improved hospitals and influenced nursing today. Continuity and Change – Recognising how nursing then differs from nursing now. Evidence – Using stories, photos, and artefacts to learn about people from the past. Sequencing key events in her life in simple order. Talking about similarities and differences between hospitals and nursing then and now. Using evidence (photos, artefacts, stories) to answer questions about her life. Explaining why she is important using simple language. Asking questions like "Who helped people in the past?" or "What did she change?"	

***Comprehensive working versions of these documents are available to school staff, outlining arrangements for fieldwork, educational trips, and associated resourcing.**

Year 3 and 4 A

YEAR A						
Vocabulary	**Question**	**Key Concepts**	**Common Misconceptions**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Oracy**
Tier 2 (Based on chronology): All slides Prehistoric Prehistory Millenium AD/BC Timeline **Tier 3: Added as relevant** Settlement Civlisation Stone age Iron age Bronze Archaeology	**Who were the early settlers in Great Britain?** What is an 'age' and when did the earliest humans exist in Britain? How did people survive during the Stone Age? What changed for people living in Stone Age Britain? Who were the Celts and how did they make the iron in the Iron Age? How did society in Britain change from the Stone Age to the Iron Age?	**Settlements and Civlisations** **Key Dates** 13,000 BC – People made cave paintings. 4,500-3,500 BC – The first pottery is made and used. Farming starts and begins to spread. 4,000 – 3,000 BC – People start to ride and use horses. 2,500 BC – Metal starts to be used. 1,800 BC – The first copper mines are dug. 1,200 – 800 BC – Metal tools are made and used. Tribal kingdoms and Celtic culture begin. 800 – 700 BC – The first hill forts are made. 700 – 500 BC – Iron is used a lot more than before. 100 BC – Coins are made and used for the first time. AD 43 – The final Roman invasion of Britain.	An age is only about a person's age i.e. being 7 years old. Stone Age people lived in caves all the time and only ate meat from hunting. Life stayed the same throughout the whole Stone Age. People didn't do anything important. The Celts were the first people to live in Britain. They mined iron and used it straight away. Changes happened really quickly. Iron Age people were more advanced than Stone Age people. People stopped using stone tools as soon as metal was discovered.	An age is a period of history that is defined by human activity and technology. Prehistory is time before written records began. The earliest humans lived in Britain over 900,000 years ago, during the Palaeolithic (Old Stone Age). Britain went through different prehistoric ages - Palaeolithic before 10,000 BC Mesolithic – 10,000 – 4,000 BC Neolithic – 4,000 – 2,500 BC Bronze Age – 2,500 – 800 BC Iron Age – 800 BC – 43 BC (when the Romans invaded Britain). Early humans were hunter-gatherers.	**Change and Continuity** Understand that things change over time due to new inventions, discoveries or events. Identify examples of changes in everyday life, society, technology, clothing and transport. Use time-related vocabulary like before, after, then now and later to describe these changes. Identify what has stayed the same over time. Understand that certain aspects of life or culture may remain constant despite the passing of time. Use terms like constant, unchanged, remained the same to describe aspects of continuity. Examone different historical sources e.g. photos, diaries, objects, maps to understand how things have changed or stayed the same. Use evidence to explain why changes happened and what stayed constant over time. Ask questions like, 'How do we know this has changed?' or 'What stayed the same in this period of history?' Understand that change happens for different reasons such	The most likely reason was… I believe the most important factor is… This reminds me of… During this time, …. remained the same / different, therefore…. In my opinion, …has stayed the same due to the evidence of… How has this event impacts on us now?

				They hunted animals like deer and mammoths and gathered nuts, berries and plants. They used simple stone tools for hunting and cutting. Fire was used for cooking, warmth and protection. They lived in caves or temporary shelters. Neolithic Revolution (4,000 BC) - People began to farm instead of hunting and gathering. People started to keep animals like cows and sheep. They built houses and villages. Pottery and weaving became common. People made polished stone tools and started to use axes. People built structures like	as inventions, wars, discoveries and social movements. Begin to explain why things changed using phrases like, 'This happened because...' or 'It changed due to...' Recognise that change can be gradual or sudden. Use comparisons to explore differences and similarities between the past and present. Understand that changes are not always better or worse but sometimes just different. Look at aspects of life before and after a major event such as war, technological invention or social movement. Use time periods to place historical events in a broader context. Recognise that historical periods have certain characteristics that either change or remain the same over time. Use terms like era, decade and century to describe the extent of change. Reflect on the impact of changes and consider whether those changes were positive or negative. Begin to make simple judgements about the significance of these changes and their long-term effect.	

				Stonehenge (started 3,000 BC). The Celts were a group of tribes living in Britain during the Iron Age (800 BC – 43 BC). They were skilled farmers, warriors and metalworkers. They lived in hillforts, which were protected settlements. Iron ores were heated in a furnace to remove impurities and then it was shaped into weapons, tools and farming equipment. Iron was stronger and sharper than bronze. Farming improved from the Stone Age to the Iron Age and people grew crops like wheat and barley. Small villages developed into bigger communities. Iron tools made farming and fighting easier. The Celts traded iron, gold and salt with		

				other European tribes. Tribes had leaders, warriors and farmers. The Celts made beautiful jewellery, decorated pottery and told stories through oral traditions.		
Tier 2: (Based on chronology): All slides Millenium Timeline Chronology Century AD/BC **Tier 3: Added as relevant** Ancient Civilisation Hierarchy Continuity Develop Maya	**What do the Mayans have in common with other ancient civilisations?** Who were the Ancient Maya? How did the Maya manage to become so important? What was everyday life like for the Ancient Maya? How did the Mayan civlisation develop? What do the Mayans have in common with other ancient civilisations?	**Invasion** **Empire** **Christianity** **Key Dates** 2000 BC – The Maya civlisation begins to develop. 750 BC – The first major Maya cities started to appear. 250-900 AD – The Classic Period. 300 AD – The Maya develops an advanced writing system. 600 AD – The Naya become skilled in astronomy and mathematics, creating an accurate calendar. 800-900 AD – Many major Maya cities are abandoned. 900-1500 AD – The Postclassic Period, where smaller city states continued. 1511 AD – The first Spanish explorers encounter the Maya. 1697 AD – The last Maya falls to the Spanish.	The Maya no longer exist today. They were one big empire ruled by a single king. They did not have cities and only lied in small towns. Their civlisation was simple and not well advanced. They relied only on hunting and gathering for their food. Only men had important roles in society. The Maya suddenly appeared ad then disappeared. They were isolated and did not trade with other people. They were completely unique and had nothing in common with others. Only civilisations like the Ancient Egyptians built pyramids.	The Maya civlisation developed in Mesoamerica (modern-day Mexico, Belize, Guatemala, Honduras and El Salvador). The Maya lived from around 2,000 BC to the time of the Spanish conquest in the 16th century AD. The Maya were skilled farmers, builders, mathematicians and astronomers. The Maya developed a complex society with kings, priests, warriors, traders and farmers. They built massive temples and pyramids for religious ceremonies. The Maya had an advanced writing	**Change and Continuity** Understand that things change over time due to new inventions, discoveries or events. Identify examples of changes in everyday life, society, technology, clothing and transport. Use time-related vocabulary like before, after, then now and later to describe these changes. Identify what has stayed the same over time. Understand that certain aspects of life or culture may remain constant despite the passing of time. Use terms like constant, unchanged, remained the same to describe aspects of continuity. Examone different historical sources e.g. photos, diaries, objects, maps to understand how things have changed or stayed the same.	The most likely reason was… I believe the most important factor is… This reminds me of… During this time, …. remained the same / different, therefore…. In my opinion, …has stayed the same due to the evidence of… How has this event impacts on us now?

