

## History Curriculum Coverage Overview 2022-2024

### **National Curriculum purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Aims The national curriculum for history aims to ensure that all pupils:**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS – Understanding The World:

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences, and what has been read in class.

Explain some similarities and differences between life in this country, and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.

**Past and present:** Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters, and events encountered in books read in class and storytelling.

THEMES				
Crime & Punishment	Racial Equality	Childhood	Civilisations	Migration
Year Group Cycle	Autumn	Spring	Summer	
EYFS	<p>School/ Home</p> <p><b>Similarities and differences</b></p> <p><b>Family Timeline</b></p> <p>Chronology:</p> <p>Significant events - Talks about members of their immediate family and community-branching out to careers.</p> <p>Black History Month: The lives and achievements of Marcus Rashford, Nelson Mandela and Stormzy.</p> <p><b>CHRONOLOGY</b></p> <p><b>How have I changed?</b></p> <p>Look at baby pictures and how they have changed</p> <p><b>People who help us</b>, e.g. police</p> <p><b>Nativity</b>- Find similarities and differences between characters including figures from the past.</p> <p>Toys Christmas– Dogger</p> <p><b>CHILDHOOD</b></p> <p><b>Similarities and differences</b></p>	<p><b>Astronauts</b></p> <p><b>Who was Helen Sharman?</b> First British Astronaut.</p> <p>What was life like as an astronaut?</p> <p><b>CIVILISATIONS</b></p> <p><b>HISTORICAL SIGNIFICANCE</b></p>	<p><b>Farms around the World</b></p> <p><b>How has farm machinery changed?</b></p> <p>How it has changed? Transport, machines, jobs.</p> <p><b>Similarities and differences</b></p> <p><b>At the Seaside</b></p> <p>Compare and contrast changes. Similarities and differences from grandparents holidays and now.</p> <p><b>CHILDHOOD</b></p> <p><b>SIMILARITIES AND DIFFERENCES</b></p> <p><b>RACIAL EQUALITY</b></p> <p>Migration – Welcoming others</p> <p>Welcome By Barroux</p> <p>Children draw a self-portrait labelled with their first name and use a name book/web search to learn the country their name comes from and its meaning.</p> <p>These are then placed on a world</p>	

			<p>map according to the geographical location of the name origin. Children consider why they have a name, where their names comes from, if they have a connection with the country and why their name was chosen for them. They learn why their names come from all over the world.</p> <p>Children research into African names and how they are chosen/what they represent in different African cultures and countries.</p> <p>Children reflect and discuss what their name means to them, what it reflects about them, their family, their culture – and how it links them to others within their class, our school and throughout the world through their names' origin and meaning.</p>
<b>Sticky Knowledge</b>			<p>Most names have a meaning.</p> <p>Most names come from countries around the world.</p> <p>My name was chosen for me for a reason.</p>

			All children have a human right to a name. My name appears on my birth certificate.
<b>Reading</b>	Dogger – Shirley Hughes		<b>Welcome by Barroux</b>
<b>Enhancements</b>	Visitor: New Baby Nativity production Book: Dogger	Visitor: Carolyn Crook NASA	Visit: Farmer Parrs, Fleetwood
<b>Vocabulary</b>			
<b>Year 1/2 – Cycle A</b>	<p><b>How were school children punished in the past?</b> Prior learning: Children will have some understanding of how the police help us from EYFS. They will know the difference between right and wrong and how there are consequences for breaking school rules.</p> <p>In this unit, children will learn what a crime is and what the most common forms of crime in the past were and what they are today. Children learn about forms of punishment in the past in schools across the UK. They will use entries in the Cockerham School Punishment Book from the past to learn how children were</p>	<p><b>How has transport changed over time?</b> Prior learning: In EYFS</p> <p>Children learn about changes within living memory within their own living memory and that of their parents and grandparents. They focus on changes in transport locally and nationally. They learn how the wheel began to change lives 5,500 years ago and about key transport 'firsts' in the last 200 years, including: the steam powered locomotive, the motor car, the aeroplane, the super-fast bullet train, Concord, Amelia Earhart and Elon Musk and Tesla. They learn about transport on the Lancaster Canal</p>	<p><b>Which places are historically significant in our locality?</b> Prior learning: Some children will have conducted a history trail of key places in the locality such as, Cockersand's Abbey, Plover Scar Lighthouse, Thurnham Hall and the World War II Observation Tower. In Cycle B, they used artefacts to learn about the key places in the locality such as photographs, visitors, models and maps.</p> <p>In this unit, children will recap prior learning and build on this to help them consider whether these places, and others, are of historical significance.</p>

	<p>punished in school using the stick on the hand and the reasons for the punishment. They will compare this to consequences for making the wrong choices in school today. They look at how punishment in school has changed over time.</p> <p>They learn more about the police force and their role through a visit by a local police officer who explains to them about laws and punishments for offenders. They learn who decides what a crime is and how it should be punished. They visit the courtroom at Lancaster Castle. They watch a clip from Aladdin and begin to consider the relationship between crime and poverty.</p> <p>They conduct a mini study into Guy Fawkes. They learn about treason and the crime of Guy Fawkes and the Gunpowder Plot and why he is historically significant.</p> <p><b>Chronology</b> <b>Historical Significance</b></p>	<p>and at Glasson Dock Harbour. They learn how to place these events on a timeline to tell a story and begin to explain why changes took place and how these changes affected people's lives.</p> <p><b>CHRONOLOGY, CHANGE AND CONTINUITY</b></p>	<p>The children will begin with the local war memorial and decide if and why this monument is of historical significance. They will briefly learn about World Wars to understand the significance of the monument in the community and may find out the history of one of the people named on the monument.</p> <p>They will learn that a historically significant place must be old enough and have caused great change over time or the events/lives/thinking of others. They will use old school log books to find out about the school in the past and how it has changed including when evacuees attended during the war.</p> <p>They will learn about World War II Observation Tower, the school and Glasson Dock and consider what makes these places historically significant locally and nationally. They will consider what events and changes these places can tell us. They will decide which places they feel are historically</p>
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			significant and give their reasons for their decision. <b>HISTORICAL SIGNIFICANCE</b>
<b>Sticky Knowledge</b>	<p>Lancaster Castle is still used as a Crown Court. A Crown Court deals with offences that are more serious. Lancaster Court had a branding iron. The branding iron was used until 1811 as a form of punishment to place an 'M' on the thumb to identify a convicted person as a 'malefactor' or 'evil-doer.' An offender is a person who commits an illegal act. Illegal means forbidden by law. Laws are the system of rules in a country. Corporal punishment was the deliberate infliction of pain to a child. Children would be punished by being struck across their hand or buttocks with a cane, paddle, slipper or leather strap. In 1195, Richard I commissioned certain knights to preserve the peace in unruly areas – Keepers of the Peace. This is where magistrates began. Lancaster Castle was used as a prison from 12<sup>th</sup> C until 2011. To understand what makes someone historically significant: changed</p>	<p>The M6 is the longest motorway in the UK. The first section of the M6 was the Preston by-pass opened in 1958. It was the first motorway in the UK. Richard Trevihick, engineer, invented the first working railway steam-powered locomotive, 1804. Robert Stephenson created the steam-powered locomotive 'The Rocket', 1829. Karl Benz helped invent one of the first motorcars in 1885. Orville and Wilbur Wright invented the first working aeroplane, 1903. Henry Ford created the Ford Motor Company and sold the first mass-produced car in 1908. Hideo Shima helped create the super-fast bullet train in Japan, 1964. Amelia Earhart was the first woman to fly across the Atlantic Ocean. Tesla Motors announced they would produce a luxury electric sports car that could go more than 200 miles on a single charge, 2002. Starship created by Elon Musk, Project X, is a spacecraft and rocket which will be designed to service</p>	<p>K: To know the names of some key historically significant places in the locality of Cockerham: World War II Observation Tower (1939), Cockerham School, war memorial, Glasson Dock (1787). To know why these places are significant locally and nationally. K: To know where the key places appear on a timeline (Year 2). K: To know what historical sources are and how they can be used to learn about the past: maps, photographs, paintings, newspaper articles, artefacts, accounts. K: To begin to talk about why key local places are historically significant. To know that for a place to be historically significant it must be old, an event of importance must have happened there or it caused great change over time. Historical significance is a decision that modern people make about what is important from our past. Glasson Dock was once the largest port in the North West, importing cotton, sugar, spices and enslaved people from Africa and the Indies</p>

