

History at St Johns Tiverton - September 2022.

Why do we teach History?

At St John's Primary School we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Teachers use the long term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.

We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school.

We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why the local area is fully utilised to achieve the curriculum outcomes.

How do we teach children?

At St John's, History is taught in half a term block, every term for one hour per week. The subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. Our History curriculum is designed so that children start with 'themselves' and their school or local area

Teachers use a variety of teaching and learning styles in their history lessons to develop pupils' knowledge, skills and understanding in history.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events

- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise that there are children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children. We achieve this through a range of strategies which are differentiated by expected outcome and support from peers or adults.

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key concepts:

- chronological knowledge and understanding
- history of the wider world
- understanding of abstract terms
- Historical concepts
- Continuity and change
- Cause and consequence
- Similarity and difference
- Significance
- Historical enquiry
- Interpretation of history and historical perspective

What do we want our children to achieve?

- Children are engaged, curious and resilient in History lessons and relish the challenge and opportunities for fun that the subject offers.
- Children are critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of the past.
- Children are aware of how historical events have shaped the world today, including History at the local and personal level.
- Children develop enquiry skills to pursue and investigate their own interests within a topic.
- Children visit historically relevant sites and museums and learn from visitors to enhance their learning in History and create positive memories.
- Children retain learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Children are able to articulate what they have learned in History and can describe significant periods, events and people from the past.
- Children remember more, know more and can do more.

Where it all begins - laying the foundations for History in EYFS

Through 'Understanding the World' children will learn about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will talk about the lives of people around them and their roles in society. They will also understand the past through settings, characters and events entered in books read in class and storytelling.

Autumn Term - Reception Class	Spring Term - Reception Class	Summer Term - Reception Class
<p>EYFS - Who Am I? All About Me.</p> <p>Talk about the lives of the people around them</p> <p>Parents/Grandparents/Great Grand-Parents. My Family Tree.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>How was their parents/grandparents' childhood different from theirs? - schooling/toys/foods/play experiences and holidays.</p>	<p>EYFS - Blast Off!</p> <p>Talk about the lives of people and their roles in society</p> <p>Neil Armstrong's Moon Landing, Tim Peake - ISS</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>EYFS - Wings, Wheels and Sails - Transport</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Tivvy Bumper - Tiverton's Steam Train History</p>

Vocabulary
<p><u>Autumn Term</u> Family History - Grandparent, Parent, Aunt, Uncle, Cousin, Great Grandparent, family tree, ancestor Toys - spinning top, peg doll, trains, teddy bears, yoyo, etch a sketch, jacks, conkers, rag dolls, Cindy/Barbie and Action Man, hopscotch, French skipping School - desks, ink pots, the cane, discipline, chalks and chalkboards/slates</p> <p><u>Spring Term</u> Space Travel - Apollo 11, moon landing, astronaut, space walk, Kennedy Space Centre, Buzz Aldrin, Mike Collins, Neil Armstrong, Tim Peake, International Space Station, television, news broadcast, USA</p> <p><u>Summer Term</u> Transport-- Steam train, railways, Tivvy Bumper, museum, platform, tracks, carriages, engine, coal, guard, engine driver, ticket collector, passengers, station, Tiverton, Bolham, Bampton, railway bridge</p>

History Curriculum - Key Concepts:

An abundance of opportunities are embedded across our History curriculum which allow our Historians to investigate and interpret the past through significant events and life's, comprehend chronology, identify historical changes as well as continuity between and within periods of time and understand/challenge perspectives and interpretations. These are our History key curriculum threads, which run progressively through this subject's curriculum.

Chronology	Continuity and Change between periods	Cause and Consequence	Similarity/Difference with a periods/situation	Significance of events/people	Perspectives and interpretations
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Chronology:

Within each History topic we studied we deepen our children's chronology knowledge, through for example ordering significant events and dates, create a family tree, develop historical context and organise relevant historical information within a narrative. Our chronology thread through every topic ensures our children develop a depth of chronology so that they can view periods of time contextually and in order.

