

**History Long Term Plans & Progression of Units of Work**

EYFS: Cycle A						
Topic/ Question	<i>All About Me</i>	<i>Celebrations</i>	<i>People Who Help Us</i>	<i>Once upon a time... Knights v Dragons</i>	<i>On the Farm</i>	<i>Under the Sea</i>
Unit overview	<i>Core Theme: Local History</i>		<b>Theme: Chronology &amp; Significant figures</b> (name person)	<b>Theme: Invasion</b>		
Prior knowledge						
Links to future topics						
New Knowledge	Linked to ELG					
Vocabulary						
Enrichment experiences						
Resources						
EYFS: Cycle B						
Topic/ Question	<i>All About Me</i>	<i>Changing Seasons</i>	<i>Dinosaurs</i>	<i>In the Garden</i>	<i>On Safari</i>	<i>Superheroes</i>
Unit overview			<b>Theme: Impact on Britain</b>			
Prior knowledge						
Links to future topics						
New Knowledge						
Vocabulary						
Enrichment experiences						
Resources						

Key Stage One: Cycle A				
Topic/ Question	<i>If you go down to the woods today, what will you find?</i>	<i>How is the UK different to the Arctic region? Who lives in a place like this?</i>	<i>Which wonder would you like to visit?</i>	<i>Why do people love to be besides the seaside?</i>
Unit overview				<b>Core Theme: Significant Figures (Grace Darling)</b>
National Curriculum				Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  The lives of significant individuals in the past who have contributed to national and international achievements.
Prior knowledge				Children have learnt about significant people in their own lives. They have also explored different people who help them in their day to day lives.
Links to future topics				Other significant figures
Substantive knowledge				<u>Seaside in Victorian times</u> <ul style="list-style-type: none"> <li>- <b>Know where the Victorians went on holiday – coastal towns like Scarborough and Blackpool</b></li> <li>- <b>Know that Victorians travelled to the seaside by steam train &amp; that stations were very busy</b></li> <li>- Know that richer Victorians stayed in large hotels near the beach but poorer families only visited for the day</li> <li>- <b>Know that Victorians enjoyed watching ‘punch &amp; Judy’ shows and riding donkeys on the beach</b></li> <li>- Know that most Victorians could not swim so they only paddled in the sea</li> <li>- <b>Know that poorer families only went to the seaside for the day but richer families went for a week in the summer</b></li> </ul> <u>Grace Darling</u> <ul style="list-style-type: none"> <li>- Know that Grace Darling lived between 1815 and 1842. She was born in Bamburgh.</li> <li>- <b>Know that Grace Darling lived in a lighthouse in the Farne Islands with her family</b></li> <li>- <b>Retell the main events of Grace Darling and her father rescuing 9 survivors from SS Forfarshire in 1838:</b></li> </ul>

				<p>SS Forfarshire broke up on the rocks within sight of the lighthouse at Longstone. Grace and her father set out through the stormy sea to collect some of the survivors.</p> <ul style="list-style-type: none"> <li>- Know that the queen at the time, Queen Victoria, wrote to Grace Darling with a reward.</li> <li>- Know that men and women were treated differently in the past</li> </ul>
Disciplinary knowledge				<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Identifies significant people, events or places from the past.</li> <li>- Recognises that some individuals are remembered because they did important things.</li> <li>- Describes in simple terms why someone or something is remembered.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Recognises and describes simple similarities and differences between past and present</li> <li>- Begins to understand that life was not the same for everyone in the past.</li> </ul> <p><b>Use of Evidence</b></p> <ul style="list-style-type: none"> <li>- To know that sources are things that survive from the past, and give use clues about what it was like.</li> <li>- To use a source to make a prediction about history.</li> <li>- To answer questions using sources selected for them.</li> </ul>
Vocabulary				<p>Long time ago, then, now, past, present, sequence, evidence, information,</p>
Enrichment experiences				<p>Visit to the seaside/ seaside experience comes to Windhill Invite grandparents in to speak about holidays when they were younger</p>
Resources				<p><a href="#">Grace Darling - BBC Teach</a> <a href="#">The Story of Grace Darling   Primary History   BBC Teach</a></p>

Key Stage One: Cycle B					
Topic/ Question	Where did all the castles come from?	How do we stay healthy?	Transport	How has Mexborough changed since my grandparents were my age?	Why do people visit London?
Unit overview	<b>Core Theme: Local History &amp; Invasion</b>	<b>Core Theme: Significant Figures</b> (Florence Nightingale)		<b>Core Theme: Local History</b>	<b>Core Theme: Significant Figures</b> (King Charles) & <b>Impact on Britain</b> (The Great Fire of London)
National Curriculum	Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally
Prior knowledge		Science focus topic		EYFS – knowledge of their own homes and family members	EYFS –
Links to future topics	Roman invasions (LKS2) Anglo-Saxon & Vikings (LKS2)	Other significant figures		Doncaster during the Roman times (LKS2) Local mines (UKS2)	Other historical royal significant figures – Henry VIII (UKS2)
Substantive knowledge	<u>Types of Castles</u> - <b>Know that the first type of castles were called Motte and Bailey</b> - <b>Know the benefits &amp; hindrances of Motte &amp; Bailey castles.</b> - <b>Know that the Motte and Bailey developed into a stone keep castle.</b> <u>Conisbrough Castle</u>	- <b>Know that Florence Nightingale was born in 1820 and was born in Italy in Florence.</b> She came from a wealthy family and was not expected to have a job. - <b>Know that she was a nurse who went to the Crimean War to help wounded soldiers.</b> - Know that many soldiers died from their wounds but more died from diseases.		<u>Mexborough Before</u> - <b>Know that some buildings in Mexborough were built before the last century</b> including: St. John's Baptist Church, The Ferryboat Inn, The George & Dragon, The Old Market Hall, the canal. - <b>Know that some buildings in</b>	<u>Royalty</u> - <b>Know some historical and important buildings in London including: Buckingham Palace, The Tower of London, The Shard, Tower Bridge, London Eye)</b> - <b>Know that England has been ruled by Kings and Queens for a long time</b> - <b>Know that His Royal Highness King Charles is our King and that Queen Elizabeth II was the queen before him.</b> - Know that Queen Elizabeth was the longest reigning monarch in history. - Know some facts about King Charles including: - <b>He was born 14<sup>th</sup> November 1948 and his parents were Queen Elizabeth and Prince Phillip</b>

