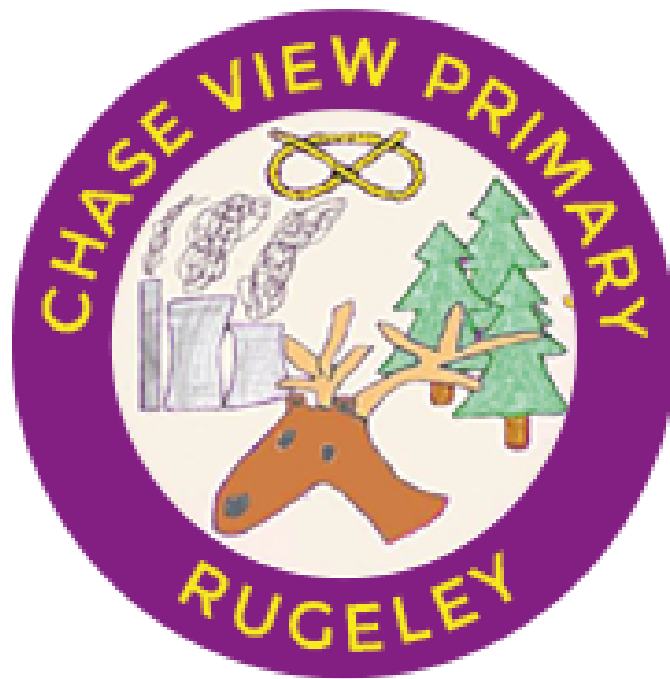


History



Intent,
Implementation,
Impact

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Y5/6 - Plan B - What is the Benin Empire known for?

Year 1 - Spring 1
History - How have toys changed?

1. What is History and what does it mean to be in the 'past?'

Intent	Children will understand the term history and 'past' and will be able to explore an answer to the question. Children will be familiar with the Knowledge Organiser (KO)
Implementation	Children will annotate the KO with previous knowledge. Children will complete a pre-quiz.

2. What is your favourite toy?

Intent	Children will describe toys by their different characteristics.
Implementation	Children to discuss their favourite toys and what is their favourite toy and why. Class to write down their explanations.

3. What toys did our parents and grandparents play with?

Intent	Children will begin to identify what toys are from the past and what makes them from the past. They will begin to ask questions about toys e.g. how are the teddy bears different? How is it from the past?
Implementation	Children will be introduced to a range of different toys their parents and grandparents might have played with, discussing their characteristics and how they are different from their choices of favourite toys. HOMEWORK - Children will interview a grandparent about the toys they used to play with. Children to write questions about what they want to know about toys from the past.

4. How do we know if a toy is from the past?

Intent	Children will begin to identify features which are associated with the past.
Implementation	Children will have collection of toys and will organise them into two piles - toys from the past and more modern day toys. Children will identify and describe the characteristics of the two.

5. How have toys changed over the years?

Intent	Children will understand the term chronology and how to interpret and create a timeline.
Implementation	Children to discuss and order a variety of toys into different decades, giving reasons for their choices. Children will create a timeline identifying the decades that different toys were invented. Complete a post quiz.
Impact	Children will begin to have a greater understanding of what is history and what is meant by the past. Children will begin to understand the term chronology and how to interpret a timeline. Children will be able to identify toys that are from the past and compare them to modern day toys, giving reasons for the difference. Children will understand that toys have changed over time and place inventions of toys on a timeline.

Artefacts cats of a monarch

Year 1 Summer 1 - History - What is a monarch?

1. What is history?

Intent	To recap what history is and their understanding of the past. To become familiar with the KO and complete a pre-quiz.
Implementation	Recap key vocabulary past, present and future (A2 History Unit). Use the timeline from the toys unit to recap prior knowledge of chronology and events from the past. Introduce new question and complete pre-quiz. Become familiar with KO. Children will be able to name the current monarch. Using up to 4 images of significant British monarchs, children will identify the current monarch.

