

History at Sharley Park Community Primary School

Our Ultimate End Goal:
What will our historians be able to do when they leave us?
By the end of their time at Sharley Park Community Primary School our Year 6 historians will have developed a deep and broad knowledge of local, British and world history. The children will be equipped with the skills that will enable them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. They will understand the historical concepts of chronology, change, cause and consequence, similarity, difference and the significance of events and their impact on the future. They will use historical terms and vocabulary accurately and effectively. They will know how to use a wide range of historical sources to enable them to research their own lines of enquiry.
Historical learning experiences at Sharley Park Community Primary School will be inspire our childrens' curiosity to know more about the past and instil in them a positive attitude to learning. They will take away with them a respect for diversity, social responsibility and a sense of how events from the past have shaped their future.

Overview

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How we change through time.	Changes in living memory- Transport	The Great Fire of London	Stone Age to Iron Age	Anglo-Saxon settlement of Britain	Tudors	Victorians
	Explorers: Neil Armstrong and Columbus	Queens of the past.	Roman Britain	Viking's invasion of Britain to 1066.	Stuarts	WWII- Battle of Britain
	Significant individuals: Florence Nightingale and Mary Seacole	Significant individuals: Bess Hardwick	Ancient Egypt	Ancient Greeks	Babylon 600Bc	Local study: George Stephenson

Our curriculum.

We have designed our curriculum to cover key concepts and common connections.

These are outlined in the tables below:

Our Key Concepts				
	Cause and consequence	Continuity and change	Similarity and difference	Historical significance
Early Years		How we change through time.		
Year 1		Past and Present- George Stephenson	Explorers- Columbus and Armstrong	Heroines: Florence and Mary Seacole
Year 2	Great Fire of London	Queens of the past.		Bess Hardwick.
Year 3		Stone Age to Iron	Ancient Egypt	Roman Britain
Year 4	Viking conflict with Anglo-Saxons culminating in 1066.		Anglo-Saxon occupation of Britain	Ancient Greece
Year 5	Stuart Britain	Tudor Britain	Babylon 600BC	
Year 6	WWII-Evacuees	Victorian Britain		Local Study: George Kenning.

Our Common connections						
	Trade and commerce	Invasion	Monarchy	Religion/ Afterlife	Civilisation	Technological advancement
Early Years						
Year 1					What were the similarities and differences between Mary Seacole and Florence Nightingale?	What impact did George Stephenson have? What has changed about exploration?
Year 2			How could we prevent the Great Fire of London?		How could we prevent the Great Fire of London?	How could we prevent the Great Fire of London?

			What differences and similarities are there between the two Queens?		What makes Bess an important historical figure?	What differences and similarities are there between the two Queens? What makes Bess an important historical figure?
Year 3	Stone Age to Iron Age: Which Prehistorical period would you want to live in? What was the legacy of the Roman invasion of Britain?	What was the legacy of the Roman invasion of Britain?		What was the legacy of the Roman invasion of Britain? What was it like to live by the Nile in Ancient Egypt?	Stone Age to Iron Age: Which Prehistorical period would you want to live in? What was the legacy of the Roman invasion of Britain? What was it like to live by the Nile in Ancient Egypt?	Stone Age to Iron Age: Which Prehistorical period would you want to live in? What was the legacy of the Roman invasion of Britain?
Year 4		How did the Anglo-Saxon invasion compare to the Romans? What was the historical impact of the Viking's conflict with the Anglo-Saxons?	How did the Anglo-Saxon invasion compare to the Romans? What was the historical impact of the Viking's conflict with the Anglo-Saxons?	What was the historical impact of the Viking's conflict with the Anglo-Saxons?	What was the impact of Ancient Greece on the modern world?	What was the impact of Ancient Greece on the modern world?
Year 5	What made Babylon so influential in this period?		Tudor Britain: Why is this such a significant period in British history?	Tudor Britain: Why is this such a significant period in British history?	Stuarts: Was the English Civil war preventable? What made Babylon so influential in this period?	Stuarts: Was the English Civil war preventable?
Year 6	Victorian: Why is this such a significant period in British history?				Victorian: Why is this such a significant period in British history?	Victorian: Why is this such a significant period in British history? What was experience of being an Evacuee like? What impact did George Kenning have on Derbyshire?

Early Years

History is embedded in the EYFS curriculum as part of continuous provision, as well as taught sessions focussed around Topic subjects. With special reference to understanding the world (UTW), within the EYFS framework and other prime areas of learning and the characteristics of effective learning. In topics such as 'Me and My Community' children compare local history, family history and traditions. In 'Ready Steady Grow' children access areas of UTW in provision and touch upon history within explicit taught sessions such as 'farming in the past'.

Year 1

Overview

Unit	Past and Present- Transport	Explorers	Heroines
NC coverage	<ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -Significant historical events/people in own locality. -Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - . They should use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - events beyond living memory that are significant nationally or globally - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - events beyond living memory that are significant nationally or globally - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Overview	<p style="text-align: center;"><u>Overarching Question</u> What is different about the past?</p> <p>This is our first history unit in KS1 and we begin our journey into history by looking at transport from past to present. This is a great introduction into the study of the past as it links into their previous learning in Early Years where they brought pictures in from the past to show their own personal growth and change. Here we are building on those skills. We focus on the life of George Stephenson. We look at how his revolutionary railroad changes affected not only local area but the whole of</p>	<p style="text-align: center;"><u>Overarching Question</u> What has changed about exploration over time?</p> <p>In our Second unit we examine two great explorers of the past. We compare their personal journeys and how they went about completing these journeys. We take a more detailed look at sources and what these tell us about the past i.e., are they photos or drawings. What does this tell us about if something is older or more recent? We look at Christopher Columbus and Neil Armstrong, how did these two explore a 'new frontier' what similarities can we pull from the stories and what are the marked differences?</p>	<p style="text-align: center;"><u>Overarching question</u> What were the similarities and differences between Mary Seacole and Florence Nightingale?</p> <p>In our final unit in history, we examine the lives of Mary Seacole and Florence Nightingale. We begin by looking at who these two women are: the trajectory and significant historical events in their lives. We then compare these two figures, comparing how their lives shared many common themes but push our children to also notice the historical differences.</p>

	Britain. We examine his personal drive and place him within the historical.		
Knowledge/our focus Questions	<ol style="list-style-type: none"> Who was George Stephenson? What were some of his exploits? Why is he important to local history? Does he have a lasting impact? What impact did George Stephenson have on Clay cross? How has travel changed due to George Stevenson? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What impact did George Stephenson have? 	<ol style="list-style-type: none"> What do sources tell us about an events place on our timeline? What was the same about Columbus and Armstrong's journey? What was different about their journeys? How did each journey impact the world? How are they remembered today? Does the period in history impact on the means of travel? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What has changed about exploration? 	<ol style="list-style-type: none"> Who was Mary Seacole? What challenges did Mary Seacole face and why? How did Mary's life in Jamaica help her in Crimea? Who was Florence Nightingale? How did she change hospitals? What impact did she have after she left Crimea? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What were the similarities and differences between Mary Seacole and Florence Nightingale?
Vocab overview.	Modern, new, old, past, present, change, same, different, Victorian, evidence, source, Railroad, modern, steam train, locomotive	Difference, similarity, discovery, technology, advancement, evidence, photo, change, frontier, motivation, comparison, aviation, naval, charter, disaster, tragedy, pioneer, new world, astronaut	Doctor, nurse, medical, medicine, hospital, Crimea, empire, soldier, wound/wounded, herbal, Jamaica, racism, prejudice, impact, similarity, difference, pestle and mortar, remedies, 1800's, Lord, Queen Victoria
Concept covered	Continuity and Change	Similarity and difference	Historical significance
Common connection covered	Technological advancement	Technological advancement	Civilisation