	<ul style="list-style-type: none"> <li>- <b>Know that Conisbrough Castle is an example of a Motte &amp; Bailey castle.</b></li> <li>- <b>Name and identify the key features of a medieval castle: Drawbridge, portcullis, keep, moat, bailey, battlements, arrow slits, tower</b></li> <li>- <b>Know how the features helped to protect the castle</b></li> <li>- Know that Lord Hamelin De Warenne and Lady Isabel lived at Conisbrough Castle</li> </ul> <p><u>Battle of Hastings</u></p> <ul style="list-style-type: none"> <li>- <b>Know that the battle took place in 1066.</b></li> <li>- <b>Name the key people in the build up and battle: Edward the Confessor Harold Hardrada Edgar the Atheling William Duke of Normandy Harold Godwinson</b> Explain whether they would have made a good king or not.</li> <li>- <b>Know that the Bayeux Tapestry depicts the Battle of Hastings and is a key source.</b></li> <li>- <b>Know that the battle took place between Harold Godwinson and William Duke of Normandy</b></li> <li>- Know that a consequence of the battle, was that</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know that there was no medicine to stop infections killing people in 1800s and there was not medical equipment and clean hospital beds to stop diseases spreading.</b></li> <li>- <b>Know that she changed the way the injured and sick were treated – she told people to wash their hands which helped reduce the number of deaths.</b></li> <li>- <b>Know that she became known as ‘The Lady with the Lamp’.</b></li> <li>- She set up a training school for nurses which still exists today.</li> <li>- <b>Know how hospitals during the 1800s were different from hospitals today.</b></li> <li>- Know about significant medical events (Coronavirus) that have occurred during their lifetime</li> </ul>		<p><b>Mexborough have been built this century:</b> new houses (Pastures), the flyover the dual carriageway, the leisure centre, changes to the high street, the new market hall, Bambury Bridge</p> <ul style="list-style-type: none"> <li>- <b>Know about some of the changes in Mexborough within their grandparent’s lifetime (visitor?)</b></li> <li>- <b>Know that there used to be lots of mines around Mexborough and these no longer exist</b></li> <li>- Know that coal mines were dangerous places to work and why</li> <li>- Know what coal is and what was used for</li> <li>- <b>Know that the railway (Mexborough Train Station) and canal (part of Sheffield &amp; South Yorkshire Navigation) was used to transport coal around the country</b></li> <li>- <b>Know that the coal mines closed down because there was a need for cleaner energy</b></li> </ul>	<ul style="list-style-type: none"> <li>- He has a sister called Anne, and 2 brothers called Andrew and Edward.</li> <li>- <b>As a young man he served in the armed forces ad flew jet plans ad commanded a navy ship.</b></li> <li>- He became the Prince of Wales and learnt how to speak Welsh</li> <li>- <b>He founded almost 20 charities including the Prince’s Trust.</b></li> <li>- He has 2 sons named William and Harry. William is the next in line to the throne.</li> <li>- <b>Know that King Charles became king in September (8<sup>th</sup>) 2022 when Queen Elizabeth – his mother – passed away.</b> He became the oldest monarch ever crowned in the history of Britain</li> <li>- <b>Know that the role of the King means that King Charles has to meet with important people, attend special event and carry out charity work</b></li> </ul> <p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> <li>- <b>Know that the Great Fire of London happened in London, England in 1666. It started in a bakery in a street called Pudding Lane.</b></li> <li>- Know that the bakery was owned by Thomas Farriner.</li> <li>- <b>Know that in those times houses were built from wood with thatched roofs. This meant that they could burn easily.</b></li> <li>- Know that fire was used inside houses for heating, cooking and lighting.</li> <li>- Know that the Great Fire started from a spark in one of the bakery ovens.</li> <li>- <b>Know that the fire spread through streets in London for 4 days.</b> It destroyed thousands of houses, churches and St. Paul’s cathedral.</li> <li>- <b>Know that people had to use horse-drawn carts to bring water up to the burning buildings because there were no proper fire engines.</b> People tried to stop the fire spreading by blowing up buildings. This left a gap called a firebreak.</li> </ul>
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	<p>castles were adapted for safety.</p>				<ul style="list-style-type: none"> <li>- Know that the fire stopped when the strong wind dropped and people used gunpowder to create firebreaks.</li> <li>- Know that a man called Samuel Pepys kept a diary. He wrote all about the Great Fire in it.</li> <li>- Know that because many homes were destroyed, King Charles II ordered the city to be rebuilt with houses made of stone and brick.</li> <li>- Know that Sir Christopher Wren was a famous architect. He designed the new St. Paul's Cathedral which took 35 years to build.</li> <li>- Know that although many homes were destroyed, not many people died.</li> </ul>
<p>Disciplinary knowledge</p>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Can identify and describe simple causes and effects of an event.</li> <li>- Recognise that historical events happen for a reason.</li> <li>- Can identify and explain simple causes and effects from stories or history</li> <li>- Begins to understand that historical events can have long term consequences.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>- To know that things change over time and can identify differences between old and new.</li> <li>- To talk about events in the past and present, sequencing events in chronological order.</li> </ul>	<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Identifies significant people, events or places from the past.</li> <li>- Recognises that some individuals are remembered because they did important things.</li> <li>- Describes in simple terms why someone or something is remembered.</li> <li>- Begins to understand that significance is linked to change or impact.</li> </ul>		<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Recognises and describes simple similarities and differences between past and present</li> <li>- Identifies basic differences between people and events in the past</li> <li>- Begins to understand that life was not the same for everyone in the past.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>- To know that things change over time and can identify differences between old and new.</li> <li>- To talk about events in the past and present, sequencing events in chronological order.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Can identify and describe simple causes and effects of an event.</li> <li>- Recognise that historical events happen for a reason.</li> <li>- Can identify and explain simple causes and effects from stories or history</li> <li>- Begins to understand that historical events can have long term consequences.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Identifies significant people, events or places from the past.</li> <li>- Recognises that some individuals are remembered because they did important things.</li> <li>- Describes in simple terms why someone or something is remembered.</li> <li>- Begins to understand that significance is linked to change or impact.</li> </ul>