	<p>events at the time they lived, improved lots of people's lives or made them worse, changed people's ideas, had a long-lasting impact on their country or the world, had been a very good/bad example of other people how to live or behave.</p> <p>Guy Fawkes was born in York in 1570. In 1605, he and a group of plotters tried to blow up Parliament and James I using 36 barrels of gunpowder.</p> <p>Guy Fawkes was caught in the cellars with the gunpowder and arrested. Fawkes was sent to the Tower of London, put on trial and executed. He did not agree with the King at the time.</p> <p>Bonfire Night is on the 5<sup>th</sup> November each year and remembers the failed plot to overthrow the King.</p> <p>Robert Catesby was the leader of the Gunpowder Plot.</p> <p>Guy Fawkes and the other plotters were all tried for high treason and sentences to death.</p> <p>High treason is the crime of betraying one's country, especially by attempting to kill or overthrow the King/Queen or government.</p> <p>Now, the punishment for treason in the UK is life imprisonment.</p>	<p>Earth orbit, the moon, Mars and beyond.</p> <p>The history of the wheel and how it has changed people's lives.</p> <p>There are different types of transport. To compare early transport with modern versions focusing on continuity and change.</p> <p>Trains have changed over time. Not everyone in the past saw change in a positive light.</p> <p>The car has developed over time.</p> <p>The importance of the Wright Flyer and a milestone for female pilots.</p> <p>The first canals were built hundreds of years ago in Egypt, Mesopotamia, China and India.</p> <p>The Romans built the first canals in Britain.</p> <p>To understand change has both positive and negative consequences.</p> <p>Industrialisation of Britain caused a need for canals to transport coal to power machines, mills and furnaces.</p> <p>The Lancaster Canal was used to transport coal north from the Lancashire Coalfields, and limestone south from Cumbria. It got the nickname the Black and White Canal.</p>	<p>(this will be covered in detail in Year 3-4).</p> <p>Glasson Dock is situated on the head branch of the Lancaster Canal and opened in 1787.</p> <p>The Glasson Branch on the Lancaster Canal, opened in 1826 and provides the towns of Kendal, Lancaster and Preston with a link to the sea (covered in detail in Year 3-4).</p> <p>Today, Glasson Dock is a scheduled monument.</p>
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	<p>Capital punishment no longer exists in the UK.</p> <p>Capital punishment is the execution of an offender who has been sentence by a court of law.</p> <p>Some countries around the world still practice capital punishment.</p>		
<b>Reading</b>	<p><b>Extracts from School Discipline Book.</b></p> <p><b>Guy Fawkes For Kids: The Gunpowder Plot of 1605 by Andrew Thompson.</b></p>		
<b>Enhancements</b>	<p><b>Visit to Courtroom/prison/dungeons Lancaster Castle. Aladdin.</b></p>	<p><b>Visit from grandparents recollecting changes in their lifetime.</b></p> <p><b>Visit to Lancaster Maritime Museum.</b></p>	<p><b>History trail around locality: War monument, World War II Observation Tower, Glasson Dock.</b></p>
<b>Vocabulary</b>			
<b>Year 1/2 – Cycle B</b>	<p><b>What caused the Great Fire to spread so quickly?</b></p> <p>Prior learning: Children may have an understanding of where London is in the UK and that it is the capital city. They will need to understand how London was in 1666 so they can identify the cause of the spread of the fire. Children will have learnt about the Fire Brigade in EYFS.</p>	<p><b>What can we learn from maps and gravestones?</b></p> <p>Prior Learning: Some children may have learnt about the historical significance of places in the locality from Cycle A. Children will need to understand what historically significant means.</p> <p>Local History Trail: Children look at sources and evidence to learn</p>	<p><b>How is a cricket fielder significant in our history?</b></p> <p>Prior learning: Children will have some knowledge of people who have played a huge role in changing events, the lives of others and how people act or think whether positively or negatively from studying Marcus Rashford, Nelson Mandela and Guy Fawkes. They will understand that people can change the events of history and can be</p>