2. What is a king and/or queen?

Intent	To understand what a king/queen is. To learn about the role of the monarch in Britain.
Implementation	<p>Retrieval - Who is the reigning monarch? Can children order the monarch pictures from yesterday?</p> <p>Children will explore various artefacts and symbols of the monarch. Reveal a crown, sword, scroll & pen, a bible, portrait of Royal family, picture of Buckingham, Palace. Introduce the term monarch and explore what each object is used for or represents: the crown represents the monarch's position in society; the sword represents the monarch's role in defending their country from invasion/take over; the scroll & pen is to create rules and laws; the bible is for the monarch to read to help them make the right decisions (usually a sacred or religious text, so this is specific to Britain). Children will learn about the line of succession. Arrange children into a line in order of age; explain that before 2013, the eldest boy would be the heir to the throne, but today its the eldest child whether they are a boy or a girl.</p> <p>Hot-seating activity where a child becomes a king or queen, the other children can ask questions about their new rules. Can you explain why you think the country should have that rule? How are you going to be a good monarch?</p> <p>Activity - Children to demonstrate their understanding of the monarch's role by deciding what rules they would implement if they were king/queen. Consider is it fair for one person to decide what happens to all the people in the country? Discuss the development of parliament.</p>

3. How was life different during Queen Victoria and Queens Elizabeth's reign?

Intent	<p>To use stories and sources of information to answer questions.</p> <p>To identify differences between ways of life in the past and present.</p> <p>To learn about the life of a significant figure.</p>
Implementation	<p>Retrieval - What is a Monarch? Who will be our next monarch and why?</p> <p>Introduce Queen Victoria using images, a timeline and video clips. https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhbk Compare key facts of Britain's two longest reigning monarchs.</p> <p>Use images, clips and stories to compare life in the past and present. Study transport (Victoria was the first monarch to travel on train as this mode of transport was invented during her reign, the London-Birmingham line was opened in 1838 and the rise of day trips to the beach by train compared with the rise of air travel and longer foreign holidays during Elizabeth's reign), education (compare the rise of free schooling for all children, the Victorian classroom and practices to modern day classroom environments and the rights of children today) and Christmas traditions (compare how Albert first introduced the German practice of Christmas trees to Britain and the sending Christmas cards which became popular during the reign of Victoria to the modern Christmas lights, traditions and decorations we have today). Children to sort images and explain what life what like during each time period.</p>

4. What are the key events of Queen Elizabeth's II life?

Intent	<p>To use stories and sources of information to answer questions.</p> <p>To learn about the life of a significant figure.</p> <p>To order events in correct time order.</p>
Implementation	<p>Retrieval - Can you name ways life was different when Queen Victoria was monarch? How long did Queen Elizabeth II reign for?</p> <p>Discuss sources of information that we can find out about a significant time, event or person. Using various sources, children to complete a fact file about the life of Queen Elizabeth II.</p> <p>Children to order 4 significant life events of Queen Elizabeth in chronological order.</p> <p>Children to consider how Queen Elizabeth's achievements have impacted upon our life (long service, public duty, supported over 600 charities).</p>
Impact	Children will be able to chronologically order significant British monarchs as well as life events of Queen Elizabeth II. Children will be able to compare ways of life from the past and present after studying the reign of Queen Victoria and Queen Elizabeth II, using various stories and sources of information.

History Year 2 - Autumn 2
A Local History Study: WHY IS MINING IMPORTANT IN RUGELEY?

1. What is History and its relationship with mining?

Intent	Children will understand the term relationship and explore an answer to the question.
Implementation	Children will annotate the Knowledge organiser with prior knowledge. Children will complete a pre-quiz.

2. What was mining in Rugeley?

Intent	Children will know what coal is, where it's from and how it was mined in Rugeley. They will identify its uses in everyday living from both the past and present.
Implementation	Use a simple timeline to sequence events, objects and processes from beyond living memory and into living memory.

3. What was Lea Hall Colliery?

Intent	Children will know what Lea Hall Colliery was and how it compared to mining for coal during the Victorian times.
Implementation	Identify similarities and differences between modern mining and mining during the Victorian times.

4. What are primary sources of evidence?

Intent	To handle sources of evidence and make observations of what it tells us about that person/event/period.
Implementation	Use mining artefacts to match to questions, labels and uses.