	<ul style="list-style-type: none"> <li>- To use time related vocab – before, after, a long time ago, now.</li> </ul>			<ul style="list-style-type: none"> <li>- To use time related vocab – before, after, a long time ago, now.</li> <li><b>Use of Evidence</b></li> <li>- To know that sources are things that survive from the past, and give use clues about what it was like.</li> <li>- To use a source to make a prediction about history.</li> <li>- To answer questions using sources selected for them.</li> </ul>	
Vocabulary	Timeline, long time ago, before, past, ancient, order, sequence, battle, castle, Motte & Bailey, Bayeux Tapestry, Drawbridge, portcullis, keep, moat, bailey, battlements, arrow slits, tower	Old, new, long time ago, then, now, before, after, past, present, very old, Crimean war, medical,		Old, new, long time ago, then, now, when my grandparents were young, century, local, coal mine, same, different, change, railway, compare	Monarch, royal, coronation, before, now, old, modern, throne, succession, majesty, London, rebuilt, great fire, architect, firebreak, eyewitness, consequence, cause, now, then, impact,
Enrichment experiences	Visit to Conisbrough Castle Recreate a battle sequence	Invite a nurse or other member of the NHS to speak with the children.		Walk around Mexborough – include the canal Visit from a grandparent	Workshop - <a href="#">Great Fire of London Outdoor Learning Workshop</a> Creating family tree for the royal family
Resources		<a href="#">Who was Florence Nightingale? - BBC Bitesize</a>		<a href="#">Mexborough Facts for Kids</a>	Houses of Parliament virtual tour - Website title - <a href="#">UK Parliament</a> <a href="#">Virtual tours: Buckingham Palace   The Royal Family History KS1: The Great Fire of London - BBC Bitesize</a>

Lower Key Stage Two: Cycle A			
Topic/ Question	<i>What did the Romans do for Doncaster?</i>	<i>Would you rather live in Italy or the UK?</i>	<i>What is a rainforest?</i>
Unit overview	<b>Core Theme: Local History, Impact on Britain &amp; Invasion</b>		
National Curriculum	The Roman Empire and its impact on Britain		
Prior knowledge	Castles (KS1)		
Links to future topics	Invaders and Settlers (UKS2)		
Substantive knowledge	<p><u>Chronology &amp; background</u></p> <ul style="list-style-type: none"> <li>• <b>Know that the Roman Empire was formed in Rome in 27BC and spread across Europe.</b></li> <li>• <b>Know that before the Romans invaded Britain, it was ruled by tribes of people called the Celts.</b></li> </ul> <p><u>Roman invasion of Britain</u></p> <ul style="list-style-type: none"> <li>• <b>Know that the Romans invaded Britain in 43AD and the reasons why including:</b>  <b>Resources – Britain had precious metals like gold, tin &amp; iron, Farming and cattle</b>  <b>Power of adding Britain to its empire.</b></li> <li>• <b>Know about the structure of the Roman army and why they were so successful. Including:</b>  <u>Rules &amp; roles</u>– only men could be in the Roman army. There were 2 types of soldiers: Legionaries (the very best) and auxiliaries (these were not Roman citizens). Legionaries signed up for at least 25 years' service. Organisation – the huge Roman army was divided into groups called 'legions'. This was then divided further into 'centuries'.  <u>Weapons</u> – some soldiers shot bow &amp; arrows, flung stones from slingshots. Roman soldiers lined up for battle in a tight formation. After a burst of arrows, they marched towards the enemy then hurled their javelins and drew their swords and charged into the enemy. <u>Training</u> – marched 20 miles a day wearing armour and equipment. When the soldiers were not at war, they spent most of the time training for battle.</li> </ul>		

	<p><u>Celts and Boudicca</u></p> <ul style="list-style-type: none"> <li>• Know that the Celts agreed to obey Roman laws and pay taxes so that they could keep their kingdoms.</li> <li>• <b>Know that there were pockets of resistance from the Celts specifically Boudicca.</b></li> <li>• <b>Know in 60AD, Queen Boudicca rebelled because her husband had promised half the land to the Romans and the other half to her when he died. The Romans took it all for themselves.</b></li> <li>• <b>Know that Boudicca led the Iceni tribe with warriors from other tribes joining.</b> They destroyed Colchester, London and St. Albans.</li> <li>• Know that even though the Romans were outnumbered by Boudicca's warriors, they were better trained and had better armour, so the Romans won</li> <li>• Know that Boudicca poisoned herself rather than be captured by the Romans.</li> </ul> <p><u>Roman impact on modern day Britain, including Doncaster</u></p> <ul style="list-style-type: none"> <li>• <b>Know the Roman impact on Britain: roads (A1) - the Romans built 10,000 miles of road across Britain with many still being used today, names of towns (Doncaster was called Danum) - most places with <i>chester, caster or cester</i> in their name is likely to be Roman. New technologies (baths, central heating, sewage)</b></li> <li>• <b>Know that there was a fort on the River Don and there was a settlement that grew around it. Modern day Doncaster got its name from Danum + Castra (Latin for camp or fort). This means camp by the River Don.</b></li> </ul>		
Disciplinary knowledge	<p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> <li>- Can identify and explain simple causes of historical events</li> <li>- Can describe basic short-term and long-term consequences of events</li> <li>- Begins to understand that some events have more than one cause and effect.</li> <li>- Recognises that different people may have been affected by events in different ways.</li> </ul> <p><u>Historical Significance</u></p>		

	<ul style="list-style-type: none"> <li>- Explains why certain people or events are considered significant using basic criteria</li> <li>- Compares the importance of two historical figures or events, giving simple reasons.</li> <li>- Recognises that not everyone in the past is remembered equally and begins to question why.</li> <li>- Uses sources to identify reasons for an individual or event's historical importance.</li> </ul> <p><b>Use of Evidence</b></p> <ul style="list-style-type: none"> <li>- To know that historians use sources to find out about the past.</li> <li>- To know that there are different types of sources such as artifacts and documentation.</li> <li>- To use a source to answer a question about history independently.</li> <li>- To purposefully search for information, such as through the internet or books, to answer the big question</li> <li>- To know that some sources may be less reliable due to bias and consider reliability when answering questions.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>- To development chronologically secure knowledge of taught historical periods including: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Ancient Romans (Republic, Empire, <del>Holy Empire</del>), Roman Britain.</li> <li>- Place historical events and periods on a timeline using dates and understand how they overlap (using language such as ancient, modern, AD, BC)</li> </ul>		
Vocabulary	<p>Aqueduct, invasion, tribe, Iceni, formation, armour, Latin, sewers, rebellion, testudo, Celts, concrete, legion, centurion, general, Londinium, fort, emperor, timeline, period, archaeologists, second-hand evidence, first hand evidence, impact,</p>		
Enrichment experiences	<p>Leeds Armoury (To take place early in the term) Re-enact battles</p>		
Resources	<p><a href="#">Royal Armouries Museum   Royal Armouries</a> <a href="#">Roman Empire - KS2 The World Around Us - BBC Bitesize</a> <a href="#">Oak Academy History</a></p>		