	<p>Events beyond living memory – Great Fire of London. Using sources and evidence to conduct an historical enquiry into the cause of the spread of the Great Fire. Children examine sources and evidence brought by Ratty from the past - 1666. They look at photos of artefacts, paintings, maps of London and read extracts from Samuel Pepys's diaries to learn what caused the Great Fire, the events of the Great Fire and what caused it to spread so quickly. They take part in BBC Radio drama to act out the events of the Great Fire to sequence these into chronological order. Children will use their knowledge to explain the causes of the Great Fire.</p> <p><b>CAUSES</b></p>	<p>about Cockerham in the past. They learn how to examine sources of evidence and to use an Inference Square to find out what we definitely know, what we can probably guess and to create historical questions. They learn what gravestones in St. Michael's Churchyard, maps of Cockerham in the past, photographs, ruins, eyewitness testimony, video clips, logbooks and census can tell us about local life in the past. They consider jobs people did in Cockerham, what the school was like, the life expectancy of children, how Thurnham Hall has changed, how and why Cocksands Abbey was built and what it would have looked like. They learn about Plover Scar Lighthouse and Cockerham Lighthouse and about the two last female lighthouse keepers in Britain who worked on them. They will learn about the World War II Observation Tower and how the sands were used in World War II. Children will be able to identify</p>	<p>remembered as being historically significant as a result of this. They will know that people have migrated around the world for centuries as they researched where their names came from and begun to consider equality in their welcome unit in EYFS.</p> <p>Significant individual: Racial equality/Black history Learie Constantine. Children learn about the life of significant local individual, Learie Constantine, in the past. They begin by examining the artefact, The Trinity Cross and the prestige of receiving such an award. They consider who is significant in their own lives and in our own time. They play a game of cricket and learn about the different positions in the game. They learn who Learie Constantine was and how he contributed to national and international achievements. He was a cricketing legend, political activist and our first black peer. They learn about the events, his honourable conduct and the changes these events brought</p>
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		<p>how sources can help us to learn about the past.</p> <p><b>SOURCES AND EVIDENCE</b></p>	<p>about making him historically significant. They learn about racism and racial equality a small overview of enslavement. The children explain why Learie Constantine is historically significant.</p> <p><b>HISTORICAL SIGNIFICANCE</b></p>
<p><b>Sticky Knowledge</b></p>	<p>K: The Great Fire started on 2<sup>nd</sup> September 1666 and ended on the 5<sup>th</sup> September.</p> <p>K: It started at Thomas Farriner’s Bakery on Pudding Lane.</p> <p>K: Samuel Pepys visits King Charles and urges action as the fire is out of control. The king orders houses to be pulled down to create a windbreak. People use fire hooks to pull them down.</p> <p>K: Monday 3<sup>rd</sup> King keeps order on the streets and directs action. Fire pushed on by strong winds. Threatens to cross London Bridge.</p> <p>K: Tuesday 4<sup>th</sup> – St. Paul’s Cathedral burns down. Soldiers blow up houses to create windbreak. Wind changes direction and begins to drop.</p> <p>K: Wednesday 5<sup>th</sup> – Fire begins to slow down. Camp set up in fields North of London.</p>	<p>K: To understand the terms past and present and to identify similarities / differences between their own present and aspects of the past.</p> <p>K: To know the names of some key historically significant places in the locality of Cockerham: Cockersands Abbey (1180), Plover Scar Lighthouse (1847) and the Lighthouse Cottage, Thurnham Hall (1086), World War II Observation Tower (1939), St Michael’s Church (1134, 1814), Cockerham School ().</p> <p>K: To know where the key places appear on a timeline (Year 2).</p> <p>K: To know what historical sources are and how they can be used to learn about the past: maps, gravestones, photographs, paintings, newspaper articles, artefacts, accounts.</p> <p>K: To know the school was smaller in the past, had more children and two</p>	<p>K: To understand what makes someone historically significant: changed events at the time they lived, improved lots of people’s lives or made them worse, changed people’s ideas, had a long-lasting impact on their country or the world, had been a very good/bad example of other people how to live or behave.</p> <p>Marcus Rashford MBE, footballer, is significant because he challenged the government on free school meals forcing a series of U-turns.</p> <p>Simone Arianne Biles is an American artistic gymnast and is significant because she spoke out about mental health pulling out of the Tokyo Olympics to focus on her own.</p> <p>To use an inference square to examine a source looking at what you know, probably know and creating historical questions.</p>

	<p>K: Causes of the Great Fire: Houses in London were built very close together. The streets were narrow. Many people lived in one house/room. The houses were made of wood and coated in a flammable substance called 'pitch' to make them waterproof.</p> <p>London had had a very hot dry summer which had caused many of the buildings to be very dry and more flammable.</p> <p>London did not have a fire brigade and the fire pumps were not as effective as those we use today.</p> <p>Strong winds pushed the fire on.</p> <p>Fire hooks were used to pull houses down.</p> <p>A human chain passing buckets of water from the Thames attempted to put the fire out.</p> <p>A cause is a reason for something happening.</p>	<p>teachers and one head teacher. There was no kitchen in the school and no head teacher's office or staff room.</p> <p>The children learnt arithmetic, geography, singing, history, composition, boys learnt woodwork, and girls learnt needlework.</p> <p>K: In 1700s and 1800s, more children died young.</p> <p>K: To know how to use an inference square to examine sources.</p> <p>K: To begin to talk about why key local places are historically significant.</p>	<p>The Trinity Cross was the highest of the National Awards of Trinidad and Tobago, between the years 1969 and 2008 and was awarded for gallantry in the face of an enemy, or for gallant conduct.</p> <p>Learie Constantine was described as the best fielder in the world. He paid cricket for Lancashire (1928-1937) and was the highest paid cricketer in our country in 1930s.</p> <p>To place the events of the last 100 years in order (birth of own special person, world wars, school opened, Learie Constantine born - 1901).</p> <p>Enslaved means to make someone a slave.</p> <p>Racial discrimination means to treat someone unfairly because of race or colour.</p> <p>Learie's father's grandparents and his mother's parents were enslaved.</p> <p>To know the key events of Learie Constantine's career as a cricketer.</p> <p>Learie protested strongly at outright racism. He joined The League of Coloured Peoples, an organisation aiming to achieve racial equality in Britain.</p> <p>Constantine received an MBE for his war time work in 1947.</p> <p>Constantine experienced racism against himself and his family visiting</p>
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<b>Enhancements</b>	<p><b>National Archives Workshop – evidence. Drama.</b></p> <p><b>Book: The Great Fire of London</b></p>	<p><b>Visit to St. Michael’s Churchyard.</b></p> <p><b>Visit to Thurnham Hall, Cockersands Abbey, Plover Scar Lighthouse and World War II Observation Tower. Examining poem, newspaper, photos, wills, letters, sketches. Ordnance survey maps from 1844, School Log Books, census, video footage from 1948.</b></p>	<p><b>Cricket game with female ex-England cricket captain.</b></p> <p><b>Footage of England v West Indies Cricket matches.</b></p>
<b>READING</b>	<p><b>The Great Fire of London Anniversary Edition by Emma Adams.</b></p>	<p><b>Ghost stories from Thurnham Hall. Gravestone inscriptions, census.</b></p>	<p><b>Biographical material from Lancashire on Learie Constantine.</b></p> <p><b>Newspaper extracts.</b></p>
<b>Vocabulary</b>			

