

Castles

History Enquiry

Would you like to live in a castle? Why?

Text/Case
Studies to
support
learning:



History Strands



Government

- To explain what is meant by government and how the monarch works with the Prime Minister to run the country.



Monarchy

- To understand what is meant by the monarchy and who our current Monarch is.
- To learn who Queen Elizabeth II was and her significance on Great Britain.
- To learn who the current monarch is, King Charles III



Invasion and Migration

- To understand the structure of different parts of a castle and how they were used during different periods of time.
- To understand how parts of a castle were used for defence and attack.



Society

- To learn all about society traditions such as Jubilees, coronations and weddings.

Focus – British History

Term Autumn

Year 1

How to be a Historian in Year 1:

Chronological Understanding

- I know what a timeline is
- I can think about how places are similar and different
- I can order events from furthest away to the nearest.

Historical Knowledge

- I can remember the key events that I have studied
- I can understand why the key events are important
- I know that I can find information about history in books.

Historical Enquiry

- I can ask simple questions when I am unsure
- I can talk about places I have studied by answering questions about them

National Curriculum Statements:

- Pupils should be taught about events beyond their living memory that are significant, nationally or globally.
- Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some individuals should be used to compare aspects of life in different periods.
- Significant historical events, people and places in history.

Prior Learning/Retrieval:

- EYFS - basic knowledge of things that happen in the past.
- EYFS - knowledge of castles from fairytales
- EYFS – Kings Charles II

Launch Day

Knights and Princess day. Children to come into the classroom with tinfoil on tables and doors. Building our own castles with construction materials inside and in our outdoor area.

Core Learning:

- Motte and Bailey castles were the earliest type of castles in England. They were built in 1066 by the Normans who came from France.
- Castles were built to defend the surrounding area against enemy attack and to launch weapons to attack the enemy.
- Key parts of a castle and what they were built from and how this has changed over time.
- To know the roles in the castle of the Lord and Lady, Knights, Squires, Cooks, Stewards, Servants, Chaplains and Musicians.
- The role of different monarchs throughout history and how their role is celebrated. (Jubilee, coronation, weddings)

Additional Ideas

Virtual tour of English castles via English Heritage website.
What was life like in medieval times?

Key words

Definition

bailey	An area surrounded by a wooden fence, where servants live.
barbican	Part of the outer wall of a castle.
battlement	Found at the top of the castle wall, with openings to shoot through.
defense	Protect something
moat	A deep wide ditch surrounding a castle, often filled with water.
Monarch	A King or Queen that rules over somewhere.
Tower	A tall narrow building forming part of a castle.

Cross - Curriculum Links

English – Writing narrative story linked with How to catch a dragon.

English – Writing – Instructions – How to catch a dragon and How to catch a princess.

Whole Class Reading

Significant Person:

King Charles III

King Charles III is the King of Great Britain. He was formerly known as The Prince of Wales, became King on the death of his mother Queen Elizabeth II on 8 September 2022.



History Enquiry

Which Queen was the most significant?

Text/Case Studies to support learning:



History Strands



Government

- To understand what is meant by government and how the monarch who is leading the country works with the Prime Minister to run the country.



Monarchy

- To understand what is meant by the monarchy and who our current Monarch is.
- To learn about the Monarchs of England and their significance on Great Britain.
- To learn and compare two Queens.
- To learn about Richard III.

How to be a Historian in Year 2:

Chronological Understanding

- I can accurately order events I have learnt about from furthest away to most recent.
- I can draw a timeline and place the events I have studied on them
- I can compare areas I have studied and think about they are similar and different

Historical Knowledge

- I can remember key events and dates about areas that we have studied
- I can identify how we know about the past
- I can begin to identify different representations of history such as books, pictures, letter and videos

Historical Enquiry

- I can ask questions to help me understand more
- I can confidently answer increasingly difficult questions about the areas that we have studied
- I can use stories or other sources to explain my answers and thoughts

National Curriculum Statements:

- Pupils should be taught about events beyond their living memory that are significant, nationally or globally.
- Pupils should be taught about 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 history.

Prior Learning/Retrieval:

In Year 1 they have learnt...

- about castles and how and why castles were built.
- about different monarchy and how they are celebrated (Jubilee, coronations, weddings)
- to locate and identify about castles and palaces in the UK including Balmoral, Buckingham Palace, Edinburgh castle)

Launch Day

Royal banquet with the king and queen. (Link to Paddington at the Palace.)

