



LIFTON COMMUNITY Academy: HISTORY CURRICULUM

Our curriculum is the beating heart of our school and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Within our Christian vision ‘*together we grow, together we flourish*’ our children will develop a love of learning and be totally immersed in different worlds, cultures and times preparing them for the next stage of their education.

Developing learners’ learning

WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learners’ character

WHO WE ARE WHEN WE LEARN

Our children’s uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Developing learning behaviours

HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Developing learners’ moral compass

WHO WE ARE

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

History

As historians, our children will be encouraged to question their understanding of the past, inspiring a curiosity to learn more about the society in which we live and those of the wider world. Children will critically examine sources and evidence, establishing clear and coherent narratives through civilisations, empires and communities across both Britain and globally. With this knowledge, they will be informed to critically evaluate and explore change, making connections, identifying contrasts and trends over time and recognising how the past impacts upon the present and our futures.




Overview of substantive knowledge content				
Year A: Lifton	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 2	<p>ELG - Understanding the world Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements -</i> Queen Elizabeth I and King Charles</p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</i> Medieval Britain. "How did it change West Devon?"</p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</i> Social History: Women's rights</p>
Spring 2		<p><i>Events beyond living memory that are significant nationally or globally -</i> The first aeroplane flight.</p>	<p>The Roman empire and its impact on Britain.</p>	<p><i>A local history study -</i> WW2 the Blitz and Evacuees.</p>
Summer 2		<p><i>The lives of significant individuals in the past who have contributed to national and international achievements -</i> Key enquiry question: How did Emily Davison and Rosa Parks' actions lead to change?</p>	<p><i>The achievements of the earliest civilizations –</i> Ancient Egypt</p>	<p><i>The study of Greek life and achievements and their influence on the western world –</i> Ancient Greece.</p>
Year B: Lifton	EYFS	Year ½	Year ¾	Year 5/6
Autumn 2	<p>ELG – Understanding the world Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><i>Changes within living memory –</i> transport over time, with a focus on Carl Benz and George Stephenson.</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
Spring 2		<p><i>Events beyond living memory that are significant nationally or globally –</i> The Great Fire of London.</p>	<p><i>A local history study –</i> WW2 D-Day landings at Slapton and considering the impact on West Devon/Plymouth.</p>	<p><i>A non-European society that provides contrasts with British history –</i> How did early islamic civilisation affect the way we live our lives today? Scheme of Work: Early Islam, including Baghdad / Historical Association (history.org.uk)</p>
Summer 2		<p><i>The lives of significant individuals in the past who have contributed to national and international achievements –</i> Sir Francis Drake.</p>	<p>Changes in Britain from the Stone age to the Iron age.</p>	<p><i>The achievements of the earliest civilizations -</i> The Shang Dynasty.</p>



Disciplinary/Interdisciplinary Knowledge overview



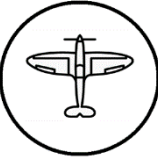
Year	Chronology	Range and Depth	Interpretation	Enquiry	Organisation & Communication
1	<p>I can sequence events or objects in my life, in chronological order</p> <p>I can sequence 3 or 4 artefacts from different periods of time</p>	<p>I can begin to describe similarities and differences</p> <p>I can use a range of sources to find out characteristic features of the past</p>	<p>I can describe memories of key events in my life</p> <p>I can begin to identify different ways to represent the past (i.e. photos, stories, adults)</p>	<p>I can sort 3 or 4 artefacts into 'then' and 'now'.</p> <p>I can ask and answer questions related to different sources and objects. I.e. What happened? What was it like?</p> <p>I can use as wide a range of sources as possible.</p>	<p>I can create timelines (3D with objects/sequential pictures)</p>
2	<p>I can label timelines with an increasingly broader vocabulary of everyday historical terms</p> <p>I can sequence artefacts closer together in time, sequence events, photos etc</p>	<p>I can find out about people and events in other times and identify differences in their lives</p> <p>I can confidently describe similarities and differences between artefacts and photos</p> <p>I can describe key events and when they happened in time</p> <p>I can compare 2 sources of a past event</p>	<p>I can develop empathy and understanding (Hot seating, speaking and Listening)</p> <p>I can compare pictures or photographs of people or events in the past</p> <p>I can identify different ways to represent the past</p>	<p>I can begin to discuss the effectiveness (reliability) of sources</p> <p>I can use timelines</p> <p>I can use a source - why, what, who, how, where - to ask questions and find answers</p>	<p>I can annotate photos</p>
3 & 4	<p>I can place the time studied on a timeline</p> <p>I can place events from the period studied on a timeline.</p>	<p>I can find out about everyday lives of people in time studies and use evidence to reconstruct life in the time studied</p> <p>I can compare with our life today</p>	<p>I can distinguish between different sources and evaluate their usefulness</p> <p>I can identify and give reasons for different ways in which the past is represented.</p>	<p>I can use a range of sources to find out about a period</p> <p>I can observe small details in artefacts and pictures</p> <p>I can select and record</p>	<p>I can communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama.</p> <p>I can work independently and</p>