			Writing and calendars all over the world look like they do today.	system using hieroglyphs. They created a sophisticated calendar based on astronomy. They were excellent farmers, growing maize, beans and cacao. Trade was important – they exchanged jade, feathers, and cacao with other civilisations. Nobles and kings lived in large palaces while farmers and workers lived in simple huts. Mayan children learned from their families and noble children were educated to become rulers or priests. The Maya wore colourful clothes and elite members wore jade jewellery and elaborate headdresses. They played a sacred ball game, which was an important religious event. The Maya believed in many gods and priests performed rituals and sacrifices to keep them happy.	Use evidence to explain why changes happened and what stayed constant over time. Ask questions like, 'How do we know this has changed?' or 'What stayed the same in this period of history?' Understand that change happens for different reasons such as inventions, wars, discoveries and social movements. Begin to explain why things changed using phrases like, 'This happened because...' or 'It changed due to...' Recognise that change can be gradual or sudden. Use comparisons to explore differences and similarities between the past and present. Understand that changes are not always better or worse but sometimes just different. Look at aspects of life before and after a major event such as war, technological invention or social movement. Use time periods to place historical events in a broader context. Recognise that historical periods have certain characteristics that either change or remain the same over time. Use terms like era, decade and century	

				The Mayan civilisation is broken into: Preclassic Period (2000 BC – 250 AD) - The Maya began farming and forming small villages. Classic Period (250 – 900 AD) - The Maya built great cities, developed writing and expanded trade. Postclassic Period (900-1500 AD) - Many cities were abandoned but some Maya continued to thrive. The Spanish arrived in the 1500s leading to the decline of the Maya civlisation.	to describe the extent of change. Reflect on the impact of changes and consider whether those changes were positive or negative. Begin to make simple judgements about the significance of these changes and their long-term effect.	
Tier 2: (Based on chronology): All slides Decade Timeline Chronology Century Overlap **Tier 3: Added as relevant** Invasion Empire Consequence	**<u>What can we learn from the Romans?</u>** Where did the Roman Empire begin? Who was more successful: Julius Ceasar or Emperor Claudius? What can we learn from Boudicca's rebellion? What do archaeological discovering tell us about life in Roman Britain? What is the legacy of the Roman invasion in Britain today?	**Invasion** **Empire** **Christianity** **Key Dates** 753 BC - Roman was founded. 509 BC – The Roman Republic was founded. 55-54 BC – Julius Caesar attempts to invade Britain. 27 BC - The Roman Empire begins as Caesar Augustus becomes the first Roman Emperor.	The Romans started Britain. The Roman Empire covered the world. They always had an emperor. Julius Cesar successfully conquered Britain. Julius Cesar was a emperor. Claudius isn't as important because he is less famous. Boudicca won the war against the Romans.	The Roman empire began in Rome, Italy around 27 BC after the fall of the Roman Republic. Rome was originally a small city-state but expanded through war and conquests. By 117 AD, the Roman Empire controlled much of Europe, North Africa and parts of the Middle East. The Romans brought roads, laws and Latin	**Historical Significance** Recognise that some events, people or developments are considered important or signifcant because they had a lasting impact. Understand that significance can relate to things that changed history or had long term effect on society. Begin to understand that different people or groups may see significance differently based on their own perspectives or experiences. Recognise the names of important historical figures.	The most likely reason was… I believe the most important factor is… This reminds me of… During this time, …. remained the same / different, therefore…. In my opinion, …has stayed the same due to the evidence of… How has this event impacts on us now?

Conquest Archaeological Legacy		AD 43 – Emperor Claudis launched an invasion of Britain and succeeded meaning Britain became part of the Roman Empire. AD 60 – 61 - Boudica's rebellion in Britain against the Romans. AD 121 - The Hadrian Wall is built. To keep out the barbarians a long wall is built across northern England.	Boudicca was the only British leader who resisted the Romans. Only men can lead armies. Romans only lived in cities. Archaeology is just digging. Latin is still spoken in Britain today. The Romans invented all the great things in Britain today.	language to their conqeuered lands. Julius Caesar was a military leader who attempted to conquer Britain in 55 and 54 BC but it failed. Emperor Claudius became emperor in 41 ADD and successfully invaded Britain in 43 AD. He built Roman roads, cities and forts in Britain. Boudicca was the queen of a tribe in Britain who rebelled against the Romans in 60-61 AD. The Romans took her land and mistreated her people. She led a huge uprising, destroying Roman towns like Colchester, London and St Albans. The Romans defeated her army. Roman coins, villas, mosaics, fort ruins, graves, inscriptions, pottery and tools are all archaelogical discoveries that tell us about Roman life. Some of the Roman's legacy included –	Identify events that have shaped history. Begin to understand why these figures and events are considered to be important for the development of society, culture or technology. Look at sources such diaries, pictures or artefacts to understand why an event or person was considered significant. Begin to ask questions like, 'What happened as a result of this event?' or 'How did this person change history?' Learn that significance can be measured by impact, influence and long-term effects. Understand that different time periods may consider certain events or figures significant in different ways. Use comparisons to understand how the significance of historical figures and events changes over time. Begin to use time periods and historical context to judge significance, such as how a person or events fits into the broader history timeline. Use simple language to explain why an event, person or development is significant. Develop the ability to say why something is considered important by focusing on the changes it caused or the legacy it left.	

				roads, towns and cities, Latin language, laws and government and architecture.	Make simple judgements about the relative significance of events or figures. Understand that sometimes it is not easy to decide which event or figure is the most significant as there can be different interpertations. Learn to consider the importance of something in both short- and long-term contexts. Think about how past events and figures are still relevant to today's world. Consider why we still remember certain people and events and how their significance is still felt in modern society.	

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Year 5 and 6 A

YEAR A						
Vocabulary	**Question**	**Key Concepts**	**Common Misconceptions**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Oracy**
Tier 2 (Based on chronology): All slides Chronology Century Decade AD/BC **Tier 3: Added as relevant** Slave trade Empire Kingdom Trade Settler European Cause Consequence Victorian Bronzes Bias Reliable	**Should the Benin bronzes be returned?** What was the Benin civlisation and where was it? What was it like to live within the Kingdom of Benin? What changes took place when the European settlers started trading? Why did the Victorians become involved in the Kingdom of Benin and what was the effect? Should the Benin bronzes be returned?	**Empire** **Key Dates** AD 400 - The Yoruba people start using iron tools which enable them to clear the forest land effectively for the first time. Villages developed and chiefs emerged. AD 600 - The area becomes the Ife Kingdom, one of the earliest kingdoms in the West African Rainforest. Ife was a holy city and the ruler, or king, was called the Oni. AD 900 - A large network of walls and moats are built in the area around Benin City between AD900 and AD1897. AD 1486 - It was only when Portuguese contacted Benin that the name 'Benin' began to be used. 1553 – Benin began to trade with European countries. Mid 19th century – The main export was slaves. 1897 – Benin incorporated into the British Empire. The Benin bronzes were brought to Britain.	Benin is the same as modern day Benin. The Kingdom of Benin was small or unimportant because they haven't heard of it. The Benin people were primitive and did not have technology or culture. Everyone in Benin was either a king or a warrior. They lived in simple huts and did not have an organised government. Women were not important or did not hold important roles. Europeans introduced trade to Benin and before this they did not trade. The Benin people depended on the Europeans and only traded with them. The British went to Benin peacefully and the people of Benin welcomed their rule peacefully and became part of the Empire voluntarily. The Benin people do not exist anymore, so there isnt anyone to return the bronzes to. The bronzes are old and therefore they are not important.	The Kingdom of Benin was a powerful and advanced civilisation in Africa. It lasted from 900AD – 1897. The kingdom was ruled by an Oba. Benin was famous for its bronze sculptures, ivory carvings and elaborate art, which showed wealth and power. Society was highly organised with groups such as warriors, farmers, traders and craftworkers. Trade was important – they traded palm oil, cloth, ivory and artwork. Religion was important – people worshipped ancestors and gods and made sacrifices. Before Europeans arrived, Benin had strong trade links with other African societies. Benin controlled trade and remained powerful and independent for centuries. European demand for enslaved people grew and they became part of the	**Cause and Consequence** Cause: Recognise that events happen because of certain factors or reasons. Consequence: Understand that events lead to certain outcomes or effects, which can be short-term or long-term. Understand that the same event may have different causes and multiple consequences that affact various peoople and places. Understand that most historical events have multiple causes rather than just one simple reason. Identify and explain several different factors that might have contributed to an event happening. Begin to explore how long-term causes can interact with short-term causes. Recognise that events can have a range of immediate and long-term consequences. Understand that consequences can affect different people in different ways. Begin to differentiate between direct consequences and indirect consequences. Use primary and secondary sources to identify causes and consequences.	Based on…, I conclude that… The text stated…, which is why I think that… can infer that…. because I know that… There is evidence to suggest that… The most significant effect of… was… A further key event was… This demonstrates continuity because…. To some extent, the event of… caused… Why is it important to understand traditional / modern concepts through time?

