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The History Curriculum at Crowthorne – KS2

| NC Objective | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Knowledge Pupils should be taught about:</p> | <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age (AU2/SP1) the Roman Empire and its impact on Britain (SP2/SU1) | <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Tudors- Henry VIII reign and influence on Britain. How his marriages impacted the Church and monarchy. *Elizabethans- Elizabeth I's reign and influence on Britain. | <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | <ul style="list-style-type: none"> a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |

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| <p>Skills</p> <p>Pupils should learn to:</p> <p>Sequence events and develop a chronologically secure knowledge of British, local and world history.</p> | <p>Timeline of main events across these time periods. (AU2/SP1)</p> <p>(Whole class timeline to show position of prehistory within larger scale history)</p> <p>Larger scale timeline of periods of history to fit Romans into context.</p> <p>Ordering pictures. (SP2/SU1)</p> | <p>Units in year 4 follow on from year 3 chronologically. Larger scale timeline is put on display and referred to so that children have an understanding of the chronology of British, local and world history.</p> <p>Anglo-Saxon Era: 410AD – 1066AD Viking era: 800AD-1066 Tudor era: 1485-1603 *Elizabethan era: 1558-1603</p> <p>Anglo-Saxons Larger scale timeline – (drawing onto a line). Then add events within Anglo-Saxon period e.g. Bede and Alfred the Great. (Aut)</p> <p>Vikings Children continue to study historical periods in chronological order with year 3 having studied the Iron age, Romans and Anglo-Saxons. They place eras of history onto timeline in books. (Spr).</p> <p>Tudors Larger scale timeline of periods of history to fit Tudors into context. Children create a family tree/timeline of Tudor monarchs. (Sum)</p> <p>*Elizabethans</p> | <p>Time line at the beginning of each history unit to plot on periods of history children have studied in school so far and the period currently studying to place in context</p> <p>Ancient Egypt: Time line of period of history studied: Ancient Egyptians: Pre-dynastic Egypt c.5500 - c.3100 BC Early Egypt c.3100 - c.2600 BC Old Kingdom c.2600 -2100 BC Middle Kingdom c. 2000 - c. 1650 BC New Kingdom 1539-1075 BC Greek and Roman Egypt 332 BC-395 AD (AU1)</p> <p>Ancient Greeks (SPR1) Chn draw a timeline spanning from 2000BC to 1 AD on the top they plot dates for Britain and on the bottom dates for Ancient Greece to compare. (SPR)</p> <p>Ancient Mayans (SUM) Chn draw a timeline of early settlers to when the Spanish Conquistadors discovered the ancient Mayan ruins. Compare with what was happening in England at the time (SU2)</p> | <p>Placement of Victorian Era in history (AUT1)</p> <p>Time Line of rulers (AUT1)</p> <p>Placing eras of history onto timeline (SPR1)</p> <p>Consideration of how crimes and punishments have evolved over time (Spr1)</p> <p>Dates for key events during WW2 (SU1)</p> |
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| | | Children will have studied the Tudors in the spring term and will be familiar with the Tudor monarch and family tree. They will be aware of Elizabeth I and her relationship with Henry VIII (Sum). | | |
| Establish clear narratives within and across the periods studied. | <p>Timelines- how did life change over time. Nomadic lifestyle to farming. Food-seasonality and gathering. Looking at the Roman Empire. Learning about battle with the Iceni tribe/Celts (AU2/SP1)</p> <p>Fact file about Roman Army, POV writing- Boudicca, report about the battle between Iceni and Romans, life as a roman child (SP2/SU1)</p> | <p>Timeline-how did life change over time?</p> <p>Anglo-Saxons Research Anglo-Saxon life. Changes from Roman Britain to time when Anglo-Saxons arrived. Diary about 'journey to Britain'. Diary from POV of person who discovered Sutton Hoo, (Aut)</p> <p>Vikings Children learn why and how the Vikings came from Scandinavia to Britain. They find out about key events such as the invasion and raid of Lindisfarne. Children create a diary entry detailing the events of the raid and compare the Vikings' pagan beliefs with the monks' Christian beliefs. Misconceptions such as 'Vikings wore horns on their helmets' and 'all Vikings were violent' are addressed. (Spr).</p> | <p>Timelines- how did life change over time. (AU1) (SPR1)(SU2)</p> <p>Ancient Egypt: Look at early settlers. King Menes uniting upper and lower Egypt Building of the Pyramids (diary entry from viewpoint of Egyptian farmer) Building of the Valley of the kings (including a study of Rameses and King Tutankhamun which includes a newspaper report of the discovery of the tomb) Cleopatra VII reigned (51-30 BC) including a Horrible Histories recount of her reign Alexander the Great conquered Egypt The Romans took over Egypt after Cleopatra's death (30 BC). The Rosetta Stone was carved (196 BC) (AU1)</p> <p>Ancient Greece: Study of democracy and how it relates to our lives today Study of Socrates and link to P4C (SPR1)</p> | <p>Eras of crime and punishment – referring back to each era and comparing how detection and justice has changed</p> <p>Recognition of how both crime and punishment has changed and how each era impacted the next(SPR1)</p> <p>Why did WW2 start? (SU1) Children learn about the impact of WW2 on the world and British society. They learn about the effect of the Blitz and rationing. Effect on Jewish people – how the Nazi party and Hitler treated the Jews, gypsies and disable people. They learn about how the United States were brought into the war and look at the events leading up to Pearl Harbor. Who were the key figures involved? They learn about which leaders/countries were on the Allies and Axis.</p> |

