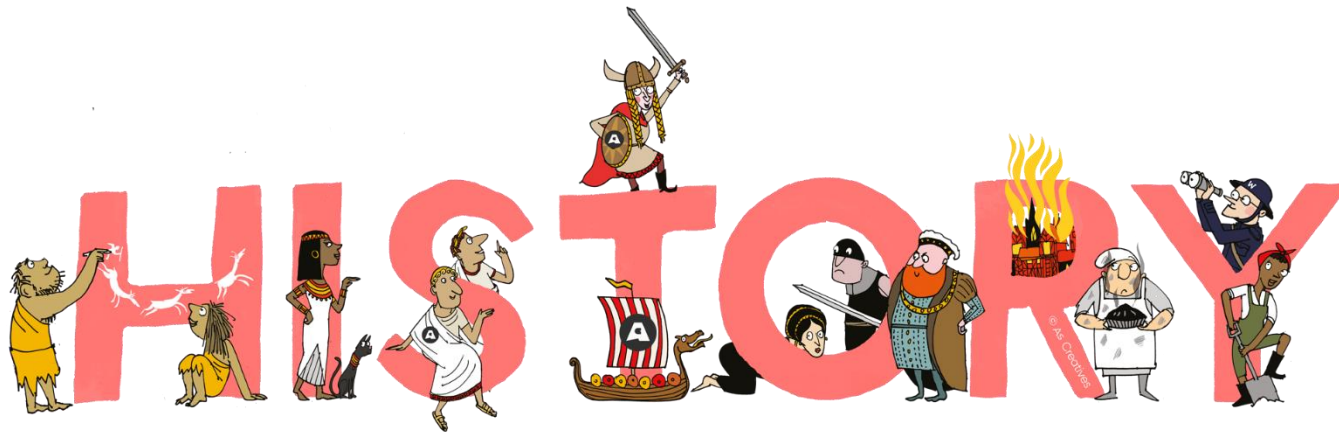




Medium-Term Planning



Year 1

I'm Making History



History Detectives



Significant person:
Norman Cornish



Unit Summary

Term	Autumn
Topic	I'm Making History
Key Question	How do I find out about me?
National Curriculum	<i>NC ref: changes within living memory</i> • To have a develop their sense of chronology • To develop knowledge of the very recent past • To begin use of common words related to the passing of time • To ask and answer simple questions
The Big Picture	This unit begins the study of history for pupils by looking personal chronology and the ways we might discover information about the past. It moves gradually to look at the past within living memory and involves a series of source investigations with a big emphasis upon chronology, oral history and artefact handling. The unit uses an interview with an older person as an introduction to oral history and pupils designing and asking their own questions as part of an enquiry. As this is often the focus in the Autumn term, there is a link to Christmas in the past at the end of the unit (this could be adapted to Halloween or Bonfire Night).
Prior Knowledge	Pupils will have discussed babies/myself in EYFS. Build on the knowledge pupils have. Pupil awareness of their pre-school experiences varies hugely and teachers will need to assess where to pitch the discussion and learning.
Possible Misconceptions	These will vary between pupils. Most common are misconceptions about passage and length of time/now and then.
Key Vocabulary	The past, clues, timeline, date, before, after, memory, photograph, story, source, interview
Key knowledge	• Timelines help us understand the order of events in our lives, starting from the present and going back to the past.

- Personal memories and family stories (photos, baby pictures, letters, toys) are important sources that help us learn about our own past.
- We can learn about history by talking to older people.
- Photographs and written sources help us compare life in the past and today, especially for big events like Christmas.
- Some things change over time (like toys or school), but some things stay the same - this helps us spot similarities and differences.
- UK and world events at the time of our birth are part of our personal history.

Intended Learning

Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What is my history?	Pupils develop a timeline from present to past of their own life. Add to the timeline school start dates, special events they can remember, pets/toys etc.
2	How can I find out more about me?	Ask home to send in a baby picture, a card, letter or some other written source, ask parents to fill in a memory card. Discuss the sources in small groups. Can we add any more events to the timeline? Discuss the memories pupils have, where appropriate, pupils can record their favourite memory or annotate a copy of a photograph. Use photographs and or headlines to show the class UK and world events from the time they were born.
3	Who was here before me?	Arrange for an older visitor to school who will be happy to answer questions about childhood in the past. Ask if they could bring photos from their younger days. With the class, plan the questions to be asked of the visitor about when, where and to gather some information about aspects of childhood – school, toys, home, special events and Christmas. When the visitor comes, record the visit if possible and take photos.
4	What did we learn from our interview?	Pupils use the information from the interview to complete a simple table about aspects of childhood and what they found out. Some pupils may be able to comment on similarities and differences between now and then.

5	What was Christmas like in the past? (If this is during Autumn 1, Christmas could be changed to Halloween or Bonfire Night.)	What was Christmas like in the past? Discuss with the class what happens at Christmas today – pick out the key features. If you had the chance to ask any of these questions during the interview, and then use this information, maybe reproduce the answers as short information cards. Look at images and photographs of Christmas in the past. What do pupils notice? What was the same? What has changed?
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Unit Summary

Term	Spring
Topic	History Detectives
Key Question	Can I be a history detective?
National Curriculum	<i>NC Ref: changes within living memory, places in locality</i> - To use primary sources, comparing to find similarity and difference - To develop chronology, beginning to explain change and continuity
The Big Picture	This unit extends the chronology further back to look at changes within and beyond the pupil's own living memory. It introduces pupils to the idea of change over time by looking at concrete objects or buildings. A range of foci are useful for this type of unit – this particular planning looks firstly at homes and then at the historic environment via local streets or an older local building. In some areas, this work can be extended via a visit to a local older building such as a local church, village hall, bridge etc. <i>Use Plan Bee 'Homes in the Past' resources to support delivery.</i>
Prior Knowledge	This planning builds on the basic timeline awareness pupils develop at the start of Y1 in 'I'm Making History'. Key words such as year, time, date, and age, old, new will be used again and reinforced. This planning draws upon pupil experience of the immediate environment and familiar settings streets, houses and homes, buildings and street furniture.
Possible Misconceptions	Pupils often think that shabby/poorly maintained must mean something is old. At this stage it is usual for a lot of confusion around old/new as well as modern/Victorian etc. Black and white photography is also often confusing for younger pupils. There will need to be discussion to discover and support misconceptions.
Key Vocabulary	Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre-War, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats
Key knowledge	- Photographs can give us clues about the past. - Houses have changed over time. - Some things in homes have stayed the same, while others have changed a lot.

- We can learn about the history of our local area by looking at old maps, photographs, and buildings, and by talking to people who remember the past.
- Places change over time – streets, buildings and villages.
- Going on a heritage walk helps us spot history around us, like old buildings, statues, signs and dates – these are all clues to what happened in the past.

Intended Learning

Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What were homes like before I was born?	The learning should focus on using clues in photographs to find information and the development of close observation skills. Teachers will want to develop core vocabulary related to houses and homes as well as build on basic chronological knowledge. Look at pictures of houses and homes from different times in the past. Please use actual photographs rather than cartoon type representations. (Historic England website is a good source – Past Homes section). Ask pupils to suggest which is the oldest to the newest – use a washing line or IWB to move the images around. Add simple dates to the timeline and discuss length of time since houses were built etc. A photograph of the timeline could be used in pupil books to support some writing. At this stage it would be useful for pupils to use one photograph in more detail to note what they can see and perhaps suggest what they think it would have been like to live in a house like this.
2	How have houses and homes changed?	The learning should focus on change and continuity in the internal fixtures/fittings of homes. If school can arrange artefact loan for this section of the learning, pupils gain hugely from handling opportunities – try DLR. Narrow down the categories pupils are going to look at – cooking, washing, comfort, heat and light. Pupils can first think about what these are like in their own homes, a simple recording table is useful here. Groups could then look at one aspect using photos and/or artefacts of an aspect of the past. Where appropriate, teachers might want some pupils to look at the 1950s then maybe homes from around 1900. Pupils can record their findings on the simple recording table. Pupils can produce a simple account of one of the big changes they have noticed in homes – encourage them to give

		examples from what they have seen in the photographs. Some pupils might begin to notice that there are differences in homes depending on how rich people were in the past. Discuss if anything has stayed the same – why? (Plan Bee Lesson 2).
3	What did my village look like before I was born?	The learning should focus on the key features of a part of our village in the past. Search for old photographs, use a map of the area in the past, look for an aerial photograph of the place in the past or interview a person who has lived in the village for some time. If possible look at street names, features of houses - window design, doors, and chimneys. Start with either a modern map or Google Street View so that pupils can get a sense of what the place looks like now – this will also help if pupils are not familiar with the place. Locate together key buildings (school, church etc) and look at the shape of the roads etc now. Then look at an aerial photo or map from the past. Start with the shapes on the map/aerial photograph that pupils found before – rivers, any buildings. Can they spot what has changed? Pupils will start note changes to size of village and maybe some of the changes to buildings. If using photographs of the village on the past, have photographs of the same location today for pupils to compare/contrast. Pupils can write a description of one aspect of the village before they were born. This is most successful when linked to a photograph or sketch, with support for key vocabulary. Encourage use of a date and clear specific factual information.
4	We are going on a History Hunt – what will we find?	HERITAGE WALK. Teachers should plan and complete the walk themselves before taking pupils out of school. Please ensure all relevant visit risk assessment documentation is completed. Have a simple map of the route for pupils to use. It can be useful to have pictures on the map of the object/feature you want them to look at. These might be small as well as larger features. Discuss what you can see and also what has vanished! Pupils can take photographs to be used later at school. Look out for any dates on buildings, odd brick or stone work, street furniture, new and older shops etc. Where there are older buildings in a town, e.g. a Church, there are a huge range of possibilities to give the study some depth. Use the Langley Park war memorial with a date on and the Miners Statue, signs that something happened here in the past. Ensure pupils have a way to record their ideas/ thoughts findings.
5	What did we find on our History Hunt?	This follow up session to the visit is essential. Pupils need time to look at the information you have gathered and make connections across time. It can be useful to have a map of the area on the wall, or even a large-scale simple sketch map so

		that pupils can add their photographic and written information to the ‘evidence board’. What has changed? What is similar? Pupils can produce a written description of one building or aspect of the village/ town. Discuss as a class what they would like to know more about and ideas for how they might do this – think about the other primary sources that might be able to help us. (This is the line of enquiry questioning approach that is vital to establish as pupils engage with more primary sources).
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Unit Summary

Term	Summer
Topic	Significant person: Norman Cornish
Key Question	Why do we remember Norman Cornish?
National Curriculum	<i>NC Ref: Significant individuals in the past, local significant individuals</i> • To use historical interpretations. • To understand chronology over a longer period. • To begin to think about historical significance.
The Big Picture	This unit follows work on personal and local history. It lays the ground work for work in Y2 to study a longer time period. Norman Cornish is the chosen focus to give insight into the region's rich mining heritage and what life was like in mining communities such as Langley Park in the 1950s/60s. The unit continues work on the sequencing aspect of chronology and develops understanding of duration. Knowledge of the key features of the era should be built by looking at homes, streets now and then, how children used to play and possibly clothing. Comparison of these features with their own experiences will build on the understanding pupils have of similarities and differences. The focus on a single individual is designed to enable increased understanding of historical significance and impact. Use of primary sources is integral to this unit to support a move from description to inference. There is an opportunity to link to some key geographical knowledge for KS1 via this unit and develop aspects of literacy. In reading there are opportunities to think about a biography.
Prior Knowledge	Some pupils may have grandparents/great-grandparents who have shared memories of what life was like when they were children living in a mining community like ours. As our previous local unit touched on houses/homes, some of the vocabulary may be familiar. Possible use of a map to look at the Durham Coalfield and talk about how the area was rich in coal mining. An outline timeline/ mental map of the past will be in place to differing levels – to be developed.
Possible Misconceptions	Order of the key eras, what an artist is, life in a mining community, fame/ significance. Black and white photographs as a style choice.
Key Vocabulary	Twentieth Century, birth certificate, 1950s, individual, effect, change. miner, artist, painting, drawing, Spennymoor, The Settlement, sketching club, advice, determination, succeed, Miners' Gala mural, Durham Coalfield

Key knowledge

- Norman Cornish was a miner and an artist from Spennymoor, County Durham
- Norman Cornish's life and work help us learn about what life was like in the past
- People are remembered for different reasons
- We can compare life in the past with life today