Core Learning:

- Recap what a Monarch is and identify how to be a good monarch
- Identify the Monarchs of England
- Understand what a family tree is and how the title of King or Queen is inherited.
- Compare two Queens - Queen Victoria and Elizabeth I. Look at the age they became Queen, family name and the changes they made.
- Look at Richard III, two years of reign and how he became King. Debate whether he is guilty or not guilty for murdering his nephews.

Additional Ideas

Write leaflets detailing the royal family.

Key words

Definition

family tree

Also called a genealogy or a pedigree chart, is a chart representing family relationships in a conventional tree structure.

timeline

A graphical representation of a period of time, on which important events are marked.

inherit

Receive (money, property, or a title) as an heir at the death of the previous holder.

suspect

Have an idea or impression of the existence, presence, or truth of (something) without certain proof.

tower

A tall, narrow building, either free-standing or forming part of a building such as a church or castle.

monarch

A king or queen that rules over somewhere.

Cross-curriculum Links

English - Paddington at the Palace

PSHE – democracy and rule of law, family trees

Maths – Roman numerals

Significant Person:

Richard III

Richard III was king of England between 1483 and 1485. He was the last king from the House of York.

He was suspected of being involved in the disappearance of his nephews.



Vikings

History Enquiry

What made the Vikings victorious?

Text/Case
Studies to
support
learning:



History Strands



Trade

- To explain what is meant by trade.
- To understand inventions made by the Vikings and how they traded.



Monarchy

- To discuss the different kings of the Viking era and their roles in society.



Invasion and Migration

- To identify where the Vikings came from and where they invaded.
- To discuss how they invaded and what tools and weapons were used.
- To explain and evaluate how successful they were when invading.
- To learn about longships and how helpful they were to invade.



Society

- To discuss village life in the Vikings and how they lived together.
- To understand the different roles that people had in their kingdoms.



Religion

- To explain the different Vikings Gods and their relevance today.

Focus – British History

Term Autumn

Year 3

How to be a Historian in Year 3:

Chronological Understanding

- I can place the time period I am learning about on a timeline
- I can use dates and terms related to the topic and the passing of time
- I can sequence events or artefacts

Historical Knowledge

- I can find out about the everyday lives of the people at the time I am learning about
- I can compare our lives today with the lives of the people in the time I'm learning about
- I can identify reasons for, and results of, people's actions
- I understand why people may have wanted to do something

Historical Enquiry

- I can use a range of sources to find out about a time period.
- I can observe small details such as artefacts or pictures
- I can select and record information relevant to my learning
- I am starting to begin to use the library and internet for research

Historical Understanding

- Identify and give reasons for the different ways the past is represented
- Compare different versions of the same story
- Look at different representations of the time period (eg. Visiting museums and watching tv shows)

National Curriculum Statements:

- To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A study of an aspect of history or a site from a period beyond 1066 that is significant in the locality – The Vikings

Prior Learning/Retrieval:

- The importance of currency and why we need money.
- Monarchy – Why do we have a King and Queen? Who are they?
- Castles

Launch Day

- Viking music and a speech announcing the arrival of the Vikings to English shores.
- Children are given various artefacts from the period and asked what they are and why they were important during the Viking period.

Core Learning:

- Identify where the Vikings came from and where they have invaded and evaluate their success.
- Discuss the weapons and tools were used, including longships and how helpful they were to assist invading.
- To discuss the village life and the different roles people had in their kingdom. (including farming and cooking)
- Discuss the different Kings linked to the Viking era including understand why Alfred the Great showed resistance and who he was and the last king of Anglo-Saxon (Edward the Confessor 1066)
- To understand the importance of the Viking God's and their relevance in the life today.

Additional Ideas

- Making Viking longships
- Making Viking longhouses out of clay

Key words

Definition

shield

A piece of armour carried on the arm.

conquest

An invasion where the invader is successful

Scandinavia

Denmark, Norway and Sweden

invader

To enter without being wanted

raiding

A sudden attack

longship

A long sail and oar ship

village

A small town or community, often in the country.

Cross - Curriculum Links

DT – making Viking longships/Viking shields

Significant Person:

Alfred the Great

One of the most famous Anglo-Saxon kings was **Alfred**, one of the only kings in British history to be called 'Great'. He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern fairly.

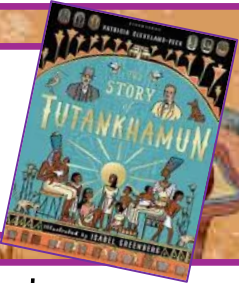


Ancient Egypt

History Enquiry

How has Ancient Egypt influenced life today?

