

Hopton C of E Primary Academy

History Subject Overviews

LKS2

Title	LOCAL HISTORY WEEK <u>Local History Study:</u> Local history study focusing on Duleep Singh and his importance to our locality. We will be finding out about Victorian School life and comparisons of school life between then and now
Overview of Unit	In this unit, children will explore a significant figure in local and national history: Duleep Singh, and his connection to the local area. They will investigate why he is an important historical figure and what his presence reveals about diversity and society in the Victorian period. Children will also study Victorian school life and compare it with education today. They will explore how schooling, childhood, discipline, and learning experiences have changed over time. Through this, children will develop a deeper understanding of continuity and change within living memory and beyond.
Key Vocabulary	local history, Victorian, Victorian era, century, decade, 19th century, timeline, chronology, sequence, change, continuity, evidence, source, artefact, photograph, perspective, interpretation, compare, similarity, difference, school, education, classroom, pupil, teacher, discipline, punishment, rules, attendance, present, past, period, era, society, culture, diversity, significant, important, monarch, empire, exile, India, Britain, Duleep Singh
Key Learning Objectives	- I am learning about Duleep Singh, a figure in our local history. - I am learning to explain what his life tells us about the past in our local area. - I am learning to use a range of historical sources, such as photographs, written accounts and artefacts, to ask and answer questions about the past. - I am learning to place events from Victorian school life and the life of Duleep Singh on a timeline using dates and historical terms such as century, Victorian era and 19th century. - I am learning to describe Victorian school life and compare it with my own school experience today.
Key Knowledge	1. Duleep Singh was the last Maharaja of the Sikh Empire and lived in Britain during the Victorian era. 2. Duleep Singh has an important connection to the local area and is part of local history. 3. Victorian schools were often strict and used punishments that would not be acceptable today. 4. Children in Victorian schools used different equipment and studied different subjects from children today.



	5. Historians use sources such as photographs, artefacts and written accounts to learn about the past. 6. Different historical sources may give different interpretations of the same event or period.
Skills to be Covered	<u>Understanding Chronology</u> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Understand and use the term century and name specific dates • Understand the importance of a scale <u>Investigating and Interpreting the Past</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <u>Building an Overview of History</u> • Describe changes that have happened in the locality of the school throughout history. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change and chronology. • Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.
Suggested Learning Experiences	- Visit the Duleep Singh memorial. - Visit the Ancient House Museum. - Children explore the life of Duleep Singh using images, short texts and maps. They create a simple fact file explaining who he was and why he is linked to the local area. - Children build a class timeline including key events from Victorian school life and the life of Duleep Singh. They use dates and historical vocabulary such as century and Victorian era. - Children compare Victorian schooling with modern school life using images, descriptions and role-play. They sort features into "then" and "now" (e.g. punishment, lessons, equipment, uniform). - Set up a Victorian classroom with strict rules, slates, and traditional seating. Children experience a "day in a Victorian school" and reflect on similarities and differences with today. - Children examine different historical sources (photographs, written accounts, school records) to answer questions about Victorian school life and local history. They discuss how sources can be useful but sometimes different.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Who was Duleep Singh? 2. Why is Duleep Singh important to our local area? 3. Name one feature of Victorian school life. 4. What sources can historians use to learn about the past?