Continuing and Change between Periods:

Through our studies we explore progress, transformation, regression, and demise. We link previous studies, for example of Ancient civilisations ,to develop a depth of knowledge and to explain/explore the extent of past changes and reasons for continuities.

Cause and Consequence:

Our curriculum is rich with opportunities for our children to learn how different events during different periods of time have impacted/influenced the way we and other people live today.

Significance of events/people:

Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, our children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

Similarity/Difference with a periods/situation:

Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows our pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

Perspectives and interpretations:

This concept helps our children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.

Maple Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge		<p>Changes in living memory, My family Know what life was like as a child for parents and grandparents Primary school life https://www.st-eanswythes.kent.sch.uk/our-school/our-history/1950s-primary-school/ https://www.historic-uk.com/CultureUK/Schooldays-in-the-1950s-1960s/</p> <p>What houses were like, grandparents houses no central heating https://www.funkidslive.com/learn/building-london/houses-in-the-1950s-and-1960s/</p> <p>What shopping was like – small shops, no supermarkets.</p>	Housing in Stone age Houses in Roman times
Disciplinary Knowledge		<p>Find answers to simple questions about the past from sources of information e.g., visitors</p> <p>Know and recount episodes from stories about the past</p> <p>Talk, draw and write about things from the past.</p> <p>Recognise the difference between past and present in theirs and others lives</p>	
VOCAB		Grocery, chemist, baker, butcher, scales, glazing,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Answer simple questions from sources -What was school like for my grandparents? (visitor OR use photos and video clips 2. Compare primary school today with my parents. 3. Draw and write about things from the past (1960's houses) 		

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| | <ol style="list-style-type: none">4. Draw and write about things from the past (1980's houses)5. Find answers to simple questions – what was shopping like for my grandparents?6. Assessment |
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Maple Year B Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Rainhill trials	<p>Significant event Mallard breaking the speed record Bullet train breaking the speed record</p> <p>How trains have changed since Stephenson's Rocket to include :-</p> <ul style="list-style-type: none"> ● the Mallard steam train speed record. 126mph ● HST Diesel train speed record UK 148mph ● The Bullet train 275mph ● Invention of the Maglev train – current fastest train 375 mph ● How the shape and design of passenger trains have changed 	Extended study of the railways both impacts on railways from industry, moving from steam to diesel and electric trains.
Disciplinary Knowledge		<p>Compare pictures /photographs of past events</p> <p>Sequence artefacts and events Describe events in history</p>	
VOCAB		Steam train, locomotive, electric train, miles per hour,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Compare pictures of past events (Stephensons rocket and Mallard) 2. Describe events in history (Mallard speed record) 3. Compare pictures of past events (Mallard and HST diesel train, bullet train) 4. Describe events in history, (speed record by HST and bullet train) 5. Describe events in history – maglev train, 6. Sequence events and artefacts (Assessment activity) 		

Maple Year B Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Travel before aeroplanes	<p>Changes beyond living memory Flight Amelia Earhart and Wright brothers How did travel move to the skies?</p> <p>The Wright brothers first flight - include What the plane looked like Why the brothers wanted to fly How they realised their idea Describing the flight</p> <p>Amelia Earhart's flight Why she wanted to fly and how she realised her wish Stories about her flight</p> <p>The wright brothers flight 1903 It flew about 38m for 12 second First motor powered plane. Very different to planes today Amelia Earhart 1932 tried to fly across the Atlantic solo. Flew from Canada to Ireland 3200km 15 hours</p> <p>1937 tried to fly around the world – disappeared over the Pacific.</p>	Significant people (Owls B)
Disciplinary Knowledge		<p>Recognise why people did things, why events happened.</p> <p>Use a source to answer questions about the past based on observations.</p> <p>Describe people from history</p>	

		Discuss reliability of photos and stories	
VOCAB		Flight aeroplane, Atlantic ocean,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Use a source to answer questions (Who were the Wright brothers, use photographs) 2. Describe people from history – (focus Wright brothers) 3. Use a source to answer questions (Amelia Earhart) 4. Describe people from history 5. Recognise why people did things (compare both) 6. Discuss reliability of photos and stories (assessment activity?) 		