Intended Learning

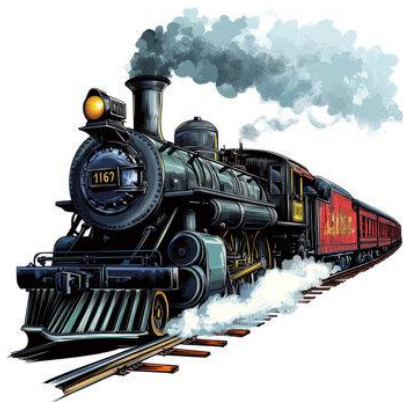
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Who is our mystery person?	Using primary sources to work out key information about an individual. Asking and answering historical questions to support inference. (Birth Certificate, Photo of artist in studio) Start with one source, encourage observation of evident features, buildings, clothes, activity. Simple labelling is useful at this stage. What do they notice about the photograph – black and white, old/new? Do they have any ideas about when? Where? Who? What else do we need to find out? (This is a very important question to include to encourage enquiry thinking). Add two extra sources to begin to add detail – what can they suggest now – use enlarged images if possible for pupils to annotate with ideas and questions. Return to key ideas - when did this person live? What did he do? Where did he live? What did he like? Rich or poor? Read some very basic simple summary information text together and discuss what makes this person important– highlight the important points about Cornish – miner, artist, Spennymoor etc. Pupils could record this key vocabulary about Norman Cornish.
2	What clues can we find about Norman Cornish?	Using primary sources to support sequencing skills and chronological knowledge. Inference from sources to build up a profile of key features. Using a series of primary sources to build up a sequence of his life. An interactive chronology on the Norman Cornish website offers teachers information about his life and works. Chronology Cards offer a simple take on events in his life. Add the detail to a class timeline. Add some other basic details to show the big events that happened whilst Norman Cornish was alive e.g. Coronation of Queen Elizabeth II, WWII, the space race, the moon landing, England won the World Cup. Use a variety of types of sources where possible to find - Date and place of birth, Family details, Where his

		home was, What he enjoyed, Important dates in his life. These can be recorded as a table. Pupils can compare findings and help each other to improve their work. Place Norman Cornish on the class time line. Look at how long he lived and how long since he died? Assess pupil grasp of past/ present/ decade etc.
3	Why do we remember Norman Cornish?	Pupils will use information texts to find information and develop ideas about significance of an individual. With guidance, pupils will write a summary of the achievements of Norman Cornish. Encourage the use of clear examples where possible. Teachers may want to give pupils a set of chronology cards with sentences describing the different happenings/events in Norman Cornish's life – pupils can choose which they feel are important things to remember about Norman Cornish and use these in their writing. e.g. Norman had very humble beginnings and was the eldest in a family of seven children. Norman Cornish started work as a coal miner when he was only 14 years old. Norman Cornish won his first prize for drawing when he was only 4 years old. There are many books about Norman Cornish and he even wrote his own autobiography. Several films have been made featuring the artist. Norman received an MBE Award in 2008 for his great contribution to art. Norman was a skilled artist who drew the world around him – people working underground to life in a mining community above ground. The Norman Cornish Trail in his home town of Spennymoor is a lasting memorial to the artist.
4	What was life like for Norman Cornish?	Pupils will look at the key features of life at the time and compare them with aspects of life today – transport, homes/kitchens, work, life for children to look at similarity and difference. (Enrichment activities could include educational visits to Beamish 1950s' town to see Norman Cornish's former colliery home – one that is typical of many miners of the time). Suggested starting point – map of the UK, locate County Durham and Spennymoor – relate these to the location of school. Discuss distance and direction. Use of google earth will allow very rapid exploration of where Norman Cornish spent his life and old maps will show the widespread industrial nature of the landscape during his lifetime. Gather key vocabulary about this industrial past. Divide class into groups to look at different aspects of life - home/ work/ how children used to play/how streets have changed over time/transport. Pupils can use images or simple descriptive text to find out about the key features of life in a mining community. If possible, pupils can develop some independent or supported writing describing the key features of the life Norman painted. Support pupils to compare aspects with life today – what is

		similar? What is different? A sorting aid such as a Venn diagram can be effective with this type of activity. Some pupils may begin to discuss why things have changed/ stayed the same. NB. A range of worksheets free and downloadable from www.normancornish.com offer activities to cover the suggestions above with a focus on how children played, what homes and life was like in the streets of a typical mining community of the 1950s for example.
5	Which other people from the past do we remember?	Pupils will consider the different reasons for remembering people from the past and begin to see that people and events lived / occurred simultaneously. Chronological skills will be reinforced throughout. Use of information text/ books to support simple research and information collection is very useful at this point to support some independent writing. Look at a range of images of key people with their dates attached - coins, portraits, bank notes, statues, blue plaques. Arrange the images into chronological order around Norman Cornish on the class timeline. (Suggestions – Queen Victoria, Queen Elizabeth II, Einstein, Lowry, Winston Churchill, George Stephenson, Neil Armstrong, etc. These can be usefully linked to other work in school, pupil interest and non -fiction text reading). Review pupil confidence with language of chronology – century, decade, before, after, since. Discuss the examples- why are they special? What did they do that made a difference – inventor, doctor, artist, monarch, leader, scientist etc. Pupils can choose one of the people to find out more about, what would they like to know? – link this to some non - fiction reading. Written opportunities include simple account of an aspect of the individual's life, a description of a famous image of the individual or sequencing key events from the life of the individual.
6	How will we remember Norman Cornish?	An opportunity to draw together the learning about Norman Cornish and consider the importance, impact and significance of his artwork. Discuss the key achievements of Norman and how his work still resonates today. Pupils can design a new memorial for Norman to include some words and images about his life and work and the dates when he lived. This can be a collaborative activity to support talk and reasoning and gives pupils an insight into the editing that goes into devising an interpretation/representation. Discuss why they have chosen the particular images and words to include. Teachers may want to provide a selection of images and short sentences that pupils can use to support discussion, their memorial plan and then some guided writing. Aim to prompt individual written responses after the discussion/ creative task: I think the most important thing to remember about Norman Cornish is... because...

Year 2

Fantastic Firsts!



Why are some places special?



All change? Holidays Now and Then



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Unit Summary

Term	Autumn
Topic	Fantastic Firsts!
Key Question	What special events and inventions have changed our world?
National Curriculum	<i>NC Ref: Events beyond living memory that are significant globally or nationally</i> • To develop a sense of chronology over longer timeframe • To compare events • To begin to know about significance
The Big Picture	This unit builds on discussions on significant people and places and reinforces a chronological approach. Allows comparison of different contributions to development. Teachers need to overtly make the connections across time to support pupils. Schools will want to vary the actual ground breaking people and events studied so that local context as well as national developments can be considered. This unit prepares pupils to think across the wider chronology. We will focus on 'Fantastic Firsts' in transport (first train, car, aeroplane, space travel). <i>Use Plan Bee 'History of Transport' resources to support delivery.</i>
Prior Knowledge	Extends idea of special people and places from Y1. Draws upon wider general knowledge from Science, Technology etc.
Possible Misconceptions	Pupils often find issues related to the passage of time confusing.
Key Vocabulary	Century, inventor, invention, significance
Key Knowledge	• Transport has changed over time.

- Some types of transport were invented a long time ago while others have been invented within living memory.
- Trains changed people's lives in the Victorian era.
- The invention of cars gave people new freedom to travel where and when they wanted.
- The Wright brothers were the first to fly a powered airplane.
- The first moon landing in 1969 was a very important event.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What was transport like in the past compared to now?	Begin by identifying different types of transport, and talking about which they have used. They will discover that boats were the first type of transport to be invented thousands of years ago. The invention of the wheel then led to animal-drawn carts and carriages. Children will learn that it is only in the last few hundred years that many of the types of transport we have today were invented. In their independent activities, they will sort types of transport according to whether they were invented within or beyond living memory. (Plan Bee Lesson 1)
2	When was the train invented and why was this significant?	Children will learn about the invention of the first locomotive and what they were used for. They discuss the differences that trains and railways made to people's lives, the towns they lived in and the kind of holidays they might take. Link to local area – George Stephenson's Rocket, Stockton-Darlington Railway Line, Lanchester Valley Railway line. In their independent activities, children will

		compare train travel in the Victorian era with modern-day train travel using photographs as sources. (Plan Bee Lesson 2)
3	When was the car invented and why was this significant?	In this lesson, your class discover the process that led up to the invention of motor cars and the people who used them. Children will be encouraged to think about the reasons people owned cars, and how the invention changed people's lives. They also compare the ways cars have changed from the early 1900s to more modern cars. (Plan Bee Lesson 3)
4	When was the aeroplane invented and why was this significant?	In this lesson, children are introduced to the Wright brothers and their fascination with flying. They will learn about their inventions and how this led to many different uses for planes, including the World Wars and passenger flights. In their independent activities, they will demonstrate their knowledge by completing or writing a newspaper article about the first engine-powered flight. (Plan Bee Lesson 4)
5	Why was the Moon landing so special?	In this final lesson, children will learn that space travel has been achieved in living memory. They will focus on the events of the first moon landing. In their independent activities, children will demonstrate their understanding by putting events in chronological order. In the alternative activity, children work as a class to ask and answer questions using the Teach Me, Tell Me game. (Plan Bee Lesson 5)
6	What do we think has been the most important first?	Pupils will begin to support a decision with simple reasons. Discuss all the events the class has been studying. Do they think one was more important than the others? Can they say why? Pupils can write a simple opinion piece explaining why they think their chosen event is the most significant.

Unit Summary

Term	Spring
Topic	Why are some places special?
Key Question	Why are some places special?
National Curriculum	<i>NC Ref: Significant places in own locality – Castles of County Durham</i> • To begin to think about historical significance. • To use primary sources to gather ideas.
The Big Picture	This unit builds on the local history dimension established in Y1 local study. The study offers an opportunity to extend the chronology further back in overview only and introduces the concept of historical significance via a site visit to a significant building in the historic environment e.g. Durham Castle. <i>Use Plan Bee ‘Castles’ resources to support delivery.</i>
Prior Knowledge	Extends knowledge of locality and chronology from Y1 local area study.
Possible Misconceptions	Many pupils have confusion about the passage of time. The change to use of buildings and sites can be very confusing at first – pupils need lots of concrete examples at this stage.
Key Vocabulary	Timeline, Place, Century, Long ago, Recent, Castle
Key Knowledge	• Buildings and landmarks can be placed in time from oldest to newest.

- Important places in the North East, like Hadrian's Wall and the Angel of the North, show us what was important to people at different times in history.
- William the Conqueror built motte and bailey castles then stronger stone keep castles.
- Life in a medieval castle was busy, with lots of different jobs.
- The Tower of London is an important UK landmark and has changed over time.

Intended Learning

Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Why are these important local places?	Show class a number of photographs and ask them to suggest which is the oldest to the newest – use a washing line or IWB to move the images around. Ask class to justify their choices. Now add the dates and see if the class was right. Suggested photographs - Hadrian's Wall, Durham Cathedral, Durham Castle, , Kilhope lead mine, the school, the Angel of the North, Tyne Bridge, Millennium Bridge. Add the images to the timeline. Pupils work with support to find the location of the places on a map of the North East. Talk about distance and what these buildings tell us was important to people at different times in the past.
2	Why were castles important places?	In this lesson, children will find out about the two types of castles William the Conqueror built and his reasons for building them. Children will first learn about the first type of castle built by the Normans, called a motte and bailey castle. Children will then see how the Normans progressed to building stone keep castles. Children will be challenged to learn the different features of each castle with real-life examples to refer to. Children will then be encouraged to make simple comparisons between the castles. (Plan Bee Lesson 2)
3	What was life like in medieval castles?	Following on from the previous lesson, children will learn about what life was like in a medieval castle and the roles people had whilst working there. Children will learn about the feudal system and how this impacted people in medieval society. They will then go on to explore the different jobs people had and how important they were to the running of the castle. Children will be challenged to think about

		whether similar jobs still exist today and what role they would have wanted had they lived in a medieval castle. (Plan Bee Lesson 3)
4	Why was the Tower of London a special place? (comparison with local castle in next lesson)	Children will dive into the history of the Tower of London and how it has changed over time. Children will be given the opportunity to see visual examples of how the Tower of London was first built and then adapted through the years. Children will learn what the Tower of London was used for then and what it is used for now, and will be challenged to make simple comparisons. (Plan Bee Lesson 5)
5	Why was Durham Castle a special place?	This final lesson allows children to apply the skills they have learnt through a local history study. Your class will learn how to be 'history detectives' and will use the prompts provided to gather facts and information about history in their local area. This could be a visit to Durham Castle. (Plan Bee Lesson 6)
6	What did we find on our History Hunt?	What did we find out on our history hunt last lesson? Place an image of the chosen place on the class timeline. Discuss age of the place and how we know. Talk about what makes the place important. Class should communicate their findings in an appropriate way – description of an aspect of the building, labelled photograph, share news at assembly, contribute to a wall display.

Unit Summary

Term	Summer
Topic	All change? Holidays Now and Then
Key Question	How have holidays changed over time?
National Curriculum	<i>NC ref: Changes within living memory and beyond. Significant places in our own locality.</i> • To identify and write about change and its causes • To form an interpretation using primary sources
The Big Picture	Children will investigate what seaside holidays are like today before exploring Victorian seaside holidays, including why they became popular, and how they have changed since. Your class will also compare seaside holidays now to seaside holidays in the past, discussing the similarities and differences between them. This unit builds knowledge of what holidays were like in the 1950s and then expands the timeframe to explore what the Victorians did on holiday. The holidays focus on the locality of the seaside. There is lots of opportunity for comparison and to look at change and its causes. <i>Use Plan Bee ‘Seaside Holidays in the Past’ resources to support delivery.</i>
Prior Knowledge	Extends knowledge of chronology and links to prior learning of 1950s (particularly in Norman Cornish unit). Links to previous ‘Fantastic Firsts’ unit when looking at how the invention of the steam train transformed how people holiday in Victorian Britain.
Possible Misconceptions	Many pupils have confusion about the passage of time.