	5. Why might two historical sources give different accounts? 6. Name one similarity or difference between Victorian schools and schools today.
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Title	<u>The achievements of the earliest civilizations</u> Ancient Egypt civilisation
Overview of Unit	In this unit, children will explore one of the world's earliest civilisations: Ancient Egyptian civilisation. They will learn where and when Ancient Egypt existed and begin to understand how it compares with other early civilisations such as the Indus Valley, Shang Dynasty and Ancient Sumer. Children will investigate why early civilisations developed in certain places, with a focus on the importance of rivers such as the River Nile. They will explore how the Nile shaped farming, settlement and daily life in Ancient Egypt. Through the study of artefacts, images, and written sources, children will find out what life was like in Ancient Egypt. They will also learn about key aspects of society, including Pharaohs, religious beliefs, gods, tombs and pyramids, and begin to understand how life varied depending on status. Children will develop their understanding of chronology by placing events on timelines using dates, including BC and AD/CE, and by using historical vocabulary to describe time and change.
Key Vocabulary	Ancient Egypt, civilisation, Egypt, Nile, River Nile, flood, flooding, fertile, valley, desert, irrigation, settlement, farming, crops, trade, timeline, chronology, BC, AD, CE, century, decade, era, period, ancient, past, present, artefact, source, evidence, investigate, enquiry, compare, similarity, difference, Pharaoh, ruler, king, queen, god, goddess, religion, belief, afterlife, tomb, pyramid, mummy, mummification, burial, temple, status, rich, poor, slaves, society, culture, monument, stone, Sphinx, hieroglyphics, writing, scroll
Key Learning Objectives	• I am learning to place key events and people from the Ancient Egyptian civilisation on a timeline, using dates where appropriate. • I am learning to use words such as century, decade, BC and AD/CE to describe when events in Ancient Egypt happened. • I am learning to compare Ancient Egypt with other early civilisations in simple ways, such as where they lived and how they survived. • I am learning to use artefacts, pictures and written sources to ask and answer questions about life in Ancient Egypt. • I am learning to describe what life was like in Ancient Egypt, including the role of the River Nile, Pharaohs and beliefs about the afterlife. • I am learning to explain how life in Ancient Egypt was different for different groups of people.

Key Knowledge	1. Ancient Egypt was one of the world's earliest civilisations and developed around the River Nile. 2. The River Nile provided water, fertile soil and transport, helping settlements and farming to grow. 3. Pharaohs were powerful rulers in Ancient Egyptian society. 4. Ancient Egyptians believed in many gods and in the afterlife. 5. Pyramids and tombs were built to bury important people and protect them for the afterlife. 6. Historians use artefacts, hieroglyphics and other sources to learn about Ancient Egypt.
Skills to be Covered	<u>Understanding Chronology</u> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. • Understand and use the term century and name specific dates • Understand the importance of a scale • understand that a timeline can be divided into BC and AD/CE. <u>Investigating and Interpreting the Past</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <u>Building an Overview of History</u> • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change and chronology. • Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.
Suggested Learning Experiences	- Children locate Ancient Egypt, the Indus Valley, Shang Dynasty and Ancient Sumer on a map. They discuss why early civilisations developed near rivers and fertile land. - Children build a class timeline showing Ancient Egypt in relation to other early civilisations. They place key events, artefacts and dates correctly and discuss scale. - Children explore how the River Nile supported life. They create diagrams or annotated maps showing farming, transport, trade and settlement. - Children examine images or replicas of Egyptian artefacts. They ask: What is it? What was it used for? What does it tell us about life in Ancient Egypt? - Children take on the role of Pharaohs and advisers, making decisions about laws, building projects and religion to understand leadership and society. - Set up stations about different Egyptian gods, beliefs and the afterlife. Children rotate, record facts and discuss why religion was important. - Children sequence the steps of mummification using cards or a practical demonstration with materials. Discuss why Egyptians preserved bodies. - Children design and build pyramids using blocks, sugar cubes or paper. They explore why pyramids were built and how they were constructed.

	- Children rotate between images, hieroglyphics, tomb paintings and written accounts, answering historical questions and recording evidence. - Children decode simple hieroglyphics and create their own messages or name cartouches.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. <i>Why was the River Nile important to Ancient Egypt?</i> 2. <i>Who ruled Ancient Egypt?</i> 3. <i>What did Ancient Egyptians believe about the afterlife?</i> 4. <i>Why were pyramids built?</i> 5. <i>What are hieroglyphics?</i> 6. <i>Name one source historians use to learn about Ancient Egypt.</i>