Text/Case Studies to support learning:



History Strands



Trade

- To understand how farmers and traders lived their lives and made money to survive.
- To learn about different inventions created by the Egyptians.



Monarchy

- To understand what a pharaoh is and why they are named this.
- To understand the role a pharaoh has in this civilisation.



Society

- To understand what life was like in the Egyptian era including comparing differences between classes.



Religion

- To understand the mummification process and why they do certain traditions in the afterlife.
- To compare religion and how they were different in different civilisations.

Focus – Ancient Civilisation

Term Autumn

Year 4

How to be a Historian in Year 4:

Chronological Understanding

- I can place the time period I am learning about on a timeline
- I can use terms related to your topic and begin to date events

Historical Knowledge

- I can use evidence to reconstruct life in the time period I'm learning about
- I can identify key features and events of the time period I am learning about
- I can look for cause and effect in the time period I am learning about
- I can offer a reasonable explanation for some events

Historical Enquiry

- I can use evidence to build up a picture of a past event
- I can choose relevant materials to present a picture of one aspect of life in time past
- I can ask a variety of questions
- I can use the library and internet for research

Historical Understanding

- I can look at the evidence available
- I can begin to evaluate the usefulness of different sources

National Curriculum Statements:

- To learn about the achievements of the earliest civilisation.
- To understand an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Prior Learning/Retrieval:

Year 2 – Kings and Queens – running a country
Year 3 – Vikings – settlements and trade
Year 3 – Agriculture – trade

Launch Day

Curate a museum where the children make a jigsaw, read books, learn about the geography of Egypt. Immersive experience.

Core Learning:

- To learn about the achievements of the early civilisation, including Ancient Egypt.
- To research the Egyptian era and the different classes. Focus on the farmers and traders and how they made money to survive.
- To understand what a pharaoh is and their role. Investigate in more detail some of the famous pharaoh – Tutankhamun and Cleopatra.
- To understand the mummification process and its traditions and how this is linked to the afterlife.
- To learn about the different inventions created by the Egyptians – solar calendar and the writing system hieroglyphics.

Additional Ideas

- Tutankhamun masks
- Mummification – create own experiment to show mummification process
- Deeper look at writing – Cartouche

Key words

<u>Key words</u>	<u>Definition</u>
ancient civilisation	The first settled and stable communities
priest	They were responsible for making the gods happy.
slaves	People who have been captured during wars
pyramid	Ancient, stone buildings with four triangular sloping sides.
Pharaoh	A King of ancient Egypt
afterlife	A life that some people believe begins when you die.
mummification	If a dead body is mummified its preserved
tomb	A large grave that is above the ground
hieroglyphs	Writing system invented in Egypt
papyrus	Weed found by the river Nile.

Cross - Curriculum Links

- PE – Wow day dance
- English – non biological report on Ancient Egypt
- WCR – The Story of Tutankhamun

Significant Person:

Tutankhamun

Tutankhamun was an ancient Egyptian pharaoh who was the last of his royal family to rule during the end of the 18th dynasty during the New Kingdom of Egyptian history.



The Lost World

History Enquiry

From Stone Age to Iron Age, what impacted Britain?

Text/Case Studies to support learning:



History Strands



Trade

- To understand the village set up and how the villagers would hunt and gather food for each other.
- To learn about the successful inventions of the Stone Age and how they impacted Britain.
- To understand the finding of Skara Brae and how it helped us understand the dwellings in the prehistoric time.



Society

- To learn about the successful inventions of the Stone Age and how they impacted Britain
- To understand why they mined copper
- To understand why people did not speak

Focus – Pre-historic

Term Autumn

Year 5

How to be a Historian in Year 5:

Chronological Understanding

- I know and sequence key events of the time periods I have learnt about
- I can use relevant terms and labels to discuss the time period I'm learning about
- I can make comparisons between different times in the past

Historical Knowledge

- I can learn about different aspects of different people (eg. differences between men and women)
- I can examine cause and effect of great events and the impact they had on people
- I can compare life in early and late time periods
- I can compare an aspect of life with the same aspect in another time period

Historical Enquiry

- I can begin to identify primary and secondary sources
- I can use evidence to build up a picture of a past event
- I can select relevant information
- I can use the library and internet for research with increasing confidence

Historical Understanding

- I can compare accounts of events from different sources – fact or fiction
- I can offer some reasons from different versions of events.

National Curriculum Statements:

- To learn about changes in Britain from the Stone Age to the Iron Age
- To research a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066

Prior Learning/Retrieval:

KS1 they learnt about different settlements and invaders to England considering how the world is made up.
They also consider the global village as part of the KS2 topic.