Lower Key Stage Two: Cycle B			
Topic/ Question	<i>How do we know about the lost lands?</i>	<i>How did Early Man survive?</i>	
Unit overview	<b>Core Theme: Significant Figures (Confirm who this is) &amp; Impact on Britain</b>	<b>Core Theme: Impact on Britain</b>	
National Curriculum	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world	Changes in Britain from the Stone Age to the Iron Age	
Prior knowledge	Have explored chronology and placed other time periods onto timelines.	Know about other historical periods and made comparisons within these periods. Have placed events onto timelines.	
Links to future topics	Other ancient civilisations – Maya (UKS2)	Other historical periods: Maya (UKS2) – compare with timelines	
Substantive knowledge	<p><u>Ancient Egyptians:</u> <u>Background information -</u></p> <ul style="list-style-type: none"> <li>Know that the ancient Egyptian period began around 5000 years ago and lasted for around 3000 years (around 4500 BC to 332 BC)</li> <li>Know that other historical periods also occurred around the same time such as the Stone Age in Britain.</li> <li>Know that ancient Egyptian civilisation began when people started building villages next to the River Nile in north-east Africa.</li> </ul> <p><u>Hieroglyphics -</u></p> <ul style="list-style-type: none"> <li>Know that ancient Egyptians invented one of the earliest know writing systems. It used symbols that were called hieroglyphs.</li> <li>Know that the Rosetta stone was discovered in 1799AD by French soldiers. It is a 3-foot-high stone containing hieroglyphics and a Greek translation. Because Greek was understood, the hieroglyphics could be translated into modern European languages. The Rosetta stone is made from basalt stele.</li> <li>Know that hieroglyphics were pictures or symbols that stood for whole words. They could be written vertically, horizontally, left to right, or right to left.</li> </ul>	<p><u>Ancient Greece:</u> <u>Background information -</u></p> <ul style="list-style-type: none"> <li>Know that around 2500 years ago Greece was one of the most important places in the ancient worlds.</li> <li>Know where Ancient Greece fits onto a timeline with other historical periods studied including ancient Egyptians. Know that the Greek era is relatively small compared to the Egyptian period.</li> <li>Know that the Greeks lived in mainland Greece and the Greek islands, scattered around the Mediterranean Sea.</li> <li>Know that</li> </ul> <p><u>Greek Gods &amp; Goddesses –</u></p> <ul style="list-style-type: none"> <li>Know that Greeks believed that gods and goddesses watched over them. The gods were human-like but lived forever and were more powerful. Greeks believed that the gods felt human emotions.</li> <li>Know that every city in Greece had a patron god or goddess who protected them from harm.</li> <li>Know that the Greeks believed that the gods lived high above Mount Olympus in a palace in the clouds.</li> <li>Know the names of some of the Greek gods/ goddess and the power they had on different aspects of life: <ul style="list-style-type: none"> <li>Hades (God of the Underworld)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know that the Stone Age began around 3.3 million years ago up to around 2000 BC.</li> <li>Children know that there were no written records from this time and therefore we have learnt about everything through archaeological discoveries.</li> <li>Children know of the three periods: Palaeolithic (Old stone age), Mesolithic (Middle stone age) and Neolithic (New stone age).</li> <li>Children know about diet in the Stone Age looked very different to our modern-day diets... <ul style="list-style-type: none"> <li>Food was hunted (using basic tools e.g. spears, cross bows etc.) and foraged (gathered) e.g. nuts and wild berries.</li> <li>Fishing using harpoons and nets.</li> <li>That the tribes moved regularly, following the tracks of animals etc. By the end of the Stone Age, the tribes were more advanced. They kept cattle and grew basic crops.</li> <li>Children know that Stone Age people cooked over an open fire.</li> </ul> </li> <li>Children know about the weapons and tools used during the different periods and what the tools were made from.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Know that the ancient Egyptians wrote names of their gods and royal people in an oval shape called a cartouche.</b> The special ring surrounding their name was said to protect them from evil spirits.</li> <li>• <b>Know that the only people in ancient Egypt who could read and write hieroglyphics were scribes.</b> They were responsible for recording all written information. They wrote using pens made from reeds that grew along the River Nile. They created ink from natural objects like soot or soil.</li> </ul> <p><u>The Giza Pyramids -</u></p> <ul style="list-style-type: none"> <li>• <b>Know that the ancient Egyptians built pyramids. These were built as giant tombs.</b> Because pharaohs believed they would enter the afterlife as gods when they die, they built pyramid tombs to fill with all the things they would need in the next world.</li> <li>• <b>Know that the biggest pyramid is the Great Pyramid of Giza and this was built around 4500 years ago using 2.3 million big blocks of stone. It was built during the Old Kingdom. The Great Pyramid of Giza was built by Pharaoh Khufu.</b></li> <li>• <b>Know that Pharaoh Khafre (Pharaoh Khufu's son) built the second pyramid at Giza. Next to the pyramids at Giza, Pharaoh Khafre built the sculpture of the Great Sphinx – this has the body of a lion and a pharaoh's head.</b></li> <li>• <b>Know that the 3<sup>rd</sup> pyramid at Giza was the smallest and was built by Pharaoh Menkaure.</b></li> <li>• <b>Know that pyramids were plundered inside and outside by tomb robbers. Tomb robbers knew that the pyramids would be filled with valuable items.</b></li> <li>• Know how archaeologists believe the pyramids were built</li> </ul> <p><u>Mummification -</u></p> <ul style="list-style-type: none"> <li>• Know that mummification is an old-fashioned method of preparing a dead body so that it does not decay. It was time consuming and an expensive process so only wealthy people, including pharaohs, were mummified</li> <li>• Know that ancient Egyptians believed in the afterlife</li> <li>• Know the mummification process: <ul style="list-style-type: none"> <li>- Embalmers mummified bodies</li> <li>- The body was first washed in the River Nile or with wine</li> <li>- Embalmers removed internal organs (liver, lungs, and kidneys) and placed them into canopic jars.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Aphrodite (Goddess of Love)</li> <li>- Zeus (King of gods)</li> <li>- Hera (Queen of the god and wife to Zeus)</li> <li>- Athena (Goddess of wisdom &amp; war)</li> <li>- Poseidon (God of the sea)</li> </ul> <ul style="list-style-type: none"> <li>• Know that Greek built temples to their gods/goddesses. When people needed help from the gods, they went to the temple to pray. Often people took gifts of money, flowers, food and drink to please the gods.</li> <li>• <b>Know that the most famous temple in Greece was the Parthenon in Athens. Inside stood a statue of Athena, the patron goddess of the city.</b></li> <li>• Know that Greeks believed that the dead went to the underworld, an underground kingdom ruled by Hades.</li> </ul> <p><u>Greek Democracy and its impact on Britain today-</u></p> <ul style="list-style-type: none"> <li>• <b>Know that the first direct democracy a form of government where the people have a direct say over how a country is run) started in ancient Greece. It meant that there was not just one ruler in charge of all the laws and important decisions</b></li> <li>• Know that democracy and elections, when run honestly, are a fair and just way to make decisions and run a country</li> <li>• <b>Know that only male Athenian citizens could vote so not all people living in Athens were involved in the democracy</b></li> <li>• Know that in Athenian democracy, men cast votes as a way to reach important decisions and to elect representatives of the people. <b>Votes were carried out by a show of hands or the counting of stones.</b></li> <li>• <b>Know that the ancient Athenian system of direct democracy left a lasting legacy around the world and many countries use different types of democracy, including modern Britain.</b></li> <li>• Know that modern Britain does have a king, but he is not involved in any political debates or voting</li> <li>• <b>Know that Britain is not a direct democracy like ancient Athens. Instead, it is a representative democracy – people in Britain vote for an MP to</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children know that Stone Age homes progressed throughout the time-period. Children know about the features of Palaeolithic home – cave, Mesolithic – circular structure with wooden posts, Neolithic – rectangular and made from timber. These were more permanent.</b></li> <li>• <b>Know that Skara Brae is a famous prehistoric settlement that was discovered in 1850 on the Orkney Islands because of a storm. It is estimated that it was built and lived in between 3000BC and 2500BC.</b> Skara Brae taught archaeologists a lot about Stone Age life; William Watt spent 18 years investigating it. <b>Children need to know that Skara Brae provided evidence that Stone Age people were beginning to settle down in one place.</b></li> <li>• <b>Children know how life changed in the Bronze Age (tin and copper melted to make bronze) and Iron Age (iron ore) because of the discovery/ introduction of metal.</b></li> <li>• <b>Children know about Stone Henge which is one of the world's most famous monuments.</b> <ul style="list-style-type: none"> <li>- It stands on Salisbury Plain, in Wiltshire, and its giant stones can be seen from miles around.</li> <li>- Stonehenge took many hundreds of years to build.</li> <li>- Work began in the late Neolithic Age, around 3000BC.</li> <li>- Over the next thousand years, people changed parts of the monument. The last changes were made in the early Bronze Age, around 1500BC.</li> <li>- We may never know exactly why Stonehenge was built, but people probably gathered there for religious ceremonies.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- The brain was removed using a metal hook and extracted through the nostril</li> <li>- The heart was left in the body</li> <li>- The embalmers dried the body in salt for 40 days. This helped to preserve the body.</li> <li>- It was covered in oils and wrapped in linen</li> <li>- The wrapped body was placed in a wooden or stone sarcophagus to keep it safe</li> </ul> <p><u>Tutankhamun –</u></p> <ul style="list-style-type: none"> <li>• <b>Know that pharaohs were kings of Ancient Egypt. They ruled over the land, collected taxes from the people, enforced the law and led the Egyptian army against invaders.</b></li> <li>• <b>Know that Tutankhamun became a pharaoh after his father died. His father (Akhenaten) was a controversial leader because he outlawed all of the gods except for one (Aten). Tutankhamun was only around the age of 9 or 10 years old when he became king so he had powerful advisors around him to help him rule Egypt.</b> They were called General Horemheb and Grand Vizier Ay. Tutankhamun reverse many of his father’s decisions.</li> <li>• <b>Know that Tutankhamun reigned for roughly 10 years. When he died, he was buried in a tomb in the Valley of the Kings.</b></li> <li>• <b>Know that Tutankhamun’s tomb was hidden for many centuries. In 1922, an Egyptologist called Howard Carter discovered the tomb.</b> When he broke the seal to the tomb in 1923, it was the first time a living human had stepped inside for 3200 years.</li> <li>• <b>Know that inside Tutankhamun’s tomb were many items including a famous golden death mask, a solid gold coffin, thrones, a chariot, fresh linen.</b></li> </ul>	<p><b>represent their constituency in the House of Parliament.</b></p> <ul style="list-style-type: none"> <li>• Know that unlike ancient Athens, in modern Britain all adults can be part of democracy. Women have the right to vote, to stand as candidates in elections and to be elected</li> </ul> <p><u>Greek Olympics –</u></p> <ul style="list-style-type: none"> <li>• <b>Know that the first recorded ancient Greek Olympic games was in 776BC in a place called Olympia, and just like the modern Games, ancient Greek Olympics were held every 4 years.</b></li> <li>• <b>Know that the first Olympic games were held in honour of Zeus, the king of the gods</b> (There was a huge statue of Zeus sitting on a throne built at Olympia). Cheating in the games was an offence as ancient Greek believed it would offend the gods. The games were part of a wider religious festival to honour the gods/ goddesses.</li> <li>• <b>Know that images on ancient Greek pottery show us the sports that comprised the ancient Games and that only men could compete.</b></li> <li>• <b>Know that ancient Games events included: running, chariot racing, wrestling, discus and javelin throwing and long jump</b></li> <li>• <b>Know about similarities and differences between ancient and modern Olympic games</b></li> </ul>	
Disciplinary knowledge	<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Explains why certain people or events are considered significant using basic criteria</li> <li>- Compares the importance of two historical figures or events, giving simple reasons.</li> <li>- Recognises that not everyone in the past is remembered equally and begins to question why.</li> <li>- Uses sources to identify reasons for an individual or event’s historical importance.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>- Recognise key changes within and across time periods.</li> </ul>		<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>• Makes structured comparisons between different time periods or groups.</li> <li>• Begins to suggest reasons for differences and similarities.</li> <li>• Uses sources and evidence to support simple comparisons.</li> </ul> <p><b>Chronology</b></p>