Willow Year B Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Stone age	<p>Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>What they believed How and where they worshipped</p> <p>Iron Age life to include What their houses were like How they farmed and what they grew.</p> <p>religion – Stonehenge was built 5000 – 1500BC Built and rebuilt by generations Outer circle 30 standing stones sarsens – came from 32km away. 2 outer circles of bluestones Came from Wales, floated buy raft / boat 5 stone arches Stones linked to the solstice Cemetery there could have been a temple. Bronze age – began to cremate rather than bury People place metal items in rivers as offerings to gods. People in Iron Age Britain believed in powerful spirits.</p> <p>met to worship the spirits in sacred places, like the shores of a lake or a clearing in a wood.</p> <p>Priests known as druids led religious ceremonies.</p> <p>Sacrificed animals and sometimes humans too! The druids gave precious offerings, such as swords and cups, to the spirits. They buried the offerings in the ground or threw them into rivers, lakes and bogs</p>	<p>Roman religion</p> <p>Anglo Saxon religion</p> <p>Conversion to Christianity</p> <p>Comparing ways of life in different eras</p> <p>Farming in Devon</p>

		<p>In Hill forts, families lived in round houses. one-roomed homes with a pointed thatched roof and walls made from wattle and daub</p> <p>In the centre was a fire where meals were cooked in a cauldron. Around the walls were jars for storing food and beds made from straw covered with animal skins.</p> <p>Iron Age farmers grew crops and vegetables. They kept geese, goats and pigs and had large herds of cows and flocks of sheep. Some people worked as potters, carpenters and metalworkers. Men and boys trained as warriors.</p>	
Disciplinary Knowledge		<p>Understand why people may have wanted to do something</p> <p>Compare with our life today</p> <p>Find out about everyday lives of people in time studied</p> <p>Compare pictures or events in the past</p> <p>Observe small details – artefacts / pictures. Ask questions about the past based on simple observations.</p> <p>Communicate using writing, drawing, drama, role play.</p>	
VOCAB		Stonehenge, bluestones, sarsen stones, druids, wattle and daub, spirits, sacrifice, ceremonies, cap stones	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Explore Bronze age houses 2. Compare pictures of the past (Stonehenge) 3. Understand why people may have wanted to do something (Stonehenge) 4. Explore farming in the iron age 5. Explore jobs in the iron age. 6. assessment 		

Willow Year B Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>Rainhill trials</p> <p>Mallard</p> <p>People travelled by train to go on holiday</p>	<p>First railways (extended chronological study) Move from steam to diesel / electric</p> <p>Prior knowledge – Passenger trains began with the Rainhill trials. Trains have changed over time, getting faster, changing shape and fuel. People travelled by train to go on holiday.</p> <p>The move from Steam to Diesel and Electric trains</p> <p>Steam trains popular and cheap for travel for the masses Great Western Railway introduced diesel railcars in the 1930s Transition away from steam was delayed because of the war. First diesel engine invented in 1897 by Rudolf Diesel.</p> <p>Diesel trains are more efficient, easier to maintain. More powerful, less polluting, didn't have to stop for water. Diesel was first used with freight, in the 70's passenger trains. Electric trains 2009 – government started to electrify the railway 2020 38% of railway electric Electric trains are less polluting and cheaper than diesel.</p>	<p>Impact of the railway locally</p> <p>PSHE/ RE caring for our environment</p>
Disciplinary Knowledge		<p>Sequence several events or artefacts Use dates and terms related to the passing of time</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Select and record information relevant to the study</p>	

		Identify differences between ways of life at different times.	
		Communicate using writing, drawing, drama, role play.	
VOCAB		Diesel, electric, pollution, passenger, freight, steam, network, transition, railcar, engine	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Who travelled by steam train (could use Thomas episode, seaside and the slip coaches) 2. Communicate using writing and drawing -The first diesel trains 3. Select and record relevant information (Why the transition to diesel was delayed) 4. Identify and give reasons for different ways past is represented (Why diesel trains were good, could use an episode from Thomas showing the diesel trains being bad, compare with the truth about diesel trains) 5. The first electric trains 6. Why electric trains are the future – identify differences between ways of life at different times. 		