Title	<u>Changes in Britain from the Stone Age to the Iron Age</u> Stone and Iron Age and doing a comparative study between Norfolk and Japan (Ancient House Museum)
Overview of Unit	In this unit, children will study the changes in Britain from the Stone Age to the Iron Age, exploring how early people lived, worked and survived over time. They will develop an understanding of how life changed across prehistoric periods and how these changes can be represented on timelines using dates and historical vocabulary. Children will investigate key aspects of prehistoric life, including settlement, farming, tools and mining. A key focus will be archaeological evidence from sites such as Grimes Graves, where children will explore how Stone Age people mined flint and compare this with Obsidian mining in ancient Japan. They will also carry out a comparative study between Neolithic Norfolk and Jōmon period Japan, considering similarities and differences in lifestyle, technology and environment, supported by evidence from the Ancient House Museum and other sources.
Key Vocabulary	prehistoric, prehistory, Stone Age, Bronze Age, Iron Age, Britain, Japan, comparison, similarity, difference, change, continuity, timeline, chronology, BC, AD, BCE, CE, century, decade, era, period, ancient, past, present, artefact, evidence, source, archaeology, archaeologist, excavation, investigate, enquiry, interpretation, settlement, cave, agriculture, tools, weapons, flint, stone, bronze, iron, metal, mine, mining, Grimes Graves, obsidian, Jomon, society, culture, daily life, homes, shelter, trade, cause, consequence, environment
Key Learning Objectives	• I am learning to place key events, artefacts and developments from the Stone Age, Bronze Age and Iron Age on a timeline using dates and historical vocabulary such as BC/AD and century. • I am learning to describe how life in Britain changed over time from the Stone Age to the Iron Age, including changes in tools, farming and settlements.



	• I am learning to use archaeological evidence, including sites such as Grimes Graves, to ask and answer questions about the past. • I am learning to explain simple causes and consequences of changes during the Stone to Iron Ages. • I am learning to compare life in Neolithic Norfolk with the Jōmon period in Japan, identifying similarities and differences.
Key Knowledge	1. The Stone Age came before the Bronze Age and Iron Age. 2. Early humans changed from hunter-gatherers to farmers over time. 3. People used different materials for tools across each age, including stone, bronze and iron. 4. Grimes Graves in Norfolk was an important flint mining site in prehistoric Britain. 5. The Jōmon people in Japan used obsidian to make tools. 6. Historians use archaeological evidence and artefacts to learn about prehistoric life.
Skills to be Covered	<u>Understanding Chronology</u> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Understand and use the term century and name specific dates • Understand the importance of a scale • understand that a timeline can be divided into BC and AD/CE. <u>Investigating and Interpreting the Past</u> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Begin to recognise that some historical sources may present different viewpoints <u>Building an Overview of History</u> • Give a broad overview of life in Britain from ancient until Victorian times • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change and chronology. • Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.
Suggested Learning Experiences	- Visit the Ancient House Museum for a workshop. - Children create a large class timeline showing the Stone Age, Bronze Age and Iron Age. They place key artefacts and developments in order and discuss how life changed over time.



	- Children explore images, artefacts or case studies from Grimes Graves. They sketch tools, label features and discuss how flint was mined and used. - Set up a simulated excavation where children “discover” hidden artefacts in sand/soil. They record findings and make inferences about prehistoric life. - Children sort artefacts and images into Stone Age, Bronze Age or Iron Age categories and explain their reasoning using evidence. - Children act out daily life in the Stone Age, including hunting, gathering food and moving settlements. Discuss what life was like and what challenges people faced. - Children explore how farming changed from the Stone Age to Iron Age. They create simple diagrams or flow charts showing the development of tools and settlement. - Set up learning stations comparing Neolithic Norfolk and the Jōmon period in Japan (homes, tools, food, environment). Children rotate and record similarities and differences. - Children take on roles such as hunter-gatherers, early farmers or metalworkers. Others ask questions about daily life and survival.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Which age came first: Stone Age, Bronze Age or Iron Age? 2. What did people mine at Grimes Graves? 3. What material was used to make tools in the Bronze Age? 4. Who were hunter-gatherers? 5. What is archaeology? 6. What similarities existed between Neolithic Norfolk and Jōmon Japan?