	<ul style="list-style-type: none"> <li>- Place historical events and periods on a timeline using dates and understand how they overlap (using language such as ancient, modern, AD, BC)</li> <li>- To development chronologically secure knowledge of taught historical periods including: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Ancient Romans (Republic, Empire, <del>Holy Empire</del>), Roman Britain.</li> </ul> <p><b>Use of Evidence</b></p> <ul style="list-style-type: none"> <li>- To know that historians use sources to find out about the past.</li> <li>- To know that there are different types of sources such as artifacts and documentation.</li> <li>- To use a source to answer a question about history independently.</li> <li>- To purposefully search for information, such as through the internet or books, to answer the big question.</li> <li>- To know that some sources may be less reliable due to bias and consider reliability when answering questions.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise key changes within and across time periods.</li> <li>• Place historical events and periods on a timeline using dates and understand how they overlap (using language such as ancient, modern, AD, BC)</li> </ul> <p>To development chronologically secure knowledge of taught historical periods including: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Ancient Romans (Republic, Empire, <del>Holy Empire</del>), Roman Britain.</p>
Vocabulary	Archaeologist, amulet, after life, mummification, burial chambers, canopic jars, tomb, cartouche, Giza, hieroglyphics, River Nile, pyramids, pharaoh, preserve, possessions, sarcophagus, scarab beetle, sphinx, Tutankhamun, Valley of the Kings	Ancient, (direct) democracy, elect, vote, Olympics, Olympia, legacy, civilisation, gods, goddesses, parliament, empire, stadium, temple, festival,	Archaeologists, prehistoric, neanderthal, caveman, primitive, civilisation, evolution, era, Bronze Age, homo sapiens, hunter gatherers, nomads, primitive, Iron Age, settlements, Stonehenge, Skara Brae, villages, weapons, tools, Neolithic, Palaeolithic, Mesolithic, artefacts, extinct.
Enrichment experiences	'Mummification' role play		Stone Age Workshop – Outside provider to come to school. Cresswell Craggs
Resources	<a href="#">Oak Academy History</a> <a href="#">Who was Tutankhamun? - BBC Bitesize</a>	<a href="#">Ancient Greece - KS2 History - BBC Bitesize</a> <a href="#">Oak Academy - Ancient Greek Legacy</a>	<a href="#">The Stone Age – Years 3/4 and P4/5 History Collection - BBC Bitesize</a> <a href="#">Prehistoric - KS2 History - BBC Bitesize</a> <a href="#">Oak Academy History</a>