5. How did mining change Rugeley?

Intent	Children will compare and contrast Rugeley before and after Lea Hall Colliery opened to establish changes in land use, employment and population.
Implementation	Children to use maps from both time periods, photographs and newspaper reports to identify changes.

6. Does mining still have an impact in Rugeley today?

Intent	Children will understand the legacy of mining in Rugeley and how the town commemorates and celebrates the past.
Implementation	Use the statues on Globe Island (newspaper story) and art on Lea Hall Miners Welfare Centre as inspiration to design their own tribute to mining in the town. Children will complete a post-quiz.
Impact	Children will be able describe the prominence of coal mining in Rugeley, evaluate its impact on the local area and population and understand why it was important locally and nationally. They will be able to compare life before and after the closure of Lea Hall Colliery, using historical language and understanding of chronology. Children will develop an understanding of how they can gain knowledge and information from primary and secondary sources.

History Year 2 - Spring 2

Events beyond living memory - Great Fire of London: WHAT WAS THE GREAT FIRE OF LONDON?

1.What is History and its relationship with the Great Fire of London?

Intent	Children will understand the term relationship and explore an answer to the question.
Implementation	Children will annotate the Knowledge Organiser with prior knowledge. Children will complete the pre-quiz.

2. What did London look like in the past?

Intent	To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.
Implementation	Children to work in pairs to draw comparison pictures of London in 1666 and 2022: A house/buildings, People, Types of travel, A street at night.

3.What significant event changed how London looks today?

Intent	To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.
Implementation	Sort the events of the Great Fire into the correct sequence using Great Fire of London Events Timeline.

4.Who is Samuel Pepys and why is he important?

Intent	To understand some of the ways in which we find out about the past and identify different ways in which it is represented through discovering the primary sources depicting the Great Fire of London.
Implementation	Decide which sources can help them to find out more about what happened in the Great Fire of London. http://fireoflondon.org.uk/game

5.What impact did the Great Fire of London have on London?

Intent	Children will understand key features of events, they will be able to choose and use parts of stories and ask and answer questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.
Implementation	Children to be an architect in 1666 who wants to re-design London as a safer place. Children to create a design of a London street for King Charles II, detailing their ideas about what the new houses and streets should look like, with labels for materials and new safety features improving on the homes of 1666. Children will complete a post-quiz.
Impact	Children will develop an awareness of the past and where the Great Fire of London fits within the chronological framework. They will be able to identify similarities and differences between ways of life in different periods. They will understand some of the ways that we find out about the past and demonstrate ways in which it is represented. They will be able to recall key facts of the Great Fire of London and the impact and resulting changes that occurred to London as a result of this significant event in history.

History Year 2 - Summer 2

Significant Individuals Nurses: WHY WERE FLORENCE NIGHTINGALE AND MARY SEACOLE IMPORTANT?

1. What is History and its relationship with nursing?

Intent	Children will understand the term relationship and explore an answer to the question.
Implementation	Children will annotate the Knowledge Organiser with prior knowledge. Children will complete a pre-quiz.

2. What was Mary Seacole known for?

Intent	To develop an awareness of the lives of significant individuals in the past that have contributed to national and international achievements in the context of finding out how Mary Seacole improved nursing.
Implementation	Sorting then and now activity identifying how soldiers were treated by Mary Seacole and what treatment today would look like.

3. What was Florence Nightingale known for?

Intent	To develop an awareness of the lives of significant individuals in the past that have contributed to national and international achievements in the context of finding out how Florence Nightingale improved nursing.
Implementation	Hospital improvement activity to explain the problems Florence faced to the solutions she found.

4. What did these significant individuals have in common?

Intent	To develop an awareness of the lives of significant individuals in the past that have contributed to national and international achievements in the context of comparing Mary Seacole and Florence Nightingale.
Implementation	Comparison activity to record similarities and differences.

5. How is nursing today different to in the past?

Intent	To identify the impact of those significant individuals and recognise the developments between now and then.
Implementation	Comparison activity for Victorian and modern-day hospitals. Children will complete a post-quiz.
Impact	Children will be able to recall some of the key events in Mary Seacole and Florence Nightingales lives. They will describe how their actions had a positive impact on nursing today and describe some changes between now and then.