<p><b>Year 3/4 – Cycle A</b></p>	<p><b>How has crime and punishment changed in Lancashire over time?</b></p> <p>Prior learning: Children will have learnt about the police force and their role in crime and punishment. They will have learnt what laws are and who makes them and have some understanding of the main crimes in the UK in the past and today. They will know how children were punished in the past in Cockerham School and how children were punished in the past in other schools. They will have visited a Crown Court and know some of the modern day punishments for crimes. Some children may have learnt about the cotton mill industry in Cycle B.</p> <p>In this unit, children will learn how punishments in Lancashire have changed over time. Children will learn about forms of punishment in Lancashire in the past including the death penalty, fines, the Penal</p>	<p><b>How did the Romans change the British landscape?</b></p> <p>Prior learning: Children will have identified Italy on maps in Geography. They will understand what a settlement is and how people have moved around the world for centuries. They will have a brief overview of the Roman from last term and know how the Romans punished crimes.</p> <p>In this unit, children look at how the landscapes in Britain changed as the result of Roman invasion and settlement. They will learn a timeline of key events of the Roman Empire. They will understand how Rome became an Empire and what an Empire is. They will learn how they invaded Britain with their organised and well-equipped army. They will learn an overview on how the Roman settlement in Britain brought changes to Roman towns, culture, roads and Christianity and evidence for these changes. The children will</p>	<p><b>How did the Anglo-Saxons and Scots settle in Britain?</b></p> <p>Prior learning: Children will understand how people have moved around the world over centuries from EYFS and may have covered migration in geography. Children will need to understand what a settlement is and understand the geography of the UK and its seas and oceans. They will understand how the Romans invaded and settled in Britain and the changes to Britain. They will know some possible reasons for the fall of the Roman Empire.</p> <p>Children explore the settlement of Anglo-Saxons and Scots in Britain and learn knowledge about the changes they brought. Children learn how control of Britain changed after the Romans left, what life was like in Anglo-Saxon Britain, what written sources can tell us about life in Anglo-Saxon Britain, what an Anglo-Saxon burh is and about local Anglo-Saxon remains at St. Patrick’s Chapel,</p>
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	<p>Treadmill, imprisonment, the stocks and transportation. Children will learn about Transportation to Australia as a form of punishment at Lancaster Castle and the 19 crimes punishable by Transportation. They learn about the First Fleet of 11 ships that took the first convicts to Australia creating the first British penal colony in Australia called New South Wales. They learn an overview of the cotton industry and the workhouse for children and what it was like to be poor in Lancashire at this time (see Cycle B). They focus on sources and evidence to learn about the case of local lady, Mary Hindle, tried at Lancaster Castle and transported to Australia for life of hard labour accused of rioting leaving her husband and daughter behind. They visit Lancaster Castle, dungeons and the former prison. They use sources and evidence to learn about other cases of crime and punishment to build their knowledge of a chronology of</p>	<p>focus their learning on how the landscape changed as a result of the Romans considering Roman towns, roads and aqueducts. They will then use their learning to design their own Roman town to show how life changed as a result of Roman invasion and settlement. They will learn about the possible reasons for the fall of the Roman Empire.</p> <p>Pearson Unit</p> <p><b>CONSEQUENCE</b></p>	<p>Heysham, including ruins of an early medieval chapel and associated cemetery from 10/11C, rock cut graves and hogback. They use artefacts and evidence to help them learn how the Anglo-Saxons settle in Britain such as place names and ruins. Children spend a day at Mere Tun, the Anglo-Saxon constructed village at Martin Mere.</p> <p>Anglo Saxons Scots Settlement Links to Romans</p> <p>PEARSON UNIT <b>SOURCES AND EVIDENCE</b></p>
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	<p>changes in crime and punishment over time and report this to the class.</p> <p>The children learn who the Ancient Romans were (as this is covered in depth in Spring term) and consider if they had a police force and how they punished crimes.</p> <p><b>Chronology, Change and Continuity.</b></p>		
<p><b>Sticky Knowledge</b></p>	<p>20% of Australians have links to convicted ancestors.</p> <p>The first fleet to arrive in Australia with convicts from the UK was in 1788.</p> <p>Transportation to Australia was usually for 7 years, 14 years or life of hard labour.</p> <p>Approx. 165 000 convicts were transported to Australia.</p> <p>Mary Hindle was sent to Australia on the prison ship the Harmony in 1827 to serve a life of hard labour.</p> <p>Hindle was convicted of involvement in the Power Loom Riot of 1826.</p> <p>Lancaster castle had two tread wheels to create energy.</p> <p>Offenders sentenced to hard labour had to work 10 hours per day on the treadwheels.</p>	<p>After Julius Caesar's failed invasion in 55–54 BCE, the Roman Empire successfully invaded Britain from CE 43, under Emperor Claudius.</p> <p>The Romans founded and developed major cities linked by stone roads across Britain, with water and sanitation systems, central heating and other comforts.</p> <p>The Romans brought many changes to Britain, including a move towards living in towns and cities. Important Roman cities include what we now call London, St Albans and Colchester ('chester' in place names means</p>	<p>A hogback is a stone carved Anglo-Scandinavian Sculpture from around 10-12<sup>th</sup> C.</p> <p>St. Patrick's Chapel was an Anglo-Saxon chapel built in approx. 8<sup>th</sup> C in Heysham.</p> <p>The Anglo-Saxons were a mixture of tribes inhabiting the British Isles following the departure of the Romans. They were comprised of Britons, Picts, Scots (Irish settlers in what is now Scotland) and Germanic tribes like the Angles, Jutes and Saxons (who settled in the south and east of Britain).</p> <p>The majority of Anglo-Saxons lived as craftspeople and farmers under thanes, who in turn lived under the rule of cynings (kings).</p>

	<p>A Penal Treadmill was a treadmill with steps set into two cast iron wheels. They were used in prisons in early Victorian times for hard labour. They would have to walk in silence for six hours a day, taking 15 minutes on the wheel followed by a 5-minute break.</p> <p>Much of the crime committed in the past, just like today, consisted of minor misdemeanours.</p> <p>Ancient Rome did not have a police force but they had a group called Vigiles.</p> <p>There were about 7000 Vigiles who dealt with criminals like thieves and enslaved people who ran away.</p> <p>Vigilante means any person who takes the law into their own hands, such as by avenging a crime.</p> <p>The Romans designed their punishments to discourage potential criminals.</p> <p>Whipping and fines were the most common punishments.</p> <p>For very serious crimes you could be killed by crucifixion, thrown from a cliff into a river or even buried alive.</p>	<p>the town was built on the site of a Roman fort, from the Latin 'castrum' for a fort).</p> <p>Roman towns were designed as grids of streets with blocks of buildings. The central forum housed a big market where people could trade or buy goods.</p> <p>Other key structures included temples, baths, villas, shops, amphitheatres and aqueducts.</p> <p>The Romans introduced Latin, and reading and writing. They also brought in the Julian calendar, Roman numerals, coins, fast food, advertising and trademarks.</p>	<p>They believed in a pagan pantheon of gods derived from Norse mythology until they were mostly converted to Christianity, between the sixth and eighth centuries.</p> <p>The Anglo-Saxons formed into seven kingdoms called the Heptarchy.</p> <p>Archaeological evidence provides most evidence about life in Anglo-Saxon Britain because there are limited written sources from this period. These are largely from Gildas the Wise, the Venerable Bede and <i>The Anglo-Saxon Chronicle</i>.</p> <p>By the tenth century, Anglo-Saxons had to defend themselves from Viking raiders. They developed early defensive town settlements called burhs, many of which grew to become towns and cities that still exist.</p>
<b>Reading</b>			<b>Anglo-Saxon Boy by Tony Bradman</b>



<b>Enhancements</b>	<b>Visit to Lancaster Castle. Local artefacts.</b>	<b>Visit to Lancaster Museum.</b>	<b>Heysham – Anglo-Saxon church, hogback tomb, St. Patrick’s Chapel. A day as an Anglo-Saxon child at Mere Tun.</b>
<b>Vocabulary</b>			
<b>Year 3/4 – Cycle B</b>	<p><b>How did the Shang Dynasty change the way of life?</b> Prior learning: Children will have studied countries and continents around the world in Geography. They will have some understanding that civilisations in the past changed the way of life. Children understand historically significant people and places as being of important in changing the live of others, their thinking or events in history, whether positively or negatively.</p> <p>Children learn an overview of the achievements of ancient civilisations: Ancient Sumer - , Ancient Egypt, The Indus Valley and the Shang Dynasty. They follow an in-depth study of the Shang Dynasty and their</p>	<p><b>What does evidence tell us about being a child in the Stone Age?</b> Prior learning: Children will understand how the lives of children has changed over time including their daily life at school, work, the toys they played with and the hobbies they undertook. They will understand how historical evidence can be interpreted to make claims and how it can be used to help us to learn about the past. They will have an understanding of the properties of different materials in Science and how some materials are more suitable than others.</p> <p>We explore how children lived in the Stone Age and learn knowledge of the period to compare this to how children live</p>	<p><b>What is the significance of the Lancashire Cotton Industry to the Lancashire Slave Trade?</b> Prior learning: Children will have a brief overview of enslavement and understand racial equality from Year 1-2 Cycle B on Learie Constantine. They will know how people have moved around the world for centuries, from EYFS. Some children may have visited the canal at Cockerham and Glasson Dock at Lancaster and know some of the history of the port and the canal and how it was used to move goods in the past. Some children may have studied migration in geography. Children will have an understanding of what historical significance means.</p>