Year 2			
Overview			
Unit	The Great Fire of London	Queens of the past.	Bess of Hardwick
NC coverage	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally They should know where the people and events they study fit within a chronological framework They should use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

	<p>- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>- They should use a wide vocabulary of everyday historical terms.</p>	<p>-They should use a wide vocabulary of everyday historical terms.</p>
Overview	<p><u>Overarching Question</u></p> <p>How could we prevent the Great Fire of London? In this unit we dive into 1600s Britain, we look at the current situation in London, briefly covering the plague outbreak prior to the Great Fire and examining how trade and the importation of rats and fleas may have brought the plague over from Europe. We then examine the building in London at the time, comparing them to their modern counterparts and noticing the differences in building type, design, building materials etc. We look at the key figures from the time such as Charles II and Samuel Pepys, looking at how historians use his diary entry as eyewitness evidence of the event. This skill of historical enquiry will be developed in further units in KS2. We then look at the fire itself, how it started, spread and was fought, We gain a deep understanding of the mitigating circumstances and methods used to fight the fire so we are able to confidently answer our overarching question.</p>	<p><u>Overarching Question</u></p> <p>What differences and similarities are there between the two Queens?</p> <p>In this unit we compare two reigns of powerful Queens in British history, we compare Queen Elizabeth I to that of Queen Victoria. Exploring how their two reigns have similarities and differences and how we can use source material such as photographs and a lack of the place the two reigns in a chronological timeline. We look at the view of women at each of the eras, how they have progressed on the one hand but then how they differ from modern standards. This then allows us to map out the steady progress of women's rights and enables the Children to gain a sense of the timescale.</p>	<p><u>Overarching Question</u></p> <p>What makes Bess an important historical figure?</p> <p>In this unit we take an in-depth look at Bess of Hardwick, we follow her turbulent and ever-changing story- tracing it from her early life in an impoverished family, to her numerous marriages and rapid rise to becoming one of the most powerful people in Tudor Britain! She has had a lasting impact within our local area which can be observed in her innovative building projects such as the old and new Hardwick Hall and her renovations to Chatsworth house. We make links to our previous learning and make connections to her relationship with Queen Elizabeth I who has been covered in our previous unit in year 2!</p>
Knowledge/our focus Questions	<ol style="list-style-type: none"> 1. What was London like before the Fire? 2. What is London like compared to modern London? 3. Why is Samuel Pepys so important? 4. How did the fire spread so rapidly? 5. What caused the fire to stop? 6. What was the impact of the fire? <p>Use all the learning thus far to answer Overarching question.</p> <p>How could we prevent the Great Fire of London?</p>	<ol style="list-style-type: none"> 1. Which Queen is the most recent in history and why? 2. What are the main events in Queen Elizabeth's life? 3. How did her reign impact Britain? 4. What are the main events in Queen Victoria's life? 5. How did her reign impact Britain? <p>Use all the learning thus far to answer Overarching question.</p> <p>What differences and similarities are there between the two Queens?</p>	<ol style="list-style-type: none"> 1. Who was Bess of Hardwick? (source lesson) 2. How did Bess come to marry her first husband? 3. What was Bess' life like as Lady Cavendish? 4. How was Bess a good business woman? 5. How did Bess become a countess? 6. What was Bess' legacy? <p>Use all the learning thus far to answer Overarching question.</p> <p>What makes Bess an important historical figure?</p>
Vocab overview.	Flammable, Bakery, Monarch, King Charles II, Plague, Leather buckets, St Paul's Cathedral, River Thames,	Monarch, Queen, dynasty, power, comparison, successor, legacy, impact, national, significance, noteworthy, age, empire, empress, reign	Queen Victoria, Mary Queen of Scots, significance, Victorian era, Tudors, legacy, Noblewoman, lady-in waiting, gentry, , Countess, manor, Hardwick, Chatsworth, will, inheritance,

	Samuel Pepys, Diary, gunpowder, firehose, fire break, decree, ignite, servant, eyewitness.		innovative, debt
Concept covered	Cause and consequence	Historical significance	Historical significance
Common connection covered	-Monarchy -Civilisation -Technological advancement	-Monarchy -Technological advancement	-Technological advancement -Civilisation

Year 3			
Overview			
Unit	Stone age to Iron Age Britain	Roman Britain	Ancient Egypt
NC coverage	<ul style="list-style-type: none"> -Changes in Britain from Stone Age to Iron Age Britain. - To develop a chronologically secure knowledge and understanding of British and world history. - They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> -Roman Empire and its impact on Britain. - To develop a chronologically secure knowledge and understanding of British and world history. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	<ul style="list-style-type: none"> - The achievements of the earliest civilizations - They should understand how our knowledge of the past is constructed from a range of sources. - Pupils should continue to develop a chronologically secure knowledge
Overview	<p><u>Overarching Question</u> Which Prehistorical period would you want to live in?</p> <p>In this Topic we look at our first chronological examination of time. We build on what we have learnt from KS1 and discuss by what is meant by the past and what is a period in history? We look at when prehistory ends around the world to understand the definition and Britain's place on a global scale. We then use practical resources to give a pictorial demonstration of how far back the prehistoric time is. We contextualise this vast time leap by showcasing where previously taught events in KS1 fit onto the timeline. We then move onto highlighting the key events and timescale across the 10,000 year long period and where the three main distinct time period fit into this and their characteristics. We continue to make links to previously taught vocab in KS1 by discussing trade and kingdoms. We end this topic by using everything we have learnt about the time period to answer a broad overarching question that can have multiple answers. This allows the students to showcase their grasp of the historical fact and use historical enquiry linking into source availability/ reliability to back up their answers.</p>	<p><u>Overarching Question</u> What was the legacy of the Roman invasion of Britain?</p> <p>We begin by looking at why Julius Caesar's invasion failed in 55-54BC, this allows us to link back to previously taught materials in 'Stone Age to Iron Age', as we can talk about the Celts and also the European powers conquered by Rome who will have been mentioned when talking about Celt trade. We can also make direct links/comparison to what we know about Britain at this time and Roman Italy. We then move onto exploring the entirety of Rome's occupation of Britain, looking at infrastructure and technological advancements. We examine Celtic resistance and focus on key figures such as Boudica and Hadrian. Finally focussing our attention on the local and national impact the Romans had on Britain and making links to the remaining modern evidence of Roman Britain.</p>	<p><u>Overarching Question</u> What was it like to live by the Nile in Ancient Egypt?</p> <p>In this unit we look at Ancient Egypt, we will begin by revisiting our vocabulary learnt thus far to give us an idea of timeline and chronological ordering. We will then divide the Ancient Egyptian timeline into its main periods, highlighting the key milestones. We explain we are going to look at the New Kingdom period to focus our study as this was Ancient Egypt at its most powerful (we can use our understanding of Bronze Age Britain at this time to give a great appreciation for Egypt's status.) We will also go all the way forwards to the end of Ancient Egypt as this links into the Roman Empire previously taught and will link into the Ancient Greeks next year. Aiding our students in creating a mental timeline. The main focus of our lessons will be on exploring Egyptian life during the New Kingdom, its modern impact on the world and conduct an in-depth study of historical process and analysis on source validity and debate.</p>