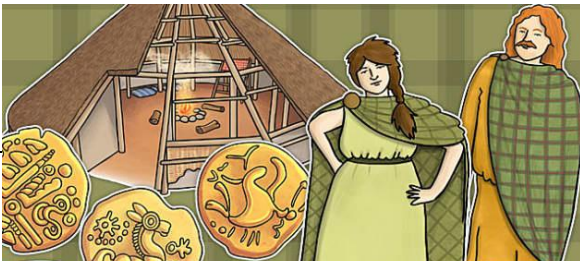
Key Vocabulary	Holiday, Bank holiday, Leisure, Coast, Transport/ travel, Victorian/ Edwardian, 1950s, Past, present, source
Key Knowledge	• Seaside holidays have special features, like the beach, promenade and pier. • Historical sources, like photographs, help us learn about what seaside holidays were like in the past. • Victorians enjoyed many seaside activities. • Before the Victorian era, seaside holidays were not common because travel was slow and expensive. • The steam train made it easier and cheaper for many people to visit the seaside during Victorian times. • Seaside holidays today are both similar and different to Victorian seaside holidays in terms of travel, clothes, food, and entertainment.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What are the features of a seaside holiday?	In this first lesson, the children will explore the features of seaside holidays using photographs as a source. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday today. Children will reinforce their understanding of the features of seaside holidays in their independent activities, which include sorting pictures, writing postcards and re-enacting seaside scenes. (Plan Bee Lesson 1)
2	How do we use sources to find out about the past?	This lesson begins with children finding out what a source is, what different types of sources there are, and how they can help us find out about the past. After placing the Victorian era on a timeline, children will then look at photographs from this time period, and discuss what they can see, and what this tells us about Victorian seaside holidays. Children continue this careful observation of sources in their independent activities. (Plan Bee Lesson 2)
3	What did the Victorians do on their seaside holidays?	In this lesson, children will learn more about the different activities that Victorians took part in during their seaside visits. After finding out about how Victorians relaxed on the beach, took walks along the promenade, visited the pier, rode donkeys, bathed in the sea and watched Punch and Judy shows (amongst other

		activities), your class will imagine that they are living in the Victorian era, and plan a day trip to the seaside, listing and explaining all of the activities they want to do. (Plan Bee Lesson 3)
4	When and how did seaside holidays become popular?	In this lesson, children will learn that seaside holidays have not always been popular and explore the reasons for this. They will discover that it was the invention of the steam train in the Victorian era that meant people could travel to the coast both quickly and cheaply. Children will demonstrate their knowledge and understanding of this through a range of activities, including sorting true and false statements, completing cloze paragraphs and answering questions. (Plan Bee Lesson 4)
5	How do seaside holidays from the past compare to seaside holidays now?	Children will use their knowledge and understanding to explore some of the ways in which seaside holidays in the Victorian era were both similar to and different from seaside holidays today. They will consider aspects such as travel, clothes, food and entertainment. In their independent activities, children will compare and contrast photographs from then and now, identifying similarities and differences. (Plan Bee Lesson 6)

Year 3

Stone Age to Iron Age



Ancient Egyptians



Ancient Greeks



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Unit Summary	
Term	Autumn
Topic	Stone Age to Iron Age
Key Question	Who were Britain's first builders?
National Curriculum	NC ref: <i>Changes in Britain Stone Age to Iron Age</i> • To know about the buildings and technology in earliest settlements • To know key features of an era, chronology (sequence and duration) changing over time • To use artefacts as primary sources, and the awareness of representations.
The Big Picture	This unit of work marks the beginning of the more formal history curriculum in KS2. The very distant past is a mysterious time and study of this period draws students into some mathematical thinking given the periods of time covered and some speculative thought due to the gaps in primary source material and the wide-ranging possible interpretations of existing evidence. Students begin to consider the arc of development over time that has shaped the history of Britain. Chronological knowledge and understanding are developed via a range of activities using timelines, key terms and dates. The unit builds upon key stage one discussion of change and introduces some of the key vocabulary, concepts and skills necessary for the development of historical

	thought. This unit lays the foundations for later study of World, European and British civilisations, the development of chronological understanding, evaluation of historical significance and the work of an historian in historical enquiry. The unit moves from overview to depth study and returns to overview and consolidation at the end of the series of lessons. <i>Use Plan Bee ‘Stone Age to Iron Age’ resources to support delivery.</i>
Prior Knowledge	Builds on knowledge of historically significant places/events and enable them to begin to consider the differing types of significance.
Possible Misconceptions	It is important to explain to pupils that humans and their ancestors have been living on these islands for over one million years – a timeline is critical here and especially to show the gap between the era of the dinosaurs and the emergence of humans. This huge time scale is very challenging for pupils and is most effectively communicated in a concrete way – many colleagues have used construction blocks to show the very lengthy periods of time.
Key Vocabulary	Stone Age, Iron Age, century, Britain, ancestors, flint, stone, Mesolithic, monument, Stonehenge, farming, metal, Bronze Age, Celts
Key Knowledge	• Prehistory is the time before written records, so we learn about it from things like tools, bones, and footprints instead of books or writing. • The Stone Age, Bronze Age, and Iron Age are the main periods in prehistoric Britain. • Archaeologists find clues about early people by digging up and studying objects. • During the Mesolithic Age, people hunted, fished and built huts. • In the Neolithic period, people lived in more permanent homes, farmed and made pottery. • Bronze Age people made tools and weapons from metal. • Stone Henge was a special place for Bronze Age people.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What is prehistory?	What is prehistory? This is the question that is posed to your class at the beginning of this lesson as they start to consider how we learn about a time in the past before there were written records of events and people. They will explore a

		prehistoric Britain timeline, placing the Stone Age, Bronze Age and Iron Age chronologically, and think about how archaeologists find out about these periods when there is no written evidence to rely on. (Plan Bee Lesson 1)
2	What do we know about the first people who lived on our islands?	Recall with pupils how they found out about things that happened/ people who lived before they were born - talk, photographs, films, recordings, paintings, letters, diaries, objects, books etc. What do they think happens as we go further back in time – refer back to last lesson’s timeline? We need to go even further back than the timeline. There are fewer items and eventually no writing at all. Why? To find out about Britain’s first people we need to use some quite odd things – bones, preserved foot prints, skeletons etc. Show pupils images of archaeologists at work - why do they need to dig down? Show pupils an aerial map of Britain today – quick recall of countries and surrounding seas, then put next to it a map image showing Britain’s connection by land bridge to the European mainland one million years ago. What can they spot? What does this mean? Read with pupils the following information or similar. Archaeological images to show the finds at each place mentioned are widely available in the internet and showing pupils the images will support understanding. Archaeologists have searched for signs of the very first humans to live in Britain. The oldest clues have been found at a place called Happisburgh. In Norfolk. Tools and weapons made of flint and stone as well as bones of extinct animals have been discovered that are at least 950,000 years old. At this time in the past, people only had wood or stone to use and so we call this era, The Stone Age. Archaeologists have not found any human bones at Happisburgh so they think the very early people did not stay in one place, but moved around. The oldest human remains or bones to be found in Britain are 500,000 years old and were found in Boxgrove. Scientists think the bones belonged to a man because of their shape. In Pontenewydd in Wales the remains of five people were found. One of the people found had a milk tooth. What does this suggest? The next oldest human remains that have been found in Britain is 33,000 years old. His bones were found in a cave at Paviland in Wales, buried in a grave with some jewellery and the skull of a mammoth nearby. Scientists have worked out that it was very cold in Britain at this time, with much of the land covered in ice. Life must have been very hard for these first people. Archaeologists think that people travelled around from place to place, looking for food to hunt and places like caves to keep warm and safe. Scientists have to use special tests to find out how old the stone tools and human bones are. They have also noticed that the humans who lived in Britain so long ago were quite different to us. Use an atlas to

		find the places mentioned in the text – record these on a map of the UK together – what do pupils notice? Pupils complete these key questions: 1. Why do you think there are so few primary sources from the first people of Britain? 2. What can we work out the first people of Britain spent time doing? 3. Why do you think archaeologists think that the man buried at Paviland must have been an important person? 4. Why was life in Britain hard for the very first people? (Plan Bee Lesson 2)
3	What happened when Britain warmed up? (Mesolithic period)	When do the pupils feel cold? How cold is it when it snows? What do we do to keep warm? Recall that during the Stone Age Britain was extremely cold. Explain that something happened in about 10,000 years BC (12, 000 years ago) and the weather began to get warmer and most of the ice covering Britain began to melt. By 6,500 BC the melting ice had led to the sea levels rising and Britain was cut off from the European mainland. This changing time is called the Mesolithic Age. Scientists think that about 10,000 people lived in Britain at this time. With the pupils discuss what might change as the weather got warmer – new plants, changes to the animals living here, fish to be caught in the sea, rivers and lakes as the ice melted, people could move about more easily and might be able to live in different places. Explain to pupils that they are going to investigate a very important historic site to find out what life was like for the Mesolithic people of Britain – Star Carr in Yorkshire. See information and images at www.starcarr.com . There is also a great artist's impression of Star Carr at www.arch.cam.ac.uk/star-carr . Your class will have the chance to explore a famous Stone Age archaeological site in this Star Carr KS2 lesson as they continue to learn about the Stone Age and the people who lived during the Mesolithic era. They will start by finding out how the melting ice sheets from the last Ice Age caused Britain to become an island, then go on to explore what life was like for the people who lived in Britain at the time. The artefacts found at Star Carr in Yorkshire provide a fascinating insight into life during the Stone Age, and gives your KS2 class the chance to explore this for themselves. They can even make their own Star Carr antler headdresses. (Plan Bee Lesson 3)
4	What was the mystery buried in the sand? (Neolithic period)	Recall with pupils the conditions in the Mesolithic era – warmer, hunters and fishers, huts. Remind pupils about Britain becoming an island, cut off from Europe. Show pupils the timeline again and show pupils how much time has passed from Happisburgh people to the rise of the sea at the end of the last ice age. On the timeline show pupils that today's lesson will be about the next two thousand years

		of British history, a time we call the Neolithic period. (4000 BC – 2400 BC). Show pupils a map of the UK with the Orkneys and the location of Skara Brae highlighted. How can the location best be described? Explain to pupils how challenging the weather is in this location. In 1850 a violent storm struck the Orkney Isles, washing away a huge amount of sand. When the storm blew over, local people found an ancient village had been buried beneath the sands. Archaeologists found that the houses were built about 3,200BC and the storm had uncovered the best preserved Neolithic village in Europe. Archaeologists have found many amazing items at Skara Brae and other nearby Neolithic sites that can tell us a lot about the way people lived. Download a selection of the images of the Skara Brae houses and the artefacts found within them. There is a great selection already done for you at the www.thinkinghistory.co.uk/activitybase/downloads/skarabrae. There is so much to look at with the Skara Brae images, just give pupils time to look, discuss and annotate. Ask each table to make up their own labels for what they can see and what they think they have worked out about the people who lived in these houses. Collect the ideas and the further questions pupils have. Discuss how the houses here are different to the places people were living earlier in the Stone Age – what has changed. Is there anything the same as our homes? Either of these questions would be a good basis for some historical writing. There are great resources for Skara Brae at National Geographic for kids, via the BBC Scotland site – where very clear information transcripts can be adapted to make useful information text
5	What was so important about the Bronze Age?	This lesson moves on from the Stone Age to explore how life in prehistoric Britain had changed as the Bronze Age dawned. Your class will find out about the bronze-making process, as well as exploring Bronze Age tools, weapons, building materials and other objects. Pupils can explore the life of a Bronze Age sword from mining the metals to being placed in the sacred marsh when its chief owner dies. Alternatively, they can find out what life might have been like for a child living in the Bronze Age. Use the British Museum Bronze Age image bank pack from britishmuseum.org. (Plan Bee Lesson 5)
6	Why is Stone Henge a special place in Britain?	The unit ends with exploring what life was like in Iron Age Britain. The children will explore farmsteads, hillforts and more before looking at Celtic and Roman influences on Britain. Finally, they will read accounts of society at the time from Roman writers who visited Britain. (Plan Bee Lesson 6)

Unit Summary

Term	Spring
Topic	Ancient Egyptians
Key Question	Why did the Egyptians build pyramids?
National Curriculum	NC ref: <i>Achievements of earliest civilisations - Ancient Egypt</i> - To know key features of early civilisation. - To continue developing my chronology (sequence, duration and contemporaneous development) - To know and refer to causation. To use primary sources (supported inferences)
The Big Picture	To develop understanding of the achievements of the earliest civilisations in overview for location and era of development and enable pupils to follow a depth enquiry about one of the first civilisations. The emphasis is on understanding the implications of the establishment of settled ways of living and what this led to in terms of life, buildings, leaders, creativity and technology. There is a big contrast to the mainly nomadic lifestyle in the British Isles at the same time as studied in the Stone Age to Iron Age - with only the occasional settlement and nothing as early as Sumer/ Indus Valley or Egypt. The enquiry question- Why did the Ancient Egyptians build Pyramids allows teachers to have a focus on the skills, lifestyles, roles and beliefs that developed in a unique place because of the settled way of life allowed by the food supply from the Nile and the water for irrigation and farming. Use Plan Bee 'What can we find out about Ancient Egypt?' resources to support.
Prior Knowledge	Pupils will have geographical knowledge to draw upon in terms of continent of location and knowledge linked to basic settlement.
Possible Misconceptions	Issues related to BC/ AD and the passage of time. Location of key places.
Key Vocabulary	Settlement, city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile
Key Knowledge	- Civilizations began when people settled in one place. - The first civilizations appeared near rivers. - Ancient Egypt developed writing (hieroglyphs), built cities, and was ruled by Pharaohs.

- Archaeologists learn about Ancient Egypt from artefacts.
- Pyramids were large tombs built for Pharaohs to protect their bodies and treasures for the afterlife.
- Mummification was the process of preserving bodies for the afterlife.
- Howard Carter discovered the tomb of King Tutankhamun.