	<p>achievements. Children learn how the Shang Dynasty began, how they created and used Chinese writing, what life was like for people in the Shang Dynasty and how the Shang Dynasty changed the way of life.</p> <p>Children focus on similarities and differences between the early civilisations and explain how the Shang Dynasty changed the way of life.</p> <p>Links to School/Homes EYFS, Cockerham and Thurnham</p> <p><b>SIMILARITIES AND DIFFERENCES</b></p>	<p>today and in living memory. Children learn about the tools early humans used, what life was like in a Stone Age settlement (Skara Brae) and why Bronze was used for tools and weapons. Children present what life was like for a child in the Stone Age focusing on change.</p> <p>Adapted Pearson Unit: Prehistoric Britain.</p> <p>Links to Local History maps and Thurnham Year 1/2 and Dogger – Toys EYFS</p> <p><b>CHRONOLOGY, CHANGE AND CONTINUITY</b></p>	<p>Children learn about The Lancashire Cotton Industry and its significance for the people of Lancashire (and beyond) in the past. Children will learn what life was like in their local area in the past (Preston or Lancaster) and how it has changed over the years. They will find out about the everyday lives of people in the past as well as significant events and how buildings and land use have changed over time. They will learn how the Lancaster Canal and port of Glasson Dock was used to ship goods in the cotton industry. Pupils will learn where the cotton came from and the impact of the cotton industry on the lives of people caught up in the Transatlantic Slave Trade. Children will visit Sambo's grave and the Cotton Mill in Preston.</p> <p><b>HISTORICAL SIGNIFICANCE</b></p>
<p><b>Sticky knowledge</b></p>	<p>Achievements of earliest civilisations: Ancient Sumar: clock system, monarchy, writing and number system.</p> <p>Indus Valley: writing, town and cities.</p>	<p>The Stone Age was divided into three eras: the Palaeolithic, Mesolithic and Neolithic.</p> <p>The Palaeolithic era saw Neanderthals living a nomadic life as hunter-gatherers with basic tools.</p>	<p>To know cotton comes from a cotton plant.</p> <p>Cotton was grown abroad and imported from America, Brazil, Egypt, East India and West India.</p>

	<p>Ancient Egypt: Hieroglyphs precursor to writing, writing material – papyrus, farming – ploughs key-operated locks.</p> <p>Shang Dynasty: modern Chinese writing, calendar.</p> <p>The Shang Dynasty is the earliest dynasty in China from which we have physical artefacts. A Bronze-Age civilisation grew up along the Yellow River.</p> <p>The Shang Dynasty was founded by Cheng Tang, who overthrew the Xia Dynasty.</p> <p>The Shang oversaw many major cultural developments, such as the invention of Chinese writing, astronomy, and advances in working with metal, jewels and jade.</p> <p>A lot of our knowledge of the period is derived from oracle bones, which were made by priests to try to divine the future. These provide us with the first examples of Chinese writing, many characters of which are still used today.</p>	<p>The Mesolithic era saw rising sea levels and a changing environment, with new forests and grassland appearing as the Ice Age ended. Humans sharpened stones and bones into tools and weapons.</p> <p>The Neolithic era saw the spread of more complex, permanent settlements, better tools and the development of agriculture.</p> <p>Skara Brae is located on the Bay of Skail, in the Orkney Islands, in Scotland.</p> <p>Skara Brae is a village made up of very ancient single room houses, which was discovered over 150 years ago.</p> <p>The houses are built from stone and were originally all free standing but some are now partly underground.</p> <p>Archaeologists know the villagers ate fish and shellfish. They ate lots of meat from sheep, cattle and pigs. They collected eggs from birds' nests (there were no chickens in Orkney 5000 years ago).</p> <p>Children took part in hunting and gathering. They fished, hunted, foraged for foods. Food was cooked on a fire.</p> <p>Everyone probably slept in one room. They made things from stone and bone and used stone and bone tools.</p>	<p>Today, our clothes come from all over the world.</p> <p>Henry Ashworth (1794-1880) was from a prominent Quaker farming family.</p> <p>Quakers belong to a historically Protestant Christian faith known as the Religious Society of Friends.</p> <p>The 1850s was a booming time for the cotton industry in Lancashire. The populations of some mill towns in Lancashire had almost doubled.</p> <p>Subsistence means supporting oneself.</p> <p>Dependence means relying on or being controlled by someone/something else.</p> <p>Population means all the inhabitants of a particular place.</p> <p>Many people in Lancashire were dependent on the Cotton industry for subsistence and the population increased as a result.</p> <p>Industrialisation in the 18<sup>th</sup> and 19<sup>th</sup> century was the process of change from mainly agricultural work to larger scale manufacturing in mills and factories. This was due to new machinery and coal power.</p> <p>Work places were dangerous and unhealthy.</p> <p>Many children were employed in the factories in poor conditions.</p>
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			<p>Failure of the cotton industry is linked to famine in Lancashire. The Cotton Famine was the worst crisis in the cotton industry and lasted for 4 years. It had devastating effects on the population of Preston and other Lancashire towns. The American Civil War caused the supply of cotton to stop. Factories also made too much cloth and had to reduce production. Most mills had shut down by 1862. To know how to make a timeline of the events of the Lancashire Cotton Industry.</p>
<b>Enhancements</b>	<p><b>Secrets of a Sun King by Emma Carroll.</b> <b>Prisoners of Geography by Tim Marshall.</b></p>		<p><b>Visit to the Cotton Mill</b> <b>Growing a Cotton Plant</b></p>
<b>Reading</b>		<p><b>Stone Age Boy by Satoshi Kitamura</b> <b>Brochure from Skara Brae Visitor Centre</b></p>	<p><b>Black and British: A Short Essential History by David Olusaga.</b> <b>Extracts, artefacts.</b></p>
<b>Vocabulary</b>			
<b>Year 5/6 – Cycle A</b>	<p><b>What does evidence tell us about the witches at Pendle?</b> Prior learning: Children will have knowledge on the forms of punishment through the age at Lancaster Castle taught through</p>	<p><b>Were the Vikings just blood-thirsty warriors?</b> Prior learning: Children will understand how people have moved around the world for centuries and know why, how and</p>	<p><b>Could the Second World War have been avoided?</b> Prior learning: Children will have knowledge of settlements and how and why people have moved</p>