Knowledge/our focus Questions	<ol style="list-style-type: none"> 1. What is Prehistory and is it the same across the world? 2. What is Archaeology and how can we use it to find out about the past? 3. How was Britain settled and how did they survive? 4. Would you rather be a nomad or farmer? 5. What is the difference between a tribe and a kingdom? 6. How did trade impact Iron Age Britain? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> 7. Which Prehistorical period would you want to live in? 	<ol style="list-style-type: none"> 1. Why did Julius Caesar attempt to invade in 55-54BC? 2. What was Roman power like in comparison to Britain at AD 43? 3. Did the Romans find it hard to conquer Britain? 4. What was 'Roman Britain' like? 5. Are there any lasting local reminders of the Romans? 6. What did the Romans leave behind them when they fled? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> 7. What was the legacy of the Roman invasion of Britain? 	<ol style="list-style-type: none"> 1. What were the main periods of Ancient Egypt? 2. How did Ancient Egypt compare to other places in the world? 3. What was the importance of the River Nile to Egyptians? 4. What religion did Ancient Egyptians follow? 5. How do we know so much about them? 6. What were some of their major technical advancements? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> 7. What was it like to live by the Nile in Ancient Egypt?
Vocab overview.	BC, AD, Prehistory, Stone Age, Bronze Age, Iron Age, Archaeologists, artefact, source, Palaeolithic, Mesolithic and Neolithic periods, species, Hunt gathers, agriculture, livestock, permanent settlements, Stonehenge, monuments, Bronze, reared animals, cairns, stone circles, Iron, impurities, farmsteads, hillforts, trade, Nomad, Tribe, Kingdom	Empire, Kingdom, Fort, permanent settlement, Archaeology, Emperor, withdraw, invade, revolt, senate, temple, conquer, aqueduct, pillage, legion, pillage, centurion, romanisation.	Nile, Amulet, Afterlife, Canopic Jar, Book of the dead, Pharaoh, New Kingdom, Dynasty, Delta, Archaeology, Archaeologist, Inundation, Lower Egypt, Upper Egypt Mummy, Pyramid, Rosetta Stone, Sarcophagus, Scribe.
Concept covered	Continuity and Change.	Historical significance	Similarity and difference
Common connection covered	-Trade and commerce -Civilisation -Technological Advancement	-Trade and commerce -Invasion -Religion/Afterlife -Civilisation -Technological advancement.	-Religion/Afterlife -Civilisation

Year 4			
Overview			
Unit	Anglo-Saxon settlement of Britain	Viking conflict with Anglo-Saxon Britain culminating in 1066	Ancient Greece and its impact on the world.

<p>NC coverage</p>	<p>- Britain's settlement by Anglo-Saxons and Scots - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>- The Viking and Anglo-Saxon struggle for the Kingdom of England - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>- Ancient Greece – a study of Greek life and achievements and their influence on the western world - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study -They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
<p>Overview</p>	<p><u>Overarching Question</u> How did the Anglo-Saxon invasion compare to the Romans?</p> <p>Our first topic in year 4 continues chronologically from our examination of the Romans in Year 3, we will recap the events from Stone Age to the Roman exit of Britain to begin our Topic. Making use of the floor book from the previous year in our recount. We then examine Anglo-Saxon gradual occupation of Britain, their reasons/ motivations for doing so. The impact this had on Britain and its native inhabitant such as the Celts and Picts. We can link these back to our examination of them in our Roman topic. We can make direct links to technological decline in this time, explaining the occurrence of the dark age and why it is called this and its connection with the fall of Roman influence. We will then look at the establishment of the kingdoms of Anglo-Saxon Britain, religion in the area (again linking back to Roman Christianising of central Europe seen in Y3). This will also build on previously taught vocabulary in KS1 and Year 3 on settlements, kingdoms, Empire and country. We will look at Europe at the same time and the emergence of new powers with the fall of Rome and how a trade was organised with these powers. We will then link back to the Roman invasion and compare the two invasions, the lasting impact of their occupation and their reasons for invading.</p>	<p><u>Overarching Question</u> What was the historical impact of the Viking's conflict with the Anglo-Saxons?</p> <p>This topic continues directly from Anglo-Saxon Britain, here we look at the initial raiding done by the Vikings and their reasons for doing so. We look at other areas other than mainland Britain that they raided, looking at parts of Northern France which were looked at as trading partners of the Anglo-Saxons in the previous topic. We move on to the eventual settlement of Viking in Britain. By this stage our students are well established with the terminology used in the subject such as settlement, invasion, kingdom, raiding, colonisation etc. as these have all been previously and repeatedly examined in prior units. We then move on to the Rise of King Aethelred and the beating back of the Vikings by the Anglo-Saxons. This leads us finally into the final invasion by King Harold and then the Norman conquest by William, Duke of Normandy. During this topic we will continue to examine the historical debate and build our historical skills to understand and enquire about the time and how we can use historical debate and source material to create more detailed/ historically viable answers.</p>	<p><u>Overarching Question</u> What was the impact of Ancient Greece on the modern world?</p> <p>Here we examine the links of the modern world to the ancient Greeks. First, we place the Greeks into our overgrowing chronological timeline of the world and its events, we can tie the Greeks into pre-existing knowledge on the Ancient Egyptians (Alexander the Great) and Romans (Roman occupation of Greece) to help place them in our historical narrative. After we have done this, we begin to discover key characters in Ancient Greece and their discoveries and how these link to the modern world. We will look at, democracy, science, philosophy, language and sports. How all these have routes that are traceable directly back to the Ancient Greeks. The aim of this unit is to not only expand on the students' knowledge of the past and important world events, but to also highlight the significance of historical study in understanding our current world. We will explore the historical study of the time and link the study of history itself back to Herodotus. We will not only look at the impact on the modern world but see if we can see the Greeks influence in Roman, Anglo-Saxon and Viking societies we have previously studied.</p>
<p>Knowledge/our focus Questions</p>	<ol style="list-style-type: none"> Why did the Romans leave and what happened to their Empire? What happened after the Romans left and before the Anglo-Saxons arrived? What were the main Kingdoms in Anglo-Saxon Britain? Why did the Anglo-Saxons change religion? Why do we refer to this as a dark age? How much archaeological evidence is left over? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> How did the Anglo-Saxon invasion compare to the Romans? 	<ol style="list-style-type: none"> Why did the Viking begin raiding Britain? Why did they decide to settle on Britain? Why is king Aethelred important? What is Danegeld? What was Anglo-Saxon Britain like after Danegled? Who is Edward the Confessor? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What was the historical impact of the Viking's conflict with the Anglo-Saxons? 	<ol style="list-style-type: none"> What was the Ancient Greece civilisation like? How do they fit into our timeline? What are some of the key concepts of Ancient Greek world? How did this impact the historic world? Who are some of the main Ancient Greek historical figures? What do we use today that the Greeks pioneered? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What was the impact of Ancient Greece on the modern world?