Title	<u>A study of British history beyond 1066</u> Learning about the chronological significance of the sinking of the Titanic including a study on a Suffolk survivor: Violet Jessop.
Overview of Unit	In this unit, children will study a significant event beyond living memory: the Titanic disaster. They will learn about when and why the Titanic was built, what life was like on board, and the events that led to its sinking in 1912. Children will develop their understanding of chronology by placing key events on a timeline and using historical vocabulary such as century, decade and era. They will explore how the Titanic fits into wider history and why it is considered a significant event. A key focus of the unit is using historical sources, including photographs, passenger records and written accounts, to find out about the past. Children will begin to understand that different sources can give different versions of events. Children will also investigate the life of Violet Jessop, a Titanic survivor, and use her experiences to learn more about what happened during the voyage.



	Through the study of social class, children will compare the experiences of first, second and third class passengers, helping them understand differences in society at the time.
Key Vocabulary	Titanic, ship, voyage, passenger, crew, captain, iceberg, ocean, North Atlantic, sinking, disaster, lifeboat, rescue, survival, survivor, class, first class, second class, third class, Edwardian, timeline, chronology, century, decade, era, past, present, change, evidence, source, photograph, record, account, diary, interview, significant, event, cause, consequence, journey, port, Southampton, New York, White Star Line, Violet Jessop
Key Learning Objectives	- I am learning to place the Titanic disaster on a timeline and use dates and historical terms such as century, decade and era to describe when it happened. - I am learning to use different historical sources such as photographs, passenger records and written accounts to find out about the Titanic. - I am learning to use more than one source to answer questions about the Titanic and begin to understand that some accounts of the past may be different. - I am learning to describe what life was like on board the Titanic, including differences between first, second and third class passengers. - I am learning to investigate the life of Violet Jessop and explain what her experiences can tell us about the past.
Key Knowledge	1. The Titanic sank in the Atlantic Ocean in 1912 after hitting an iceberg. 2. The Titanic was owned by the White Star Line. 3. There were not enough lifeboats for all passengers and crew. 4. Passengers experienced different conditions depending on their social class. 5. Violet Jessop survived the Titanic disaster. 6. Historians use photographs, records and eyewitness accounts to learn about the Titanic.
Skills to be Covered	<u>Understanding Chronology</u> ● Understand the concept of change over time, representing this, along with evidence, on a time line. ● Use dates and terms to describe events. ● Understand and use the term century and name specific dates ● Understand the importance of a scale <u>Investigating and Interpreting the Past</u> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <u>Building an Overview of History</u> ● Give a broad overview of life in Britain from ancient until Victorian times. ● Compare some of the times studied with those of other areas of interest around the world. ● Describe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



	<u>Communicating Historically 'Being a Historian'</u> • Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change and chronology. • Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.
Suggested Learning Experiences	- Children create a large class timeline showing key events (building of the ship, departure, iceberg collision, sinking, rescue). They place events in order and use dates and vocabulary such as century and era. - Children explore the life of Violet Jessop using pictures, short texts and simplified accounts. They create fact files, captions or diary entries from her perspective. - Classroom is set up as different parts of the ship (first class dining room, third class cabins, deck). Children act out life on board and discuss differences between classes. - Children explore why not everyone could be saved. They use simple maths (capacity, grouping, estimation) to understand lifeboat limits. - Children rotate between sources (photographs, passenger lists, newspaper reports). They answer questions like: What does this tell us? Can we trust this source? - Children build a simple flow diagram showing causes (iceberg, speed, warnings) and consequences (sinking, loss, rescue changes). - Children write a simple newspaper report about the Titanic disaster using facts, eyewitness accounts and headlines. - Children compare Titanic with modern ships (safety, communication, design) and identify changes over time. - Children take on roles such as passengers, crew or Violet Jessop. Others ask questions about their experiences.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. In what year did the Titanic sink? 2. What caused the Titanic to sink? 3. Why could not everyone escape safely? 4. Who was Violet Jessop? 5. What is an eyewitness account? 6. How were first-class and third-class passengers treated differently?