Launch Day

Prime VR day – the children will be able to engage in a virtual reality day based on the Stone Age. This will allow a WOW start to the topic.

Core Learning:

- Stone Age - Look at a late Neolithic settlement (Skara Brae) and how this has helped us understand the dwellings of pre-historic times.
- Stone Age - Identify the successful inventions from the Stone Age and how this impacts on Britain today (e.g. fire and tools).
- Bronze Age - look at the importance of copper mining during the Bronze Age.
- Bronze Age – look at Stonehenge and how this helps us understand about the past.
- Iron Age – look at settlements of hill forts – what they looked like, how they were used.

Additional Ideas

Write a biography and narrative piece based on Lightning Mary
Consider how the influence of the Stone Age to Iron Age can be seen today.
Consider how the Celts have influenced the settlements of today.

Key words

prehistoric

Stone Age

Bronze Age

Iron Age

Neolithic

hunter gatherer

Definition

Before written records.

A prehistoric period when weapons and tools were made out of stone.

A prehistoric period that followed the Stone Age when things were made out of bronze.

A prehistoric period that followed the Bronze Age when things were made out of iron.

The later part of the Stone Age.

Someone who gathered their food by hunting.

Cross - Curriculum Links

Links to English – around writing based on Mary Anning biographical writing.

PSHE – debating skills around the use of Stonehenge

Art – drawing of different fossils and treasures.

DT – create 3D maps of the villages where Mary lived.

Significant Person:

Mary Anning

Mary Anning was an English fossil collector, dealer, and paleontologist. She became known internationally for her discoveries in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis in the county of Dorset.



World War 2

History Enquiry

How did experiences differ during WW2?

Text/Case Studies to support learning:



History Strands



Government

- To understand how the prime minister led the country through WW2.
- To understand the methods of propaganda used in the war by government.



Society

- To learn how the impact of war effect life at home.
- To learn about the change in the role of woman during the war.
- To understand the changes advertisements during the war.



Invasion

- To learn about the impact of WW2
- To learn about The Battle of Britain

Focus – British History

Term Autumn

Year 6

How to be a Historian in Year 6:

Chronological Understanding

- I can place the current time period I am learning about on a time line in relation to others I know about
- I can use relevant dates and terms
- I can sequence up to 10 events or more on a time line

Historical Knowledge

- I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- I can compare beliefs and behaviour with another time period I have learnt about
- I can write an explanation of a past event, considering cause and effect, using evidence to support and illustrate the explanation
- I know key dates, characters and events of a time period I'm learning about

Historical Enquiry

- I can begin to identify primary and secondary sources
- I can use evidence to build up a picture of a past event
- I can select relevant information
- I can use the library and internet for research with increasing confidence

Historical Understanding

- I can link sources and work out how conclusions were arrived at
- I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- I am aware that all different evidence will lead to different conclusions
- I can bring knowledge gathered from several different sources together in a fluent account

National Curriculum Statements:

- To learn about a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.
- To learn about a significant turning point in British History, for example The Battle of Britain.

Prior Learning/Retrieval:

LKS2 they learnt...

- Evacuation, the home front.
- Rationing
- Kings and Queens.

Launch Day

World War 2 day- in school evacuation.

Core Learning:

- Explain what led to the outbreak of World War 2 and the initial impact upon life in Britain (rationing)
- Investigate the battle of Britain and the importance of Churchill to lead the country.
- Understand what the Blitz was and how this impacted on peoples lives.
- Understand what an evacuee was and what life was like for them.
- Investigate roles of women during World War 2, including propaganda.

Additional Ideas

Investigate the impact of WW2 in Europe, with a focus on the Holocaust

Key words

evacuee

Blitz

home front

rationing

holocaust

propaganda

Definition

a person evacuated from a place of danger:

an intensive or sudden military attack:

refers to the activities of civilians in a nation at war

limited the amount of certain goods

the Holocaust was the systematic murder of Europe's Jews by the Nazis and their collaborators during the Second World War.

the dissemination of propaganda as a political strategy

Cross - Curriculum Links

Art- Blitz painting

DT- Anderson Shelters

English- writing around Anne Frank, Letters from Evacuees, diary writing.

Food Technology- Rationed recipes

Significant Person:

Alan Turing was a British mathematician. He made major contributions to the fields of mathematics, computer science, and artificial intelligence. He worked for the British government during World War II, when he succeeded in breaking the secret code Germany used to communicate.