Upper Key Stage Two: Cycle A			
Topic/ Question	<i>Tudors: What impact did the Tudor Monarchy have on Britain?</i>	<i>Natural Disasters: Why is the Earth so explosive?</i>	<i>Rivers and Coasts: How does water shape the world we live in?</i>
Unit overview	<b>Core Theme: Significant Figures (Henry VIII) &amp; Impact on Britain</b>		
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
Prior knowledge	Work linked to Boudicca, Tutankhamun, Howard Carter and Alexander the Great (LKS2)		
Links to future topics	KS3 schemes of learning		
Substantive knowledge	<p><u>Tudor Dynasty</u></p> <ul style="list-style-type: none"> <li>• Understand that the Battle of Bosworth was a key event in the War of the Roses to see which family was going to rule England.</li> <li>• Know that the Tudor dynasty ruled England from 1485-1603</li> <li>• Know that the Tudor dynasty started when the House of York (Elizabeth York) and House of Lancaster (Henry VII) married after the War of the Roses.</li> </ul> <p><u>Henry VIII</u></p> <ul style="list-style-type: none"> <li>• Understand the character of Henry VIII: <ul style="list-style-type: none"> <li>- Strong ruler</li> <li>- Physically fit (early years)</li> <li>- Driven by the desire for power/ ambitious</li> <li>- Charismatic</li> <li>- Good military leader</li> <li>- Full of self-importance (break from the Catholic Church)</li> <li>- Impulsive</li> </ul> </li> <li>• Henry and his six wives: <ul style="list-style-type: none"> <li>- Know that Henry VIII had sixes wives and understand the fate of each.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>- <b>Know that Henry's first wife was Catherine of Aragon</b> who was previously married to Arthur, Henry VIII's brother.</li> <li>- <b>They had a daughter – Mary</b></li> <li>- <b>This marriage continued the alliance with Spain – prevented war – and offered more power to Henry.</b></li> <li>- <b>Know that their marriage broke down due to them failing to produce a male heir and Henry wanting to marry Anne Boleyn so Henry needed a divorce.</b></li> <li>- <b>Know that Henry and Anne had a daughter, Elizabeth who became Elizabeth I</b></li> <li>- <b>Know that Anne was executed to allow for the marriage of Henry to Jayne Seymour who gave birth to Edward so Henry had his male heir.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>The formation of the Church of England</b> <ul style="list-style-type: none"> <li>- <b>To know that Henry had to ask the Pope permission to divorce Catherine but the Pope did not grant this so Henry broke from the Catholic Church and created the Church of England.</b></li> <li>- The Act of Supremacy in 1534 made Henry VIII the supreme head of the Church of England. The monarchy today is still the Head of the Church of England.</li> <li>- Know that the monasteries were closed which enabled Henry to gain wealth and power.</li> <li>- Know that the shift from Catholicism to Protestantism began under his reign</li> </ul> </li> <li>• <b>Additional learning</b> <ul style="list-style-type: none"> <li>- Understand how the main religion of England changed under the different Tudor monarchs e.g., Bloody Mary, Elizabeth I /Mary Queen of Scots.</li> </ul> </li> </ul>		
Disciplinary knowledge	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Can explain both short-term and long-term causes and consequences, linking them together.</li> <li>- Begins to evaluate and prioritise the importance of different causes and consequences.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Can recognise that some consequences were intended, while others were unintended</li> <li>- Can compare and contrast causes and consequences across different events or periods of history</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Evaluates the significance of historical individuals or events using multiple criteria</li> <li>- Justifies opinions about significance with reference to evidence or historical context.</li> <li>- Compares how different groups or perspectives might view the importance of the same person or event.</li> <li>- Understands that historical significance is constructed and can change over time depending on perspective and values.</li> </ul> <p><b>Use of Evidence</b></p> <ul style="list-style-type: none"> <li>- To use a range of sources, such as artifacts and documentation, to build a picture about the past.</li> <li>- To know that different kinds of sources answer different kinds of questions.</li> <li>- To purposefully select information, from sources, when forming responses to questions.</li> <li>- To consider the reliability of a source by looking at the authenticity and validity of sources; considering their persuasive techniques, author and viewpoints.</li> </ul>		
Vocabulary	Dynasty, reign, coronation, divorce, succeed, beheaded, execution, annulment, heir, Catholic, Protestant, widow, reformation, dissolution, supreme head, monasteries		
Enrichment experiences	Gainsborough Old Hall Sheffield Manor Lodge Haddon Hall Young Shakespeare Theatre Company		
Resources	<a href="#">The Tudors - BBC Bitesize</a> <a href="#">Life in Tudor times - Key Stage 2 History - BBC Teach</a> <a href="#">Oak Academy History</a>		