Intended Learning

Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Where and when did people start to build towns and cities?	Where and when did people start to build towns and cities? This is an introductory lesson to the concept of civilisations. Have the timelines ready. Remind them of what they had found out was built in the UK during the stone and iron ages by the nomadic peoples of the islands. (Not a lot: burial sites, places of worship, small groups of houses at Skara Brae, hill forts made of mud and earth.) What do you need if you are going to stay in one place for a long time - shelter, ways to get rid of waste, places to put animals, places to grow food or ways to get food, places to celebrate beliefs, someone to organise things, rules so that everyone gets on, people have time to make things, develop types of writing and create art etc. The town through town book (Usborne) can be useful here. So in the rest of the lesson – investigate where the first towns and cities appeared – can they suggest where that might be? What might these towns and cities be near? Pupils will need a modern labelled map of the world and are likely to need some orientation to use it. Make sure pupils can find the UK, the Americas, China, and Asia etc. Then give each pair a map showing the locations of the first great civilisations. Can they find the locations on a modern map? Do these first civilisations have anything in common? They look very far apart. There are also some great animations on YouTube showing the gradual spread of civilisations. • Ancient Sumeria in the valley of the Tigris and Euphrates rivers in modern Iraq 5000 BC • Indus Valley around the river in Western India and Pakistan 2500 BC • Ancient Egypt around the River Nile 3100BC

		• The Shang Dynasty of Ancient China in the area around the Yangtze River 2000 BC • Ancient Mycenae 1900 BC on the Greek islands around Crete Allocate each group one of the Ancient civilisations to research and find out 5 fantastic facts and 3 photographs of remains or artefacts and place their civilisation on the timeline.
2	What do we already know about the Ancient Egyptians?	The first lesson in this scheme of work gives your class the chance to reflect on what they already know about ancient Egypt, before going on to explore when the ancient Egyptian civilisation took place and where in the world Egypt is. They will think briefly about what Egypt is like as a country to give them some context into the civilisation. Provide pupils with some fact cards about key developments, people and events in Ancient Egypt. Some suggested facts are shown below. What do pupils notice? • 3,500 BC Egyptians start to build cities • 3,150 BC Egyptian writing called hieroglyphs was developed • 3100 BC The first Pharaoh of Egypt - King Namer was chosen • 2650 BC The first pyramid was built to be the burial place for King Djoser • 1504 BC The great royal tombs of the Valley of the Kings were built • 1336 BC King Tutankhamun Pharaoh of Egypt • 332BC Alexander the Great conquered Egypt • 51 BC Queen Cleopatra became Pharaoh of Egypt. One of a few female rulers of the Empire. • 30 BC Egypt became part of the Roman Empire and was ruled by Roman leader During their independent learning, they can either expand on what they discussed during the teaching input, or sort a range of picture cards into those that depict ancient Egypt and those that don't, considering chronology and historical clues. (Plan Bee Lesson 1)
3	How do we know so much about the Ancient Egyptians?	If teachers can book an artefact box from the LRS or similar, a handling lesson can enhance pupils understanding hugely. Oriental Museum and Great Museum of the North also offer artefact based visits and may offer outreach with replica artefacts. The focus of this lesson is to build up some visual frame of reference for pupils of differing aspects of Egyptian life and encourage the use of primary sources to gain insight into the key features of life in a particular period. Teachers should select some high quality images with their labels, of Egyptian artefacts to cover different aspects of life. There are some excellent resources available for this via the British Museum, The Met museum, Museum of Fine Art or the Museum of Cairo. Select a

		mix of artefacts to include wall paintings, models, jewellery, tools, writing implements, papyrus, weapons, sailing boats, farming activity, medicine etc. At this stage steer clear of items related to mummification and pyramids. Explain to pupils why these are primary sources – made or written at the time we are studying. Pupils should work in table groups to identify the different types of artefacts and start to group them. This could be by theme so that pupils have a table display of clustered artefacts/ images. Pupils should label the groups and a photograph of the groupings can be included in the exercise books. Pupils can then list the different aspects of life they have seen in the primary sources. Teachers may want to further develop this by using one primary source to model and develop inference skills with the class. The final discussion should be around why we have so many artefacts from the Ancient Egyptians compared to Britain at the same time? (Wealth of the country, skills and technology, climate and preservation, trade and invention).
4	Why did the Egyptians build pyramids?	Link back to the opening knowledge pupils had about Egypt – it probably included pyramids. Some of the class may know why the pyramids were built. Show some of the photographic images of the remains of pyramids – how old are they? Why are they no longer perfect? Show reconstruction of pyramid internally and externally. Discuss the key features and terms and what items might be found in a Pyramid – but do not tell pupils why they were built. Use group or guided reading strategies for pupils to use quality information texts to gather information about the reasons Egyptians built these amazing structures. There is useful material via the Manchester Museum and also via BBC. Think about the best recording process for pupils as they find examples, dates and reasons for the building. Useful clips are also available on https://www.bbc.com/bitesize/clips/z849wmn. As a whole class, produce a piece of collaborative writing to look at the reasons why the pyramids were built. Concentrate on the language of causation and the use of specific factual detail in the writing. For most pupils, this will be the first piece of causal writing the pupils have done. Teachers may want to extend the teaching time to support the development of this type of analytical writing.
5	What was the important item in a pyramid?	Start by showing pupils photographs of the grave goods from a pyramid (this may well be Tutankhamun's as this was the only one not sacked by thieves before discovery). What can they see? Note the everyday items for the deceased to use in the afterlife. End by showing pupils a sarcophagus and explain that this was the most important item in the pyramid – the pharaoh's body was preserved in here

		but only after a special process called mummification. The main focus of the lesson is to investigate mummification. There are some useful images of burials before the pyramids on http://www.ancientegypt.co.uk/mummies/home.html. One of these might remind pupils of burials at Stonehenge with pots and jewels. Pupils should then investigate the process of mummification - Who? Why? How? There is a great video at https://www.bbc.com/bitesize/clips/z7nyr82 with x rays of mummies and demonstrations. (Plan Bee Lesson 6)
6	What did Howard Carter find?	This lesson focuses on the archaeological finds from the tomb of Tutankhamun in more detail. In 1922 the discovery of the virtually intact tomb of Tutankhamun became probably the best known and most spectacular archaeological find anywhere in the world. The small tomb contained hundreds of objects (now housed in the Egyptian Museum in Cairo), many richly decorated and covered in gold that would be needed by the king in his afterlife. Start with Howard Carter's telegram to Lord Carnarvon asking him to come to Egypt and discuss what it might mean. Note the date. November 1, 1922 "At last have made wonderful discovery in Valley; a magnificent tomb with seals intact; recovered same for your arrival; congratulation." There some very detailed coloured photographs now available of the dig in process – see examples at https://www.independent.co.uk/news/science/archaeology/queen-nefertiti-tomb-egypt-king-tutankhamun-have-we-found-secret-lostburial-a6942696.html It may be useful to start by showing the class pictures of Howard Carter and Lord Carnarvon so that pupils have an idea of the dig taking place quite some time ago, but thousands of years after the tomb they found was sealed up. Show the class the main images of the finds in situ – what can they spot? Be ready to help with new words. Save the image of the Sarcophagus and death for the last slides – what did Carter find? Who might it be in this pyramid? What are the signs it is someone very special? (Plan Bee Lesson 3)

Unit Summary

Term	Summer
Topic	Ancient Greeks
Key Question	How have the Ancient Greeks shaped my world?
National Curriculum	<i>NC Ref: Ancient Greece; achievements and influence</i> • To continue developing a sense of chronology • To identify key features and individuals of ancient civilisation • To identify the consequences of the ancient civilisation • To identify the significance (legacy) use of primary sources and use of written interpretations. Focus upon democracy not Olympics.
The Big Picture	This unit of work builds on the work about the Ancient world pupils have undertaken earlier in Y3. It carries forward vocabulary such as settlement, civilisation, leader, and ruler. It introduces core knowledge about government, democracy and decision making that is essential to pupil understanding of later periods as well as life in modern Britain. Student knowledge about the richness of development at the same time in History should be built via a range of activities including timelines, maps and the use of key terms and dates. This unit looks in depth at one of the city states, Athens to look at the key features of life. The unit introduces knowledge relating to conflict in the past via the wars between Athens and Sparta, allowing contrast of way of life at the time. The impact and legacy of the Greeks is looked at in different ways including the actions and impact of Alexander as well as the inventions and new learning of the Ancient Greeks that has been carried forward. The unit does not dwell on the Olympic legacy as a focus of class work so that more time can be given to the other aspects of Ancient Greek life and legacy. Use Plan Bee 'Who were the Ancient Greeks?' resources to support. Note: This is a Y5/6 unit in Plan Bee so will need to be adapted.
Prior Knowledge	Links to significant individuals – ideas studied in KS1 about why some people from the past are significant. Continents and geographical directions. Settlement and associated terms, cities, civilisation. Ideas about rulers, leaders and monarchs from work on Egypt and daily life.

Possible Misconceptions	BCE/ CE, sequencing of civilisations and relationship between Egypt/ Greece and Rome. Confusion of fame and significance Confusion of Athens and Sparta Confusion of Greek mythical stories and actual historical events
Key Vocabulary	Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite
Key Knowledge	• Ancient Greece was made up of city-states such as Athens and Sparta. • Archaeologists learn about Ancient Greece through discoveries like temples, pottery, statues, coins, and ancient writings. • Life in city-states like Athens and Sparta was different. • Ancient Greece is famous for developing early democracy. • Famous Ancient Greeks include philosophers and inventors like Plato and Socrates. • Greek soldiers were called hoplites, fought in a formation called the phalanx, and used warships called triremes. • The city-states often fought each other for resources but united to fight outside threats like the Persian Empire.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	When were the Ancient Greeks powerful?	Pupils will build on their geographical knowledge to develop locate the key city states of Ancient Greece and consider the similarities and differences between maps of the area today and maps of the area in the Ancient Greek period. Use a world map of the Ancient world so that pupils can locate the areas called Ancient Greece, the islands (the main different city states Athens, Sparta, Corinth, Delphi, Knossos, and Olympia), the UK and other significant areas at the time. Remind pupils that the names of areas have changes since Ancient times – can they spot any countries that are missing? Consolidate key terms: Mediterranean, Europe, South, North Africa. Pupils will develop their knowledge of the time period when Ancient Greece emerged and dominated the Mediterranean. This should build on the terms and dates developed via study of Stone Age and Ancient Egypt. Use a large scale timeline activity to revise the sequence and dates of Stone Age/ Bronze Age/ Iron

		Age with the class, add Ancient Egypt and then Ancient Greece – what do pupils notice. After being briefly introduced to the Minoan and Mycenaean civilisations, children will focus on the three periods of ancient Greece - Archaic, Classical and Hellenistic. They will be challenged to complete a timeline demonstrating what they have learnt. In the alternative activity provided, children will work in pairs to answer as many questions about the different ages or periods of ancient Greece as they can. (Plan Bee Lesson 1)
2	How do we know about the Ancient Greeks?	Connecting to prior learning: recall how we know about ancient peoples – archaeology at Stonehenge, Skarae Brae and the pyramids. Show pupils short film or photographs of Greek excavations what do pupils think is happening? Show the pupils images of some of the great archaeological sites of Ancient Greece: Parthenon, The Temple at Delphi, theatre at Ephesus, Minoan paintings etc. that have shown us how the Ancient Greeks lived. Remind pupils of the key place names discussed last time. Show them also some of the Ancient Greek writings we have – written primary sources for the first time in our course. Use a selection of photographs of artefacts found by archaeologists to include pottery, statues, buildings and coins, extracts from writing, weapons etc. (examples widely available via internet search or use artefact replicas). In pairs pupils can try to suggest what the item might be and what it suggests to them about the Ancient Greeks. Record this on a table to support written inference. Once pupils have made their suggestion, they can collect the information card that tells them what the item actually is. In table groups, pupils can then categorise the primary sources or allocate titles to groups of primary source. What themes are there to the evidence?(suggestions: war, writing, sport, everyday life, ships, beliefs).
3	What was daily life like in Ancient Greece?	Pupils will look at life in the city states. This can be extended to look at the very difference experiences of men, women and slaves in the Ancient Greek city states. (Useful material can be found in BBC Bitesize Ancient Greece for this aspect). Children will discover the similarities and differences between Athens and Sparta through discussion and their own research. They will be asked to think carefully about how each city-state would be viewed by different people at the time. In the alternative activity, children are challenged to organise statements about each city-state into a life-size Venn diagram! (Plan Bee Lesson 3)