Willow Year B Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Significant event	<p>Christopher Columbus and Neil Armstrong – the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Prior learning – what a significant event is.</p> <p>Why Columbus set sail – purpose of his journey The journey of Columbus – where he went, countries he visited</p> <p>Columbus started the exploration and colonisation of the Americas. King and Queen of Spain paid for expedition 1492 – sailed with three ships named the Nina, the Pinta and the Santa Maria. Landed in the Bahamas, though he had landed near India. Brought back Turkeys and pineapples to Spain. Made 3 more voyages to America</p> <p>Neil Armstrong On July 20, 1969, Neil Armstrong made history by becoming the first man to walk on the moon. He landed in a lunar module called the Eagle. He developed a fascination with flight at an early age and earned his student pilot's license when he was 16 Neil and his crew flew to the Moon on a space mission called Apollo 11.</p> <p>Only 12 people have ever walked on the surface of the Moon.</p>	<p>Local history -Mary Anning</p> <p>PSHE – goals and ambitions English biographies</p> <p>Geography – study of North and South America)</p> <p>Science – space</p>

		Neil's footprints will be on the Moon for millions of years, because there is no wind to blow them away!	
Disciplinary Knowledge		Place time studied on a timeline Understand why people may have wanted to do something Look at representations of the period – museum / picture/ cartoon Discuss reliability of photos / stories Begin to use the library / internet for research Communicate using writing, drawing, drama, role play.	
VOCAB		Significant event, exploration, voyage, astronaut, expedition,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Begin to use library and internet for research (Who was Columbus) 2. Discuss reliability of pictures (Focus Columbus) 3. Understand why Neil may have wanted to go to the moon 4. Discuss reliability of photos and cartoons (Focus Neil Armstrong) 5. Compare achievements of Armstrong and Columbus 6. Assessment 		

Sycamore Year B Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>Iron Age</p> <p>Anglo saxon religion</p> <p>Homes in the past</p>	<p>Anglo-Saxon , settlements and kingdoms: place names and village life Prior Learning Angles Saxons Jutes came to England for natural resources and Romans have left. During this time, Britain became Catholic from Pagan.</p> <p>450 – 793 AD The Anglo-Saxon name for town was burgh (Peterborough). Villages named after the leader of folk e.g. Reading Redda’s people Hastings (haesta’s people. Or after a feature in landscape – Oxford, where oxen crossed the river – see examples http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm</p> <p>Houses wood with straw roof Some stone churches One room built facing the sun for warmth and light Halls – larger with fire stone in middle Kept animals, hunted, traded. Religion a means to ensure success in material things, Pagan Days of the week named after certain gods</p>	<p>Roman life</p> <p>Comparing Anglo saxon life with the Mayans</p>
Disciplinary Knowledge		<p>Place events from period studied on a timeline</p> <p>Understand more complex terms AD BC</p> <p>Use evidence to reconstruct life in time selected</p> <p>Look at evidence available begin to evaluate the usefulness of different sources</p>	

		<p>Use evidence to build up a picture of a past event</p> <p>Ask a variety of questions, use internet / library for research</p> <p>Communicate ideas about past using writing, drawing, diagrams drama roleplay story telling ICT</p> <p>Trade, self sufficient, chief, pottery, weaving, village, town</p>	
VOCAB			
Learning focus/outcome	<ol style="list-style-type: none"> 1. Who were the Anglo Saxons? 2. Evaluate the usefulness of different sources (House) 3. Use evidence to build up a picture (Towns) 4. Anglo Saxon religion 5. Explore Anglo Saxon trade 6. Assessment 		