Year 3/4 Plan A - A history study into the changes in Britain during the Viking era:
Were the Vikings Villians or Villagers

1. What is History and its relationship with the Vikings?

Intent	Children will understand the term relationship and explore an answer to the question.
Implementation	Children will annotate the knowledge organiser with prior knowledge. Children will complete a pre-quiz and engage in a discussion about what they already know about the Vikings.

2. Who were the Vikings?

Intent	Children will know and be able to discuss who the Vikings were and how they lived.
Implementation	Children learn Viking lives, houses, clothing and jobs. They will draw from a variety of sources and identify similarities and differences to their own lives.

3. Where did the Vikings come from?

Intent	Children will know about Viking homelands and their travel to Britain. They will sequence the Viking era onto a timeline, including key raids and settlement of Britain, using BC and AD appropriately and being introduced to BCE and CE.
Implementation	Children will create maps highlighting the Viking homelands and their proximity to Britain. Children will also create a timeline including raids, the peace agreement and the division of England.

4. Why did they invade?

Intent	To identify the reasons that the Vikings invaded Britain.
Implementation	Children will research push and pull factors for the Vikings leaving their homeland and invading Britain. Children will begin to know about the interactions between the Vikings and Anglo-Saxons. The conflicts, Danelaw and their integration.

5. What influences did the Vikings have on Britain?

Intent	Children will be able to identify influences of Viking culture still evident in Britain today. They will also identify the significant part Vikings played in the Battle of Hastings -1066 and how it led to the end of the Viking era.
Implementation	Children will study a variety of primary sources, including the Anglo-Saxon chronicles and the Bayeux tapestry. They will discuss in groups each of these sources and consider why they tell such different stories. Children will explore and identify areas of Viking culture still apparent in our lives today, focussing on language, beliefs, lifestyle and inventions.
Impact	Children will be confident in using a timeline showing BC and AD and will be able to place the key dates of Viking invasions, occupation and withdrawal upon it. They will be able to describe the lifestyles within Britain before, during and after this era and recognise some of the places where Vikings lived. Children will know about some significant events and people from this era and discuss why they are still considered significant. Children will also begin to gain an understanding into the events of 1066 and how this led to the end of the Vikings in Britain.

Year 3/4 Plan A - A history study into the changes in Britain during the Anglo-Saxon occupation:

Why were the Anglo-Saxons important?

1. What is history and its relationship to the Anglo-Saxons?

Intent	Children will understand the term relationship and explore an answer to the question.
Implementation	Children will annotate the knowledge organiser with prior knowledge. Children will complete a pre-quiz and engage in a discussion about what they already know about the Anglo-Saxons.

2. Who were the Anglo-Saxons?

Intent	Children will gain an increased understanding of the lives of the Anglo-Saxons inhabiting Britain at this time. Children will also know about how Anglo-Saxons jobs, clothing and homes and why farming was so important to them.
Implementation	Children will use a variety of resources to create a study into Anglo-Saxon life.

3. Where did the Anglo-Saxons come from?

Intent	Children will know where the Anglo-Saxons came from and where they settled in Britain. Children will understand the timespan of the Anglo-Saxons, and during which dates Britain was occupied. Children will also understand the interaction between the timeline of the Vikings and the Anglo-Saxons, using BC and AD appropriately and being introduced to BCE and CE.
Implementation	Children will create maps to show the Anglo-Saxon homelands and identify British counties that were occupied by them. Children will also create a timeline including raids, the peace agreement and the division of England.

4. Why did the Anglo-Saxons invade Britain?

Intent	Children will know about the reasons the Anglo-Saxons invaded and settled in Britain.
Implementation	Children will create a table identifying push and pull factors for Anglo-Saxon invaders. Children will know about the interactions between the Vikings and Anglo-Saxons. The conflicts, Danelaw and their integration.

6. Who were the Anglo-Saxon kings?

Intent	Children will know and understand the chronological order of this period of history, including the relationship between the Anglo-Saxons, the Vikings and the Normans.
Implementation	Participate in a dramatization of the Vikings interaction with Anglo-Saxon kings and the events of 1066.