4	Who made the big decisions in Ancient Athens?	Note: This lesson is concerned with key knowledge that will be important not only in pupil understanding of later events and periods of history, but also to their development of understanding of British values and citizenship. Pupils will develop their knowledge about the way decisions were made in Ancient Athens and how this early democracy is similar/ different to the way we make decisions today. Begin by discussing who makes the rules and decisions in school, in the town and then in our country. Discuss where decisions are made, what we call the big decisions that rule our country, who has a say in the big decisions and who doesn't. It may be useful to show some prompt pictures of Parliament, a ballot box etc. Talk about how we decide if someone has done something wrong. Key vocabulary at this stage will be: people, government, vote, Parliament, laws, decision, and citizen. Who made the big decisions in Athens? Remind pupils about who we know was in charge in Ancient Egypt – one person, the Pharaoh. The city state of Sparta also had kings – two of them! Set up some class reading via of an information text about ancient Athens to highlight key knowledge and vocabulary. Pupils then explore the three main types of government of ancient Greece: monarchy, oligarchy and democracy. They will compare and contrast monarchic and democratic rule, focusing on the advantages and disadvantages of each type of government. (Plan Bee Lesson 3)
5	What new ideas did the Ancient Greeks have and why do we still use so many of them?	Pupils will develop their knowledge about significant Greek achievements and their impact. The lesson offers an opportunity for use of information text to build up a fact file and then pupils can write a biography of the work and achievements of the individual. Starter: use a PP slide showing a triangle, superhero, theatre, history book, ballista, eureka! a question mark, Greek alphabet letters. Can the class suggest any connections? They all began with the Ancient Greeks. BBC Bitesize is a very useful resource here to explore key people e.g. Archimedes (Inventor and mathematician) Plato (Writer and thinker) Herodotus (Historian) Aeschylus (Playwright) Hippocrates (Doctor) Metrodora (Doctor) Pamphile (inventor of weaving), Homer (storyteller). Pupils learn about some of the most famous scholars and philosophers of this time, and how their ideas and discoveries influenced both the ancient and modern world. Pupils will be encouraged to discuss, ask and answers questions about the lives, ideas and beliefs of six ancient Greek scholars and philosophers: Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes. (Plan Bee Lesson 6)

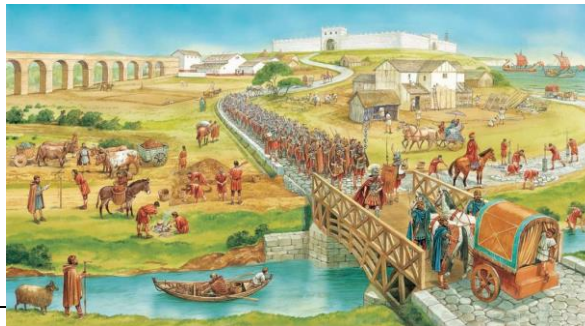
6	How well did the Ancient Greeks get on with their neighbours?	The main focus of this lesson is on the conflict between Athens and Sparta and then the wars with Persia. Language pupils may encounter: Hoplite, shield, spear, phalanx, trireme. Starter: Revisit the map of the Ancient World with the key Greek city states and the surrounding powers marked. Ask pupils to suggest reasons why the different city states might not always have got on with each other and why other powerful countries might want to attack and invade the city states? (Trade, land, food resources, wealth, capture slaves). Explain to pupils that there was a lot of tension in the Ancient Greek area. City states needed to get hold of enough timber, food and other resources to keep their people well and strong. This meant either making friends with their neighbours and agreeing to trade goods or going to war, invading and taking over the land. Often, city states joined together into an alliance to fight the other cities. The two most famous alliances were the Athenian League and the Spartan Alliance. These two alliances were often at war with each other. Eventually they two sides had to stop fighting to stop an enemy from further away – the Persian Empire. Use the BBC Bitesize KS2 Ancient Greeks at War information. Pupils need to use the information to find out the answers to the following questions 1. What were the Greek soldiers called? 2. What did the Greek soldiers carry? 3. What was the special name for the way Greek soldiers stood together in battles? 4. How long did the Spartans train to be soldiers? 5. What were Greek warships called? 6. What was special about the shape of the Greek ships?
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Year 4

Why did the Romans
march through County
Durham?



Daily life in Roman
Britain



Anglo-Saxons



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Unit Summary

Term	Autumn
Topic	Why did the Romans march through County Durham?
Key Question	Why did the Romans march through County Durham?
National Curriculum	<i>NC Ref: A local history study</i> • To identify key features of Roman army and British campaign chronology • To understand causation and consequence • To use information texts and representations of the past
The Big Picture	This unit is divided into 3 sections - invasion, settlement and local Roman history. It is designed to build upon the chronological overview pupils began to develop via study of the ancient world and civilisations. Pupils are encouraged to consider the multiple causes of events. Learning in the unit also focuses upon primary source use and developing pupil skills in the handling of historical interpretations. For Durham schools, study of the Romans enables the investigation of the local dimension and there are many possible site visits that can be added to this unit. Use Plan Bee ‘Romans: Invaders and Settlers’ resources to support delivery.
Prior Knowledge	Iron Age, settlement, tribe. Ideas of invasion
Possible Misconceptions	Confusion of primary sources and interpretations. Nature of the chronology - BC/AD Anachronisms – photographic record
Key Vocabulary	Primary source, interpretation, Empire, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian’s Wall, villa, temple Invasion – legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt,

	fort, roundhouse Civilisation Archaeology Roman North East – Binchester fort, Lanchester fort, Chester Le Street fort, vicus, Piercebridge Roman Fort, Dere Street Roman Road, Vindolanda, Housesteads, Chesters, Arbeia, Hadrian's Wall
Key Knowledge	• Rome was not just a city or country but an empire that spread across many lands, including Britain. • The Romans conquered parts of Britain around AD 40. • The Roman army was very well organised, with soldiers wearing armour and using weapons like shields and swords. • The Romans built many important things in Britain, such as roads, baths, amphitheatres, aqueducts, villas, temples, and Hadrian's Wall to defend their territory. • In the North East of England, the Romans built forts and roads. • Boudicca was a queen who led a rebellion against the Romans.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Who were the Ancient Romans and Ancient Britons?	Hook into enquiry: Use photo of Roman glass mystery object – what do pupils think it is? how old? Where from? Show where it was found, age and origin. How did an object made in ancient Rome end up in the North of England? Discuss who the Romans were using prompt images – focus on key features and encourage inference from images. Rome was more than a country – it was an Empire. Look at map showing the Roman Empire spreading – what countries do they notice? Could add to own map in books. Can pupils find Britain on the map? Label Britannia. Learn about the Roman invaders who came to Britain, and explore why people choose to invade and settle other lands. The Plan Bee slideshow goes through these points and also help your class to place the Romans on a timeline. During their independent learning, children can then further consider the meaning of the terms 'invade' and 'settle', or further their understanding of when the Roman invaders came to Britain, comparing with other familiar events and civilisations. (Plan Bee Lesson 1)

2	What happened in 55BC?	This lesson focuses on knowledge of Roman invasion and features of Roman army. Use appropriate non-fiction texts, at greater depth where appropriate, to build up an overview of the first attempted Roman invasion of Britain on the Kent coast and why the Romans were interested in Britannia. Discuss why no one took a photo/ film of the event. (This is a key misconception to address). Using an artist's interpretation of Caesar's invasion, discuss - what can they spot? Can they find the two sides/weapons/ commanders? What message is the interpretation giving? Discuss how could the artist know what to include? Move on to learn all about Roman soldiers and how the Roman army was organised. The Plan Bee slideshow goes through some fascinating information about the Roman army and how it became such a formidable force. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used. (Plan Bee Lesson 2)
3	What happened when the Romans finally conquered Britain?	Focus: knowledge of development over time and the historical geography of the UK. Key features of Roman Britain – towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple. Explain that the invasion of 55BC did not work but the Romans did not give up on Britain. Pupils need to develop a simple timeline of events in Roman Britain from invasion of AD40 to their departure. Watch Bitesize clip on 'How the Romans conquered Britain' to gather key vocabulary. Use simple sort cards or one of the BBC timelines/ BBC KS2 Bitesize history sites to support this. Ensure BC/AD labelled and understood and the areas of Celtic and Pictish resistance to rule mentioned. The class could then further explore how not everyone welcomed the Romans when they arrived in Britain. Plan Bee slideshow looks at the story of Boudicca (or Boudica or Boadicea) and why, as queen of the Iceni tribe, she was so against the Roman invaders. The lesson then goes on to look at Boudicca from the viewpoint of both the Celts and Romans, using historical sources to identify the reasons behind different points of view. (Plan Bee Lesson 4)
4	What was so special about the Roman army?	Focus: development of knowledge, use of a range of primary sources for inference and supporting conclusions. Pupils enjoy learning about Roman Legionaries, tactics and forts. Keep the focus on the history – not the art/design or poetry. Look at the primary sources we have about Roman soldiers. What can the class work out about the Roman soldier using photographs? Use the resources on the Roman army on the BBC or Manchester Museum website to produce fact files on the key features of Roman soldiers - soldier skills, weapons, daily life. What do pupils think made the Roman army so strong?

5	Why did Romans march through County Durham?	Focus: depth knowledge of local Roman history, identification and explanation of causes of Roman actions. Possible starter – What clues can pupils find that the Romans came to Durham? Use OS map of Roman Britain to look for place names (Chester, caster) and other signs of remains. Link to our local area – Lanchester, Binchester, Chester-le-Street etc. Discuss what we know Romans built in the North East – are there any clues about why the Romans marched through Durham? (military route to defend the borders against the Picts, the trade into the harbours, the mines of lead etc.) Possible written task: Why did the Romans march through County Durham? This could be done as straight forward extended writing or as an introduction to a new book on the Romans in Durham/voice over for a selection of images of the Roman buildings in the area.

Unit Summary

Term	Spring
Topic	Daily life in Roman Britain
Key Question	What was daily life like in Roman Britain?
National Curriculum	<i>NC Ref: The Roman Empire and its impact on Britain</i> • To identify key features of a global empire • To identify similarities and differences of experiences within the period (rich/poor, men/women/child, slave/ free) • To use of primary sources – supported inference and lines of enquiry
The Big Picture	In this enquiry pupils will extend their chronological knowledge beyond their previous study of the Stone Age/ Iron Age or other earlier civilisations and develop material studied in the Why did the Romans march through County Durham unit. Pupils will consider key features of daily life in the Roman era, consider similarity and difference for different groups and use some primary sources. The main focus is development of pupil use and understanding of historical interpretations, development of timeline skills, use of key historical terms, key feature descriptions, reading and inference, speaking and listening, producing an annotated diagram, comparing interpretations. Use Plan Bee ‘Romans: Invaders and Settlers’ resources to support delivery.
Prior Knowledge	Romans in Britain in overview, common features of settled life
Possible Misconceptions	Common misconceptions include those related to the chronology, anachronisms and similar
Key Vocabulary	Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts

Key Knowledge	• Archaeologists find clues about Roman life in Britain from sites like roads, forts and villas. • Life in Roman Britain was different for different people. • Rich Romans lived in large houses called villas. • Romans built new towns with walls and streets arranged in grids. • Romans had leisure activities, some similar to ours and some different.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	When were the Romans in Britain and how do we know?	Pupils need to develop chronological understanding of Roman era and Roman presence in Britain in relation to the bigger picture. Complete some long view timeline work to consolidate earlier work on eras. Calculate the gap between Roman Britain era and now. Use Information on archaeology/ Roman sites to build up a profile of the clues we have about life in the UK. Historic UK Roman Sites has a useful interactive map or use information texts to enable pupils to find out the names of some of the key Roman sites in the UK. The aim is to highlight roads, villas (Chedworth, aqueduct, fort, towns, baths, temples, amphitheatre) images are widely available. There are some good quality information texts available on Roman Britain.
2	What was daily life like for ordinary people in Roman Britain?	Family life and life for children (BBC Bitesize). The knowledge focus in this learning is on the varied experiences of people in Roman Britain. This a great opportunity for pupils to do some guided research around a key area – food, Roman farms, Roman medicine, work etc. Pupils could plan and produce an account of the area they have researched, highlighting the important vocabulary to include any places, dates, people or examples of Roman technology. Pupils find out what life in Roman Britain was like for ordinary people. The Plan Bee slides for the teaching input first challenge children to establish what they can learn from a variety of pictures, then goes through some information about some different aspects of how life in Britain changed after the Romans arrived. (Plan Bee Lesson 6)

3	What was life like in the home of a rich Roman?	The knowledge focus in this question is the villa and the use of primary sources to gather and infer information about Roman homes. Pupils will complete a piece of descriptive writing about Roman homes of the rich - villas. Pupils work in pairs to discover as much as they can about homes of the rich by investigating either Chedworth or Fishbourne Roman villas. This enquiry could be recorded on a table (categories could include - layout, decoration, heating, keeping clean etc.) Suggested writing to develop historical communication: Complete individual written descriptions of key features of Roman homes with emphasis on using specific factual examples to support points.
4	What were the key features of Roman towns?	The knowledge focus in this unit is the change to the way of life brought about by Roman towns. Teachers may need to review with pupils what we would expect to see in a town, why they are useful and how they differ to the countryside village like Langley Park. The Romans built new towns. These were often protected by walls and built on a grid system. Within the wall was everything a citizen of Roman Britain would need inside - houses, shops, meeting spaces, workshops, temples and public bathhouses. Some were built on top of old Celtic settlements. Others were new and linked to trade or control of key areas or homes for garrisons of Roman soldiers. Start by looking at a map showing the different locations and types of roman towns. It would be helpful for pupils to have a labelled outline of Roman town so that they can see the scale and organisation. Suggested written task – write a guide to a Roman town. (Could include amphitheatre, forum, shops, water supply, aqueduct, temple and bath houses) End the session with a discussion of the similarities and differences of Roman towns with our own modern towns.
5	How did Romans have fun?	The content knowledge focus of this section is Roman leisure time and handling of historical interpretations. It will be developed by building up specific factual knowledge and then looking at how historians have put together information from primary sources and produced differing interpretations. Watch the short clip about Roman leisure (BBC site). Prepare a set of cards with information about different Roman leisure pursuits. Pupils should use these to identify Roman activities that were similar/different to their own leisure activities. Writing challenge: How is our leisure time S/D to the Romans?