	<p>school including Transportation, and modern day imprisonment. They will have knowledge of forms of punishment in the past in schools and in society in the UK and will have an understanding of the link between crime and poverty. They will understand who makes the laws and the enforcement of them. The children will have undertaken their own historical enquiries and made inferences about artefacts.</p> <p>In this unit, children learn about crime, punishment and justice in Britain at the time of 1600s and the trial of people in society. The children learn about the punishment of execution at Lancaster Castle and the laws on witchcraft and the trial and execution of the Pendle Witches. The children will interpret the evidence and consider how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. They will consider the sources of evidence and any bias.</p>	<p>when people settled, e.g. Romans/Anglo Saxons and Scots. They will have an understanding of how the Anglo Saxons and Scots changed life in Britain and what life was like in Anglo Saxon Britain and how we know this.</p> <p>Children learn about the Viking and Anglo Saxon struggle to the time of Edward the Confessor. They learn who the Vikings were and how and why they arrived in Britain. They learn about Norse Gods and how to explain this through a timeline. They learn why Alfred signed a treaty with Guthrum and consider whether Alfred was right to make a deal with the Vikings. Children then consider the evidence to decide whether the Vikings were bloodthirsty warriors.</p> <p>Links to Anglo-Saxons and Scots Year3/4</p> <p><b>Sources and Evidence</b></p>	<p>and invaded other countries over time. They will know the geography of the countries in Europe.</p> <p>In this unit, children will learn about the different causes of the First World War and consider why so many lives were lost on the Western Front. They will learn about the Treaty of Versailles considering if it was fair. They will look at the reasons Hitler rose to power and the causes of the Second World War. They will use their knowledge to explain whether the Second World War could have been prevented. As a challenge, some children may go on to consider who was to blame for the Second World War.</p> <p>PEARSON UNIT</p> <p><b>CAUSES AND CONSEQUENCE</b></p>
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	<p>Children use their learning to report on what evidence tells us about the trial of the Pendle Witches and the problems with historical evidence.</p> <p><b>Sources and Evidence</b></p>		
<p><b>Sticky Knowledge</b></p>	<p>The Pendle Witches lived during the reign of Elizabeth I (1558-1603) and James I (1603-1625). King James I passed an Act imposing the death penalty for witchcraft. The trial took place in 1612. 10 were found guilty of witchcraft and were sentenced to hanging. In early 17<sup>th</sup> C Lancashire was remote, poor and people were ill-educated. Clerk of the Court, Thomas Potts wrote a (biased) account of the events and trial of the witches in 1613. Until 1800, condemned convicts at Lancaster walked along Moor Lane and Moor Gate, had their last drink in the Golden Lion public house on corner of Brewery Lane before being executed at Gallows Hill, on the moors close to Williamson Park. Out of 200 executions at Lancaster Castle, only 43 were for murder' other crimes included burglary, passing forged notes, robbery and cattle-stealing.</p>	<p>The name 'Viking' came from the Norse term for an overseas raid or expedition. The Norse term for the sailor-warriors who went on these expeditions was 'Viking'. The Vikings were very powerful in Europe between the end of the 8th century and the start of the 11th century. Norse mythology is a rich collection of stories and characters that still resonate very strongly today (for example, in the Marvel universe and in video games such as Assassins' Creed: Valhalla). The Great Heathen Army (so called by the Anglo-Saxons; some historians now call it the Viking Great Army) arrived in 865 on the Isle of Thanet, Kent. The King of East Anglia gave the Vikings horses in return for peace. The army's campaign went on from 865 to 878. During this time, some Vikings settled in their conquered lands, While reinforcements also arrived from Scandinavia.</p>	<p>The night of Broken Glass was called Kristallnacht. The nation state of Germany was created in January 1871. European countries had fought each other for hundreds of years, but when Germany became a nation state, the balance of power in Europe changed dramatically. It led to European countries scrambling to form alliances to protect their own interests. France, defeated by Germany in 1871, and having lost territory to Germany, was worried about potential German aggression in the future. The system of alliances that developed led to Europe being divided into two camps (Germany, Austria-Hungary and Italy in one, and Russia, France and Britain in the other) and the creation of</p>

	<p>After 1800, executions took place at 'Hanging Corner' at the castle. The last public execution at Lancaster Castle was 1865, Stephen Burke. Lancaster Castle was the only place with Right of Assize until 1835. The Assize was known as The Hanging Court, as more death sentences were passed here than at any other court in the country outside London. The number of offences at this time that carried the Death Penalty was over 200. The courts of assize were courts held in the main county towns and presided over by visiting judges from the higher courts based in London.</p>	<p>One Norse saga suggests the Great Heathen Army's invasion was carried out as revenge by the sons of Ragnar Lodbrok for their father's murder by the King of Northumbria. Bloodthirstiness is tied up in the language of the Vikings: the phrase 'going Viking' meant 'going raiding'. However, there were also plenty of Vikings who settled abroad peacefully as farmers and traders. Vikings raided the island of Lindisfarne in 793, killing monks and plundering their treasures. This success only led to further Viking raids in the years that followed. Norse sagas had a tendency to be gory and violent. For instance, Odin gouges out his own eye in exchange for knowledge from Mimir, Norse god of wisdom. Many Viking attacks were avoided by the payment of Danegeld, and the Danelaw was peacefully occupied by Vikings for many years. King Canute, keen to unite the English and the Danes, actively prevented any conflict with the Vikings during his 19-year reign.</p>	<p>military plans (the Schlieffen Plan) that made war more likely. Imperialism: At this time in history, European countries were fighting over the remaining parts of the world they had not taken control over by force. Taking control of a country meant having access to its natural resources, including the people of a place, and increased the power and influence of these governments. This policy of power through conquest and control is called 'imperialism'. In August 1914, around 6 million soldiers were mobilised in Europe: Germany invaded Belgium and France, Russia invaded Germany, Austria-Hungary invaded Serbia and Russia, France invaded German-held Alsace-Lorraine. The British sent their army to help France. The two sides became known as the Allies (Britain, France and Russia) and the Central Powers (Germany and Austria-Hungary). From November 1914, the Western Front barely moved until</p>
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			<p>the end of the war four years later.</p> <p>One reason for such loss of life on the Western Front (5 million, was because modern weapon technology was brilliant for defending positions.</p> <p>On 9 November 1918 the Kaiser abdicated, and Germany became a republic.</p> <p>Under the terms of the armistice Germany agreed to evacuate all French and Belgian territory, and all its new gains in Eastern Europe. Germany had to hand over most of its fleet and the British blockade of German ports continued.</p> <p>The agendas of the Big Three at the Paris Peace Conference were very different. America wanted an end to empires and to allow all countries to be independent; France wanted to take land from Germany to weaken and punish it for the war; Britain didn't totally agree with either.</p> <p>Nazi popularity was low during this time: in 1928 they were the 8th largest party in Germany.</p>
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<p><b>Reading</b></p>	<p><b>List of convicted criminals. Extracts from Thomas Potts's account. 1612 – the Lancashire Witch Trials.</b></p>		<p>Letters from the Lighthouse by Emma Carroll</p>