7. What influences did the Anglo-Saxons have on Britain?

Intent	Children will know how the Anglo-Saxon occupation of Britain continues to be influential today. They will know about the Battle of Hastings -1066 and how it lead to the end of the Anglo-Saxon era.
Implementation	Use resources to identify Anglo-Saxon place names, words and other influences and use them to create a fact file. Children will participate in a dramatization of the events of 1066. Children will add the Viking and Norman era's to their Anglo-Saxon timeline.

Impact	Children will be confident in using a timeline showing BC and AD and will be able to place the key dates of Anglo-Saxon invasion, occupation and withdrawal upon it. They will be able to describe the lifestyles within Britain before, during and after the occupation and recognise some of the places where Anglo-Saxons lived. Children will also gain a further understanding into the events of 1066 and the legacy of the Anglo-Saxons.
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Chase View

A history study into the changes in Britain from the Stone Age to the Iron Age:
Y3/4 Plan B: When did civilisations begin in Britain?

1. What is History and its relationship with the Stone Age?

Intent	Children will understand the term relationship and explore an answer to the question
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Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz
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2. What was the Stone Age like?

Intent	Children will understand the housing, clothing, food and lifestyles of Stone Age people.
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Implementation	Using resources to make observations on Stone Age housing, clothing and food.
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3. Where did Stone Age civilisations live?

Intent	Children will know that Stone Age settlements were spread all over the British Isles, as well as being able to recognise the names of some more infamous settlements, e.g. Skara Brae.
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Implementation	Locating Stone Age settlements onto a map of the British Isles.
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4. When was the Bronze Age?

Intent	Children will gain an increased understanding of the BC and AD concept as well as being able to place the Bronze Age on a timeline.
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Implementation	Creating a pictorial and numerical timeline.
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5. Where were the Bronze Age settlements?

Intent	Children will know that Bronze Age settlements were spread all over the British Isles, as well as being able to recognise names of some of the more infamous sites, e.g. Stonehenge.
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Implementation	Locating Bronze Age settlements onto a map of the British Isles.
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6. How was the Bronze Age different to the Stone Age?

Intent	Children will understand the difference between the Stone Age and the Bronze Age and be introduced to the idea of new discoveries driving progress.
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Implementation	Investigations into Bronze Age discoveries and developments and how they impacted everyday lifestyles.
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7. When was the Iron Age?

Intent	Children will cement their understanding of BC and AD and know that the Iron Age spans both eras. They will also be able to place the Iron Age onto a timeline and sequence the Stone Age, through the Bronze Age and onto the Iron Age.
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Implementation	Creating a pictorial and numerical timeline.
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8. How was the Iron Age different to the Stone Age and Bronze Age?

Intent	Children will know of the new discoveries and inventions of the Iron Age and be able to connect these to the progression in practices and lifestyles.
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Implementation	Investigations into Iron Age discoveries and developments and how they impacted everyday lifestyles.
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9. How can early civilisations influence modern life?

Intent	Children will discuss similarities and differences between early civilisations and modern civilisations.
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Implementation	A comparison between the early civilisations and modern life.
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<p>Impact</p>	<p>Children will be confident in using a timeline showing BC and AD and will be able to place the three eras of the Stone Age, the Bronze Age and the Iron Age upon it. They will be able to describe the lifestyles within these three early civilisations and recognise some of the places where they lived. Children will also gain a further understanding into how technological developments have always changed people's lives and how Britain has been influenced by this.</p> <p>Children will complete a post-quiz</p>
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A history study into the changes in Britain during the Roman Era:
How did the Roman Empire influence Britain?

1. What is History and its relationship with the Roman Empire?

Intent	Children will explore answer to the question
Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz

2. When did the Roman Empire come to Britain?

Intent	Children will understand the timespan of the Roman Empire and during which dates Britain was occupied. Children will also understand the interaction between the timeline of the Roman Era and Iron Age Britain.
Implementation	Create a pictorial and numerical timeline displaying the Roman occupation of Britain.

3. Why was the Roman army so powerful?

Intent	Children will know about the Roman army, including clothing, weaponry, procedures, and key terms.
Implementation	Use resources to conduct a study into the Roman army.