Unit Summary

Term	Summer
Topic	Anglo-Saxons
Key Question	What happened when the Romans left Britain?
National Curriculum	<i>NC Ref: Britain's settlement by the Anglo Saxons and Scots</i> • To identify key features of Anglo Saxon Britain • To identify consequences and significance • To use information texts and historian's interpretations
The Big Picture	The Anglo Saxon era covers a very long time span and several significant developments. As such, it occupies a key place in the chronology of Britain with the move from an iron age to early medieval society. This planning builds on earlier learning about early Britain and especially units on Roman invasion and settlement. It also links strongly to geographical knowledge of the UK and Europe which pupils should be developing in Y3 and Y4. A mental map of the UK and Europe are essential for pupils in this unit. The invasion and migration of groups to live in the British Isles is a constant feature of our country's past and knowledge of this aspect of history makes a strong contribution to understanding modern Britain. This unit also aims to develop pupil knowledge about rulers and rules as we see the first kings emerging and the recording of rules for everyone to follow. This is also the period when the language we use today begins to emerge more rapidly and many of the towns we live in are established. Pupils need to know the core material from this unit to enable them to understand later developments such as the Viking invasion, work on power and monarchy and eventually the post 1066 knowledge developed in KS3 and tested in KS4. There is an important local dimension to this unit with Bede's primary sources and the knowledge about the development of Christianity in the North East. Use Plan Bee 'Anglo-Saxons, Picts and Scots' resources to support delivery.

Prior Knowledge	Key features of Roman Britain, tribes, settlement, features of farming. Migration and settlement may be terms known by some pupils. Christianity, with some additional local information possibly from the Northern Saints unit or similar.
Possible Misconceptions	Possible misconceptions Confusion of the geographical origin of different groups. UK regions and European geography can be confused by some pupils at this stage. Century naming conventions. Confusion with popular fictional representations of this era.
Key Vocabulary	Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke
Key Knowledge	• The Romans ruled Britain for nearly 400 years. • After the Romans left, tribes called the Saxons, Angles, and Jutes took over much of England. • Sutton Hoo is an important Anglo-Saxon burial site that shows how powerful their kings were. • Anglo-Saxon life included farming and making tools. • Vikings attacked Britain starting in AD 793, with a famous raid on Lindisfarne that caused fear and destruction. • Historians learn about Anglo-Saxons by studying artefacts and written records like the Anglo-Saxon Chronicle.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Why did the Romans leave Britain and what happened next?	Core knowledge – dates and causes of the end of the Roman Empire in Britain, effects of the departure and arrival of new invaders from Denmark and Germany. The key concepts foci is causation and consequence. Connect with previous learning. Suggested activity: Revisit overview timeline to look at when the Romans ruled Britain – note the date of the end of rule to include century and the length of the Empire's power. Develop new knowledge - causes of the fall of the Roman Empire and why the legions left Britain, the impact on England. Suggested activity: if possible pupils undertake paired reading of an information text to identify 3- 5 reasons why the Romans left Britain. These can be recorded. Teachers will need to check pupils understand the new key terms that emerge. Discuss what pupils think the main reason might have been for the legions departing. Move on to look

		at the consequences of Roman collapse. It can be helpful to get pupils to think about what would happen if suddenly there were no rules and no one to keep an eye on things at school – what might happen? Pupils write a summary of the reasons the Romans left and/ or the problems that left for Britain.
2	Who invaded Britain when the Romans left?	Core knowledge: The invading groups, their original countries, destinations and actions on arrival. Vortigern and the development of an Anglo Saxon kingdom. Connect with prior learning: Use the primary source from Bede about the invaders to hook pupils into the question. Pupils to identify who were the tribes that invaded Britain, where were some of the places they went and the reasons why people might want to move to a new country. You may want to use a map showing the how England was labelled at the time. Bede – written in 731 - “They came from three very powerful Germanic tribes, the Saxons, Angles and Jutes. The people of Kent are of Jutish origin. From the country of the Angles came the Mercians and the Northumbrians.” Develop new knowledge: Teachers will need to explain some key background – by 430 the warlord Vortigern controlled many areas of England. He needed help to defend his lands from the Picts and Scots and so he invited Anglo Saxon warriors to help him. The Anglo Saxons then turned on Vortigern and took over first Kent and then the whole of England by AD 491. Pupils should investigate the invasions of the UK by the Saxons, Picts, Jutes and Angles using information texts. Useful material can be found on the BBC bitesize and BBC learning sites for this area. Pupils use their research to answer the following - Where were the invaders from? Where did the attackers land? When did they arrive? Why did they come to Britain?
3	Who was in charge in Anglo Saxon England?	Connect with prior learning: Use Sutton Hoo hoard of King Redwald as the starter – who was buried with things like this? (signs of kingship, wealth, importance and power. (British museum website for images, do not go into any detail at this stage about the burial itself). Pupils will be familiar with the ideas of power and rulers – Pharaoh, Emperor, Caesar, Chief and may be familiar with the idea of monarch. This is a good opportunity to connect with pupils understanding of how Britain is governed now and how rules are made. Look at a map of the Anglo Saxon kingdoms – add further detail so that pupils have a sense of what places are called today/ or compare a map of Anglo Saxon England and modern Britain. Overtly teach the vocabulary around chief, ruler, king, kingdom so that pupils can draw upon this in later lessons. As a class, draw up and record a job description for an Anglo Saxon king. Discuss with the class how historians know what kings were like

		so far back in the past and explain that they are going to have a look at some of the evidence for themselves. Show the whole class the site of the Sutton Hoo burial mounds (photographs are on NT website), do they think anything special would be under there? Read with the class the short account of the finding of the site on the British museum website and then show them some of the major finds. Break the class into investigation groups and provide each group with a selection of photographs of the artefacts found at the Sutton Hoo burial site. (Easily available online). Remind pupils of the way the Ancient Egyptians buried items with their dead. Pupils should discuss and record what they have worked out about the king from the objects he was buried with. Apply new knowledge: Look at the finds from the Sutton Hoo burial your group has been given. What have you found out about the Anglo Saxon king buried there? Which artefact would you like to know more about and why? Using Plan Bee slideshow, children can explore the idea that our understanding of the past is based on a range of historical sources, including artefacts made at the time, written accounts and environmental evidence. Pupils learn about the excavation at Sutton Hoo and about what was found there. They will work together to examine some of the artefacts found at the site and use these to ask and answer questions about the Sutton Hoo burial. (Plan Bee Lesson 1)
4	What was daily life like for Anglo-Saxons?	In this session, your class will generate questions they have about Anglo-Saxon life and try to answer these by examining a set of artefacts. First, children will work together to sort artefacts into different categories relating to everyday Anglo-Saxon life: clothes, work, food, buildings and leisure. Then, children will choose an artefact to describe and evaluate in detail using an archeological record form. Possible visit – Bede's World (Jarrow). (Plan Bee Lesson 4)
5	What did the Anglo Saxons believe?	In this lesson, children explore the concepts of change and continuity while looking at religion. Children will find out about two major shifts in religious beliefs and practices during the Anglo-Saxon era: the introduction of Anglo-Saxon paganism and the spread of Christianity in Britain from centres such as Iona, Lindisfarne and Canterbury. Children take part in a fact-finding treasure hunt before using their knowledge of Christian and pagan practices to help them identify the religion of the person buried at Sutton Hoo. (Plan Bee Lesson 6)

6	Who were the Anglo Saxons' enemies?	Core knowledge: Pupils need to develop a knowledge of the sequence of the main events, some of the tactics used in battle and defence as well as the ways primary sources recorded events at the time. Connect with prior knowledge: This lesson revisits Lindisfarne and links to the timeline of Anglo Saxon events pupils have been building over time. Develop new knowledge: Use primary sources showing the raid on Lindisfarne. Pupils should use the sources to make suggestions about the event, the tactics of the attackers. Consider the weapons and effects of the attacks and discuss what the Anglo Saxons faced. Primary source 1: Entry for the year 793 in the Anglo Saxon chronicle <i>AD. 793. This year came dreadful fore-warnings over the land of the Northumbrians, terrifying the people most woefully: these were immense sheets of light rushing through the air, and whirlwinds, and fiery dragons flying across the firmament. These tremendous tokens were soon followed by a great famine: and not long after, on the sixth day before the ides of January in the same year, the harrowing inroads of heathen men made lamentable havoc in the church of God in Holy-island, by rapine and slaughter.</i> Primary source 2 – Use the Lindisfarne Doomsday Stone to be found at http://www.english-heritage.org.uk/visit/places/lindisfarne-priory/history/significance/ Teachers may wish to use the BBC clip https://www.bbc.com/bitesize/clips/zgj2hyc looking at the later Viking invasions and the tactics used in battle or the information summary at https://www.bbc.com/bitesize/articles/z8q487h Use a sequencing exercise so that pupils can build up a timeline of the main events, dates and people. This can be developed further by some individual fact finding about Anglo Saxon weapons, more detail about the battle of Edlingham or the raids on Lindisfarne. Applying knowledge: Teachers will want to shape the tasks pupils complete according to the direction the lesson is given. A possible focused piece of writing could be to describe the key features of the Dane and Viking raids on Anglo Saxon Britain.
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Year 5

Vikings



Mayans



Local area study:
Mining (Tommy
Armstrong)



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Unit Summary

Term	Autumn
Topic	Vikings
Key Question	Were the Vikings really vicious?
National Curriculum	<i>NC Ref: The Viking and Anglo-Saxon struggle for England to 1066</i> • To develop chronology • To identify key features • To make a supported judgement • To use primary sources to test an interpretation
The Big Picture	Chronologically, this unit follows work on the Anglo Saxons and is best suited to Y5. This unit of work has been planned to have a particular focus upon the skills of handling historical interpretations via an overview study of the Vikings and use of primary sources to support inference. It picks up on basic work done on representations in KS1 and prepares pupils for the more nuanced analysis needed in KS3. Use Plan Bee 'Vikings vs Anglo-Saxons' resources to support delivery.
Prior Knowledge	To extend their chronological knowledge beyond their previous study of the Anglo Saxons in Year 4.
Possible Misconceptions	Possible misconceptions about Vikings as only warriors - Vikings were also farmers, traders, shipbuilders, and settlers. They had families and lived in communities with laws and traditions. Also that Vikings and Anglo-Saxons were always at war. There were periods of conflict, but also times of peace, trade, intermarriage, and integration.
Key Vocabulary	Interpretation, Viking Representation, Raider Primary source, Invasion

Key Knowledge

- The Viking raid on Lindisfarne occurred in 793 AD.
- Vikings originated from Scandinavia and began invading and settling in Britain.
- Vikings were skilled warriors, traders and settlers.
- Viking life differed in some ways from Anglo-Saxon life but also shared similarities in work, culture and community.
- Historians have different interpretations of Vikings based on varying evidence and perspectives.

Intended Learning

Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Britain in danger!	Use two primary sources linked to the Viking invasion of Lindisfarne or similar. What can pupils work out happened? Who/ where/ what/when? Develop some supported inference via use of primary sources. Possible primary sources would include the 9th-century 'Domesday stone' and the famous extract from the Anglo Saxon Chronicle about AD. 793. What else would pupils want to know? What other primary sources might there be from this time in History – why are there no photos or diaries? What kind of primary sources have we used in earlier periods of time? Using the date from the ASC (793AD), extend chronological knowledge and security by placing Viking invasions on timeline in relation to Celts, Romans and Anglo Saxons as well as any later periods pupils are aware of. The Plan Bee Lesson 2 resources will give your Year 5 class a great understanding of the Lindisfarne Viking invasions and how the Viking raids affected the Anglo-Saxons. This lesson starts by recapping the seven Anglo-Saxon kingdoms and the constant battles between them, as well as between Anglo-Saxons and Britons, before looking at the first Viking raids. Your class will explore who the Vikings were and where they came from, and what happened at the Lindisfarne Viking raid in 793 and how this affected the Anglo-Saxons. (Plan Bee Lesson 2)
2	What does Terry Deary think?	What does Terry Deary think? Use the Horrible Histories front cover 'Vicious Vikings', discuss what does vicious mean? Written task – What is the main

		message of the front cover about the Vikings? Encourage pupils to annotate the front cover and then produce their answer. Class discussion/ summary bubble map - what do already know? Is Terry right? What else do we need to know? Frame some new questions about the Vikings. What primary sources might be available for us to use? (There are great collections to look at online at https://digventures.com/2014/03/the-15-best-viking-artefacts/
3	Who were the Vikings?	Who were the Vikings? Pupils should work in pairs to produce a Viking fact pack. Differentiate the focus for each pair according to prior knowledge and literacy starting point. Key material to include – Who were the Vikings, where did they come from, when did they threaten and rule England? What were Vikings good at? Why were the Vikings so good at conquering countries? What jobs did Vikings do? Class summary: Vikings, what do we know now? Bubble map summarising findings to be recorded by pupils in books. Learn from each other, note any dates and key words. Discuss whether they have found anything to support Terry's view of the Vikings or anything that clashes with Terry's representation. This could be done as a running table/diagram on the classroom wall – perhaps a pair of scales?
4	What do primary sources tell me about the Vikings?	Return to Terry's front cover – explain that Terry had to decide what to call his book after he had studied the primary sources. Recap the definition and examples of a primary source. Check pupils understand the difference between a primary source and an interpretation. Pupils now use primary sources to further investigate the Vikings to infer whether they were vicious or something else. Model use of and inference from one of the primary sources. Does it suggest the Vikings were vicious or are there other words you might want to use? Plan Bee Lesson 5 could then be used - this gives your class the chance to explore what life would have been like for Vikings living in Britain, and to compare this to how their Anglo-Saxon neighbours lived, identifying similarities and differences between the two. They will also find out about Viking culture, including stories and runes, and discover how the Vikings left their mark on Britain, for example through the names they gave to towns and villages. This could help to answer the question – Were the Vikings really vicious? (Plan Bee Lesson 5)
5	Do the sources back up Terry Deary's view?	Pupils will use primary sources to test Terry's interpretation of vicious Vikings to decide if the author is right to represent the Vikings in this way. It can be very useful to use a washing line here as a continuum: have 'vicious' at one end and 'peaceful' at the other. Pupils now work in table groups: give each group a set of

		the primary sources about the Vikings. Pupils now place sources on the continuum, deciding if each source gives evidence of vicious or something else. Discuss with each group what the sources are suggesting – backing up or challenging Terry’s interpretation? Are the sources all clearly on one side or the other? Take a photo of each group’s continuum. Written task – Choose one primary source that you think backs up the Horrible Histories view of the Vikings – explain how the source backs up the view. Now choose one primary source that does not back up Terry and explain why.
6	So, was Terry Deary right?	As a class, review whether Terry was right or not – use the primary sources to decide. Plan a longer piece of writing; write a letter to the publisher telling them your decision about Terry’s interpretation. Explain what is right and what is not so good about the vicious Vikings cover. Suggest which primary sources the book should include to back up the correct point of view about the Vikings. This task allows assessment of how well a pupil can assess an interpretation and cross reference to primary sources. Or, do all historians agree with Terry? Pupils will look at the interpretations of two other historians and begin to look at the main message of different interpretations, how ideas differ/ are similar and think about why they might differ.