	<p>I can use terms related to the period and begin to date events</p> <p>I can understand more complex terms i.e. BC/AD</p>	<p>I can identify reasons for and results of people's actions</p> <p>I understand why people may have had to do something</p> <p>I can identify key features and events and look for links and effects in time studied</p>		<p>information relevant to the study</p> <p>I can begin to use the library/e-learning for research and ask and answer questions</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p>	<p>in groups</p>
5 & 6	<p>I can place current study on a timeline in relation to other studies</p> <p>I can relate current studies to previous studies</p> <p>I can make comparisons between different times in History.</p> <p>I can use relevant terms and periods</p> <p>I can sequence up to 10 events on a timeline</p>	<p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late times studied</p> <p>I can study different aspects of life of different people i.e. men and women</p> <p>I can compare an aspect of life with the same aspect in another period including looking at beliefs and behaviours</p> <p>I can write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate my explanation</p> <p>I know key dates, characters and events of the time studied</p> <p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>	<p>I can compare accounts of events from different sources and consider what may be fact and what may be fiction</p> <p>I can link sources and work out how conclusions were arrived at.</p> <p>I can consider ways of checking the accuracy of interpretations - fact, fiction or opinion</p> <p>I am aware that different evidence will lead to different conclusions</p> <p>I can confidently conduct research</p>	<p>I can use evidence/ a range of sources to build up a picture of life in time studied</p> <p>I can select relevant sections of information</p> <p>I can recognise primary and secondary sources</p> <p>I can suggest omissions and the means of finding out</p> <p>I can gather knowledge from a range of sources and bring it together in a fluent account</p>	<p>I can record and communicate knowledge in different forms</p> <p>I can work independently and in groups showing initiative</p> <p>I can use a variety of ways to communicate knowledge and understanding, including extended writing</p> <p>I can plan and carry out individual investigations</p>

Year A	Unit	NC Objectives/ Coverage	Enquiry and enquiry questions
EYFS			
Autumn 1/2	Kings and Queens (Queen Elizabeth I, Queen Elizabeth II, King Charles III) 1819-1901 2022-now	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in Britain's past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Key enquiry question: How is our royal family different and similar to Queen Elizabeth II? Weekly questions: 1. What is a monarch and what should they be like? 2. Who is our king and how did he become monarch? 3. What is the family tree of King Charles? 4. Who was Queen Elizabeth II and when did she rule? 5. How are King Charles and Queen Elizabeth II similar and different?? 6. Assessment Opportunity: How are King Charles and Queen Elizabeth II similar and different?

	 <p>Democracy and Progress</p>		
Spring 1/2	<p>The Wright Brother's first aeroplane flight</p>  <p>Creation and Creativity</p>	<p>The lives of significant individuals in Britain's past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Key enquiry question: Why do we remember The Wright Brothers?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. Who were the Wright Brothers? 2. What was the timeline of the first aeroplane flight? 3. Why is this timeline important to us today? 4. How has aeroplane travel changed over time to today? 5. What have we learnt about air travel and what plans do they have for the future? (link climate change) 6. Assessment Opportunity: Why do we remember the Wright Brothers?
Summer 1/2	<p>Rosa Parks/Emily Davison</p>  <p>Democracy Progress</p>	<p>The lives of significant individuals in Britain's past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Key enquiry question: How did Emily Davison and Rosa Parks' actions lead to change?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. Who was Emily Davison and why is she remembered? 2. Who was Rosa Parks and why is she remembered? 3. How do the times of Emily Davison & Rosa Parks compare to today? 4. What are the similarities and differences between the actions of Emily Davison and Rosa Parks? 5. What is the impact of the actions of Emily Davison and Rosa Parks today? 6. Assessment Opportunity: How did Emily Davison and Rosa Parks' actions lead to change?