Vocab overview.	Angles, Saxons, Picts, Celts, Romans, Scots (Irish), Pagan, Kingdom, Invasion, settlement, occupation, resistance, Germany, Denmark, Pagan, Paganism, Britons, Wergild, pagans, Earl, Witan, Shire reeve, tithing, succession, Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.	Fryd, Geld tax, Kingdom, Invasion, settlement, occupation, resistance, Germany, Denmark, Pagan, Paganism, Wergild, pagans, missionary, Earl, Witan, Shire reeve, tithing, succession, Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex, longship, pillage, raid, monarch, king, Norman, Viking,	City state, ancient, civilisation, philosophy, Mount Olympus, Sparta, Athens, Hoplites, Democracy, myths, empire, Olympics, language, parliament, Herodotus, democracy, Pythagoras, Aristotle, Alexander the Great, Acropolis
Concept covered	Similarity and difference	Cause and consequence	Historical significance
Common connection covered	-Invasion -Monarchy	-Invasion -Monarchy -Religion/Afterlife	-Civilisation -Technological advancement

Year 5			
Overview			
Unit	Tudor Britain	Stuart Britain	Babylon 600BC
NC coverage	<ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	<ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - . They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - They should understand how our knowledge of the past is constructed from a range of sources
Overview	<p style="text-align: center;"><u>Overarching Question</u> Why is this such a significant period in British history?</p> <p>Here we look at an exciting time in Britain, the Tudors period is marked by the reigns of King Henry VIII and Queen Elizabeth I. We look at both reigns to answer our questions, looking at the social, political and religious change brought about by King Henry VIII and then the stabilisation and careful leadership of Elizabeth I- this build on previous learning in Year 2. Here we look at Sir Francis Drake and his circumnavigating the globe for the first time- again linking back to study in Year 1 of explorers. We look at Spain's raise to power in this time and Francis'</p>	<p style="text-align: center;"><u>Overarching Question</u> Was the English Civil war preventable?</p> <p>We continue directly where we left our historical study, going from the rule of Elizabeth I to the rule of King James I of England, we explore the changing political and religious landscape in Britain at the time, linking back to the reign of King Henry VIII and Tudor Britain. We delve into the complicated political scene of the time and see the causation of the Civil war, its outcome and lasting impact on Britain. This is a great case study to examine historical bias, we look at common sauces and how historians choose to interpret these</p>	<p style="text-align: center;"><u>Overarching Question</u> What made Babylon so influential in this period?</p> <p>We now change from our progressive forward marching timeline to go back to Babylon in 600BC. This helps remind our Students that History is an all-encompassing subject that covers the whole globe, not just the study of major European powers that have relevance to British History. We re-examine our learning on Ancient Egypt at the time to help place Babylon in our timeline. Babylon was a thriving hub of commerce, education, and the most populated city in the world at the time. We make direct</p>

	raids, culminating in the Spanish Armada. This expansive examination allows students to explore both the political, religious, financial, structural and military significance of the period, giving them many possible answers which will enable them to use a range of the historical skills they have learnt at Sharley.	can result in differing conclusions. Included in this study is looking at the succession of power by different monarchs, religious friction (gunpowder plot) and the class struggle.	comparisons between this and Britain in from our Year 3 Stone Age to Iron Age.
Knowledge/our focus Questions	<ol style="list-style-type: none"> How do the Tudors fit within our timeline? Who is Henry VIII? Why did he want to separate from the Catholic church? What impact did this have on Britain? Why were Britain and Spain Rivals? What was the result of the Spanish Armada? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> Why is this such a significant period in British history? 	<ol style="list-style-type: none"> How did the Tudor age impact the Stuart? Why was there conflict between James I and Parliament? What was the motivation behind the Gunpowder plot? Was caused the outbreak of war? What happened after Cromwell's victory? Did Britain stabilise? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> Was the English Civil war preventable? 	<ol style="list-style-type: none"> Where is Babylon? How does it fit within our timeline? How does Babylon compare to Egypt and Britain at the same time? Who is Nebuchadnezzar II? What made Babylon so powerful? What caused the downfall of Babylon? <p>Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What made Babylon so influential in this period?
Vocab overview.	Monarchy, dynasty, successor, catholic, protestant, reformation, dispensation, dissolution, King, Queen, executed, dissolution, pope, Vatican, Queen Elizabeth, King Henry VIII, armada, Empire, New world, raids, navy	Heir, union, Divine Right of Kings, tax, plot, treason, gunpowder, treason, Guy Fawkes, gunpowder, Francis Tresham trial, execution, tyranny, puritan, archbishop, civil war, taxation, Parliament, Puritan, power, cause, rebellion, fault, responsibility, Monarch, Parliament, New Army, Cromwell, roundheads	Tigris, Euphrates, fertile, Mesopotamia, civilisation, cuneiform, Hammurabi, code, laws, Caliph, Al-Mansur, Tigris River, trade route, City of Peace, location, Mosque, Palace, government, AD 900, medicine, philosophy, translation, House of Wisdom, scholar, Mongols, Asia, Abbasid, Caliphate, depopulate, uninhabitable, irrigation
Concept covered	Continuity and change	Cause and consequence	Similarity and difference
Common connection covered	-Monarchy -Religion/Afterlife	-Civilisation -Technological advancement	-Civilisation -Trade and commerce

Year 6 Overview			
Unit	Victorian Britain	WWII-The battle of Britain	Local history study: George Kenning.
NC coverage	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -.They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. -Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

	- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.		
Overview	<p align="center"><u>Overarching Question</u> How did Victorian Britain change overtime?</p> <p>We look at how Britain change over the course of the Victorian period, we focus on two main aspects, the gradual change of education and living conditions across different classes. Comparing their living conditions to our own. We will also examine how the Industrial revolution made sweeping changes across the nation, looking in particular at the changes in the East midland, enriching our learning with visits to local mill.</p>	<p align="center"><u>Overarching Question</u> What was experience of being an Evacuee like?</p> <p>In this unit we look at life as an Evacuee in World War 2. We begin our topic by looking at the key events of the war and then comparing it to the battles and type of warfare of World War 1. This enables our children to understand it was the technological advancement of bombing aircraft and aviation in general that lead to the need for evacuation where it wasn't needed before. We try encourage our children to look at multiple examples of real life evacuee testimonies to build a mature picture of the differing experiences. Where we can we endeavour to make it a more personal topic by staff and the class bringing in real life examples such as stories or photos from family members who were evacuated. We also look at other countries in the war to help gain a greater understanding of the far reaching impact of the conflict.</p>	<p align="center"><u>Overarching Question</u> What impact did George Kenning have on Derbyshire?</p> <p>In the our Local Study project we look at the life, accomplishments and impact of George Kenning on our local area. Kenning had a huge impact on Clay Cross' development and the current layout. Building that were part of his business are still found today, as well as Kenning Park which he named after his parents.</p>
Knowledge/our focus Questions	<ol style="list-style-type: none"> How does this period fit into our timeline? What were some of the main advancements of the Victorian era? Why was the industrial revolution so important? Was class important in Victorian Britain? Would you like to live in Victorian Britain? How does the start of the Victorian period compare to the start? <p align="center">Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> How did Victorian Britain change overtime? 	<ol style="list-style-type: none"> Why did World War 2 start? What were the main differences between WW1 and WW2? What is an Evacuee and what did they need? Did all Evacuees have the same experience? Was it only Britain who had Evacuees? <p align="center">Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What was experience of being an Evacuee like? 	<ol style="list-style-type: none"> Who was George Kenning? How did his life impact our local area? How did the Victorian period impact his success? What can we find in our local area that has a direct link to Kenning? What was Kenning's wider impact outside of Clay Cross? <p align="center">Use all the learning thus far to answer Overarching question.</p> <ol style="list-style-type: none"> What impact did George Kenning have on Derbyshire?
Vocab overview.	British Empire, Queen Victoria, emigration, malting, poor law, model town, ragged schools, reformer, workhouse, queen, Empress, monarchy, factories, mill, industrial revolution, shilling,	Invasion, dictator, totalitarian, tyranny, persecuted, royal air force, squadron, government, state, occupation, fascism, blitzkrieg, allies, axis, evacuation, evacuee, ration, air raid, Anderson shelter, prime minister, Homefront	Kenning, entrepreneur, employer, entrepreneur, commerce, industry, pioneer, motor trade, manufacturer, Morris
Concept covered	Continuity and change	Cause and consequence	Historical significance

Common connection covered	-Trade and commerce -Civilisation -Technological advancement	-Technological Advancement	-Technological Advancement
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PROCEDURAL KNOWLEDGE - What skills do we want our historians to have? Analyse, evaluate and solve problems How will these skills build on what went before and help prepare our children for what is coming next?

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Beginning to:- ☑ develop a chronological understanding. (long ago and now) ☑ understand that things change over time ☑ look at differences between objects from the past and now ☑ show an interest in the past ☑ use common words and phrases	Continue to:- • Chronology - develop a secure chronological understanding of people and events studied and how they fit on a timeline • Concepts - identify similarities and differences between different periods of time · Interpretation - develop an awareness of the past and begin to comment on how	Continue to:- • Chronology - develop a secure chronological understanding of people and events studied and how they fit on a timeline • Concepts - identify similarities and differences between different periods of time · Interpretation - develop an awareness of the past and begin to comment on how	Have developed/developing:- • Chronology – an understanding that the past is divided into different time periods and can order events and people on a timeline • Concepts – can find similarities and differences between different time periods covered, begin to make connections and contrasts between change, cause and significance • Interpretation – an understanding of how the past can be represented and/or	Have developed/developing:- • Chronology – an understanding that the past is divided into different time periods and can order events and people on a timeline • Concepts – can find similarities and differences between different time periods covered, begin to make connections and contrasts between change, cause and significance • Interpretation – an understanding of how the past can be represented and/or	Can/have/know:- • Chronology – a chronically secure knowledge and understanding of local, national and global history • Concepts – devise questions about change, cause, similarity, difference and significance of people and events in a wider context · Interpretation – there are different views about people and events and are beginning to evaluate and carefully select a	Can/have/know:- • Chronology – a chronically secure knowledge and understanding of local, national and global history • Concepts – devise questions about change, cause, similarity, difference and significance of people and events in a wider context • Interpretation – there are different views about people and events and are beginning to evaluate and carefully select a

<p>related to the passing of time</p>	<p>they found things out</p> <ul style="list-style-type: none"> • Enquiry – develop the skills to study history by asking and answering questions and using historical artefacts and other sources • Communication – use a wide range of vocabulary and historical terms through recounts, oral and written 	<p>they found things out</p> <ul style="list-style-type: none"> • Enquiry – develop the skills to study history by asking and answering questions and using historical artefacts and other sources • Communication – use a wide range of vocabulary and historical terms through recounts, oral and written 	<p>interpreted in different ways</p> <ul style="list-style-type: none"> • Enquiry – can answer and devise historically valid questions and use sources to help answer question about the past • Communication – use of historical terms and vocabulary to recall selected information to describe main events, people and changes through written narratives 	<p>interpreted in different ways</p> <ul style="list-style-type: none"> • Enquiry – can answer and devise historically valid questions and use sources to help answer question about the past • Communication – use of historical terms and vocabulary to recall selected information to describe main events, people and changes through written narratives 	<p>range of historical sources to gather information</p> <ul style="list-style-type: none"> • Enquiry – can answer and devise historically valid questions. Know how our knowledge of the past is gathered from a range of historical sources and can organise relevant historical information using the sources • Communication – use key historical terms confidently and accurately to construct informed responses, including written narratives and analyses 	<p>range of historical sources to gather information</p> <ul style="list-style-type: none"> • Enquiry – can answer and devise historically valid questions. Know how our knowledge of the past is gathered from a range of historical sources and can organise relevant historical information using the sources • Communication – use key historical terms confidently and accurately to construct informed responses, including written narratives and analyses
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What key vocabulary will our historians need? Vocabulary is important because it embodies and communicates concepts. It will be continually revisited throughout all year groups.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Key history Vocab –</p> <p>A long time ago, same, different, change people, lives</p> <p>Content specific vocab Past/now, modern, old, new, yesterday, about meet</p> <p>Historical skills Vocab –</p> <p>The senses – touch smell, see, hear</p> <p>Discuss, question, find out</p> <p>General – Order, compare</p>	<p>Key history Vocab – History, significant, timeline, order, compare, similar/different, fact/opinion, artefact, event, source, evidence, changes, invention, question, cause, consequence, reason, connections, century/decade, living memory, different time periods.</p>		<p>Key history Vocab – Chronological, millennium, century/ decade BC/ BCE AD/ CE, era, time period, similarities differences Prehistoric evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts trends over time influence, significant, impact.</p>		<p>Key history Vocab – Cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, Modern British Values, laws.</p> <p>Words linked to the local area – Chesterfield Roman Fort</p>	
	<p>Victorian Britain inc. George Stephenson: Railway, Railroad, pioneer, revolutionary, Victorian, era, Industrial</p>	<p>Content specific vocab Events beyond living memory – significant, nationally, globally,</p>	<p>Achievements of the earliest civilizations – civilizations Ancient Sumer, Indus Valley,</p>	<p>Britain’s settlement by Anglo-Saxons and Scots - Dark ages Christian conversion</p>	<p>Stuarts The Great Plague: plague, rats, ships, epidemic, monarch, quarantine, population,</p>	<p>Content specific vocab Study of an aspect or theme in British history that extends pupils’ chronological</p>