Sycamore Year B Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Iron age (owls) Romans (kestrels year A)	<p>Romans</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs</p> <p>Roman roads – no roads before, all in a straight line. 16000km They built their roads on foundations of clay, chalk and gravel. They laid bigger flat stones on top. Roman roads bulged in the middle and had ditches either side, to help the rainwater drain off. Christianity arrived in Britain during the second century. When Christianity started to get popular, the Romans banned it. Christians refused to worship the Roman emperor and anyone who was caught following the new religion could be whipped or even executed.</p> <p>By the beginning of the 4th century, more and more people were following Christianity. In AD313 the Emperor Constantine declared that Christians were free to worship in peace. By 391, Christianity was the official Roman religion, but pagan beliefs were still popular in Britain.</p> <p>The Romans wrote down their history, their literature and their laws – Latin, some people used it in towns.</p> <p>Our coins are based on a Roman design and some of the lettering is in Latin.</p> <p>Romans introduced towns – laid out in a grid. If a place-name has 'chester', 'caster' or 'cester' in it, Gloucester, Doncaster and Manchester). The word 'chester' comes from the Latin word 'castrum' which means 'a fort'.</p> <p>Roman Public Baths were used to keep clean. They were also a good place to meet friends & catch up on gossip.</p>	Anglo Saxons Vikings

		Each Bath House had at least 3 rooms, each was heated to a different temperature a bit like a spa. They warmed these rooms using an clever under floor heating system called a Hypocaust	
Disciplinary Knowledge		<p>Understand more complex terms AD/BC Place events from period studied on a timeline</p> <p>Look for links and effects on time studied, offer a reasonable explanation for some events</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use evidence to reconstruct life in time studied</p> <p>Communicate ideas about past using writing, drawing, diagrams drama roleplay story telling ICT</p>	
VOCAB		Aqueduct, bath house, hypocaust, -chester, grid plan towns, Latin, pagan, Christianity, ditch	
Learning focus/outcome	<ol style="list-style-type: none"> 1. How and why the Romans invaded 2. Explore Roman roads 3. Use evidence to reconstruct life (Roman baths) 4. Evaluate the usefulness of different sources (roman towns) 5. Communicate ideas about the past (Roman religion) 6. Assessment 		

Sycamore Summer B	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>Growth of the railway network</p> <p>Size of farms</p> <p>Impact of the railways and local towns</p>	<p>Local history – impact of the railways – History of farming in the Axe valley Pre 1800 Farms small, self sufficient Land rented, jobs completed by hand.</p> <p>Before the railway, farms had about 20 cows Butter and Cheese sent to London Transport by road or sea Flax growing, linen, rope, backing for carpets.</p> <p>Railways brought coal, hedgerows began to disappear 1901 15% Devon workforce in agriculture, twice national average After railways less workforce, migration towards manufacturing. Small farms amalgamating Railways transport milk, more dairy farms</p> <p>Today Larger farms – technology used Crop choice, robot milking Farms specialised not mixed, eco friendly Market for local produce. Geography Link – Digi maps where does our milk come from?</p>	
Disciplinary Knowledge		<p>Plan and present a teacher directed project or research about the studied period.</p> <p>Use evidence to reconstruct life</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Begin to use library / internet for research</p>	

		Offer a reasonable explanation for some events.	
VOCAB		Agriculture, migration, manufacture, flax, dairy farm, robot milker, mechanisation,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Explore farming pre 1800 2. Explore farming in the Tiverton before the railway 3. Impact of the railway on farming 4. Research farming today in the Tiverton (Impact of technology or farm diversification or where our milk comes from today) 5. Present project 6. Offer a reasonable explanation for events (Assessment activity) 		