Title	<u>The Roman Empire and its impact on Britain</u> We will be finding out about the Ancient Roman Empire as well as the interactions between the Romans and the local Iceni tribe. A brief look at Boudicca.
Overview of Unit	In this unit, children will explore the history of the Romans and their impact on Britain, beginning with life in Iron Age Britain and leading through the Roman invasion and occupation. Pupils will learn about the power of the Roman Empire, including its army, government, and beliefs, and investigate how and why the Romans successfully invaded and controlled Britain. They will study key historical figures and events, including British resistance such as Boudica, and examine how the Romans changed life in Britain through the building of roads, towns,



	villas, and defensive structures such as Hadrian's Wall. Children will also explore the lasting legacy of the Romans, including changes in lifestyle, religion, technology, and the introduction of Christianity. By the end of the unit, pupils will understand how Roman rule transformed Britain and be able to explain both the short- and long-term impact of the Roman Empire on British life.
Key Vocabulary	Empire, emperor, Roman Empire, province, governor, rule, invade / invasion, conquer, Legion, soldier, shield, armour, weapon, formation, fort, march, aqueduct, road, market, temple, gods / religion, Celt, tribe, resistance, rebel, Boudica, Hadrian's Wall, civilisation
Key Learning Objectives	- I am learning to explore life in Iron Age Britain and describe what it was like before the Romans arrived. - I am learning to explain the size and power of the Roman Empire and describe key features of Roman life, including government, religion, and the army. - I am learning to describe the Roman invasion of Britain and explain why the Romans were able to conquer Britain. - I am learning to investigate British resistance to the Romans, including the story of Boudica and the Roman response. - I am learning to describe how the Romans controlled Britain, including the building of roads, towns, villas, and Hadrian's Wall. - I am learning to explain the impact and legacy of the Romans in Britain, including changes in lifestyle, food, religion, technology, and the spread of Christianity.
Key Knowledge	1. The Romans invaded Britain in AD 43. 2. The Roman Empire was ruled by emperors and had a powerful army. 3. Boudicca led a rebellion against Roman rule in Britain. 4. Romans built roads, towns, villas and Hadrian's Wall. 5. Roman rule changed Britain's technology, religion and daily life. 6. Some Roman ideas and inventions still influence Britain today.
Skills to be Covered	<u>Understanding Chronology</u> ● Place events, artefacts and historical figures on a time line using dates. ● Understand the concept of change over time, representing this, along with evidence, on a time line. ● Use dates and terms to describe events. ● Understand and use the term century and name specific dates ● understand that a timeline can be divided into BC and AD/CE ● Understand the importance of a scale <u>Investigating and Interpreting the Past</u> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ● Suggest causes and consequences of some of the main events and changes in history. ● Begin to recognise that some historical sources may present different viewpoints <u>Building an Overview of History</u> ● Give a broad overview of life in Britain from ancient until Victorian times. ● Compare some of the times studied with those of other areas of interest around the world. ● Describe the social, ethnic, cultural or religious diversity of past society.



	- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Communicating Historically 'Being a Historian'</u> - Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change and chronology. - Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.
Suggested Learning Experiences	- Handle/compare artefacts (replica or images) and decide what they were used for - Role-play a Roman army march with commands and formations - Visitor in to do a roman experience day - Design a Roman shield showing symbols of power - Timeline sorting of invasion events - Drama re-enactment of Roman landing in Britain "Persuade or resist?" debate: should Britain be ruled by Rome? - Create a comic strip of the invasion - Hot-seating Boudica (interview her as a class) - Diary entry from a Roman soldier or a Celtic villager - Design and label a Roman town (forum, baths, amphitheatre, etc.) - Construct Hadrian's Wall using blocks or outdoor chalk mapping - Roman food tasting experience (bread, olives, honey—if possible) - Make a fact file on Roman inventions we still use today
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> <i>When did the Romans invade Britain?</i> <i>Who was Boudicca?</i> <i>Why did the Romans build Hadrian's Wall?</i> <i>Name one feature of a Roman town.</i> <i>What is an empire?</i> <i>How did Roman rule change Britain?</i>

Title	<u>A study of British history beyond 1066</u> We will be finding out about the historical period of the Tudors and the impact that the Tudors had on modern life today. Field work: Ancient House Museum <i>Tudor banquet included for Food Technology</i>
Overview of Unit	In this unit, children will study the Tudor period and explore how it shaped life in Britain and continues to influence modern society. They will learn about the key features of the period, including monarchy, daily life, beliefs, and social structure, and begin to understand how life differed for men, women and children. Children will develop their understanding of chronology by placing Tudor events on a timeline using dates and historical vocabulary such as century, decade and era. They will also explore cause and consequence, considering how Tudor decisions and events had long-term impacts on life today.