<p>Autumn 3/4</p>	<p>Local Study</p> <p>Medieval Britain and how it impacted West Devon</p>  <p>Civilisation progress</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Key Enquiry Question: How did Medieval Britain shape West Devon?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. When were the medieval times? 2. Who was Brutus of Troy and William the conqueror? 3. Why are they important to West Devon? 4. How do we know Launceston is a Saxon town? 5. What is a motte and bailey castle and where can I find one? 6. What was the purpose of a motte and Bailey castle? <p>6. Assessment Opportunity: How did Medieval Britain shape West Devon?</p>
<p>Spring 3/4</p>	<p>The Roman empire and its impact on Britain</p>  <p>Empire and Invasion/ Progress</p>	<p>The Roman empire and its impact on Britain</p>	<p>Key enquiry question: What was the impact of the Roman invasion on Britain?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. Who were the Romans and where did they come from why did the Romans decide to invade Britain? 3. What was the impact on the Roman invasion on the Celtic people? 4. Who was Boudica and how she try to rebel? 5. How did the Romans impact on religion in Britain? 6. How did Britain change and what is the lasting impact? (focus on Exeter) 7. Assessment Opportunity: What was the impact of the Roman invasion on Britain? <p>Pages 99, 102 and 104 in National Archives history toolkit = Romans lesson plans</p>
<p>Summer 3/4</p>	<p>The achievements of the earliest civilizations</p> <p>Ancient Egypt</p>	<p>The achievements of the earliest civilizations</p> <p>Ancient Egypt</p>	<p>Key enquiry question: How did the religion of the Ancient Egyptians shape their legacy?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. When and where did the Ancient Egyptian civilisation develop? (link to other key periods around the world.) 2. What did the Ancient Egyptians believe and who were their gods?



	 <p>Civilisation progress</p>		<p>3. Why did the Egyptians build temples, tombs and pyramids? 4. What did the Egyptians believe about death and what happens to you when you die? 5. What was the role of the Pharaoh on earth? - case study of Tutankhamun 6. Assessment Opportunity: How did the religion of the Ancient Egyptians shape their legacy?</p> <p>Pages 156- 162 in National Archives history toolkit</p>
Autumn 5/6	<p>Social History: Women's rights</p>  <p>Democracy and progress</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Key enquiry question: How did women get the vote in Britain?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. What was life like for different classes of people in Victorian times? (Link to democracy Ancient Greece) 2. Who were the suffragists? 3. What actions did the suffragettes take? - link back to Y2 Emily Davison. 4. Who did the most for the suffrage movement? 5. How did WWI change peoples' perception of women? 6. Assessment Opportunity: How did women get the vote?
Spring 5/6	<p>Local study: WW2</p>  <p>Empire and Invasion/</p>	<p>A local history study</p> <p>WW2 the Blitz and Evacuees leading on from the Year 3/4 Dday learning</p>	<p>Key Enquiry Question: What was the impact of WWII on the people of West Devon?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. What was WWII when and why did it begin? (Overview lesson – link back to Y3/4) 2. What was the Blitz and whose war was it? 3. How did Britain change as a result of the war? 4. Why were children evacuated and where did they go? (Focus on West Devon and why children were sent here.) 5. How did West Devon respond as a community to WWII? 6. What was an evacuee's experience in Devon? 7. Assessment Opportunity: What was the impact of WWII on the people of West Devon?