				transatlantic slave trade. European influence increased and conflicts over trade weakened Benin's power. They pressured Benin to trade on their terms but the Oba refused. The British launched a violent attack on Benin and looted their treasures, including the Benin Bronzes. Benin were forced into the British Empire and the Oba were exiled. They lost their independence.	Look at different perspectives and sources to understand how people at the time understood or reacted to events. Begin to evaluate the reliability of sources in explaining cause and consequence. Make links between historical events and their consequences. Recognise how one event set off a chain reaction of events, leading to new developments or changes in society. Begin to consider how events in different parts of the world can be connected through cause and consequence. Understand that some events have complex causes and consequences. Begin to evaluate how the interpretation of causes and consequences might differ depending on who is telling the story i.e. different countries, historians etc. Recognise that some consequences may be unintended or unforseen. Use evidence to draw conclusions about why events happened and their effects. Begin to explain the significance of events based on their causes and consequences, linking these to broader historical narratives.	

					Make judgements about the impact of an event, considering both the positive and negative consequences. Consider how causes and consequences of historical events have shaped the world we live in today. Begin to understand the long-lasting effects that historical events have on modern day society, politics, technology and culture. Reflect on how different historical events are interconnected over time.	
Tier 2: (Based on chronology): All slides Chronology Era Period **Tier 3: Added as relevant** Industrial Revolution Victorian Reign Queen Victoria Technological advancement Change Continuity Bias Reliable	**How did life change during the Victorian era?** What was the impact of Queen Victoria's reign? What was the industrial revolution? What was it like to live during the Victorian Period? Would you want to be a child living during the Victorian period? What is the legacy of the Victorian period of Britain today?	**Significant People and Events** **Technological Advancements** **Key Dates** 1750 – 1900 – Industrial Revolution. 20th June 1837 – King William IV dies and Victoria became the Queen of England. 1st August 1838 – Slavery abolished in the British Empire. 1st May 1851 – The Great Exhibition opens, which was a series of World's fair and an international exhibit. 24th August 1856 – Henry Bessemer develops a new process for manufacturing steel. 24th November 1859 – On the Origin of Species published by Charles Darwin.	Queen Victora ruled the world and made all the decisions herself. Victoria's reign only affected Britain and no one else knew or cared about her. The industrial revolution happened over night and only in Britain. The industrial revolution only brought positive changes. All Victorians lived in fancy houses or all Victorians worked in factories. Women had no rights at all. All Victorian children went to school.	Queen Victoria ruled from 1837-1901 and her reign was known as the Victorian Era (a period of great change and expansion for Britain and the empire). The Industrial Revolution was a period of rapid technological and industrial change from 1750-1900. The Industrial Revolution led to – the invention of steam engines, textiles, machine and railways, production became cheaper, factories replaced small workshops, transport was improved, poor working conditions, child labour, increased population and overcrowded slums. Wealthy Victorians lived in large houses with servants and luxury goods. Poor Victorians often lived in overcrowded	**Change and Continuity** Change refers to aspects of history that have transformed over time and continuity refers to aspects that have remained largely the same despite the passage of time. Recognise that both change and continuity are important in shaping history and that not all changes happen quickly. Some are gradual and long-lasting while others may have a more immediate impact. Identify both change and continuity in different historical periods or events. Change could include advancements in technology, communication and transportation, while continuity could relate aspects of culture, family structure or religious beliefs.	Based on…, I conclude that… The text stated…, which is why I think that… can infer that…. because I know that… There is evidence to suggest that… The most significant effect of… was… A further key event was… This demonstrates continuity because…. To some extent, the event of… caused… Why is it important to understand traditional / modern concepts through time?

		March 1876 – Alexander Graham Bell patents the telephone. 2nd August 1880 – Education compulsory for children under 10. 25th July 1889 – Women's Franchise League founded. 22nd January 1901 – Queen Victoria dies.	Children didn't have to work or they didn't have fun. The Victorians had no impact on the modern world. They only had an impact on Britain.	slums with no clean water or sanitation. Many people worked in factories, mines or as servants with little pay. Victorian society was strict and class-based with clear difference between rich and poor. There were lots of social improvements made over time for health and education. Before 1870, most poor children did not go to school and their jobs included chimney sweeping, factory work and coal mining. 1870 education act meant that school became compulsory for all children aged 5-10. By the late Victorian period, laws were introduced to protect children from harsh working conditions.	Compare different historical periods to see patterns, considering both short and long-term impacts. Recognise that change and continuity happen due to various causes and explore why they occured. Understand that political decisions, technological advancements, economic changes, social movements or external influences can lead to either change or continuity. Begin to compare different historical periods, identify a degree of change or continuity. Focus on how different aspects of o society changed in relation to each other. To think about how certain aspects of life in past periods might have influenced changes in later periods, recognising that history builds on the past. Understand that change can be short-term or long-term. Recognise how long-term changed often result from gradual shifts and can be influenced by multiple factors over time, while short-term changes are more immediate or may not last. Understand that continuity may remain intact during both short- and long-term changes and explore how different aspects	

					of history impacted by these dynamics. Assess the impact of changes and continuities on different groups in society. Understand that change and continuity affect different people in different ways and this can be positive or negative. Consider how society as a whole is impacted by other change and continuity and the legacy of these changes for modern-day Britain. Use primary and secondary sources to understand change and continuity. Interpret evidence to understand the degree of change over time and the factors that contribute to continuity. Evaluate the reliability of different sources and consider how perspective can influence historical interpretations. Draw conclusions about what changed and what remained the same. Reflect on why certain things have changed and others have stayed the same and consider how this has shaped modern society. Reflect on what we can learn from historical change and continuity that might help us understand the present and future.	
		Invasion				

Tier 2: (Based on chronology): All slides Chronology: Decade **Tier 3: Added as relevant** Propaganda The blitz Invasion Neutral Ally Enemy Bias Reliable Political Conquer Frontier Catalyst	**Why was winning the Battle of Britain in 1940 significant?** Why was there a second world war? What happened during the Battle of Britain? What was the impact of the Luftwaffe? What happened during 'The Blitz'? Why is the Battle of Britain considered a turning point in the war?	**Empire** **Key Dates** Hitler appointed the chancellor of Germany: 1933 France and Britain declare war on Germany: 3rd September 1939 World War II: 1st September 1939 - 2nd September 1945 Churchill becomes Prime Minister: 10th May 1940 British evacuation of Dunkirk during World War II: 27th May 1940 The Blitz: 7th September 1940 – 1941 Battle of Britain: 10 July 1940 – 31 October 1940	World War II started because of one single event. Only Germany was responsible for starting the war. Britain immediately went to war after Germany invaded Poland. The Battle of Britain was a land battle fought between soldiers. Only British pilots fought in the battle. Germany nearly won the Battle of Britain. The Luftwaffe only attacked military targets. They Luftwaffe were invincible and always successful. The Luftwaffe only bombed Britain. The Blitz lasted the entire war. Only London was bombed during The Blitz. The Battle of Britain ended the war. Germany never attacked Britain again after the battle. Britain won easily without struggle.	World War II took place between 1939-1945. The Battle of Britain took place from July-October 1940 and was a major air battle between Britain's Royal Air Force and Germany's Luftwaffe. The war had many causes including - The Treaty Of Versailles (1919). The rise of Adolf Hitler (1913). Appeasement (1930s) - Britain and France allowed Hitler to take land to avoid war. The Nazi-Soviet Pact (1939). Germany's invasion of Poland (1st September 1939). Germany planned to destroy the RAF so they could invade Britain. The Luftwaffe bombed airfields, factories and cities. Radar technology helped Britain track enemy planes.	**Cause and Consequence** Cause: Recognise that events happen because of certain factors or reasons. Consequence: Understand that events lead to certain outcomes or effects, which can be short-term or long-term. Understand that the same event may have different causes and multiple consequences that affact various peoople and places. Understand that most historical events have multiple causes rather than just one simple reason. Identify and explain several different factors that might have contributed to an event happening. Begin to explore how long-term causes can interact with short-term causes. Recognise that events can have a range of immediate and long-term consequences. Understand that consequences can affect different people in different ways. Begin to differentiate between direct consequences and indirect consequences. Use primary and secondary sources to identify causes and consequences. Look at different perspectives and sources to understand how people at the	