Upper Key Stage Two: Cycle B			
Topic/ Question	<i>How advanced were the Maya for their time?</i>	<i>Why were the Vikings successful invaders?</i>	<i>What happened to all the coal mines?</i>
Unit overview	<b>Core Theme:</b>	<b>Core Theme: Invasion &amp; Impact on Britain</b>	<b>Core Theme: Local History</b>
National Curriculum	A non-European society that provides contrasts with British history –Mayan civilization c. AD 900;	Britain’s settlement by Anglo-Saxons and Scots  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study
Prior knowledge	Ancient Greece (LKS2) Ancient Egypt (LKS2)	Romans (LKS2) Castles (KS1)	How Mexborough has changed over the years (KS1) Romans in Doncaster (LKS2)
Links to future topics	Key Stage 3 National Curriculum – other ancient civilisations	Key Stage 3 National Curriculum	Key Stage 3 National Curriculum
Substantive knowledge	<p><u>Chronology &amp; background</u></p> <ul style="list-style-type: none"> <li>Know that the Maya civilisation began in Mesoamerica. This is an area made up of Mexico and parts of Central America.</li> <li>Know the Maya civilisations began around 2000BC and ended around 1600AD when they were conquered and destroyed by Spanish invaders.</li> <li>Know that during the Maya civilisation, Britain went through the Stone, Bronze and Iron Ages, Roman Britain, Anglo-Saxon and Viking periods and Tudor England.</li> </ul> <p><u>Maya writing</u></p> <ul style="list-style-type: none"> <li>Know that the Maya writing system was made up of many symbols called glyphs. Logograms were glyphs representing whole words. Syllabograms are glyphs representing units of sounds (syllables).</li> <li>Know that glyphs were carved on stone buildings and monuments and painted on pottery.</li> </ul> <p><u>Maya maths and calendrical systems</u></p> <ul style="list-style-type: none"> <li>Know that Maya developed an advanced number system for their time.</li> <li>Know that the Maya were only one of two cultures in the world to develop the concept of zero as a placeholder.</li> <li>Know that the Maya used 3 symbols to represent different numbers.</li> <li>Know that there were two Maya calendars: Tzolkin – known as the sacred calendar and lasted for 260 days long. Each day has its own unique name, and this is still observed by</li> </ul>	<p><u>Chronology &amp; background</u></p> <ul style="list-style-type: none"> <li>Know that the Anglo Saxons invaded Britain in 410AD and they were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes.</li> <li>Know that the Anglo-Saxons first arrived to fight as warriors for the Roman army to fight against the Scots and Picts, then a couple of generations later to farm the land as their homelands in Scandinavia often flooded. They also settled in Britain to make new homes and villages.</li> <li>Know that the Anglo Saxons settled in the eastern parts of Britain: Mercia, Northumbria, East Anglia, Essex, Kent, Wessex, Sussex.</li> </ul> <p><u>Anglo-Saxon kingdoms</u></p> <ul style="list-style-type: none"> <li>Know that each group of Anglo-Saxon settlers had a leader/ war-chief. The strong and successful leader ruled a kingdom and led a small army.</li> <li>Know that Anglo-Saxon kings were from ruling families who passed their power on to their children.</li> </ul> <p><u>Viking invasion</u></p> <ul style="list-style-type: none"> <li>Know that the Anglo Saxons settled until the Vikings invaded in 793AD.</li> <li>Know that Vikings came from: Norway, Sweden and Denmark (Scandinavia) and are known as raiders, traders and settlers. Over time, the Vikings took control of several Anglo-Saxon kingdoms.</li> </ul>	<p><u>Mining in Mexborough</u></p> <ul style="list-style-type: none"> <li>Know that for many years prior to the 1990s, mining was one of the main employments for people living in Mexborough and the surrounding villages, including Wath, Denaby, Cadeby and Manvers.</li> <li>Know that all the coal mines have now closed around Mexborough.</li> <li>Know that coal was used for many different purposes including: fuel to power steam engines and other transportation, provide energy for large industries, heating.</li> <li>Know that during the early 1900s, mining was a dangerous job, miners worked for long hours in cramped conditions</li> <li>Know that women worked in coal mines until 1842 and were known as ‘hurries’ and ‘thrusters’</li> <li>Know that children worked in coal mines as ‘trappers’ and understand why these were important roles.</li> <li>Know about the work of Lord Shaftsbury and the Mines Act of 1842. Understand the impact of this on working conditions. This prohibited the employment of women and girls in mines and collieries and also restricted the employment of boys under the age of 10 in underground work.</li> <li>Understand that this act was a significant step towards improving working conditions, especially</li> </ul>

some Maya people today. The other was called Haab – it had 365 days and could be used alongside the Tzolkin calendar to form a calendar wheel.

Maya Religion and Beliefs

- **Know that the Maya believed in many gods and goddesses. They believed that the gods/ goddesses had a good side and a bad side and that they could help or hurt them.**
- Know the Maya people would dance, sing and make offerings to the gods/ goddesses.
- Know that Maya priests were believed to be able to communicate directly with the gods/ goddesses, so these were very important people in society.
- Know that the Maya used art to show their religious beliefs and these were made from different natural materials such as wood, volcanic rock, gold and shell.

Maya Farming and Food

- **Know that the Maya grew their own crops** which included maize, beans, chillies, tomatoes and squash. If farmers grew more food than they could eat, they traded the leftovers in markets. **Mayans also produced cocoa** and vanilla which was made into chocolate drinks for the royal family.
- **Know that the Maya were successful at farmer because they studied the stars and weather so they could create calendars which told them what time of year to plant crops and when to harvest them.**
- Know that the Maya used 3 different methods to farm: Raised Field, Terrace Farming and Shifting Cultivation.

Art and Culture

- **Know that the Maya build many monumental structures including tall pyramids and palaces.**
- Know that Mayan pyramids had steep steps up the side and were built for religious purposes and for the gods.
- Know that El Castillo is a famous pyramid.

- The name ‘Viking’ comes from a language called ‘Old Norse’ and means ‘pirate raid’.
- **Know Viking invasion techniques – long ships allowing them to move quickly and launch surprise attacks, shield walls etc.**
- Know that Viking long-boats were built for raiding and war. They could sail in shallow water. In raids they would be hauled up on a beach. Vikings could make a quick escape if needed.
- Vikings also sailed the seas to trade goods – they used slower ships called ‘knorrs’. They brought silver, silks, spices, wine, jewellery, glass and pottery.