Unit Summary

Term	Spring
Topic	Mayans
Key Question	Who was making history in faraway places around the year 1000?
National Curriculum	<i>NC ref: non-European society that provides contrast to British history</i> • To develop terminology of periods. • To identify key features of a contrasting society and its development. • To identify similarities and differences to Britain in c.1000 • To identify key points in historical interpretations.
The Big Picture	This unit supports student development of coherent knowledge and understanding of Britain's past and that of the wider world. It supports progression in understanding of the similarity and difference of experience in the past. Within the Durham framework, this unit offers the opportunity for a depth study of a civilisation at one point of their development. Pupils may develop their knowledge both by asking questions, supporting their ideas with evidence and communicating their findings as well as via directed teaching. The unit has been sited after the end of the British pre 1066 studies to enable consolidation of the chronological framework and comparison to developments in Britain in the Anglo Saxon/ Viking era. Use Plan Bee 'The Maya Civilisation' resources to support delivery.
Prior Knowledge	The unit will include comparison to aspects of life in Britain around the year 1000 (late Anglo Saxon) – rulers, religion, lifestyle and these key terms and core knowledge will need to be recalled. The unit will also link to prior geographical knowledge as pupils should have studied biomes by this stage and be aware of the implications of different climates for human existence. The unit builds on earlier study of settlement and aspects of civilisation in Ancient Egypt and Ancient Greece.

Possible Misconceptions	There is often confusion of Aztecs/Incans with the Mayan civilisations. Confusion around time periods, centuries and dates are common.
Key Vocabulary	Civilisation, Maya, Mayan, century, millenium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza
Key Knowledge	• The ancient Mayan civilisation developed in Mesoamerica. • Mayan society was organised into city-states. • Religion was important to the Mayans. • The Mayans created advanced writing and number systems and developed accurate calendars. • Everyday life for ordinary Mayan people differed from Anglo-Saxon England around 900 BC. • The Mayan civilisation declined due to several factors.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Who has shaped our world's history?	Connect with prior learning: Discuss where do pupils think people first lived and built villages, towns and then cities? Collect these ideas. Remind pupils of earlier study about Egypt, Greece etc. Where did Britain's development fit in? Renew the definition of civilisation and its features. Show pupils a short video giving the history of the world's civilisations on a map (see Youtube for example History of the World's Civilisations in 2 mins) discuss with pupils where and when these different civilisations appear and grow/disappear. What do they notice? Watch again and gather and record the names of the different groups/ areas. Use Plan Bee Lesson 1 to move on to Maya civilisation - children will discover where and when the ancient Maya civilisation developed. They will learn how historians and archaeologists have used the temples, pyramids stone monuments and other artefacts left by the Maya to find out about their society and way of life. Children then apply their understanding by studying a range of historical artefacts and interpreting what these reveal about the past.

2	Who were the Mayans?	Review the map and timeline from Lesson 1 – when do we see the Mayans appear? Century/ era/ longevity. Show a series of photographs or short clip to show the geographical location, climate and environment. Developing new knowledge: use a range of photographs of Mayan artefacts/primary sources. (There are many examples easily available via the internet). Now children understand the context of the ancient Maya civilisation, Plan Bee Lesson 2 could be used to learn about how its society was governed and organised. Children will learn about the Maya city-states, their social hierarchy and the roles, power and status of each social group. Then, children will reflect on how people's lives and experiences would have differed according to their social group and why we have more information about the lives of some social groups than others. (Plan Bee Lesson 2)
3	What did the Mayans believe?	Children begin this lesson by generating questions they have about the religious beliefs and practices of the ancient Maya. They will develop their understanding of the role that gods and goddesses played in different areas of the daily lives of the Maya and explore the different ways that the Maya worshipped their deities. Children apply their understanding by designing their own deity for modern times or by reenacting the Maya creation story. (Plan Bee Lesson 3)
4	What did the Mayans achieve?	In this lesson, children will learn about the achievements of the ancient Maya civilisation, including their writing and number systems and the development of accurate calendars based on their astronomical observations. They will consider the significance of these achievements and how their impact on future societies and generations. Alternatively, they can participate in a 'hands-on' activity carousel to form a better understanding of the Maya calendar, writing and number systems. (Plan Bee Lesson 4)
5	How similar were the Mayans and Anglo-Saxons?	For this lesson, children will investigate the similarities and differences between the daily lives of people living in the ancient Maya civilisation and Anglo-Saxon England c.900 CE. Children will use research and role-play to find out, compare and contrast what life was like for ordinary citizens in both societies. There is also an opportunity for writing a historical narrative in role. (Plan Bee Lesson 6)
6	What happened to the Mayans?	In the last lesson of this scheme of work, children will investigate some of the reasons for the decline of the ancient Maya civilisation and its city-states. They will

		consider different interpretations and perspectives of the historical events associated with the arrival of the Spanish conquistadors in Mesoamerica. Children will also discover that, although the last city-states were abandoned to the jungle in the sixteenth century, the Maya still live in Mesoamerica today. (Plan Bee Lesson 7)
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Unit Summary

Term	Summer
Topic	Local area study – Mining (Tommy Armstrong)
Key Question	Who was Tommy Armstrong?
National Curriculum	<i>NC ref: local history study - mining in County Durham</i> - To use the historic local environment to further enquiry skills - To develop chronological range - To use primary sources such as maps, census, buildings and photographs - To explore mining in County Durham/ mining history
The Big Picture	This unit builds on the local history pupils were introduced to in KS1 History and links to the geographical knowledge related to the school and location that should have been covered in KS1. It moves on the work done on significant individuals in KS1 to a more developed a stage by looking at a local figure with social and economic significance. The choice of a village study and Tommy Armstrong reflects a particular school's community ethos and links to the local context of mining. The methods of the enquiry can be adapted to any local key person or event. The enquiry then broadens into a study of features of mining in the local area and the events of a colliery disaster. The design of the unit to include a visit to an appropriate museum also further develops pupil understanding of the historic environment and allows discussion of reconstructions/ representations of elements of the past. By linking local events and people to a wider context, pupils are encouraged to make connections and enrich their knowledge base. Use of more complex primary sources and oral history materials will build upon work done in KS1 and should expect pupils to ask and answer historical questions and follow a line of enquiry suggested by a source/ aspect of the historic environment.

Prior Knowledge	Chronology - sequencing strategies, overview timeline, century, decade. Concept of significance. Key features of local area. Work, energy, coal.
Possible Misconceptions	Related to dates and placement of events/ people. Confusion of fame and historical significance. The nature of primary sources. Difficulties in understanding museum displays as representations/ versions. Not knowing what coal is.
Key Vocabulary	Historic building, architecture, feature, mine, miner, locality, community. Lever, trapper, child worker, newsagent, tobacconist, Stanley Market, white pudding bairn. Coal bunker, name plaques, cottages, Aged Miners, village, park, mine, terrace, estates, feature, and disaster
Key Knowledge	• Heritage walks can help us to find out about old buildings and places in our local area. • Old and new maps help us to see how our town or village has changed over time. • Tommy Armstrong was an important person who worked and lived here. • In the past, many children worked in mines, which was hard and dangerous for them. • Sometimes mining accidents happened.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What can we find in our village?	Heritage Walk to investigate the historic environment. Pupils to gather own evidence via photos, iPad, notes using pre-planned route to ensure stop off points. Provide a simple map to enable annotation. Have a site visit journal/ recording sheet so that pupils can note observations. Questioning en route to support inference and enquiry e.g. What do you see? What can you work out from that? What might be missing? How could we find out more? I wonder why that happened? Consider providing simple map to give focus. Pupils need to be able to take the photos. Road safety and risk assessment. Focus could be the Miners Statue to launch topic.
2	What did we find in our village?	Review the findings of the heritage walk with the class, review and recall findings, look again at photographs, establish key vocabulary and look at/ add to a timeline to root the observation / learning in the chronology. Model a supported inference from a photograph taken on the walk then pupils complete another inference quest themselves and say what else they would like to know. It may be helpful to use the

		zone of inference approach here. Or, pupils could write a factual report of their findings from the walk using key vocabulary and concluding with what they feel was the main finding of the walk. Both tasks allow teachers to assess stage of development in historical understanding and give guiding feedback to pupil.
3	How has our village changed?	Show pupils a current map and a map from 1890 or similar. Pupils will need to support to align the two maps and then support the identification of common key features that are constant– river, possibly a major road? Begin with some open questions as to what pupils notice about the oldest map - probably linked to certain buildings, the level of settlement, the mine. Look for features on the older map on the later map. This can then be developed onto a comparison table with categories such as – number of houses, size of roads, church, post office, public house, school, graveyard, working buildings. Pupils can plan and produce a comparison of similarities and difference over time. This can move from surface observation – buildings appearing/ changing/ vanishing to what this indicates about similarities/ differences in work/ leisure/ homes/ beliefs.
4	Who was Tommy Armstrong and what was his town like?	Pupils will use a non-fiction information source or text to gather information about the order of key events, features and dates of Armstrong’s life. Use reading comprehension skills to support a sequencing summary of his life and a diagrammatic summary of the key features of his life/ work. (Work in mines/newsagent/poet). What makes him significant? Model a possible answer to the question with pupils - Why is Tommy Armstrong significant? Remind pupils that they have looked at key features of their town/ village and introduce the opportunity to find out about Tommy’s town at the time he lived there. Emphasise the role of the mining industry to the town. Use primary sources where possible to do this. If available, use an oral history source (Stanley Market song) to identify features of life at the time. This can include words/ vocabulary used at the time or locally.
5	What was life like for mining children?	This section will need an introduction with images about what a mine is/ was, what comes from there and some discussion about who works in them today. This session needs to focus on the use of a range of primary sources to support the development of extended inference. Use line drawings and primary written descriptions from the Mines report or similar to introduce the range of jobs done by children. Pupils should now be able to use the zone of inference approach to go from what they can see to what they can work out from each picture/ written source. Support pupils to make links from if children were working they were not in

		school/ danger to health/ needs of families/ ideas about children. With guidance, pupils can plan and produce a structured account of What work did children do in the mines in the nineteenth century? Teachers may want to end the story by explaining how children working was gradually ended in the UK but that this is not the same everywhere. <i>This section is well supported by a museum visit e.g. Beamish Museum.</i>
6	Why was mining so important in County Durham?	Possible starter – photograph or news report of the Durham miner’s gala. Why do so many people come to one place every year to think about coal mines? Gather pupil’s ideas about why coal mining was very important in the past. (energy, industry, employment) Add to these ideas by showing them a map of Durham showing all the coalfields in the past. Help them locate places they know on the map and see if there was a mine there. Is there one now? Do they know if their family has a mining connection? Explain that villages and communities were very involved in their mine – if possible show a relevant miner’s banner for local pit. What clues do we have about miners and their communities? Use mining artefacts/ photographs/ written accounts to investigate features of mining life. Pupils can summarise their findings or choose one artefact and describe the aspect of mining life the artefact is connected with. How did a colliery disaster affect the community? What do the pupils think has happened? When and where? Use written accounts to establish the events of a colliery disaster – e.g. Trimdon Grange pit disaster is very famous and has a lot of information available. This could include looking at primary newspaper accounts, witness statements etc. Plan with the pupils a narrative account of why there was a disaster at the mine. The emphasis should be on writing about the causes of the event in a chronological way. Both tasks allow teachers to assess stage of development in historical understanding and give guiding feedback to pupils.