	Progress		
Summer 5/6	Ancient Greeks  Democracy and Progress	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Key enquiry question: What did the Ancient Greeks contribute to modern life? Weekly questions: 1. Who were the Ancient Greeks and where did they live? (Athens and Sparta – differences) 2. What do artefacts and archaeological sites tell us about what life was like in Ancient Greece? 3. How were the Ancient Greeks governed and are there any similarities with how we are governed today? (Sparta and Athens comparison) 4. What can we learn from our language about Ancient Greece? 5. How have the Olympic Games changed since they were first held in Ancient Greece? 6. Assessment Opportunity: What did the Ancient Greeks contribute to modern life? Page 164-5 in National Archive history toolkit



Year	Unit	NC Objectives/ Coverage	Enquiry and enquiry questions
B			
EYFS	Nursery: Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Reception: Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live ELG - Understanding the world Past and Present Talk about the lives of people around them and their roles in society.		

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.

Autumn 1/2	Local History/My History/Ttra nsport 1870  Technology	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality	Key enquiry question: How has travel changed over time to today? Weekly questions: 1. How do we travel today? 2. What is a timeline? 3. How can we tell that transport is old or new? 4. What were our parents' and grandparents'/great grandparents transport like? 5. Who was James Starley and what did he invent? 6. How has transport changed over time? (link to climate change) 7. Assessment opportunity: Has transport always been the same?
Spring 1/2	The Great Fire of London 1666  Technology and Progress	Events beyond living memory that are significant nationally or globally	Key Enquiry Question: What happened to London during the fire of 1666? 1. What was London like in 1666? 2. How did the great fire start? 3. How do we know what happened during the fire? (Samuel Pepys) 4. Why was the fire so devastating? 5. What did the King do to make London better? 6. Assessment Opportunity: What happened to London during the fire of 1666? Visit: Invite Fire Brigade to look at modern day firefighting techniques?
Summe r 1/2	Fantastic Explorers: Local Study	Significant historical events, people and places in their own locality	Key enquiry question: Why do we remember Sir Francis Drake?

	<p>– Sir Francis Drake</p>  <p>Empire and Invasion/ Progress</p>	<p>The lives of significant individuals in Britain's past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Weekly questions:</p> <ol style="list-style-type: none"> 1. Who was Sir Francis Drake? 2. When did he live? 3. Why is he famous? 4. What was his role within the Spanish Armada? 5. What influence did he have on Devon? 6. What is the Golden Hind and why is it important to Brixham today? 7. Assessment Opportunity: Why do we remember Sir Francis Drake? <p>Trip options: Golden Hind in Brixham</p>
<p>Autumn 3/4</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>(Not Scots due to our geographical location)</p>  <p>Invasion/ Progress</p>	<p>Focus on Anglo-Saxon invasions, settlements and kingdoms, place names and village life.</p> <p>Christian conversion.</p>	<p>Key Enquiry Question: What changes did the Anglo-Saxons bring to Britain between 449AD and 793AD?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. Who were the Angles, Saxons and Jutes and where did they come from? 2. Where did they settle and why did they come? 3. What was life like for an ordinary family in a typical Anglo-Saxon village? (artefacts) 5. How did the beliefs of the Anglo-Saxons evolve into Christianity? (mention Lindisfarne) 6. Sutton Hoo investigation: What do their graves tell us about the owner? 7. Assessment Opportunity: What changes did the Anglo-Saxons bring to Britain between 449AD and 793AD? <p>Pages 106-8 in National Archives history toolkit - Sutton Hoo lesson</p>
<p>Spring 3/4</p>	<p>a local history study WW2</p> <p>D-day landings</p>	<p>study of an aspect of history or a site dating from a period beyond 1066 that is significant</p>	<p>Key Enquiry Question: What was the impact of the D-day landings on our local area?</p>