4. What happened when the Romans met the Britons?

Intent	Children will gain an increased understanding of the Iron Age tribes inhabiting Britain at the time of the Roman invasion. Children will also know about how Roman rule gained control of Britain, as well as specific instances of rebellion e.g. Boudicca
Implementation	Drama based activity on Roman invasion and infiltration of Celtic tribes and settlements. Study into Boudicca's rebellion.

5. Where was the Romanisation of Britain?

Intent	Children will know that Roman settlements were spread all over the British Isles, as well as being able to recognise names of some of the more infamous sites, e.g. Hadrian's wall.
Implementation	Investing the locations of Iron Age tribes in Britain at the time of the Roman invasion. Locating Roman settlements onto a map of the British Isles.

6. What impact did the Romans have on Britain?

Intent	Children will understand the difference between Iron Age Britain and the developments made by the Roman Empire, revisiting the idea of new discoveries driving progress.
Implementation	Investigations into Roman discoveries and developments and how they impacted everyday lifestyles.
Impact	Children will be confident in using a timeline showing BC and AD To place the key dates of Roman invasion, occupation and withdrawal upon it. To describe the lifestyles within Britain before, during and after the occupation Recognise some of the places where Romans lived. Gain a further understanding into the technological developments of the Roman Empire and how the people of Britain have been influenced by them.

Year 5/6 Plan A - How did the Victorian empire impact on Rugeley?

1. What is History and historical evidence?

Intent	Children will understand the term history and historical evidence and explore an answer to the question
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Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz
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2. What was the Victorian empire?

Intent	Children will understand what an empire is and how much of the world was ruled by Britain during the Victorian era.
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Implementation	Locating countries on a map and researching information about key dates and events.
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3. What was the Industrial Revolution?

Intent	Children will explain why this was such a key time in history and the impact it had upon Britain.
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Implementation	Use photographs to describe and explain the Industrial Revolution.
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4. What were working conditions like? How reliable are sources of evidence?

Intent	Children will interpret and begin to form opinions on primary evidence and discuss bias points of view.
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Implementation	Use primary and secondary resources to extract information about working conditions during Victorian era. .
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5. Who was William Palmer?

Intent	Children will know who William Palmer was and the influence he had upon Rugeley.
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Implementation	To recall information about William Palmer
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6. Why was Rugeley important during the Victorian times?

Intent	Children will research and evaluate Rugeley during the Victorian times.
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Implementation	A research project to explain key developments during the Victorian era and their impact on Rugeley.
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Impact	Children will be able to describe and demonstrate their knowledge of Rugeley during the Victorian era. Describing the town; the famous Horse Fairs; the importance of the rail and canal use; the inns which provided resting places for carriages and the infamous Rugeley poisoner. Children will also gain a further understanding of primary and secondary evidence and begin to discuss the terms reliability and bias.
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Year 5/6 Plan A - How did the world wars impact life in Britain?

1. What is History and what has it taught us?

Intent	Children will understand the term world war and explore an answer to the question
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Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz
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2. What were the main causes of WW1?

Intent	Children will understand how WW1 started and how it became a world war.
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Implementation	Outline the main causes of WW1, focusing on a timeline of events and the pacts between countries.
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3. What was conscription?

Intent	Children will understand the term conscription and why the government introduced the Military Act. Children will examine the power of propaganda and how this supported boys and men to enlist.
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Implementation	To evaluate sources as to how the government enlisted men to join the army.
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4. What was life like for a soldier?

Intent	Children will know what experiences a soldier in the front line would face.
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Implementation	To analyse primary sources of evidence (diary, letters, transcripts) to draw conclusions with regards a soldier's life in the trenches.
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5. How did WW2 start?

Intent	Children will know how the Treaty of Versailles impacted upon WW2 and how Hitler and the Nazis rose to power and thus the beginnings of the war.
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Implementation	To evaluate the Treaty of Versailles and discuss whether the points were fair and just.
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6. What was the Blitz?

Intent	To describe what the air raid attacks on Britain were, understand why the German's bombed Britain and the impact of the bombings on Britain.
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Implementation	To analyse primary sources to explain how people tried to stay safe and if this was effective.
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7. What was the home front?