<b>Enhancements</b>	<b>Pendle Witches Trail in Pendle. Visit to Lancaster Castle. Dungeons Visit – Blackpool Tower.</b>		
<b>Vocabulary</b>			
<b>Year 5/6 – Cycle B</b>	<p><b>How has thinking and ideas from Ancient Greece influenced the Western World?</b> Prior learning: Children will have studied a brief overview of ancient civilisations and understand the major influences of them. They will have studied the ancient civilisation of the Shang Dynasty in depth and they changes they brought and will have considered the similarities and differences of some of the ancient civilisations.</p> <p>A study into the Ancient Greek civilisation and beliefs and how these influenced the Western world. Children learn what the Ancient Greeks believed, who Alexander the Great was, about equality in Greek society and how thinking and ideas in Ancient Greece have influenced the western world.</p>	<p><b>What can evidence tell us about the Benin Kingdom?</b> Prior learning: Children will have experience of using artefacts to learn about the past and of using other historical sources when there are no written forms, such as when studying the Stone Age. They will be able to make inferences about an object. They will have knowledge of how the Roman Empire came about and grew and the geographical locations and access to resources which can help settlements become more powerful.</p> <p>Children learn the difference between tribes and kingdoms. They learn how the Benin Kingdom began and grew to a powerful empire. They use sources and evidence in the form of artefacts to learn about life for the Edo people and how we can</p>	<p><b>What do sources tell us about the Transatlantic Slave Trade?</b> Prior learning: Children will have knowledge of migration over centuries and understand the term enslaved and how Glasson Dock and the Lancaster Canal was involved in the Slave Trade. They will understand the importance of the cotton industry for the town of Lancashire and know how cotton was transported in ships. They will know about cotton workers and workers in the cotton mills and how they were treated. They will have an understanding of racial inequality.</p> <p>Children learn about the Transatlantic Slave Trade and its links to Lancashire in the past. They will learn what life was like for enslaved people in the past including enslaved people who were forced to endure long</p>

	<p>Links to Civilisations EYFS-5/6</p> <p><b>CONSEQUENCE</b></p>	<p>learn about periods of history without primary written sources. Children examine the Benin Bronzes and learn what these teach us about the Benin Kingdom.</p> <p>They learn how trade links were established and which goods were traded and why the Benin Wall was so important.</p> <p>They use sources and evidence to describe life in the Benin Kingdom with an awareness of bias.</p> <p>Links to civilisations EYFS-5/6</p> <p><b>SOURCES AND EVIDENCE</b></p>	<p>journeys on board slave ships. They will learn how significant people, events and changes to laws led to the abolition of slavery over time. Children progress from the cotton industry and learn about a Lancashire Slave Trip called Hope, L'Aurore and consider the poem 'The ship called the Zong' and what these tell us about the Transatlantic Slave Trade and Britain's involvement.</p> <p>They will use sources to describe the Lancashire Slave Trade and consider what we can learn from this, in the future to ensure everybody experiences equality.</p> <p><b>SOURCES AND EVIDENCE</b></p>
<p><b>Sticky Knowledge</b></p>	<p>Ancient Greek culture begins with the Minoan civilisation around 21700BCE and ends with the collapse of the Hellenistic period in 150BCE.</p> <p>The Ancient Greeks did not think of themselves as belonging to a single country, what made you Greek was a shared culture and language.</p> <p>Ancient Greece gave modern Europe: civilisation, democracy, scientific and</p>	<p>The Benin Kingdom began to develop between 900-1300 CE but reached its height in 1300-1700CE.</p> <p>People in Benin City lived and worked in guilds, of which there were more than 40, specialising in everything from medicine to music, dance or art.</p>	<p>Learie Constantine experienced racism in England and his grandparents were enslaved.</p> <p>Henry Ashcroft, a Quaker, was a benevolent cotton mill manager and employer.</p> <p>The Quakers were the first religious denomination to come out against slavery.</p>

	<p>mathematical knowledge, written history, satire and bras.</p> <p>The Ancient Greeks are responsible for inventing the system of government that has been seen in most of the Western world thereafter – democracy.</p> <p>Their ideas are also seen to have influenced our theatre, architecture, philosophy, the alphabet and the Olympic Games.</p> <p>Alexander the Great spread the Greek legacy around the whole known world.</p> <p>Ancient Greece conjures certain images: Greek theatre, democracy, city-states, temples, ancient philosophers. This picture of Ancient Greece is from the Golden Age of Greece, also known as the Classical Period. The Golden Age was important to the whole world, not just to the Ancient Greeks.</p> <p>The Golden Age occurred in Greece in the 5th and 4th centuries BCE. It was a period of huge growth for Greece as Alexander the Great expanded his empire. The Golden Age ended with Alexander's death in 323 BCE.</p> <p>The Golden Age was a time of great cultural growth. Socrates and Aristotle were beginning their lasting</p>	<p>The brass guild made decorative plaques, figures and heads. These are known as 'bronzes'. They provide information about customs, events and beliefs.</p> <p>During a British attack in 1897, bronzes were looted and sold. Many are in the British Museum and there is controversy about whether they should be returned to Nigeria.</p> <p>Perceptions of Africa were challenged when the plaques first arrived in Europe, as they represented a lifestyle that was civilised, opulent, powerful and militaristic.</p> <p>The Benin kingdom was founded in the nation of Nigeria (not the modern-day country of Benin). 2000 years ago, the villages and tribes began to form a single kingdom that worked as a community, including trading with those from other areas.</p> <p>Instead of using money, Benin and the Europeans made exchanges. They traded in brass manilla bracelets, cowrie shells,</p>	<p>In 1787, the Quakers of Portsmouth officially formed The Society for Effecting the Abolition of the Slave Trade joining with abolitionist Wilbur Wilberforce. They commissioned and presented to the nation an illustration of Liverpool slave ship, the Brookes. This caused people to be horrified and was influential in their anti-slavery campaign.</p> <p>Transatlantic means crossing or extending across the ocean.</p> <p>An enslaved person is a person who is forced to work for someone; someone who is owned by another person; someone who can be bought and sold, someone who is not free to do what they want; someone who has to do what their master wants them to do.</p> <p>The term slave is dehumanising. Those enslaved were, for instance, farmers, priests, musicians, merchants and were brothers, husbands, wives, daughters.</p> <p>Trade means to do business, to exchange one thing for another with someone.</p> <p>John Hawkins, English merchant, was given money by Queen Elizabeth I to support his voyages and made him a knight for his success at slave trading.</p>
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	<p>impact on philosophy and intellectual thought. Greek theatre came into being, and the plays of well-known Greek dramatists such as Aeschylus, Aristophanes and Euripides are still on stage today. The Olympic Games became popular and democracy was born. The Classical Period was one of the most important in world history.</p>	<p>guns, ivory, peppercorns and enslaved people. The Benin Kingdom's success grew during Oba Ewuare's reign, through his development of the country's infrastructure, expansion of the army and aggressive military campaigns. Establishing trade relations with Europe brought wealth to the kingdom, which enabled further expansion and dominance in the region. Obas ran Benin with the help of chiefs: king makers, who were important aides; palace chiefs, who ran the court; and town chiefs, who governed ordinary people outside the city. Rural life was different from the order and opulence of Benin City. Villagers lived off the land, farming, hunting and building their own homes. The Edo people's religion was called Voodoo, which involved animism: the belief that all things have a spirit. People worshipped many gods, and every village had its own deity.</p>	<p>Charles II saw an opportunity to make money by trading in enslaved people from Africa. In early 18<sup>th</sup> C, enslaved people were bought by rich British families to work as servants. In 1850, King Ghexo of Dahomey (now Benin) sent Queen Victoria a young slave as a present. Lancaster was the 4<sup>th</sup> biggest slave trading port in the UK. The Lancashire Cotton Industry and the people of Lancashire were dependent on the Transatlantic Slave Trade for subsistence. The transatlantic slave trade transported between 10 and 12 million enslaved Black Africans across the Atlantic Ocean to the Americas from the 16<sup>th</sup> to the 19<sup>th</sup> century. To know the key events of the Transatlantic Slave Trade for Britain and place on a timeline. Olaudah Equiano is historically significant as he published the first significant work on an enslaved person's life. The Slavery Abolition Act abolished slavery in most British colonies in 1833. The L'Aurore left La Rochelle, France on August 28<sup>th</sup> 1784 bound for the African coast.</p>
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<b>Reading</b>	<b>Who Let the Gods Out? By Maz Evans</b>		<b>A Ship Called the Zong poem.</b>
<b>Enhancements</b>	<b>Museum visit</b>		<b>Lancaster Slave Trail</b>
<b>Vocabulary</b>			