	<p>revolution, local, legacy, impact, vision, locomotive, network, railway, clay cross company, engineer, Father of railways, technological, invention, Stephenson gauge, steam locomotive, coal, tracks, slum, constable, cane, national life, parents grandparents, great grandparents, lifetimes, way of life, home life, transport, materials, leisure</p> <p>Heroines</p> <p>Doctor, nurse, medical, medicine, hospital, Crimea, empire, soldier, wound/wounded, herbal, Jamaica, racism, prejudice, impact, similarity, difference, pestle and mortar,</p>	<p>Great fire of London, key features of the event, commemorate, anniversaries, remembrance,</p> <p>Bess of Hardwick – Renaissance, Mona List, Literature, Classical Arts, Leonardo De Vinci, Michelangelo, Humanism, Bess of Hardwick, marriage</p>	<p>The Shang Dynasty Ancient China Ancient Egypt; mummification, pyramid, irrigation</p> <p>Content specific vocab Changes from the Stone Age to Iron Age Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation, Skara Brae, Bronze Age Stonehenge Iron Age hill forts tribal kingdoms</p> <p>Content specific vocab Roman Empire and impact on Britain Julius Caesar, Claudius,</p>	<p>Canterbury, Iona and Lindisfarne, Sutton Hoo</p> <p>Content specific vocab Viking and Anglo-Saxon struggle for the Kingdom of England – Raids, resistance, Danegeld, Alfred the Great, Athelstan, Edward the Confessor.</p> <p>Ancient Greece: Greek Empire, Pythagoras, Tunic, Nobleman, Plato, Hypocrites, Slave, Vase, Olympics, Soldier Ancient Greece western world, Democracy, philosophy, Olympic games, Athens, Parthenon, Acropolis.</p>	<p>disease, King, Round Head, New Army, Parliament,</p> <p>Life in Tudor Britain: Divorced, beheaded, monarch, dynasty, successor, Catholic, Protestant, Reformation, dispensation, monastery, Queen, King, armada, empire, navy</p> <p>A non-European society that provides contrasts with British history - Early Islamic civilization, Baghdad, Islam, Prophet Muhammad, muslim, mosque, caliphs Mayan civilization,</p>	<p>knowledge beyond 1066 –WW1/WW2 Vocab Holocaust, survivor, Jewish, Star of David, Auschwitz, Concentration Camp, Prison Camp, Commandant, Gestapo, SS, Hitler Youth, Allies, Nazi, prejudice, persecution. No man’s land, trenches, Triple Alliance, Triple Entante, Remembrance, Franz Ferdinand,</p> <p>Victorians and George Kenning</p> <p>British Empire, Queen Victoria, emigration, malting, poor law, model town, ragged schools, reformer, workhouse, queen, Empress,</p>
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	<p>remedies, 1800's, Lord, Queen Victoria</p> <p>Explorer</p> <p>Difference, similarity, discovery, technology, advancement, evidence, photo, change, frontier, motivation, comparison, aviation, naval, charter, disaster, tragedy, pioneer, new world, astronaut</p>		<p>invasion, conquest, resistance Boudica, Romanisation hypocaust, Viaduct /aqueduct, gladiator coliseum, amphitheatre Hadrian's wall, settlements, empire, diversity, societies, slave citizen, dynasties, senate.</p>		<p>Mesoamerica, codex, Chichen Itza.</p>	<p>monarchy, factories, mill, industrial revolution, shilling,</p>
	<p>Significant individuals – contribution, national, international, achievements, aspects of life, monarch, reign, coronation, explorer, inventor, local, museum, buildings</p>		<p>Historical skills Vocab Deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, investigate, forming conclusions, making links.</p>		<p>Historical skills Vocab – Deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, questioning – historically valid, investigate, forming conclusions making links, historical perspective judgement. Contrasting</p>	

			arguments and interpretations.
	Historical skills Vocab – observation, sequence, contrast, research, sources, timeline, research, question, discuss, compare and contrast, similarities and difference, connections, conclusions	General/ local area – Achievements, process of change, landscape, settlements, empire, diversity, societies, slave, citizen, dynasties, relationship, identity, challenges, influence, technology, travel, road system, trade, art and culture overview, connections, regional, national and international, architecture, religion, worship, sacrifice, beliefs, temples, senate, inventions, peace, power, conquer, laws, justice, medicine, leisure, baths, theatre, myths, legends, education, prosperity, wealth	General/ local area – Invasions, expansion, kingdoms, settlements, village life, peasantry, hierarchy, laws and justice withdrawal, cultural, economic, military, political, religious, social history, civilization, era, achievements, scholars, dynasties, conquer, civilisation, comparison, calendar, astronomy, observatory, wisdom, community impact, merchants, archaeologists
	General/ local area – modern, past/present/future, memory, information, lives, memorial, monument, Clay Cross, local shops and key buildings		

What lines of enquiry do we want our historians to follow? What experiences do we want our historians to have had?

What opportunities will our historians have had to 'make the world a better place'?						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>All About Me... Lines of enquiry – 'How have I changed since I was a baby?' 'What did our parents, grandparents look like as babies?' 'Why do we wear different clothes at different times of the year?' Experiences – *Once there were giants * new babies *Special celebrations- Visit Church – Baptism *Memory box Opportunities to make the world a better place –</p>	<p>The Victorians – George Stephenson Lines of enquiry – Why did George Stephenson experience difficulty with his early inventions? What impact did GS have on the development of the railway in Britain? What was life like for children during this period of history? Did the workhouses really benefit the people that worked there? How were the lives of children changed during this period of history? Was this change for the better? Visits – Southwell Work House</p>	<p>Events beyond living memory – The Great Fire of London. Lines of enquiry – 'What happened on the night of the 2nd September 1666?' 'Was it a mistake that started the Fire of London?' 'Why did the Fire of London spread so quickly?' Experiences – *The museum of London exhibit and online resources *The fire brigade *Drama workshops *TV programmes – Magic Grandad Opportunities to make the world a better place –</p>	<p>Changes in Britain from the Stone Age to the Iron Age. Lines of enquiry – 'What was new about the new Stone Age?' 'Did Stone Age Man wear animal furs and carry a club?' 'Which is better bronze or iron?' 'When do you think it was better to live, the Stone Age, Bronze Age or Iron Age?'</p>	<p>Britain's settlement by Anglo-Saxons and Scots - Lines of enquiry – 'Who were the Anglo-Saxons?' 'Why did they come to Britain? Why leave where they were born?' 'What challenges faced the Anglo-Saxons and Scot when they settled in Britain?' 'Did the Saxons only want to destroy everything?' 'Was Saxon Britain the same at the end of 600 years as at the beginning?' Experiences – *The Weald and Downland Museum *British Museum * Church Investigate the meaning of</p>	<p>Life in Tudor Britain Lines of enquiry – Why did Henry VIII elect to marry a total of 6 times? How did the Tudors come to power? Why did Henry VIII have difficulties with the church? What was different about all of Henry VIII's children? What might life have been like for children living in Tudor Britain? How did faith in Britain change during the Tudor Period?</p>	<p>Victorians and George Kennings</p>