Intent	Children to know the changes that occurred on the home front during the war and how they played an important part of the war effort and had a positive impact on the outcome of the war.
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Implementation	Describe the different elements which made up the home front.
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Impact	For children to understand the effect both world wars had upon countries and people's lives. Although they were decades ago, how they have a long lasting impact upon the world and more specifically Britain.
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A theme in British history that extends pupils' chronological knowledge beyond 1066:

Y5/6 Plan A: What impact did the Windrush Generation have on Britain?

1. What is History and how has this impacted on our lives?

Intent Children will understand the term history and explore an answer to the question

Implementation Children will annotate the Knowledge Organiser with prior knowledge
Children will complete a pre-quiz

2. What was the Windrush?

Intent Children will study information slides to research information about what the Windrush was and what was offered to people living in British colonies.

Implementation Children will create an advert by the British government advertising across the British colonies in the Caribbean encouraging people to come to live and work in the UK or create a true or false quiz for their peers based on the information they have researched.
Quiz - Children will complete a teach me/ tell me activity to share their knowledge of what the Windrush was.

3. How were the Windrush Generation treated in Britain?

Intent Children will explore how people were treated when they arrived in Britain from the Caribbean using a range of sources of evidence.

Implementation [Windrush generation: Who are they and why are they facing problems? - BBC News](#)
Children will analyse sources of evidence from people who travelled to England on the HMT Windrush and compare with people already living in the UK. Children will question the reliability or bias of the information.

4. What was the Windrush scandal?

Intent Children will understand that in 2018 (60 years after HMT Windrush came to Britain) that many citizens, who arrived as children were falsely deemed as 'illegal immigrants'

Implementation Children will investigate the term 'illegal immigrants' and whether they believe the term applies to the Windrush Generation, providing an account of their views and reasoning.

5. What impact did the Windrush Generation have on Britain?

Intent Children will identify contributions the Windrush generation had on Britain.

Implementation Children will research the contributions individuals have made in Britain since arriving in 1948 and complete a double page information sheet with regards the information they have learnt.
Children will complete a post - quiz.

Impact Children will know who and what The Windrush Generation stood for. Children will understand the impact this movement had on Britain and how people were treated when they moved to live and work Britain. Children will analyse and study sources of evidence discussing bias and reliability and form their own opinions, giving reasoned and balanced views.

What were the Achievements of the Ancient Egyptians?

1. What are early civilisations within the history curriculum?

Intent	Children will know the different early civilisations and the different time periods they covered.
Implementation	Children will complete a pre-quiz Children, where possible, will annotate the Knowledge Organiser with prior knowledge

2. When was Ancient Egypt?

Intent	Children will know when ancient Egypt was in relation to other ancient civilisations and modern day.
Implementation	Children to complete a timeline activity and sequence key events from ancient Egypt's history.

3. How do we know about the ancient Egyptians?

Intent	To extract evidence from sources and use a range of strategies to evaluate sources.
Implementation	Introduce archaeological sources and model how to extract evidence from the source. Children to complete activity with several sources and discuss their evaluations.

4. What role did religion play in the lives of Egyptians?

Intent	Children will use evidence from sources to draw conclusions and begin to ask questions to deepen their understanding
Implementation	Use a range of sources of information with regards different Gods; children to find out: What they worshipped - How they worshipped - Religious ceremonies - What they believed the gods did? Children to draw conclusions from the information they found to answer the key question.

5. Children to carry out their own line of enquiry

Intent	Children to have a great understanding of an aspect of ancient Egyptians of an area they are interested in.
Implementation	Children will carry out their own investigations of an area of ancient Egyptians they are most interested in e.g. River Nile and farming, Pharaohs, Army, medicine and present it in their own way.