	<p>at Slapton for the soldiers</p>  <p>Invasion</p>	<p>in the locality.</p>	<p>Weekly questions:</p> <ol style="list-style-type: none"> 1. What was WWII and why did it begin? (Overview lesson - further details in Y6) 2. Who fought with the Allies in WWII? (Diversity and Inclusion) 3. When were the D-Day landings and where did they happen? 4. Why is Slapton sands locally important? (Exercise Tiger) 5. What visual impact can we see in Slapton and West Devon? 6. Assessment Opportunity: What was the impact of the D-day landings on our local area?? <p>Trip Opportunity: Slapton Ley</p> <p>The History Press D-Day training: Exercise Tiger at Slapton Sands</p>
<p>Summer 3/4</p>	<p>Stone Age to Iron Age.</p>  <p>Civilisation</p>	<p>Changes in Britain from the Stone Age to the Iron Age i.e. late neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel i.e. Stonehenge,</p>	<p>Key enquiry question: When was a better time to live – the Stone Age or the Iron Age?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. What was prehistoric Britain like? 2. Were Stone Age people just hunter-gatherers? 3. Who were the first farmers? 4. What was life like for someone living in the iron age? 5. How did the Stone Age and Iron Age differ? 6. Assessment opportunity: When was a better time to live – the Stone Age or the Iron Age? <p>Trip Opportunity: Kent's Cavern</p>
<p>Autumn 5/6</p>	<p>Viking raids and invasion</p>  <p>Empire and</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Key enquiry question: How successful was the Viking invasion?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. What pre-conceptions do we have of the Vikings already? 2. Who were they, where did they come from and why did they raid? 3. How did the actions of the Vikings effect their reputation?

	Invasion/ Progress		<p>4. How did the Vikings try to take over the British Kingdoms and how close did they get?</p> <p>5. How have recent excavations changed our view of the Vikings?</p> <p>6. Assessment opportunity: How successful was the Viking invasion?</p>
Spring 5/6	<p>Focus on the Early Islamic Civilisation</p>  <p>Civilisation and Progress</p>	<p>a non-European society that provides contrasts with British history</p>	<p>Key enquiry question: How did early Islamic civilisation affect the way we live our lives today?</p> <ol style="list-style-type: none"> 1. How different was Baghdad to London around 900AD? 2. What was in the House of Wisdom? 3. Who was Ibn Battuta and how did his Rihla help us? 4. Who was Al-Zahrawi and what could we learn from Muslim medicine? 5. What did early Islamic civilisation leave behind? <p>Scheme of Work: Early Islam, including Baghdad / Historical Association (history.org.uk)</p>
Summer 5/6	<p>The Shang Dynasty</p>  <p>Civilisation and Progress</p>	<p>The achievements of the earliest civilizations</p>	<p>Key enquiry question: What has the world learnt from the Shang Dynasty?</p> <p>Weekly questions:</p> <ol style="list-style-type: none"> 1. When and where did the Shang Dynasty develop? (link to other key periods around the world.) 2. What was life like for people during this time? 3. How has the bronze work, early writing, astronomy and maths helped life today? 4. How do we know about life so long ago? What evidence is there? 5. Who was Fu Hao and why was the discovery of her tomb significant? 6. What does the fall of the Shang Dynasty teach us about rulers and how they should be? (King Zhou) 7. Assessment Opportunity: What has the world learnt from the Shang Dynasty?

Sources and example web pages to use - (If anyone finds anything during the sequences that is relevant, please do attach to here!) **These can be used alongside planning and to supplement the topic boxes ordered for each sequence.**

Year A - Y1/2 Autumn = Changes within living memory

<https://www.tes.com/teaching-resource/history-of-transport-pictures-11672446> = ppt full of pictures of transport from past to modern day.

<https://www.singup.org/singing-schools/ks1-plans/topic-plan-journeys-and-transport> - songs that could be learnt (or just in the background during history lessons!)

Year A - Y1/2 Spring = The first aeroplane flight

Story of the Wright brothers - there are many good books/ppts on this.

<https://www.keystagehistory.co.uk/keystage-1/wright-brothers-famous-person-key-stage-1/> - six key questions to look at and links to other websites

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-pilot/zdgtscw> - video linked to story of Wright Brothers

Year A - Y1/2 Summer = Queen Elizabeth and Queen Victoria

<https://www.bbc.co.uk/bitesize/topics/zkrkscw> - videos on both Queens

Video clips of Queen Victoria's and Queen Elizabeth's Diamond Jubilee celebrations =

<http://www.queen-victorias-scrapbook.org/contents/8-2.html>

http://www.telegraph.co.uk/news/uknews/the_queens_diamond_jubilee/9311572/Millioncheer-Queens-Diamond-Jubilee-carriage-procession-through-London.html

Assorted video clips, photographs and text from <http://www.queen-victoriasscrapbook.org/index.html> <http://www.royal.gov.uk/hmthequeen/hmthequeen.aspx>

Year A - Y3/4 Autumn = Medieval Britain

Medieval castle!