				local Anglo-Saxon place names Opportunities to make the world a better place –		
	<p>(A comparison) – Columbus and Neil Armstrong/ and Amelia Earhart/ Valentina Tereshkova. Lines of enquiry – ‘Our voyages of discovery how did they change the world?’ ‘What impact did... have?’ ‘What was different and what was the same about...?’ ‘How did the actions of Christopher Columbus impact on the lives of the people in the West Indies?’ ‘Was it positive?’ Experiences – *Explorers at Portsmouth Dockyard</p>	Queens of the Past	<p>The Roman Empire and its impact on Britain – Lines of enquiry – ‘If you were Julius Ceasar would you have invaded Britain?’ ‘Why do we remember Boudicca?’ ‘What was life like for a Roman in Britain?’ ‘What was life like for the Romans in Chesterfield?’ ‘What did the Romans leave us?’ Experiences – *Roman Chesterfield * Chesterfield Roman Fort * library loans * The Novium Opportunities to make the world a better place –</p>	<p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.- Lines of enquiry – ‘How well did the Anglo Saxons and Vikings get on?’ ‘Was life better in Anglo Saxon or Viking Britain?’ ‘Was religion important?’ ‘What did the Anglo-Saxons and Vikings leave behind?’ Experiences – *Explore/investigate Local Viking Raids, where did they land? (geography link) * British Museum exhibition</p>		<p>World War 2 – Lines of enquiry – ‘Has it ever been right to fight?’ ‘How have wars changed over time?’ ‘Which wars have affected Britain?’ ‘What was the impact of some of Britain’s wars on our local area?’ Experiences – *Clay Cross War Memorial *Newark Holocaust Centre * D-Day Museum * Imperial War Museum *Primary Sources – People with first-hand experience *library loan Opportunities to make the world a better place – Hosting a tea party for veterans/evacuees, the Poppy appeal</p>

	<ul style="list-style-type: none"> *Online resources *Project/library loans *The History Man <p>Opportunities to make the world a better place –</p>		Being a museum curator	Opportunities to make the world a better place –		
	<p>(A comparison) – Mary Seacole and Florence Nightingale</p> <p>Lines of enquiry – ‘What impact did Florence Nightingale have on nursing today?’</p> <p>‘Why do we remember Florence Nightingale and Mary Seacole?’</p> <p>‘How were the experiences of Mary Seacole and Florence Nightingale different?’</p> <p>‘What obstacles did they have to overcome?’</p> <p>Experiences –</p>	Bess of Hardwick	<p>Achievements of the earliest civilizations and in depth Egypt</p> <p>Lines of enquiry – ‘What were the earliest civilization?’</p> <p>‘What can we find out about the Ancient world?’</p> <p>‘Was everyone an Ancient Egyptian?’</p> <p>‘Why build the pyramids?’</p> <p>‘What did the Ancient Egyptians believe in?’</p> <p>‘Is the Egyptian creation story the same as ours?’</p> <p>Experiences –</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western World.</p> <p>Lines of enquiry – ‘Who were the Ancient Greeks?’</p> <p>‘Can we learn anything from Greek myths and legends?’</p> <p>‘Can we thank the Ancient Greeks for anything in our lives today?’</p> <p>Experiences –</p> <ul style="list-style-type: none"> *Visit The houses of Parliament *Contact Local MP * Local Council Chambers * School Council (PSHE links and British 	<p>Early Islamic civilization, Baghdad</p> <p>Lines of enquiry – ‘How different was Baghdad to London around 900AD?’</p> <p>‘What was the House of Wisdom?’</p> <p>‘What could we learn from Muslim medicine?’</p> <p>‘What did early Islamic Civilisation leave behind?’</p> <p>Experiences –</p> <ul style="list-style-type: none"> *Visit a local mosque * British Museum, the Islamic Gallery * The Museum of the History of Science *Library loan 	

	<p>*Science Museum – people brought to life the History of medicine</p> <p>* St Johns Ambulance/Red Cross</p> <p>*School community members who are nurses, doctors and paramedics</p>		<p>*Goodwood House- Awesome Egyptians(KS1 and 2), Egyptian dining room</p> <p>*The History Man</p> <p>* The British Museum</p> <p>Opportunities to make the world a better place –</p>	<p>Values)</p> <p>Opportunities to make the world a better place –</p> <p>Hold a debate on a local issue to raise awareness in the local community</p>	<p>(geography and RE links)</p> <p>Opportunities to make the world a better place –</p> <p>Visit to local mosque</p> <p>Create a House of Wisdom</p>	
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The Historical Association and other online resources as well as library loans will enhance the experiences of all children.

Curriculum links

Y1		
<p>George Stephenson</p> <p>Curriculum links: -The knowledge learnt here can be brought up later in Y6's topic on the Victorian era in relation to Stevenson's role in the Industrial revolution.</p> <p>Local links: -Clay Cross Company- George Stephenson set it up- built lots of the building seen in modern Clay Cross. -Grave is at Holy Trinity Church in Chesterfield.</p>	<p>Travellers</p> <p>Curriculum links: - Columbus' discovering the Americas can be brought up later in Y5's look at the Tudors.</p>	<p>Heroines</p> <p>Curriculum links: -The Crimean war took place during the Victorian period which is looked at again during Y6- Queen Victoria's reign is also part of Y2's Queens of the past topic and they can use the children's knowledge of these two ladies and their achievements when discussing Victoria's reign.</p> <p>Local links: Florence Nightingale lived for a while in Lea and they had a family home there.</p>

Y2		
<p>Fire of London and Gunpowder Plot</p> <p>Curriculum links: - Both these events can be used during Y5's look at the Stuarts.</p> <p>Local Links: Revolution House in Chesterfield</p>	<p>Queens of the past</p> <p>Curriculum links: -The Crimea war took place during the Victorian era and the achievements of Mary Seacole and Florence Nightingale can be used to help place Victoria's reign in a familiar time period. -Queen Elizabeth I will be looked at again during Y5's topic on the Tudors. -Queen Victoria will be looked at again during Y6's topic on the Victorians.</p>	<p>Bess Hardwick</p> <p>Curriculum links: -Bess Hardwick will be looked at again in Y5's topic on Tudors.</p> <p>Local links: Hardwick Hall</p>