	A key focus will be using historical evidence, including artefacts, written sources, to ask and answer questions about the past. Children will compare different accounts of Tudor life and begin to understand why these may differ. They will also take part in a Tudor banquet experience linked to Food Technology, exploring food, etiquette and social class.
Key Vocabulary	Tudor, Tudors, period, era, century, decade, timeline, chronology, monarchy, monarch, king, queen, Henry VIII, Elizabeth I, parliament, change, continuity, cause, consequence, significant, evidence, source, artefact, museum, Ancient House Museum, society, social class, rich, poor, noble, peasant, religion, church, Catholic, Protestant, Reformation, food, banquet, feast, etiquette, clothing, fashion, homes, trade, exploration, voyage, ship, daily life, past, present, historical, interpretation
Key Learning Objectives	- I am learning to place key Tudor events on a timeline using dates and historical terms. - I am learning to describe what life was like in Tudor times, including the monarchy, homes, food and daily life. - I am learning to explain some of the causes and effects of important events and changes in Tudor times. - I am learning to describe how life was different for rich and poor people, and for men, women and children in Tudor society. - I am learning to explain how the Tudor period has affected life today.
Key Knowledge	1. The Tudor period began in 1485 when Henry VII became king. 2. Henry VIII was a powerful Tudor monarch who changed the Church in England. 3. Rich and poor people lived very differently in Tudor society. 4. Tudor people ate different foods depending on their wealth and status. 5. Exploration and trade increased during the Tudor period. 6. Historians use artefacts, portraits and written sources to learn about Tudor life.
Skills to be Covered	<u>Understanding Chronology</u> ● Use dates and terms to describe events. ● Understand and use the term century and name specific dates ● Understand the importance of a scale <u>Investigating and Interpreting the Past</u> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ● Suggest causes and consequences of some of the main events and changes in history. ● Begin to recognise that some historical sources may present different viewpoints <u>Building an Overview of History</u> ● Describe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and



	experiences of men, women and children. <u>Communicating Historically 'Being a Historian'</u> ● Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change and chronology. ● Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.
Suggested Learning Experiences	- Children create a class timeline of the Tudor period, placing key monarchs and events in order using dates and historical vocabulary such as century, decade and era. - Children research Henry VIII and Elizabeth I, creating simple fact files and discussing their impact on Britain. - Children take part in a Tudor-style banquet. They explore food, seating arrangements and etiquette, and compare it with modern dining. - Children sort images and descriptions of Tudor life into rich and poor categories, focusing on homes, food, clothing and jobs. - Children act out different roles in Tudor society such as king, servant, merchant or child, to explore daily life and social structure. - Children examine Tudor artefacts, paintings and written sources. They discuss what each source shows and what it tells us about Tudor life. - Children compare Tudor life with modern life (food, school, homes, religion, government) and discuss similarities and differences. - Children write a diary entry or letter as a Tudor child or servant, describing a day in their life using historical vocabulary.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Which family ruled Britain during the Tudor period? 2. Which Tudor monarch had six wives? 3. How was life different for rich and poor Tudors? 4. Why is Elizabeth I remembered today? 5. What is a monarch? 6. How did the Tudors influence modern Britain?