<https://www.tes.com/teaching-resource/middle-ages-6432463> - more for photos than the PPT themselves

<https://www.dkfindout.com/uk/history/castles/> - interactive about parts of a castle

Year A - Y3/4 Spring = Roman Empire

<https://www.bbc.co.uk/bitesize/topics/zwmpfg8/resources/1> - selection of clips to support teaching

<https://resource-bank.scholastic.co.uk/resources/5149> - virtual dig of a Roman Villa

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/classroom-resource-life-roman-britain> - powerpoint/pdf with images of Roman artefacts

<https://www.keystagehistory.co.uk/ks2/teaching-primary-history-roman-britain-for-key-stage-2/> - lesson examples and key questions to consider

<https://www.history.org.uk/primary/categories/7/resource/3851/roman-britain-a-brief-history> - the Historical Association have lots of links to articles and resources (just be aware that some are not free and you have to pay for full membership to get them.)

Year A - Y3/4 Summer = Ancient Egypt

<https://www.history.org.uk/primary/categories/7/resource/3873/ancient-egypt> - background information plus suggestions to websites at the bottom

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/classroom-resource-how-were-mummies-made>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/classroom-resource-reading-papyrus>

<https://www.bbc.co.uk/bitesize/clips/zb4kjxs> - videos on Ancient Egyptians

<https://www.tes.com/teaching-resource/ancient-egyptian-artefacts-6181847> - ppt for photos of artefacts only

<http://www.virtualegypt.com/newhtml/hieroglyphics/sample/alphabet.ht>

Year A - Y5/6 Autumn = Crime and Punishment

<https://www.history.org.uk/primary/categories/crime-and-punishment> - some are free, some you have to pay for.

<https://www.nationalarchives.gov.uk/education/candp/> - just need to go through and find relevant information.

<https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-ks3-gcse-victorian-prison-punishments-john-smith/z4x4qp3> - dependent on your children, just watch beforehand.

<https://www.nationaljusticemuseum.org.uk/education/free-resources/> - free resources that could be linked to outcomes

Year A - Y5/6 Spring = WW2, the Blitz and Evacuees

Information books and websites relating to WW2 in particular the Battle of Britain

www.mylearning.org/learning/ww2-at-lothertonhall/Evacuee%20Diary%20_3-1_1.pdf

www.bbc.co.uk/history/ww2peopleswar/stories/87/a2051687.shtml

www.ducksters.com/biography/winston_churchill.php

Downloadable resources and lesson support - <http://blitzschool.co.uk/resources/4578806731>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv>

<https://www.nationalarchives.gov.uk/education/homefront/bombing/blitz/default.htm>

<https://drive.google.com/open?id=13tGL5qsrwk7D9Vo9UO53kuXbiMRImRCy> - link to a PDF from Historical Association with unit planning, which has lots of resources links.

<https://www.rafmuseum.org.uk/documents/london/downloads-and-worksheets/life-in-the-blitz-teachers-resource.pdf>

Year A - Y5/6 Summer = Ancient Greece

<https://www.bbc.co.uk/bitesize/topics/z87tn39> - videos to support lessons

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/classroom-resource-explore-athenian-picture>

<http://www.bbc.co.uk/ahistoryoftheworld/exploreraflash/?tag=47&tagname=Ancient+Greece>

<https://www.history.org.uk/primary/resource/6791/scheme-of-work-ancient-greece>

<https://www.britishmuseum.org/collection/search?keyword=greeks> - may need to use filters to the left of the page to find specific Greek artefact photos.

YEAR B - Y1/2 Autumn = Changes in transport

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7>

<https://www.bbc.co.uk/bitesize/clips/z4fvr82> - meant for KS2 so check before sharing with your cohort.