				The RAF, including pilots from other countries fought. Germany failed to defeat the RAF so Hitler postponed his invasion of Britain. The Luftwaffe caused major destruction, killing thousands of civilians. The Luftwaffe's failure in the Battle of Britain made Germany focus on attacking the Soviet Union instead. The Blitz (September 1940-May1941) was Germany's bombing campaign against Britain. Cities like London, Coventry and Liverpool were heavily bombed. People took shelter in underground stations and Anderson shelters. Many homes and landmarks were	time understood or reacted to events. Begin to evaluate the reliability of sources in explaining cause and consequence. Make links between historical events and their consequences. Recognise how one event set off a chain reaction of events, leading to new developments or changes in society. Begin to consider how events in different parts of the world can be connected through cause and consequence. Understand that some events have complex causes and consequences. Begin to evaluate how the interpretation of causes and consequences might differ depending on who is telling the story i.e. different countries, historians etc. Recognise that some consequences may be unintended or unforseen. Use evidence to draw conclusions about why events happened and their effects. Begin to explain the significance of events based on their causes and consequences, linking these to broader historical narratives. Make judgements about the impact of an event, considering both the positive and	

				destroyed but Britain did not surrender. The Battle of Britain was Hitler's first major defeat. The Battle of Britain led to more support from the USA.	negative consequences. Consider how causes and consequences of historical events have shaped the world we live in today. Begin to understand the long-lasting effects that historical events have on modern day society, politics, technology and culture. Reflect on how different historical events are interconnected over time.	

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Year 1 and 2 B

YEAR B						
Vocabulary	**Question**	**Key Concepts**	**Common Misconceptions**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Oracy**
Tier 2 (Based on chronology): All slides Long ago Before Cause After Change **Tier 3: Added as relevant** Primary source Secondary source Century	**<u>How did the Great Fire of London change life today?</u>** What happened during the Great Fire of London? Why did the fire start? Why is the fire of London called the Great Fire of London? How do we know about the Great Fire of London? What happened after the Great Fire of London?	**Significant People and Events** **Key Dates** Sunday 2nd September 1666 – Fire starts at 1 am. Tuesday 4th September 1666 – St Paul's Cathedral is destroyed. Wednesday 5th September 1666 – Winds slow down so the fire spreads less quickly. Thursday 6th September 1666 – The fire is put out. 1667 – Rebuilding took place with new brick and stone buildings.	The fire spread instantly all across London. The fire was put out quickly. Everyone in London died in the fire. Someone set the fire on purpose. It started because the houses were made of paper. The fire was caused by an explosion. It was called 'Great' because it was a good thing. It was the biggest fire in the world. There are photographs of the fire. Everyone who saw the fire wrote about it. We only about it from Samuel Pepys. London was rebuilt immeditately. The city was built the same as before. People had nowhere to live for years and nothing changed.	The Great Fire of London started on Sunday 2nd September 1666 and burned for 4 days. It began in a bakery on Pudding Lane. The fire spread quickly because the houses in London were made of wood and thatch and there were strong winds. The Summer had been dry so buildings caught fire quickly. Thousands of homes, churches and buildings were destroyed, including St Paul's Cathedral. The fire started when a spark from an oven set fire to nearby materials. Firefighting was not very advanced – people used leather buckets, water squirts and fire hooks to pull down buildings. It is called "great" becayse of the huge destruction. Over 13,000 houses, 87 churches and many important buildings were burnt down. The fire changed London forever, leading to better building designs and new fire safety rules. There are no photographs but we have paintings, drawings and written records. Samuel Pepys and John Evelyn were two people who wrote	**Historical Evidence** Understand that we learn about history from things left behind such as old objects, photos, painting, books and buildings. Begin to ask, 'How do we know about the past?' Recognise evidence can be different types i.e. things we can see, touch and read or hear. Ask simple questions about historical evidence i.e. What is this? How old is it? What was it used for? Who might have used it? Understand that some evidence is older than others and that objects change over time. Use evidence to guess or suggest what life was like in the past. Begin to understand that evidence gives us clues about history. Recognise that different evidence can tell us different things about the same event. Begin to understand that evidence comes from people who lived a long time ago. Recognise that historians use many different sources to find out what really happened.	It is different because…and… I believe it is the same, due to…. It is important because… I agree / disagree with this source, because… How do the sources suggest…?

				diaries describing what they saw. Archaeologists have found burnt objects and remains of buildings that help us understand the fire. People lived in tents because so many houses were destroyed. King Charles II ordered wide streets and buildings to made of brick and stone. Sir Christopher Wren designed the new St Paul's Cathedral, which is still standing. London's first fire brigade was created to help prevent future disasters.	Learn that some sources are more trustworthy than others. Use simple historical language to describe what they see in evidence i.e. This is an old..., People used this to..., I think this was used because... Explain how they know something is from the past based on evidence.	
Tier 2: (Based on chronology): All slides Different time Before Next After Within living memory **Tier 3: Added as relevant** Explorer Everest Railway Transport	**<u>What does it take to be a great explorer?</u>** What is an explorer and why are they important? Who is Ranulph Fiennes and why is he classed as an explorer? What is the legacy of Cornish explorer, Richard Trevithick? Who has explored? Which explorer's legacy is the most important?	**Significant People and Events** **Technological Advancements** **Key Dates** 16th June 1963 - Valentina Tereshkova was the first woman to travel to space. 12th April 1961 - Yuri Gagarin completed one orbit of Earth with his flight taking 108 minutes. 20th May 2009 - Ranulph Fiennes conquered Mount Everest, becoming the first person to summit Everest and cross both polar ice caps. He became, and still is, the oldest Briton to successfully climb Mount Everest.	Explorers only lived a long time ago. They only travel to new lands. All explorers are men. Ranulph Fiennes discovered new lands like early explorers. He is famous for one journey. Explorers always travel alone. Richard Trevithick discovered new countries. Richard Trevithick invented trains that look like the ones we have today. Because trains are different now, Richard Trevithick are no longer important. Only famous people can be explorers. There is only one 'most important' explorer.	An explorer is someone who travels to new places or learns new things about the world. Explorers travel by land, sea, air or even space. Sir Ranulph Fiennes is a British explorer who has travelled to some of the coldest and most dangerous places on Earth. He was the first person to travel around the world along the polar regions. He has climbed Mount Everest and crossed the Antarctica on foot. His expeditions have helped scientists study extreme weather and survival in harsh conditions. Richard Trevithick was an engineer and inventor from Cornwall. He built the first full-scale steam-powered locomotive in 1804. His work help to develop steam engines	**Historical Significance** Understand that some people from history are remembered because they did something special or changed the world. Identify events that are still talked about today. Begin to understand that some people are famous for their achievements. Use simple questions to explore significance i.e. Who was this person? What did they do? Why do we still learn about them? Recognise that some events changed how people live today. Begin to compare historical figures and events to decide which was more important. Discuss whether an event was important	It is different because…and… I believe it is the same, due to…. It is important because… I agree / disagree with this source, because… How do the sources suggest…?