<p>Stone Age- Iron Age</p> <p>Curriculum links: This time period hasn't been looked at by any year group thus far in their journey- however try to focus on getting across how far into the past these events took place as this unit serves as the foundation which most following unit build upon. An idea on how to get across the scale of time the children are going back might be to make it as visual a representation as possible as dates and times are quite abstract concepts for the kids to hear/understand and then place accurately on a timeline. -Focussing on how these people lived-building materials, lifestyle, tools used, quality of life, living standards etc.- will help with the later unit '<i>Ancient Egypt</i>' as you can make direct comparisons between the two civilisations. This period will also come up later in Y5's look at Babylon and Y4's topic on Ancient Greece, therefore these year groups can also make comparisons to the way of life in Britain at the time to help contextualise their topics.</p> <p>Local links: -Fin cop Hill fort- example of Iron age fort. -Ball Cross Hill fort -Derby Museum- has a stone age exhibit.</p>	<p>Roman Britain</p> <p>Curriculum Links:</p> <ul style="list-style-type: none"> - This follows on directly from the previous History topic in Y3- reiterate the point of the Iron age ending due to the Roman invasion (In southern Britain). - The Romans will need explaining regarding their rise to power and overall expansion across Europe and W. Asia/ N Africa to help the children grasp their importance (Place particular notice on Egypt becoming part of the Roman Empire as Ancient Egypt is the next unit). However, try to focus most of the unit's attention on Roman Britain- the children need to understand the progression the Romans brought with them and the development that took place under their rule. This then allows Y4 to explain the Dark Ages (Early Middle age) as they can refer to the technological advancement of the Romans and showcase just by looking at something such as building materials/ techniques that the Anglo-Saxons used to show they were not as advanced in many ways as the Romans were, hence the 'Dark ages.' <p>-</p> <p>Local links:</p>	<p>Ancient Egypt</p> <p>Curriculum Links:</p> <ul style="list-style-type: none"> - If you focus on Egypt in the Golden Age (1613-1494 BC)- you can compare this to Stone Age-Iron Age Britain topic as this is during the Neolithic period in Britain- you can accentuate the prosperity of Egypt and gulf in development of the two civilisations. It is quite a hard time period due to its geography and it taking place so long ago, thus making this link will help the children to place it in a familiar setting within our timeline and to help them grasp how advanced the Egyptians were by comparing them to how people in Britain were living at the time. - You can also link to the Roman Britain unit- talk briefly about the fall of Ptolemaic Egypt to Rome in 30 BCE and it becoming part of the Roman Empire.
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<p>Useful link: https://www.peakvenues.co.uk/blog/stone-circles-of-derbyshire/ - location and description of stone circles in Derbyshire.</p>	<p>-High st in Clay Cross is built over a pre-existing Roman road- presumed to be Rykneild street which was a Roman road linking Chester to Derby. -Chesterfield began as a Roman fort. -Chesterfield Museum and Art Gallery has a small display showing Roman artifacts- check it out further before using though!</p>	
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Y4		
<p>Anglo-Saxons</p> <p>Curriculum Links:</p> <ul style="list-style-type: none"> - This unit follows on from the Y3 topic of Stone Age- Iron Age Britain and Roman Britain. Link back to these units as much as you can. The children will have a grasp of Britain up to 400AD- with the Roman retreat to mainland Europe and the migration of Anglo-Saxons to Britain. To answer the Overarching question, focus on the difference between the Roman invasion and the Anglo-Saxon migration- even the words tell us part of the story. The Anglo-Saxons came as settlers whereas the Romans came as conquerors. - You can also link to the Romans by exploring how the Anglo-Saxon chiefs would use old Roman buildings/ forts 	<p>Vikings-1066</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> -This unit follows on directly from Anglo-Saxon Britain unit. We can again link back to comparisons of invasions (Roman's conquering, Anglo-Saxon's migration, and the Viking's attempted settlement). -When explaining who the Normans were at the end of the unit in relation to 1066- explain the Normans were, a now French, but previously Viking civilisation (Normans= 'Northmen'-Vikings raided from Scandinavia and thus invaded from the north). <p>Local links:</p> <ul style="list-style-type: none"> -Vikings took over Derby for a while. -Burial ground near Repton which is the only example of Scandinavian burial mound cremation sites in the UK. 	<p>Greeks</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> - The main link is the previous Y3 unit on Romans- show the fall of Ancient Greece to the Roman Empire. The main focus with this unit is the aspects of Ancient Greek life that still has an impact on the modern world i.e., democracy. We can then talk about this being mirrored in Rome with the initial Roman Republic. - If you like you can also discuss the Ancient Egyptians being conquered by Alexander the Great and then later his General Ptolemy (hence Ptolemaic Egypt which was then conquered by Rome- this has been pointed out in Y3). - You can also link back to the way of life in Britain at the time- linking back to Y3's Topic Stone age- Iron age.

<p>because their stone walls offered better protection. This helps you describe the 'Dark age' (Early Middle Ages), as it was seen as a period where civilisation didn't catch up to the previous achievements of the Romans (The Anglo-Saxon buildings were built out of wood instead of the Roman's brick building).</p> <p>Local links: -The name Chesterfield comes from the Anglo-Saxon name for a Roman fort 'caester' (which the Romans had built where Chesterfield is currently) and their name for a place to graze animals; 'field'- hence Chesterfield or Caesterfield. -Part of Mercia- Mercian Kings are buried in Repton</p>		
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Y5		
<p>Tudors</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> - Link back to Y1's look at Columbus discovering America- this took place during the age of the Tudors and the discovery, and eventual settlement, of the Americas helped Britain's rise to a superpower after the defeat of the Spanish navy during the Spanish Armada. - Elizabeth the 1's rule was covered in the Y2 Topic Queens of the past; as was Bess of Hardwick- thus reminding the children 	<p>Stuarts</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> - Follows on directly from the previous unit on Tudors- Elizabeth I death and lack of successors resulted in James I being crowned King. - Link back to the previous unit in Year 2 on the Gunpowder plot and Fire of London. This will help place the events of the civil war within a timeline the children have knowledge of- also you can 	<p>Babylon 600BC</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> - Link this unit back to the Stone Age- Iron Age and Ancient Egyptian units in Y3- both these units cover the time 600BC (mainly Iron Age Britain, which can be used to make a comparison between western Europe's development at the time and that of Babylon's- This allows for a wider understanding of the Middle East's general overall advanced development compared to that of

<p>will help them contextualise and place the Tudors chronologically with pre-existing knowledge.</p> <p>Local links: Chatsworth house and Hardwick Hall both examples of Elizabethan great houses- Chatsworth house was used as a prison for Mary Queen of Scots.</p>	<p>link the Gun Powder plot into the religious aspect of the civil war.</p> <p>Local links: -Derbyshire was Royalist during the war. -Eyam- famous plague town.</p>	<p>Western Europe. Bringing in Ancient Egypt's development compared to that of Britain at the time would help solidify this).</p> <ul style="list-style-type: none"> - You can also talk about the Ancient Greeks as this is during the Archaic period in Ancient Greece which, although not specifically covered in Y4, the civilisation was covered.
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Y6		
<p>Victorian era and George Kennings</p> <p>Curriculum links: -Chesterfield and Clay Cross massive history with the Industrial revolution and coal trade. -Y1- George Stevenson- Pre-Victorian era but big part of Industrial revolution and can be used in unit to make links to previous learning in school. -Y1- Heroines- Mary Seacole and Florence Nightingale looked at as well as the Crimea war which all took place in this time period. -Y2- Reign of Queen Victoria examined.</p> <p>Local links: -Kenning park- provided by Kenning -Gladstone building- now The Hub- originally Kenning's house and factory (it is also opposite Kenning Rd) -Tower business park on High st- originally part of Kennings empire. -Fusion Inspire on the junction of High st and King st- Kennings first ever shop.</p>	<p>WW2-Evacuees</p> <p>Curriculum links: - No links in the curriculum for this unit but ideas of democracy can be brought up linking back to Ancient Greek unit.</p> <p>Local links: WW2 war memorials</p>	

Useful links:

<https://picturethepast.org.uk/image-library/image-details/poster/DCHQ005793/posterid/DCHQ005793.html>

<https://www.geograph.org.uk/photo/3507976>

<http://www.claycross.org.uk/History/kenning.htm>