Year 6

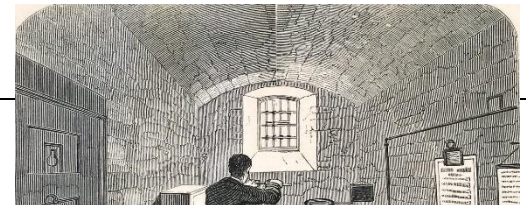
Britain at War – The
Home Front in WW2



Children in Victorian
Times



Crime and Punishment



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Unit Summary

Term	Autumn
Topic	Britain at War – The Home Front in World War 2
Key Question	What was life like in Britain during World War 2?
National Curriculum	<i>NC ref: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> - To develop their chronological understanding - Take the form of an overview of a theme across time
The Big Picture	The placement of this unit at the start of Y6 is to give teachers some flexibility in their planning of what is a very busy year for pupils. There is considerable scope in this unit to work with external experts at the DLI Collection, the Durham Archives or Historic England. The outline planning below also has an eye to the need for pupils to be Secondary ready in History and so encourages a chronological recap as well as work with primary sources, consideration of what makes an event significant and how this might be communicated as well as accurate writing in formats appropriate to the subject. All written work in History should be planned,

	expressed with grammatical accuracy and fluently spelled. By year 6 pupils should be supporting their written points with specific factual detail; names, places, events, dates and so on. Use Plan Bee 'World War 2' resources to support delivery.
Prior Knowledge	Pupils may have some prior knowledge that WW2 involved lots of countries, especially Britain and Germany, that Adolf Hitler was a key figure and led Nazi Germany, that children were sent away from cities to be safe, that food and other goods were limited, that Winston Churchill was an important British leader. They will also have some knowledge through Remembrance events (like Remembrance Day).
Possible Misconceptions	These can pop up due to films, games, or generalisation: • Thinking WW2 was only fought in Europe. • Believing all Germans were "bad guys" or supported Hitler. • Assuming everyone had the same war experience, ignoring race, class, or gender differences. • Confusing WW2 with modern conflicts or blending fact with fiction from movies/games like <i>Call of Duty</i> or <i>The Boy in the Striped Pyjamas</i>
Key Vocabulary	Conflict, war, evacuation, citizenship, utility, area, identify, source, consequences, memorial, chronology, Home Guard, Battle of Britain, Blitz, evacuation, rationing, Fire service, Air-raid shelters
Key Knowledge	• World War Two began in 1939 because of several causes. • People from across the British Empire and Commonwealth played important roles in helping Britain during the war. • Rationing was introduced in Britain because food and other supplies were limited. • The Blitz was a period of heavy bombing on British cities by German planes. • Evacuation moved children and others from cities to the countryside to keep them safe. • The Holocaust was the persecution of Jewish people by the Nazis. • Anne Frank, a Jewish girl, wrote a diary during the Holocaust.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What were the causes of WW2?	This initial session looks at when and where World War Two took place, who was involved and why war broke out.

		Children will explore the difference between historical events and causes before using a diamond nine grid to rank the causes of the Second World War from most to least important. (Plan Bee Lesson 1)
2	Who was responsible for the outbreak of WW2?	This lesson will look at, in more depth, who was responsible for the outbreak of war. Children will read and understand historical sources, determining what they mean. They will consider the author and motive of each source and if it is primary or secondary. They will conclude the lesson by giving their opinion on who they think was responsible for the outbreak of war
3	How did the British public react to the declaration of war?	In this lesson children will look at the public reaction to the declaration of war and understand how the public felt at this time. They will look at primary and secondary resources(statements), analysing their messages. Children will take part in a museum style classroom.
4	How to Britain prepare for war?	In this session, children will look at the role of propaganda and how it played its part in Britain preparing for war. Children will walk around the museum-style classroom analysing propaganda posters from this time. Children will infer the messages and motives behind these persuasive tools, understanding what impact they had on the public at this time.
5/6	What was the effect on British children during the Blitz? During this session, children will learn about evacuation and explore why the government felt that Operation Pied Piper was necessary. Through the use of carefully chosen and modelled examples, children will learn how to analyse propaganda and memoirs. Once confident, children will analyse a range of oral testimonies from evacuees. Children will take part in a practical re-inactment, which will allow them to think about the experiences and feelings of evacuees at the time. During this lesson, children will learn about the significance of the Blitz, including why Britain was targeted by the German Luftwaffe. Children will analyse photographs from the time to apply their learning and generate historically valid inferences and questions about the impact of the Blitz. (Plan Bee Lesson 4)	
7	What can we learn from the Holocaust?	This age-appropriate yet thought-provoking lesson explores how Hitler's beliefs about race led to the persecution of the Jews across Nazi Europe, culminating in the Holocaust. Children learn the story of Anne Frank and use extracts from her diary to understand the impact of the Holocaust on the Jewish people. (Plan Bee Lesson 6)

8	How was Victory in Europe achieved?	In this lesson children will look at different reasons as to why the war was won and lost. They will look at resources which include The Battle of Britain, German mistakes and the involvement of USA. They will understand that, although VE was possible, the war was not over between USA and Japan.
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Unit Summary	
Term	Spring
Topic	Children in Victorian times
Key Question	What was life like for children in Victorian Britain?
National Curriculum	<i>NC ref: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> • To develop their chronological understanding • Take the form of an overview of a theme across time
The Big Picture	Journey back to the Victorian era with this unit as your class discover what life would have been like for them if they had been born in the 19th century. These informative, detailed and inspiring lessons will soon have your class comparing their modern lifestyles to the lifestyles of both poor and rich Victorian children and gives them

	the chance to find out a wealth of information about different aspects of life for people in Victorian Britain. Use Plan Bee ‘Children in Victorian Britain’ resources to support delivery.
Prior Knowledge	Pupils may know that Victorian children often worked, especially in harsh jobs like factories, mines, or as chimney sweeps, that school was strict with rote learning and punishments like the cane or dunce hat and that there was a big difference between rich and poor children — rich children had toys, tutors, and nicer clothes. They might also be aware that Queen Victoria ruled during the Victorian era (1837–1901).
Possible Misconceptions	These are common areas where children might have heard something but not quite grasp the full picture: • Not all children worked — only those from poorer families. Rich children had very different lives. • The timeline of the Victorian era might be fuzzy. They may not connect it clearly to the Industrial Revolution or major inventions. • The role of education — some may think all children eventually went to school, not realising that compulsory education didn’t come until 1880 (and even then, it wasn’t equal). • The reason for child labour — many might not fully understand <i>why</i> children had to work (poverty, no laws, family need for income). • May not yet link the Victorian period to wider changes, like industrialisation, health reforms, or empire building.
Key Vocabulary	Dunce, Slate, Cane, Chimney sweep, Factory, Mine, Workhouse, Industrial Revolution, Child labour, Reform, Victorian
Key Knowledge	• Queen Victoria ruled from 1837 to 1901. • Poor Victorian children often had to work in dangerous jobs instead of going to school. • Laws were gradually introduced to protect children, thanks to people like Lord Shaftesbury and Dr Barnardo. • Victorian schools were very strict, with large classes, rote learning, and punishments. • The Victorian era is known as “the birth of childhood” because children began to have toys, games and leisure time. • Everyday life for children varied greatly depending on their family's wealth.

Intended Learning

Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	Who was Queen Victoria?	This first lesson provides your class with a background to the Victorians, giving details about Queen Victoria, her reign and some of the characteristic features of the period. It also lets your class think about what they already know about Victorian children and what they would like to find out, using pictures as a stimulus for generating questions and inferring facts. (Plan Bee Lesson 1)
2	What was life like for poor children in Victorian Britain?	This thought-provoking lesson looks at the lives of poor children in Victorian Britain and looks at what they had to do in order to avoid the dreaded workhouse. Starting with an extract from 'Oliver Twist', your class will then find out why children didn't have to go to school, and how and why poor children were put to work as soon as they were able. They will also find out about some of the different jobs that children had to do and some of the associated dangers. (Plan Bee Lesson 2)
3	Why was the Victorian era a time of social change?	The Victorian era was a time of great social change. This lesson takes a look at the lack of protection for poor children in the early Victorian period and goes on to explore how and why laws were put in place to try and protect children from hazardous jobs and give them an education. Your class will learn about the work of Lord Shaftesbury and Dr Barnado, as well as some of the Acts that were passed in parliament in the nineteenth century. The alternative activity for this lesson provides an opportunity for an interesting class debate about these new laws to protect children. (Plan Bee Lesson 3)
4	What was school like for Victorian children?	This fun and informative lesson will have them marvelling at how different schools today are to schools during the Victorian era. The slides for this lesson start by showing them a photo of a typical Victorian classroom and challenging them to spot similarities and differences, before finding out a bit more about how Victorian schools were structured and what children were taught. There is then the opportunity to have a little taster of a Victorian classroom for themselves! (Plan Bee Lesson 4)
5	What did Victorian children do for fun?	This lesson teaches your class why the Victorian era is often referred to as 'the birth of childhood'. They will think about how leisure time for children might have been different in the Victorian period to today and learn about some of the ways in which children used to entertain themselves, including Victorian games and toys. (Plan Bee Lesson 5)

6	What was daily life like for Victorian children?	Your class can put their research skills to the test in this lesson as they carry out their own research to find out what everyday life was like for children in Victorian Britain. They will start by considering what they already know and making predictions for what they might find out for areas such as food, clothing, homes and religion. They are then challenged to use a variety of different sources of information to help them gain a clearer understanding of what daily life was like during this period. (Plan Bee Lesson 6)

Unit Summary	
Term	Summer
Topic	Crime and Punishment
Key Question	How has crime and punishment changed through the ages?
National Curriculum	<i>NC ref: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> - To develop their chronological understanding - Take the form of an overview of a theme across time
The Big Picture	This unit will take your Year 6 class on a journey through British history as they discover how crime and punishment has changed throughout the ages. Beginning with the Romans and traveling right through to the present day, your children will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished. Use Plan Bee 'Crime and Punishment' resources to support delivery.

Prior Knowledge	Through previous learning, pupils might have some knowledge of: • The Romans (Roman laws and punishments like crucifixion or public execution) • The Anglo-Saxons (wergild, trial by ordeal) • Victorian times (workhouses, child labour, police force development) • WWII (rationing laws, black market crime)
Possible Misconceptions	Thinking that harsh punishments = more effective justice. Assuming modern policing and court systems always existed. Believing medieval punishments were used everywhere or were the same in all societies.
Key Vocabulary	Crime, Punishment, Law, Justice, Court, Police, Judge, Jury, Magistrate, Executioner, Pillory, Transportation, Weregild, Tithe, Fine, Highwaymen, Poachers, Smugglers, Police, Prison
Key Knowledge	• Crime and punishments have changed over time, from Roman Britain to the present day. • The Romans introduced a formal justice system with judges, juries and harsh punishments. • Anglo-Saxons and Vikings used local systems, like <i>weregild</i> (fines), <i>tithings</i>, and <i>trial by ordeal</i>, to deal with crime. • The Normans brought stricter laws, such as Forest Laws and brutal punishments. • Tudor and early modern times saw religious conflict, which led to harsh punishments for religious crimes. • The 19th century brought major changes, including the start of the police force and the use of prisons.

Intended Learning		
Lesson	Learning Objective / Key Question	Brief Outcome and Overview
1	What crimes have been punished through the ages?	This unit starts by thinking about the kind of crimes that are common today and how we punish them. It then goes on to look at a timeline of Britain from the Romans to today and introduces the broad themes that will be looked at over the coming lessons. Your class will also become familiar with vocabulary that will be

		useful throughout the scheme of work, such as judge, jury, pillory and transportation. (Plan Bee Lesson 1)
2	What was the impact of the Roman justice system?	In the second lesson of this series, your class will recap when the Romans lived and when they arrived in Britain using prior learning from Year 4. They will then go on to explore which crimes were common in Roman Britain and how they were punished. They will find out how and why the Roman justice system still has an influence on law and order today, as well as how Romans turned to divine help when the established system couldn't help them. (Plan Bee Lesson 2)
3	How did crime and punishment change during Viking and Anglo-Saxon rule?	This lesson explores how crime and punishment changed when the Romans left Britain, and how the Anglo-Saxons and Vikings dealt with criminals. Your class will find out about weregild and tithingmen, as well as trial by ordeal. During their independent learning, they can look at some cases of Anglo-Saxon crime and punishment, reading accounts of crimes, deciding if the defendant is guilty or innocent, then choosing an appropriate punishment. There is also the opportunity to read a story about Britain's most famous outlaw, Robin Hood. (Plan Bee Lesson 3)
4	How were medieval crimes punished?	Pupils will learn about the new laws that were introduced to Britain after the Norman invasion. It explores new crimes that were being committed in the medieval period and the reasons for these new crimes (such as the introduction of Forest Law), and the punishments that came with them, such as mutilations and fines. It also explores how the religious upheaval of the Tudor period created specific crimes that were harshly dealt with. (Plan Bee Lesson 4)
5	What did crime and punishment look like during the Early Modern period?	With a country in religious turmoil, the early modern period began with the infamous gunpowder plot and a Civil War. There were lots of crimes relating to religion, as well as a rise in highwayman, poachers and smugglers. Your class will find out what caused these changes as well as how they were dealt with through the 'Bloody Code' and the newly introduced transportation. (Plan Bee Lesson 5)
6	How did the Victorians deal with crime?	This lesson will teach your class all about the social, economical and industrial changes that happened during the 19th century, and how this was reflected in the crimes that were committed and how they were detected and punished. Your class will find out about the creation of the police force, the use of prisons as punishments and how prisoners were now being transported to Australia. They will

		find out about changes in law too which led to changes in crimes, such as failing to send your child to school. (Plan Bee Lesson 6)
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