		1803 – Richard Trevithick built the first-ever steam locomotive to run along a track.	Old explorers are more important than modern ones. Explorers only matter if they discover something new.	that powered trains, factories and ships. His inventions helped people travel and transport faster and easier. Today we still use trains developed from his inventions. The legacy of an explorer is what they leave behind and how they have changed the world.	for a few people or lots of people. Recognise that people in the past thought some things were important that we might not think are important today. Look at pictures, objects and stories to understand why something is remembered. Understand that we learn about important events through paintings, photographs, books and artefacts. Recognise symbols of significance such as statues, memorials or stamps. Talk about whether they think a person or event was important. Use simple historical language to explain ideas i.e It was important because... This person helped other by... We remember this event because... Begin to justify why they think someone should be remembered.	
Tier 2: (Based on chronology): All slides Nowadays Cause Change Before After **Tier 3: Added as relevant** Mine Resource Develop	**<u>Why does mining matter to Foxhole?</u>** What is a mine and who works in them? What were the first types of mines in Foxhole? Why is William Cooksworthy important to the development of mining in Foxhole? Why was Josiah Wedgewood's visit	**Local History** **Key Dates** 2100 BC – During the Bronze Age in England the demand for copper and tin emerged. These metals were essential for producing bronze. 43 AD - Cornish tin was already	Mines are only found underground. Only men work in mines. Mining is not dangerous. The first mines in Foxhole were for clay. Mining started recently. Mines have always used machines.	A mine is a place where useful materials like metals, minerals and clay were taken from the ground. There are 2 types of mining: Underground mining where people dig tunnels. Open pit mining where large holes are dug at the surface. People who work in mines are called miners. In the past, men, women and children worked in	**Change and Continuity** Identify how people, objects or places have changed over time. Compare the past and present using pictures, objects and stories. Use phrases like 'long ago', 'in the past', 'before I was born' and 'now'. Recognise that some things have stayed the same.	It is different because…and… I believe it is the same, due to…. It is important because… I agree / disagree with this source, because… How do the sources suggest…?

	to Foxhole in 1775 important? What has been the impact of clay mining locally?	traded internationally. Late 1600s - demand for tin increased. 1700-1750 - copper mining take off in Cornwall. 1750s – Cornish engine houses became established. 18th century – Early 20th century – Cornish mining changed the way of Cornish life.	William Cooksworhty was a miner. He invented clay mining. William Cookworthy worked in Foxhole. Josiah Wedgwood was a miner. He discovered China clay. Josiah Wedgwood's visit didn't change anything. Clay mining has always been good for the area. Mining doesn't change the landscape. Clay is only used for making pottery.	mines. Today, only adults work in mines. Mining can be dangerous because of falling rocks, dust and the lack of fresh air. Foxhole, a village in Cornwall, has history of tin, copper and clay mining. Tin and copped were the first materials mined in the area before china clay was important. Early miners used basic hand tools like picks and shovels to dig out minerals. Mines in Foxhole were small at first but over time they grew larger as demand for resources increased. William Cooksworthy was a potter and chemist who discovered china clay in Cornwall. He realised that china clay could be used to make fine porcelain instead of importing expensive clay from China. His discovery led to the china clay mining industry, which created new jobs and made Foxhole an important mining area. Josiah Wedgwood was a famous pottery maker in Britain. In 1775, he visited Foxhole to find high-quality china clay for making porcelain. After his visit, china clay mining expanded. His influence helped make Cornwall a	Identify features of daily life that people in the past also experience. Explore historical sources such as photographs, painting or stories to compare the past and present. Ask simple questions about the past i.e. what is different? What has stayed the same? Why did it change? Begin to understand that historians use evidence to learn about change. Use simple historical language. Describe how life was different and explain whether they would prefer life in the past or present.	

				leading producer of china clay. China clay brought jobs and wealth to Foxhole and Cornwall. The industry helped develop better roads and transport systems for moving clay. Mining changed landscapes – creating large open pits and waste heaps. Clay is used for many things, including pottery, paper, toothpaste, medicine and cosmetics. Clay mining is still important in Cornwall today.		

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YEAR B						
Vocabulary	**Question**	**Key Concepts**	**Common Misconceptions**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Oracy**
Tier 2 (Based on chronology): All slides Millenium Timeline Chronology Millennia Ancient **Tier 3: Added as relevant** Primary sources Secondary sources Evidence Egyptologist Mummification Pyramid Tombs	**How do we know about the Ancient Egyptians?** Who were the Ancient Egyptians? Why was the Nile so important to the Ancient Egyptians? What was it like to live in the Ancient Egyptian civilisation? How did the Ancient Egyptian beliefs affect how they lived their life? What does it discovery of tombs and mummies teach us about Ancient Egyptians?	**Settlements and Civlisations** **Key Dates** 3100BC – Unification of Egypt 2500 BC – Building the Gret Pyramids 2050-1710 BC – The Middle Kingdom 1550-1070 BC – The New Kingdom and Famous Pharaohs 1070-30 BC –The Decline of Egypt 1922 – Modern Discoveries: Howard Carter discovers King Tutankhamun's tomb.	Ancient Egyptians all looked the same. The Ancient Egyptians lived at the same time as dinosaurs. The Ancient Egyptians always wore gold and elaborate clothing. The Nole was only used for drinking water. The Nile flooded randomly. Ancient Egyptians had modern irrigation systems. Everyone in Ancient Egypt was rich a lived in pyramids. Children did not go to school. Ancient Egyptians only ate bread and drank wine. All Egyptians worshipped the same Gods. Only pharaohs believed in the afterlife. Mummification was only for pharaohs. Mummies are like scary movie monsters. All tombs were filled with gold and treasure. Ancient Egyptians write in hieroglyphics everywhere.	The Ancient Egyptians lived in northeast Africa along the River Nile. Their civilisation lasted over 3000 years (3100-30 BC). They were ruled by pharaohs, who were considered living gods. Ancient Egypt was divided into Upper Egypt (south) and Lower Egypt (north) until it was united by King Narmer around 3100 BC. They developed one of the world's first writing systems called hieroglyphics. The River Nile was the lifeline of Ancient Egypt providing water, food, transport and fertile land. Every year, the Nile flooded leaving behind rich, fertile soil for farming. This event was so predictable that Egyptians created a 365-day calendar to track it. They used canals and shadufs (a water lifting device) to bring water to their fields. The Nile allowed for trade and travel, helping Egyptians build a strong economy. The river was also central to religion – the Egyptians believed it was a gift from the gods, especially Hapi, the god of the Nile. Most people were farmers, growing crops	**Historical Evidence** Recognise that historical evidence comes from different sources including written sources, archaeological evidence, visual sources, oral history. Begin to ask who, what, where, when, why and how questions about historical evidence i.e. 'What can we learn about Ancient Egyptians from tomb paintings?' Recognise that some sources give more reliable information than others. Use evidence to make basic conclusions about the past. Start understanding that different people in history had different experiences. Understand that some sources might not tell the full story. Recognise that some sources may be biased. Look at two different sources about the same event and discuss similarities/differences. Realise that historians interpret evidence in different ways.	The most likely reason was… I believe the most important factor is… This reminds me of… During this time, …. remained the same / different, therefore…. In my opinion, …has stayed the same due to the evidence of… How has this event impacts on us now?

				like wheat, barley and flax. Common houses were made from mud bricks to keep them cool in the hot desert climate. Egyptians ate bread, vegetables, fish and fruit; meat was mostly for the wealthy. Children of rich families went to school to learn reading, writing and maths, while poorer children learned trades from their parents. Egyptians created paper from papyrus and used hieroglyphics and hieratic script to write. Egyptians believed in many gods. Important gods included – Ra (the sun god), Osiris (god of the afterlife) and Anubis (god of mummification). They believed pharaohs were chosen by the gods and should be obeyed. Egyptians believed in life after death and that they needed to preserve the body through mummification. The Book of the Dead was a guide to help souls reach the afterlife. Temples and pyramids were built as religious centres and tombs for pharaohs. Tombs tell us about Egyptians art, religion and daily life. Walls of tombs were decorated with hieroglyphs and paintings showing farming, hunting and religious ceremonies.		