Oak Year B Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>Anglo saxons</p> <p>Romans</p> <p>Iron age</p> <p>Geographical Study - Scandinavia</p>	<p>Vikings</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England 700-1100 AD</p> <p>Vikings left their homelands in Scandinavia and travelled by longboat to countries, like Britain and Ireland.</p> <p>Vikings fought the local people, stealing from churches and burning buildings to the ground.</p> <p>others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings.</p> <p>The Vikings were pagans, not Christians like most people living in Britain at the time.</p> <p>Christian monasteries in Britain were easy targets for the Vikings.</p> <p>By AD 874, almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great.</p> <p>Danegeld paid to stop Vikings by Alfred the Great</p> <p>Alfred defeats Guthrum at the Battle of Edington.</p> <p>Brunanburgh in 937 battle led to Atherstone becoming the first king.</p>	
Disciplinary Knowledge		<p>Place current study of a timeline in relation to other studies</p> <p>Sequence up to 10 events on a timeline</p>	

		<p>Examine causes and results of great events and the impact on people</p> <p>Know key dates characters and events of time studied</p> <p>Be aware the different evidence will lead to different conclusions</p> <p>Recognise primary and secondary sources</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams ICT</p>	
VOCAB		Viking, longboat, Battle of Edington, Scandinavia, Pagans, kingdom, danegold, invasion, resistance.	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Who were the Vikings? 2. Different evidence will lead to different conclusions (Compare viking settlement – peaceful and fighting) 3. Who was Alfred the Great? 4. Recognise primary and secondary sources (danegold) 5. Battle of Edington 6. Assessment 		

Eagles Year B Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Railway system Invasion of Britain in the past	Turning point in national history WW2 – D Day June 6 th 1944 Major turning point in the war Allied troops took control of 5 beaches Thousands of troops landed on the beaches Ships and aeroplanes Gave the allies access to western Europe Railway was used to transport troops to the coast (make links with Owl class expanding railways for industry and travel)	Self directed study WW2
Disciplinary Knowledge		Recognise primary and secondary sources – first hand accounts, news reports, internet. Use a range of sources to find out about the past Place time period and events on the timeline Bring together conclusions from different sources	
VOCAB		D Day WW2, global conflict, axis, allies, democracy, transport, troops,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Cause of WW2 2. Use a range of sources to find out about the past 3. Use a range of sources to find out about the past. 4. Understand the impact of the railway 5. Bring together conclusions from different sources. 		

Eagles Year B Summer	Prior Knowledge	Knowledge to be explicitly taught Turning point in national history WW2	How the knowledge will be built on
Substantive Knowledge	D Day WW2 Eagles	<p>Children from cities were evacuated to the country.</p> <p>Food was rationed</p> <p>Battle of Britain 1940, first battle ever to only be fought in the air – 1940</p> <p>The Germans wanted to invade Britain but were defeated by the RAF</p> <p>Lasted 3 ½ months</p> <p>Luftwaffe planes against spitfires and hurricanes.</p> <p>Many women worked to build the planes</p> <p>Churchill was prime Minister</p> <p>Bombing of airfields and radar station, plane factories</p> <p>Bombing of London and other key cities.</p> <p>Ended 8 May 1945 – VE day</p>	
Disciplinary Knowledge		<p>Plan and present a self-directed project about one aspect</p> <p>Confidently use the library and internet for research</p> <p>Select relevant sections of information</p> <p>Compare accounts from different sources – work out how conclusions were arrived at</p> <p>Bring together conclusions from several sources</p> <p>Consider ways of working out if it's fact or opinion.</p>	

		Recognise not everyone shares the same views and feelings	
VOCAB		World War, Churchill, Nazism, Christianity, Luftwaffe, Democracy, Axis, Allies, Evacuation	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Recognising fact or opinion. 2. Plan a self-directed project 3. Use the library and internet for research. 4. Compare accounts from different sources 5. Bring together conclusions from different sources 6. Present a self-directed source. 		