<https://www.dkfindout.com/uk/transport/history-trains/>

<https://www.bclm.co.uk/media/learning/library/ks1-transport-timeline.pdf>

<https://www.dkfindout.com/uk/transport/history-cars/>

YEAR B - Y1/2 Spring = The Great fire of London

<https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39> - lots of units linked to story of Fire of London

<https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1>

<https://www.bbc.co.uk/newsround/37222884>

<https://www.youtube.com/watch?v=VarSSAwiimU> - Magic Grandad video of GFoL

<https://www.nationalarchives.gov.uk/education/resources/fire-of-london/>

<http://www.fireoflondon.org.uk/>

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt>

<https://www.tes.com/teaching-resource/samuel-pepys-diary-3003679>

Year B Y1/2 Summer = Lives of Significant individuals “Christopher Columbus and Neil Armstrong”

<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn>

<https://www.history.org.uk/primary/resource/3747/story-telling-and-discussion-ks1-exemplar-columb>

<https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr>

<https://ealresources.bell-foundation.org.uk/resources/christopher-columbus-and-neil-armstrong>

<https://www.nasa.gov/audience/forstudents/5-8/features/nasa-knows/who-was-neil-armstrong-58.html>

http://www.bbc.co.uk/history/historic_figures/columbus_christopher.shtml - take points from for CC information lesson

Year B Y3/4 Autumn = Anglo Saxons

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm>

<https://www.history.org.uk/primary/resource/3865/anglo-saxons-a-brief-history>

<https://www.history.org.uk/primary/categories/177/resource/6919>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-sutton-hoo-introduction>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-sutton-hoo>

<https://www.britishmuseum.org/collection/death-and-memory/sues-favourite-anglo-saxon-sword>

Year B Y3/4 Spring = D-Day Landings at Slapton

<https://www.historic-uk.com/HistoryUK/HistoryofBritain/Exercise-Tiger/>

<https://www.bbc.co.uk/news/uk-england-devon-48082397>

<https://www.bbc.co.uk/history/ww2peopleswar/stories/69/a4138869.shtml>

<https://www.englishriviera.co.uk/blog/read/2019/04/75th-d-day-commemorations-on-the-english-riviera-b100>

Year B Y3/4 Summer = Stone Age to Iron Age

<https://www.bbc.co.uk/bitesize/topics/z82hsbk>

<https://www.history.org.uk/primary/categories/the-stone-age-to-the-iron-age> - look through as most are free to download without paying full membership

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-iron-age-britain-animation/z42d7nb>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-neolithic-britain>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-bronze-age-britain>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-people-iron-age-britain>

Year B Y5/6 Autumn = Vikings

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6>

<https://www.history.org.uk/primary/resource/3867/the-vikings-in-britain-a-brief-history>

<https://www.history.org.uk/primary/categories/177/resource/6919>

<https://www.jorvikvikingcentre.co.uk/education/classroom-resources/>

<https://www.history.org.uk/primary/resource/3741/vikings-settle-down>

<https://www.tes.com/teaching-resource/viking-artefacts-6168552> - photo sources of artefacts

http://www.bbc.co.uk/history/ancient/vikings/evidence_01.shtml

Year B Y5/6 Spring - The Mayan Civilisation

<https://www.bbc.co.uk/bitesize/topics/zq6svcw>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-maya-civilisation/znk3cqt>

<https://mayaarchaeologist.co.uk/teachers/teacher-resources/maya-lesson-plans-ks2/>

<https://www.natgeokids.com/uk/primary-resource/mayan-civilisation-primary-resource/>

<https://www.tes.com/teaching-resource/what-could-these-mayan-objects-be-6423388> - artefact

photo activity

Year B Y5/6 Summer - The Shang Dynasty

<https://www.bbc.co.uk/bitesize/topics/z39j2hv>

<https://www.ks2history.com/shang-dynasty-guide>

<https://www.history.org.uk/publications/resource/9357/pull-out-posters-primary-history-78>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-shang-dynasty/zv79wty>

<https://www.history.com/topics/ancient-china/shang-dynasty>