				Mummies show that Egyptians believed in the afterlife and tried to preserve bodies so that the soul could live forever. The discovery of King Tutankhamun's tomb in 1922 by Howard Carter, showed that pharaohs were buried with treasures, food and even pets for the afterlife. Grace goods (jewellery, tools and statues) teach us what Ancient Egyptians valued.		
Tier 2: (Based on chronology): All slides Millenium Millennia Ancient AD/BC Timeline Chronology **Tier 3: Added as relevant** State Democracy Government Impact Settlement Civlisation Hierarchy Greece	**<u>How did life vary in different states in Ancient Greece?</u>** Who were the Ancient Greeks? What was daily life like in Ancient Greece? What were the states of Ancient Greece and their impact? What was it like to live in Ancient Athens and Ancient Sparta? Ancient Athens or Ancient Sparta: where would you rather live?	**Empire** **Key Dates** 3000-1200 BC – Early civilisations in Greece. 800 BC – The first city states (poleis) emerge, including Athens and Sparta. 776 BC – The first recorded Olympic Games held in Olympia. 700-500 BC – Greek city-states develop trade, writing and arts. 508 BC – Athens introduce democracy under Cleisthenes. 490-479 BC – The Persian Wars. 431-404 BC – The Peloponnesian War 400 BC – The height of Greek philosophy (Socrates, Plato and Aristotle)	Ancient Greece was one single country. The Ancient Greeks all lived at the same time. All Ancient Greeks were rich and went to school. Ancient Greeks ate the same food as us today. All city-states had the same government. All Greek city-states got along. Athens and Sparta were similar. All Spartans were warriors. All people in Athens and Sparta had equal rights. People in Sparta were always at war.	Ancient Greece was a civilisation in southeastern Europe that lasted from around 1200 BC to 146 BC. It was made up of independent city-states (poleis) each with its own government, laws and army. Ancient Greeks were known for art, philosophy, literature, science and democracy. The Greek alphabet is the basis of many modern alphabets. Homes were simple, made of mud bricks and stone with few rooms. Food included bread, olives, cheese, fruit, vegetables and dish. Meat was mainly eaten at religious festivals. Clothing was made from wool or linen, usually draped in the form of tunics (chitons) and cloaks (himation). Education - Boys in Athens learnt reading, writing, music and philosophy.	**Similarities and Differences** Compare daily life in different historical periods or societies. Identify how key aspects of society have changed or stayed the same. Compare life in different societies and discuss how different groups experienced history differently. Identify how things changed within one civlisation. Compare how different groups within the same period lived. Examine artefacts, pictures and historical accounts to spot patterns. Discuss how historians use evidence to compare past and present. Think about reasons for difference such as geography, climate or beliefs. Ask and answer questions like 'Why was	The most likely reason was… I believe the most important factor is… This reminds me of… During this time, …. remained the same / different, therefore…. In my opinion, …has stayed the same due to the evidence of… How has this event impacts on us now?

		336 BC – Alexander the Great becomes King of Macedonia and spreads Greek culture. 146 BC – Rome conquers Greece, marking the end of Ancient Greek independence.		Girls were taught household skills like weaving and cooking. In Sparta, boys trained as warriors from age 7 in military schools. For entertainment, people enjoyed theatre, sports and storytelling. The Olympic Games were held every 4 years to honour Zeus. Ancient Greece was not a single country but was made up of city-states. The most famous city states were – Athens, Sparta, Corinth and Thebes. The city-states often fought each other but united against external threats like Persia. Greek ideas in government, philosophy and art were influenced by Rome and later civilisations. Ancient Athens - Athens was the birthplace of democracy (only male citizens could votes). It was the centre of learning and home to philosophers like Plato, Socrates and Aristotle. Women had very few rights and were expected to stay home. The economy relied on trade, craftmanship and farming. Famous theatre, architecture and festivals. Ancient Sparta - Sparta was a military society focused on strength, discipline and obedience.	life different for people in Athens and Sparta?'	

				Boys were taken from their families at age 7 to train as warriors. Women had more freedom than in Athens, they could own land and were encouraged to be physically strong. The government was ruled by two kings and a council of elders. Sparta was closed to outsiders and focused on war rather than trade of culture. In Athens, you could experience arts, education and democracy but only male citizens had rights. In Sparta, you would be part of a strong military society but life was harsh, especially for boys. Women in Sparta had more freedom but still no political power. Athens was focused on culture and trade whilst Spara was focused on war and discipline.		
Tier 2: (Based on chronology): All slides Millenium Millenia Dark ages Medieval AD/BC Timeline Chronology **Tier 3: Added as relevant**	**<u>How did the Anglo-Saxon invasion change Britain?</u>** Where did the Anglo-Saxons and Scots invade from? Why did the Anglo-Saxons and Scots invade? How did this change the Roman Empire? What was it like to live in Anglo-Saxon Britain? How did the Anglo-Saxon invasion change Britain?	**Invasion** **Christianity** **Key Dates** 410 AD – The Romans leave Britain because Rome is under attack, leaving it vulnerable to invasions. 430-500 AD – The Anglo-Saxons begin arriving from modern-day Germany, Denmark and the Netherlands and settle in Britain for better farmland and resources. 500 AD – The Scots expand in Scotland, forming new kingdoms.	The Anglo-Saxons all came from the same place. The Scots invaded from Scotland. The Anglo-Saxons invaded Britain because they were looking for war and destruction. The Scots invaded Britain to conquer the land. The Romans simply left Britain because they were tired of ruling it.	The Anglo-Saxons were made up of three main groups – Angles from Denmark and Northern Germany, Saxons from Germany and Jutes from the Jutland Peninsula which is now part of Denmark. They began to invade and settle in Britain around 430-500 AD after the Romans had left. Scots – they came from Ireland and began settling in Western Scotland around the 5th century. After the Romans withdrew for Britain in 410 AD, the island became more	**Historical Interpretation** Recognising that different people may interpret the same historical events differently. Identify that sources such as paintings, stories and films may not always show the full picture. Understanding that historical accounts can be influenced by the author's perspective or purpose. Examining different types of historical evidence such as archaeological finds, written records and visual sources.	The most likely reason was… I believe the most important factor is… This reminds me of… During this time, …. remained the same / different, therefore…. In my opinion, …has stayed the same due to the evidence of… How has this event impacts on us now?

Monastery Laws Hierarchy Invasion Settlement Empire Change Continuity		476 AD – The Western Roman Empire collapses ending Roman rule in Western Europe. 500 AD – Britain is no longer part of the Roman Empire and is ruled by various Anglo-Saxon kings. 550 AD – Anglo-Saxon Britain is divided into small kingdoms (Wessex, Northumbria). 597 AD – Spread of Christianity. 700 AD – Most Anglo-Saxons convert to Christianity. 731 AD – The Ecclesiastical History of the English People written. 793 AD – The Viking attack Linidisfarne marking the start of Viking raids in Britain. 871 AD – Alfred the Great becomes King of Wessex, fighting off Viking invasions. 1066 AD – The Anglo-Saxon period ends with the Norman Conquest after the Battle of Hastings.	After the Romans, left Britain was completely lawless and chaotic. The Anglo-Saxons lived in castles and had the same lifestyle as the medieval knights. All Anglo-Saxons were farmers. The Anglo-Saxons took over all of Britain immediately after their arrival. Alfred the Great was the first King of England.	vulnerable to attacks and invasions. The Anglo-Saxons sought better farming land as they faced overpopulation and limited resources in their homelands. They were invited by local British tribes to help defend against other invaders but they began to settle and establish their own kingdoms in Britain. The Scots, coming from Irelands, moved to settle in western Scotland, establishing their own kingdoms. Unlike the Anglo-Saxons, they did not come as invaders but as settlers seeking new land and opportunities. The Roman Empire began to collapse in the 5th century due to invasions of barbarian tribes and they withdrew their legions from Britain around 410 AD. Britain transitioned from being a part of the Roman Empire to a land ruled by Anglo-Saxon kingdom. The Anglo-Saxons lived in small villages and towns. They built wooden houses and longhouses. Most people were farmers, growing crops such as wheat, barley and oats and raising animals like cattle and sheep. The wealthy lived in larger houses, while poorer people lived in simpler, smaller homes.	Ask questions such as 'Who wrote or created this source?', 'Why was it made?', 'What does it tell us about the past?' and 'What might be missing?' Understanding that some sources might be more reliable than others. Recognising that eyewitness accounts can be useful but also contain bias. Identifying how history has been retold in stories, myths and legends. Recognising that different people in history have experienced the same event in different ways. Understand that historians may disagree about certain events based on new evidence or different perspectives. Form their own opinions of historical events based on the evidence they examine. Understanding that history is not just a single story but made up of many perspectives.	