First Viking Raid

- **Know the first recorded Viking raid was when they attacked and destroyed the monastery of Lindisfarne in 793AD.** This is considered as the start of the Viking age in Europe.
- **Understand that the Vikings targeted coastal areas and churches due to them being poorly defended.** This was a new approach to invasion.
- **Know that the raid on Lindisfarne was a brutal attack and demonstrated the ferocity of the Viking warriors.** Viking warriors fought using long words and axes.
- Know that Vikings formed a ‘shield-wall’ where they locked together side-by-side, shields in front, and pushed their enemy back.
- Know that Vikings were pagans, not Christians like most people living in Britain at the time. The Christian monasteries were easy targets for Vikings as the monks had no weapons and the building were filled with valuable treasures like gold, jewellery, books, food, drink & cattle.
- **Know that Vikings had a reputation of being vicious that spread across Europe.**

Viking settlers

- Know that the Vikings sailed across the North Sea to conquer land. For several years they battled through northern England, taking control of Anglo-Saxon kingdoms.

**for women and children, in the dangerous environment of coal mining.**

- Know why the Davy Lamp was important in a mine
- **Know about a local mining disaster – Cadeby Mining Disaster 1912. Know that 91 men died in the disaster.**

Mining Strike

- **Know that mining was a thriving profession meaning millions of people were employed and the economy was doing well because of the Industrial Revolution (early).**
- **Know that Margret Thatcher, the Prime Minister and leader of the Conservative Party, announced the closure of coal mines in 1984** because of the decline in the need for coal due to other energy sources such as gas being a cheaper alternative.
- **Know that in 1984 many miners went on strike to prevent collieries from closing. This meant that the miners did not go to work and were not paid during this period.**
- Know that the strikes in 1984-85 were led by a trade unionist called Arthur Scargill
- **Know that the strikes started at Cortonwood Colliery – 6<sup>th</sup> March 1984 – which is close to Mexborough.**
- Know that there were differing views during the strike – miners, police, miners who went to work, government, unions.
- Know that miners who went to work during the strike were referred to as ‘Scabs’.
- **Know the closure of the mines effected the local community and the impact on Mexborough today.**
- **Know that despite the best efforts of the miners, hundreds of coal pits shut down.** The closure of coal mines brought an end to a way of life that had existed since the Industrial Revolution, and it left many communities without the main industry that had supported them.

		<ul style="list-style-type: none"> <li>• <b>Know that Vikings settled in the north and east of England and this was called Danelaw. Viking families settled here because farming was better than their homeland.</b> York or 'Jorvik' was an important city in Danelaw.</li> </ul> <p><u>Alfred the Great &amp; Athelstan</u></p> <ul style="list-style-type: none"> <li>• Know that almost all Anglo-Saxon kingdoms had fallen to the Vikings except Wessex which was ruled by Alfred the Great. He helped to make peace with the Vikings.</li> <li>• Know that King Alfred's grandson was Athelstan, who took back Danelaw land territories from the Vikings and became the first King of England.</li> </ul>	
Disciplinary knowledge	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>- Make connections and comparisons between different time periods studied.</li> <li>- Use dates and historical terms accurately</li> <li>- To development chronologically secure knowledge of taught historical periods including: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Ancient Romans (Republic, Empire, Holy Empire), Roman Britain, Anglo-Saxons, Vikings, Tudor England, Mining.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Makes detailed comparisons across different historical contexts, drawing out both similarities and differences.</li> <li>- Evaluates change and continuity over time, including long-term impacts.</li> <li>- Uses a range of historical sources and interpretations to support comparative analysis.</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>- Make connections and comparisons between different time periods studied.</li> <li>- Use dates and historical terms accurately</li> <li>- To development chronologically secure knowledge of taught historical periods including: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Ancient Romans (Republic, Empire, Holy Empire), Roman Britain, Anglo-Saxons, Vikings, Tudor England, Mining.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Makes detailed comparisons across different historical contexts, drawing out both similarities and differences.</li> <li>- Evaluates change and continuity over time, including long-term impacts.</li> <li>- Uses a range of historical sources and interpretations to support comparative analysis.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Can explain both short-term and long-term causes and consequences, linking them together.</li> <li>- Begins to evaluate and prioritise the importance of different causes and consequences.</li> <li>- Can recognise that some consequences were intended, while others were unintended</li> <li>- Can compare and contrast causes and consequences across different events or periods of history</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Evaluates the significance of historical individuals or events using multiple criteria</li> <li>- Justifies opinions about significance with reference to evidence or historical context.</li> <li>- Compares how different groups or perspectives might view the importance of the same person or event.</li> <li>- Understands that historical significance is constructed and can change over time depending on perspective and values.</li> </ul> <p><b>Use of Evidence</b></p> <ul style="list-style-type: none"> <li>- To use a range of sources, such as artifacts and documentation, to build a picture about the past.</li> <li>- To know that different kinds of sources answer different kinds of questions.</li> <li>- To purposefully select information, from sources, when forming responses to questions.</li> </ul>

			- To consider the reliability of a source by looking at the authenticity and validity of sources; considering their persuasive techniques, author and viewpoints.
Vocabulary	Civilisation, settlement, ritual, sacrifice, society, hieroglyphics, archaeologist, trade, exchange, priest, temple, monument, Mesoamerica,	settlement, invasion, migration, conquest, raiding, reinforce, Angles, Saxons, Jutes, agriculture, Lindisfarne, raids, sacred, monastery	Strike, protest, riot, industry, Conservative, colliery, profitable, picket-lines, Margret Thatcher, Arthur Scargill, Ian McGregor, scab,
Enrichment experiences	Maya workshop delivered by external provider – focus on artefacts, death rituals, sacrifice and creation story) End of topic showcase – tabletop activity to answer the big question of ‘ <i>How advanced were the Maya for their time?</i> ’	Viking workshop focusing on daily life (this will allow for additional knowledge to be gained). Visit to the Viking Museum. Re-create the battle.	Ex-coal miner visit to school for Q&A session Visit to The National Mining Museum: <a href="#">Home - National Coal Mining Museum</a> Create a display that showcases learning to be displayed at Mexborough library
Resources	<a href="#">Oak Academy History</a> <a href="#">Maya Civilisation - KS2 History - BBC Bitesize</a>	<a href="#">Anglo-Saxons - KS2 History - BBC Bitesize</a> <a href="#">Vikings - KS2 History - BBC Bitesize</a> <a href="#">Oak Academy History</a>	<a href="https://www.bbc.co.uk/bitesize/articles/zv8gdnb#z428mbk">https://www.bbc.co.uk/bitesize/articles/zv8gdnb#z428mbk</a> <a href="https://www.twinkl.co.uk/blog/10-facts-about-the-miners-strike">https://www.twinkl.co.uk/blog/10-facts-about-the-miners-strike</a>