KEY CONCEPTS					
<b>CAUSE</b>	<b>CONSEQUENCE</b>	<b>HISTORICAL SIGNIFICANCE</b>	<b>CHRONOLOGY, CHANGE AND CONTNUITY</b>	<b>SOURCES AND EVIDENCE</b>	<b>Similarities and Differences</b>

How can we explain why things happened in history?	How did people make a difference to what happened? What followed as a result of this?	How do we choose what is most important in history as we cannot use everything?	To create a sense of period and time, the sequence of when things happened, what changed and what continued, what we might see as progress.	What do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems of using historical sources?	Understanding the complexity of people's lives, differing perspectives and relationships between different groups. Draw comparisons across people, their perspectives, motivations and actions as well as across time and space.
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Work likely in...	Early Years	KS1	LKS2	UKS2
<b>Chronological knowledge / understanding (including characteristic features of periods)</b>	Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events and characters encountered in books read in class and storytelling. Talk about past and present events in their own lives and in lives of family members.	Distinguish between past and present in own and other people's lives. Use common words and phrases relating to the passing of time. Know where some people/events studied fit into a chronological framework.	Develop chronologically secure knowledge of history by: Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...) Begin to establish clear narratives within and across periods studied.	Embed chronologically secure knowledge by: Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...) Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.

<b>Continuity and change in and between periods</b>	Look closely at similarities, differences, patterns and change. Develop understanding of growth, decay and changes over time	Identify similarities / differences between their own present and aspects of the past. Identify some similarities / differences between ways of life at different times/ in different periods.	Describe / make links between main events, connections, trends, situations and changes within and across different periods/societies, e.g. clothes, food, buildings or transport.	Present a clear narrative within and across periods that note connections, contrasts and trends over time. Analyse connections, trends and contrasts over time. (Year 6 Only). Begin to recognise and describe change and continuity and suggest relationships between causes.
<b>Cause</b>	Question why things happen and give explanations.	Recognise why people did things and why events happened.	Explain why people did things and why events happened.	Begin to recognise and describe change and continuity and suggest relationships between causes.
<b>Consequence</b>		Recognise what happened as a result.	Identify and give reasons for, results of, historical events, situations, changes. Describe how, and when, Britain has influenced the wider world and vice versa.	Identify and give reasons for, results of, historical events, situations, changes. Describe how, and when, Britain has influenced the wider world and vice versa.
<b>Historical terms e.g. empire, peasant</b>	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. <i>today, yesterday, tomorrow, present, past, future, when I was..., remember, ago, order, sequence, old, new, then, now</i>	Use a wide vocabulary of everyday historical terms. <i>Past, present, old, new, change, after, before, similarities, differences, timeline, century, significant, beyond memory, chronological.</i>	Develop the appropriate use of historical terms. <i>historical, old, time, period, timeline, chronological, years, past, decade, century, source, reliable, evidence, evaluate, relevant, historical figures, compare, contrast,</i>	Embed the appropriate use of historical terms. <i>Historical, ancient, chronological, old, time, period, timeline, chronological, years, past, decade, century, sources of evidence, primary, secondary, evidence, beliefs, conclusions.</i>
<b>Historical enquiry – Sources and evidence, communicating ideas.</b>	Be curious about and. talk about the lives of people around them and their roles in society.	Ask and answer questions about the past using sources.	Regularly address and sometimes devise historically valid questions.	Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid

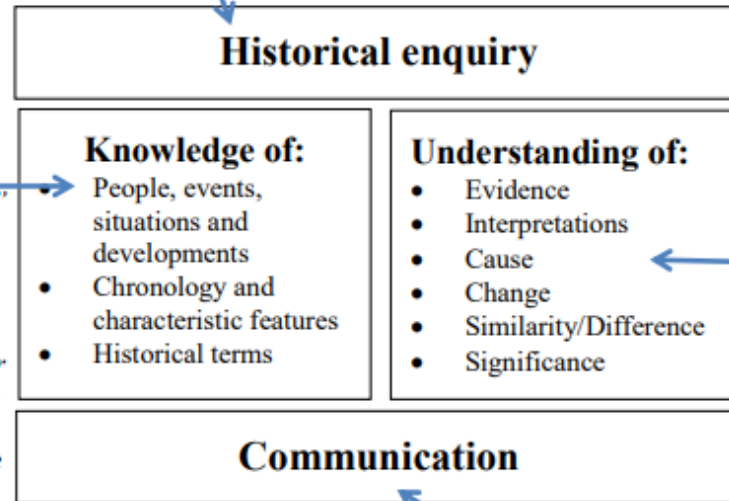


	<p>Answer 'how' and 'why' questions ... in response to stories or events.          Explain own knowledge and understanding, and asks appropriate questions.          Know that information can be retrieved from books and computers          Record, using marks they can interpret and explain</p>	<p>Understand some ways we find out about the past.          Choose and use parts of stories and other sources to show understanding of other concepts.          Identify some of the basic ways the past can be represented.</p>	<p>Understand how knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some possible reasons for this.          Construct informed responses by ...          Selecting and organising relevant historical information</p>	<p>questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.          Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.          Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<b>Historical Significance</b>	<p>Recognise and describe special times or events for family or friends.</p>	<p>Talk about who was important e.g. in a simple historical account.</p>	<p>Identify historically significant people and events in situations.          Understand some of the ways in which people's lives have shaped this nation.</p>	<p>Show knowledge and understanding of local, national and international history by: Understanding significant aspects of history- expansion and dissolution of empires; characteristic features of ancient European and non-European societies; achievements and follies of humankind.</p>
<b>Interpretations of History</b>		<p>Identify different ways in which the past is represented.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.          Construct informed responses that involve thoughtful selection and</p>	<p>Gain historical perspective by placing growing knowledge into different contexts...between cultural, economic, military, political religious and social history.          Use sources as a basis for research from which to begin</p>

			organisation of relevant historical information.	to use information as evidence to test hypotheses. Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
<b>Similarity/ Difference</b>	Know about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Make simple observations about different types of people, events, beliefs within a society. Make simple connections and draw contrasts.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world.	Describe social, cultural, religious and ethnic diversity in Britain, locally & the wider world.

*Always* engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. *Sometimes* your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

*Always* include objectives for building knowledge of all the aspects shown here. This “Now knowledge” will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen “hereafter knowledge”. (See page 2 above)



Within any sequence of lessons, *always* include objectives for developing pupils’ *understanding of* (usually) *one or two of the listed elements*. Your selection and precise focus for this will be reflected in the key question. (See “historical enquiry”).

*Always* require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. *Sometimes* your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.