				People also worked as blacksmiths, weavers and potters and trade was common between different regions. The Anglo-Saxon believed in gods and goddesses (such as Woden and Thor) before converting to Christianity. Christianity was introduced around 597 AD, leading to the construction of churches and the eventual spread of Christian practices. The Anglo-Saxon settlers divided Britain into several kingdoms, including Wessex, Mercia, Northumbria and East Anglia. Anglo-Saxons created a distinct British culture with its own language, laws and customs.		

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YEAR B						
Vocabulary	**Question**	**Key Concepts**	**Common Misconceptions**	**Substantive Knowledge**	**Disciplinary Knowledge**	**Oracy**
Tier 2 (Based on chronology): All slides BC/AD Century **Tier 3: Added as relevant** Trade Settlement Settler Invasion Stereotype Interpretation Raider	**<u>What is the legacy of the Viking invasion in Britain today?</u>** Where did the Vikings come from and why did the Vikings invade Britain? Who were Alfred the Great and Athelstan and why are they significant people? How did the Vikings live in Britain? What do archaeological discoveries tell us about life in Viking Britain? What is the legacy of the Viking invasion in Britain today?	Invasion Christianity **Key Dates** 790s AD – The Vikings originated from Scandinavia (modern day Norway, Denmark and Sweden). 793 AD – First recorded Viking raid on Lindisfarne Monastery, marking the beginning of the Viking Age in Britain. 793-850 AD – Viking raids increase as they seek wealthy, land and better farming conditions. 865 AD – The Great Heathen Army lands in Europe to conquer and settle. 871-899 AD – Alfred the Great rules Wessex, defends against Viking invasions and promotes education. 878 AD – Alfred defeats the Vikings at the Battle of Edington and establishes an area of England under Viking control. 878-954 AD – The Danelaw period, when Vikings settle in areas like York and East Anglia, adopting farming and trade. 924-939 AD – Athelstan (Alfred's grandson) becomes the first King of England uniting Anglo-Saxons and Vikings.	The Vikings were just one group of people. All Vikings were warriors and raiders. The Vikings invaded Britain only because they wanted to steal treasure. The Vikings only fought against the Anglo-Saxons. Alfred the Great defeated the Vikings completely. Athelstan was a Viking ruler. Vikings lived in Britain in the same way they lived in Scandinavia. The Vikings only lived in the north of England. Vikings artifacts only show weapons and battles. Viking runes were only used for magic. The Vikings disappeared from Britain after they were defeated. The Vikings didn't influence modern Britain.	The Vikings came from Scandinavia (modern-day Norway. Sweden and Denmark). They were known as Norsemen. Viking longships allowed them to travel across seas and rivers, reaching Britain, Ireland and beyond. Thee first recorded Viking raid was in 793 AD at Lindisfarne Monastery in Northrumbia. Vikings invaded for wealth, better farming land and power. Some Vikings came as raiders, while others settled in Britain and formed communities. The Great Heathen Army was a large Viking army force that aimed to conquer parts of England. Alfred the Great was the King of Wessex, who fought against the Vikings. In 878 AD, Alfred defeated the Vikings at the Battle of Edington and made peace. Alfred helped create the Danelaw, an area of England under Viking law. Athelstand was the first king of a united England. He defeated the Vikings and ruled over both Anglo-Saxons and Viking settlers. Vikings settled in Britain and lived in villages	**Historical Interpretation** Recognising that historical events can be interpreted differently depending on what is telling the story. Consider how people's views may have been influenced by their backgrounds and beliefs. Identify who write or created a source, when it was made and why. Compare different sources to understand how they might give different versions of the same event. Understand that some historical sources may be biased or exaggerated. Question whether a source is trustworthy and why they might be missing information. Analyse primary sources and comapre with secondary sources. Explore how history is sometimes rewritten based on new evidence or changing opinions. Understand why some historical figures are seen as heroes by some and villians by others.	Based on…, I conclude that… The text stated…, which is why I think that… can infer that…. because I know that… There is evidence to suggest that… The most significant effect of… was… A further key event was… This demonstrates continuity because…. To some extent, the event of… caused… Why is it important to understand traditional / modern concepts through time?

		954 AD – The last Viking king is defeated ending Viking rule in England. 1016 AD – Viking King Cnut the Great becomes King of England, Denmark and Norway, ruling a vast empire. 1066 AD – The Viking era in Britain ends after the last major Viking invader is defeated at the Battle of Stamford Bridge. 1979-1981 – The discovery of Coppergate Helmet in York, showing Viking craftsmanship. 2007 – The Vale of York Hoard is found, containing over 600 Viking silver coins and treasures.		and towns, especially in the Danelaw. Vikings were farmers, traders and craftsmen, growing crops and making tools. Viking towns such as York were important trading centres. They intermarried with local Anglo-Saxons and shared customs. The Coppergate Helmet was found in York and dhows Viking warrior armour. The Vale of York Hoard (discovered in 2007) contained 600+ silver coins from Viking trading. Viking runestones recorded names and events. The discovery of Viking longships shows their advanced shipbuilding skills. Many British town names come from Viking words. English has Viking words like egg, sky, window and beserk. The Vikings influenced British laws, farming and trade. Viking culture is still remembered through stories, place names and archaeological finds.		
Tier 2: (Based on chronology): All slides	**<u>How did the Tudors change Britain?</u>**	**Significant People and Events** **Christianity** **Key Dates**	The Tudors were one big, happy family. There were only two famous Tudors –Henry VIII and Elizabeth I.	The Tudor Period lasted from 1485-1603 and included 5 monarchs: Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I.	**Change and Continuity** Change refers to aspects of history that have transformed over time and continuity	Based on…, I conclude that…