6. What was the ancient Egyptian's greatest achievement that still impacts life today?

Intent	Children to explore the different achievements from ancient Egyptians
Implementation	Children to use a double page spread to outline the different achievements and comment upon its significance. Children to answer the over-arching question and complete the post quiz.
Impact	Children will begin to know when different early civilisations ruled, who they were and recall the time periods they ruled. Children will gain further knowledge about the ancient Egyptians and how historians have so much information about them. They will begin to analyse sources and draw conclusions from the evidence provided. Children will create their own line of enquiry and conduct their own research. They will also know

	<p>the achievements from the ancient Egypt, draw comparisons from other civilisations and how it still impacts life today.</p>
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Chase View

How did the ancient Greeks influence the Western World?

1. When was ancient Greece in comparison to early civilisations?

Intent	Children will know the different early civilisations and the different time periods they covered, especially with ancient Greece in relation to ancient Egypt.
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Implementation	Children will complete a pre-quiz Children, where possible, will annotate the Knowledge Organiser with prior knowledge
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2. When was ancient Greece?

Intent	Children will know when ancient Greece was and the names of the different time periods.
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Implementation	Children to complete a timeline activity and sequence key events from ancient Greece's history.
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3. What were the different types of governments during ancient Greece?

Intent	Children will know and understand the three types of government which ruled during ancient Greece: monarchy, democracy, and oligarchy.
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Implementation	Introduce the three types of government rule and discuss what they mean and where they may have heard the words before. Discuss what each rule meant and what the 'for and against' would be for each government.
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4. How do we know about life in ancient Greece?

Intent	To investigate sources of evidence and how they are used to make historical claims
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Implementation	Recap the phrase sources of evidence and what we mean by different types of evidence e.g., primary, and secondary. Introduce a variety of archaeological sources and discuss what evidence we can extract from the sources. Thinking about daily life in ancient Greece, children to use information documents and sources to evaluate what life was like.
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5. What contributions did ancient Greek scholars and philosophers make to the world?

Intent	Children to know key philosophers and scholars who are still relevant today and what they are known for.
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Implementation	Introduce six scholars and philosophers from the ancient Greek period and whether the children have heard of them before or what they are known for. Children to carry out research on the scholars and philosophers and why they are still prominent today.
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6. What impact did ancient Greece have on the modern world?

Intent	Children to explore the different achievements from ancient Greek
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Implementation	Children to use a double page spread to outline the different achievements and comment upon its significance. Children to answer the over-arching question and complete the post quiz.
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Impact	Children will begin to know when different early civilisations ruled, who they were and recall the time periods they ruled. Children will gain further knowledge about the ancient Greeks and how historians have so much information about them. They will begin to analyse sources and draw conclusions from the evidence provided, discussing whether the evidence is primary or secondary and how evidence can be construed. They will also know the achievements from the ancient Greek period, draw comparisons from other civilisations and how it still impacts life today.
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What is the Benin empire known for?

1. What were the main eras and events during the Benin empire?

Intent	Children will know where the Benin period was in history and the correlating periods of British history.
Implementation	Plan Bee - slides 1 Story of cities #5: Benin City, the mighty medieval capital now lost without trace Cities The Guardian The kingdom of Benin - BBC Bitesize Children will order the eras of the Benin Kingdom and place on a timeline alongside timeline of British history periods.

2. How do we know what life was like in Benin 900-1300AD?

Intent	Children will compare how we know about the history of the Benin kingdom. Children will be able to discuss the reliability of the oral evidence and archaeological finds.
Implementation	Plan Bee - slides 2. Look at an example of traditional stories and discuss how retelling the story details can change and becomes less reliable. Discuss how reliability of oral evidence from a collection of sources can increase. Compare verbal evidence with archaeological finds. Are they more reliable?

3. Who were the leaders of the kingdom of Benin and how do they compare to leaders of Britain?

Intent	Children will understand that what we know about Obas is told through traditional stories.
Implementation	Plan Bee - slides 3. Benin Obas {1200AD -Present} (edoworld.net) Children will choose to research an Oba from the Benin Kingdom and compare with a British Monarch, who ruled at the same time.

4. How was the Kingdom of Benin organised?

Intent	
Implementation	https://www.bbc.co.uk/bitesize/topics/zpvckqt/articles/z3n7mp3

5. Why was trade important to the Benin Empire?

Intent	
Implementation	

6. What causes brought the demise to the Benin Empire?

Intent	
Implementation	
Impact	