Title	<u>Britain's settlement by Anglo Saxons and Scots</u> We will be learning about the Anglo Saxons and Scots invasions
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Overview of Unit	In this unit, children will study the settlement of Britain by the Anglo-Saxons and Scots after the Romans left Britain. They will learn about who the Anglo-Saxons and Scots were, where they came from, and why they settled in Britain. Children will develop their understanding of chronology by placing key events on a timeline and using historical vocabulary such as century, era and period. They will explore how Britain changed over time during this period and begin to understand the impact of invasion and settlement on early British society. Through timeline work and historical enquiry, children will place the Anglo-Saxon period within the wider story of British history. A key focus will be the use of historical evidence, including artefacts and archaeological finds such as those from Sutton Hoo burial, to investigate what life was like in Anglo-Saxon Britain. Children will ask and answer questions about the past and begin to understand that different sources can give different interpretations. Children will explore key aspects of Anglo-Saxon life, including settlements, farming, beliefs and daily life, and compare this with life today. They will also consider how Christianity spread and how beliefs changed over time.
Key Vocabulary	Anglo-Saxon, Saxons, Angles, Jutes, Scots, invasion, settlement, migration, Britain, England, kingdom, king, queen, tribe, settlers, Romans, Roman Britain, timeline, chronology, BC, AD, CE, century, decade, era, period, past, present, change, continuity, cause, consequence, evidence, source, artefact, archaeology, historian, village, settlement, farming, houses, huts, longhouse, tools, weapons, helmet, shield, warrior, religion, Christianity, pagan, belief, monastery, monk, Sutton Hoo, burial, ship burial, trade, society, culture, daily life
Key Learning Objectives	- I am learning to place key events from the Anglo-Saxon and Scots invasions on a timeline using dates and historical vocabulary such as century, era and period. - I am learning to understand how Britain changed over time after the Romans, and how Anglo-Saxon and Scots settlements shaped early Britain. - I am learning to use evidence such as artefacts, images and written sources to ask and answer questions about Anglo-Saxon life. - I am learning to describe what life was like in Anglo-Saxon Britain, including beliefs, settlements and daily life for different groups of people. - I am learning to explain some causes and consequences of the Anglo-Saxon and Scots settlements in Britain.
Key Knowledge	1. The Anglo-Saxons settled in Britain after the Romans left. 2. The Angles, Saxons and Jutes came from parts of northern Europe. 3. Anglo-Saxon settlements were often built near farmland and water. 4. Sutton Hoo is an important Anglo-Saxon archaeological site. 5. Many Anglo-Saxons were originally pagan before Christianity spread. 6. Anglo-Saxon settlement helped shape early England.



Skills to be Covered	<u>Understanding Chronology</u> ● Place events, artefacts and historical figures on a time line using dates. ● Understand the concept of change over time, representing this, along with evidence, on a time line. ● Use dates and terms to describe events. ● Understand and use the term century and name specific dates ● understand that a timeline can be divided into BC and AD/CE ● Understand the importance of a scale <u>Investigating and Interpreting the Past</u> ● Use evidence to ask questions and find answers to questions about the past. ● Suggest suitable sources of evidence for historical enquiries. ● Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ● Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ● Suggest causes and consequences of some of the main events and changes in history. ● Begin to recognise that some historical sources may present different viewpoints <u>Building an Overview of History</u> ● Give a broad overview of life in Britain from ancient until Victorian times. ● Compare some of the times studied with those of other areas of interest around the world. ● Describe the social, ethnic, cultural or religious diversity of past society. ● Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Communicating Historically 'Being a Historian'</u> ● Use appropriate historical vocabulary to communicate, including: dates, years, decades, centuries, time, period, era, change and chronology. ● Use English, Maths and computing skills in order to communicate information about the past and present this information and ideas.
Suggested Learning Experiences	- Children investigate who the Angles, Saxons and Jutes were and where they came from. They map migration routes into Britain. - Children explore artefacts from Sutton Hoo burial. They make inferences about power, wealth and belief. - Children recreate daily life in an Anglo-Saxon village, including farming, cooking, crafting and trading. - Children examine images of Anglo-Saxon artefacts (jewellery, weapons, pottery). They discuss what they tell us about life and society. - Children identify Anglo-Saxon and Scots settlements on maps and explain why these places were chosen (land, farming, safety). - Children write in role as an Anglo-Saxon child or settler describing daily life and experiences. - Children compare Anglo-Saxon life with modern Britain (homes, jobs, beliefs, settlements). - Artefact visitor
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. <i>Who settled in Britain after the Romans left?</i> 2. <i>Where did the Angles and Saxons come from?</i> 3. <i>Why were settlements built near rivers and farmland?</i> 4. <i>What was discovered at Sutton Hoo?</i> 5. <i>What does pagan mean?</i> 6. <i>How did Anglo-Saxon settlement change Britain?</i>