Century **Tier 3: Added as relevant** Monarchy Monarch Heir Reign Bias Reliable Usurp Church Church (institution) Protestant Catholic	Who were the kings and queens in the Tudor period? How did the Tudors come into power? Why was Henry VIII significant? Why was Elizabeth I significant? What was the impact of the Tudors on Britain?	1485-1603 – The Tudor Period. 1485-1509 – Henry VII was the first Tudor king. 1509-1547 – Henry VIII was king. 1547-1553 – Edward VI was king. 1553-1558 – Mary I was queen. 1558-1609 – Elizabeth I was queen. 1485 – Henry VII won the Battle of Boswroth, defeating Richard III and ending the Wars of the Roses. 1486 – Henry VII married Elizabeth of York, uniting the Houses of Lancaster and York. 1534 – The Act of Supremacy when Henry broke from the Catholic Church and created the Church of England. 1536-1541 – The Dissolution of the Monasteries where Henry closed the monasteries and took their wealth. 1547 – Henry VIII died and left England religiously divided. 1588 – The Spanish Armada: Elizabeth's navy defeated Spain, securing England's power.	The Tudors peacefully took the throne. The Tudors always had full control over England/ Henry VIII broke from the Catholic Church only because he wanted to marry Anne Boleyn. Henry VIII was always fat and unhealthy. Henry VIII executed all of his wives. Elizabeth I never married because she didn't want to. The Spanish Armada was weak and easily defeated. Elizabeth I was always loved by her people. The Tudors made England completely protestant. Everyone in Tudor England lived in grand castles and palaces. The Tudors invented theatre. Tudor exploration only benefited England.	The War of the Roses (1455-1485) were fought between the House of Lancaster and the House of York. Henry Tudor (Lancastrian) defeated King Richard III (Yorkist) at the Battle of Bosworth in 1485. Henry VII married Elizabeth of York and united the two warring families and created the Tudor Rose as a symbol of peace. The break with Rome (1534) created the Church of England and Henry VIII declared himself the Supreme Head of the Church. The Dissolution of the Monasteries (1536-1541) was when Henry VIII closed monasteries and took their wealth. Henry VIII was married to six wives - Catherine of Aragon (divorced) Anne Boleyn (executed) Jane Seymour (died) Anne of Cleves (divorced) Catherine Howard (executed) Catherine Parr (survived) The Spanish Armada (1588) was when Spain planned to invade England but Elizabeth I's navy defeated them. This established England as a major naval power. During Elizabeth's reign there was exploration where trade and colonisation were expanded; theatres flourished with William Shakespeare writing	refers to aspects that have remained largely the same despite the passage of time. Recognise that both change and continuity are important in shaping history and that not all changes happen quickly. Some are gradual and long-lasting while others may have a more immediate impact. Identify both change and continuity in different historical periods or events. Change could include advancements in technology, communication and transportation, while continuity could relate aspects of culture, family structure or religious beliefs. Compare different historical periods to see patterns, considering both short and long-term impacts. Recognise that change and continuity happen due to various causes and explore why they occured. Understand that political decisions, technological advancements, economic changes, social movements or external influences can lead to either change or continuity. Begin to compare different historical periods, identify a degree of change or continuity. Focus on how different aspects of o society changed in relation to each other.	The text stated…, which is why I think that… can infer that…. because I know that… There is evidence to suggest that… The most significant effect of… was… A further key event was… This demonstrates continuity because…. To some extent, the event of… caused… Why is it important to understand traditional / modern concepts through time?

		1601 – The Poor Law was introduced to help the poor. 1603 – Elizabeth I died and padded the throne to James I, ending the Tudor period.		famous plays; there was religious settlement because of compromise between Protestants and Catholics to avoid conflict and the Church of England was firmly established; the Poor Law (1601) was created to help the poo by creating workhouses and charity systems. Henry VIII's break from the Catholic church changed England forever and they became a Protestant nation. Francis Drake was the first Englishman to circumnavigate the world (1577-1580). The Elizabethan era saw a golden age of theatre. Tudor rulers centralised power and reduced the influence of the nobles.	To think about how certain aspects of life in past periods might have influenced changes in later periods, recognising that history builds on the past. Understand that change can be short-term or long-term. Recognise how long-term changed often result from gradual shifts and can be influenced by multiple factors over time, while short-term changes are more immediate or may not last. Understand that continuity may remain intact during both short- and long-term changes and explore how different aspects of history impacted by these dynamics. Assess the impact of changes and continuities on different groups in society. Understand that change and continuity affect different people in different ways and this can be positive or negative. Consider how society as a whole is impacted by other change and continuity and the legacy of these changes for modern-day Britain. Use primary and secondary sources to understand change and continuity. Interpret evidence to understand the degree of change over time and the factors that	

					contribute to continuity. Evaluate the reliability of different sources and consider how perspective can influence historical interpretations. Draw conclusions about what changed and what remained the same. Reflect on why certain things have changed and others have stayed the same and consider how this has shaped modern society. Reflect on what we can learn from historical change and continuity that might help us understand the present and future.	
Tier 2: (Based on chronology): All slides Decade Century **Tier 3: Added as relevant** Significance Coast Resource Trade Mine Miner Cause Consequence Decline	**Why does mining matter to Cornwall?** Why was Cornwall a mining hotspot in the past? Why are parts of the Cornish coast known as the 'Tin Coast'? What was it like to be a miner in Cornwall? What does the evidence in Cornwall's landscape tell us about mining here? What were the reasons and impact of the decline of mining for the people of Cornwall?	**Local History** **Key Dates** 2500 BC – 800 BC – Bronze Age and early evidence of tin mining in Cornwall, as tin was used to make bronze. 43 AD – 410 AD – Roman Period. Romans are believed to have traded for Cornish tin but mining was not heavily developed. 1100s-1500s – Medieval Period. Cornwall became a major tin producer, with Stannary Laws introduced to regulate mining. 18th – 19th century – Cornwall became a global leader in tin and copper mining. 1860s-1880s – Peak Cornwall's tin and copper production, with many mines along	Mining in Cornwall only started in the 18th and 19th centuries. Cornwall was only famous for tin mining. The term 'Tin Coast' was used historically. Tin was only mined inland. All miners were men. Mining was a well-paid job. The old mining building are castles or fortresses. There are no working mines left in Cornwall. Cornwall's mines closed because all the tine and copper ran out.	Cornwall has been a mining region for over 4,000 years, starting in the Bronze Age when tin was mined to make bronze. Cornwall is rich in tin, copper, zinc and arsenic, which made it a key area for mining. The Romas traded Cornish tin and during the Medieval period, tin mining became a major industry. The 18th and 19th century were the peak of Cornish mining, making Cornwall one of the most important mining areas in the world. The 'Tin Coast' is part of the Cornish Mining World Heritage Site along the north coast of Cornwall.	**Historical Significance** Recognise that some events and people are remembered more than others. Understand why certain people or events are considered significant. Assess how an individual or an event changed people's lives at the time. Examine short-term and long-term effects. Compare significance across different time periods. Realise that significance is subjective and can be viewed differently over time. Recognise how historical figures or events might be	Based on…, I conclude that… The text stated…, which is why I think that… can infer that…. because I know that… There is evidence to suggest that… The most significant effect of… was… A further key event was… This demonstrates continuity because…. To some extent, the event of… caused… Why is it important to understand

		the Tin Coast such as Geevor and Levan Mines. 1700s-1800s – Dangerous working conditions, child labour and long shifts underground. 1800s – The introduction of the Cornish beam engine improved drainage and allowed deeper mining. 19th century – Construction of engine houses still visible today. Late 19th century – Cheap tin and copper overseas lef to a decline. 1985 – Closure of Geevor Tin Mine. 1998 – Closure of South Crofty, the last tin mine in Cornwall. 2006 – Cornwall's mining heritage officially recognised as a UNESCO World Heritage Site.	When the mine closed, everyone left Cornwall.	Some mines stretched under the sea, with tunnels extending beneath the seabed. The region's mining success lef to Cornwall being one of the first industrialised areas in Britain. Working condition were harsh: miners wored in dark, cramped tunnels and often underground; it was hot, dangerous and physically exhausting and the risk of mine collapses and toxic gases were high. Women and children worked in mining too. Bal maidens crushed and sorted ore at the surface. Children as young as 10 years old worked in the mines. Technology improved mining – the Cornish beam engine was used to pump water out of deep mines. Many engine houses remain today as ruins, particularly along the Tin Coast. Mine shafts and tunnels still exist with some now open as heritage sights. Spoil heaps are large piles of waste rock from mining. Miners ate pasties because they were easy to hold with dirty hands and had thick crusts to protect the filling. Cheaper tin and copper were found elsewhere leading to mine closures in the late 19th and early 20th centuries.	celebrated or criticised based on perspective. Ask key questions such as 'Did it change the way people lived?','Was it important at the time?', 'Is it remembered today?' and 'Did it lead to further change?' Understand how significant events shape the modern world. Make connections between past and present.	traditional / modern concepts through time?

				By the 1990s, most mines had shut down with South Crofty closing in 1998. Many miners emigrated to Australia, South Africa and the USA, spreading Cornish culture worldwide. Today, Cornwall's mining past is recognised as a UNESCO World Heritage Site and there is interest in new mining for lithium, which is used in batteries.		

***Comprehensive working versions of these documents are available to school staff, outlining arrangements for fieldwork, educational trips, and associated resourcing.**