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| | | <p>Tudors Children find out about the rule and reign of King Henry VIII. They discover why he married six times and understand the influence he had on the Church and monarchy throughout his reign. The children write letters and diary entries in the role of Henry and some of his wives. They create a fact file about each wife including dates, children, where they were from and what happened to them. (Sum)</p> <p>*Elizabethans Children learn about Elizabeth I's rule as a single women and how unusual it would have been at the time. They look at the trials and tribulations she faced, how her decisions impacted Britain and what life was like for the public during the Elizabethan era. They make comparisons of daily life during the Elizabethan era with the Viking era and life today. Children find out about the events of the Spanish armada as well as key discoveries that were made by explorers of the day. (Sum)</p> | <p>Ancient Mayans: Children learn about how Europeans travelled to Mesoamerica in the 15th and 16th century in search of gold, land and glory, and how the Spanish conquistadors conquered the Aztecs then moved further into the rainforests to see what they could find- locate on a time line and compare to other periods of history studied. Around 150 years later, more Europeans and North Americans decided to explore the area and they found many more sites. P4C linked to immigration Discuss how the Mayan civilisation evolved, changed, and developed over time: from 5000-2000BC Hunter-gatherers live in the rainforests and volcanic mountains to 800-900AD when he major cities begin to decline and were eventually abandoned. Exploration of Mayan writing and calendars (SU2)</p> | <p>How did we celebrate the end of the war? They learn about the celebration involved around VE day and discuss VJ day.</p> |
| <p>Note connections, contrasts and trends over time.</p> | <p>How did inventions change people's lives?</p> | <p>Anglo-Saxons Anglo-Saxon Life</p> | <p>Ancient Egypt: Look at artefacts found from the ancient Egyptian era and discuss what</p> | <p>Research into how times have changed for poor people – workhouses/lifestyles. (AUT1)</p> |

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| | <p>Discussion about how farming changed the way people lived. How the discovery of metal changed life. (AU2/SP1)</p> <p>Map to show spread of the Roman Empire. Life in Roman Home. Day in the Life of a Roman Child-school. Comparison to now. Link to Romans- follow on from previous learning (links into Year 4 Vikings unit) (SP2/SU1))</p> | <p>Trends over time= why we move in comparison to why Anglo-Saxons moved. (Aut)</p> <p>Vikings Children compare the lives of Vikings, Anglo-Saxons and Romans; including their home life, beliefs, weapons and armour (Spr).</p> <p>Tudors Children learn about the Tudor monarchy and the influence it had on the Roman Catholic and Protestant Church. They make comparisons between the daily life of a Tudor and that of a Viking as well as life in modern Britain; looking at how society has changed and developed over time. (Sum)</p> <p>*Elizabethans Children look at key discoveries during the Elizabethan era and how they changed and shaped the world. New ideas about religion and war were introduced during this era and explorers were discovering new places. Children are encouraged to make comparisons between daily life during the Elizabethan era and daily life for a Viking. (Sum).</p> | <p>it tells us about life and beliefs at the time(AU1) Egyptians belief in the Gods and the afterlife (AU1) How society was organised: era of dynasties. Study Egyptian hierarchy (look at roles of pharaoh, vizier, scribe, priest, craft worker and workers/servants) (AU1)</p> <p>Ancient Greeks: Study and comparison of ancient Greek states of Athens and Sparta including P4C session 'Would you rather have been an Athenian or a Spartan?' Recount the events of the battle of Marathon and discuss cause and effect of the battle Compare ancient schooling in ancient Greece to education today Compare the ancient and the modern Olympic games Greek life in Ancient Greece, the achievements of the Greeks and their influence on the Western World. (SPR1)</p> <p>Ancient Mayans: Children formulate questions by looking at photographic evidence Study of how society was organised and split into states – compare to learning of ancient Egypt and ancient Greek society and how those societies were organised Study of the achievements of the ancient Mayans (SU) Learn about the religion and the beliefs of the Ancient Mayans and compare</p> | <p>They learn about why people entered the workhouse. They have a Victorian school experience on a trip to Reading museum and they learn to appreciate the differences between current schooling and that of the past</p> <p>Comparison of how crimes and punishments have changed over the years. (SPR1)</p> <p>How life was impacted by WW2 and what people did to cope? How life has changed since WW2</p> |
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| | | | with religions today and beliefs of other ancient civilizations (SU2) | |
| Use historical terms appropriately. | <p>Archaeology, discovery, artefact, prehistoric/prehistory BC/AD, chronological order, hunters and gatherers, farming Stone Age, Neolithic, Bronze Age, Iron Age, seasonality Ancient, modern, BC, AD, invade, settle. (AU2/SP1)</p> <p>Roman army commands in Latin AD, BC, tribes Invade, settle, settlement, immigration migration, refugee (SP2/SU1)</p> | <p>Anglo-Saxons AD, BC, tribes Invade, settle, settlement, immigration migration, refugee, Nobles, warriors, Artefact names from Sutton Hoo Place names and Saxon terminology. (Aut)</p> <p>Vikings Children are introduced to topic specific vocabulary accurately in their spoken and written work. For example, Nordic, Scandinavia, artefact, AD, pagan, chieftain, burial, traditions, invasion, raiding, trading, long ship/dragon ship, monastery, monks, nunnery, nun (Spr).</p> <p>Tudors Children are encouraged to use the topic vocabulary taught in their written and spoken responses. For example, Reign, heir, divorced, beheaded, unfaithful, monarch/monarchy, advisor, jousting, lute, coil, ruff, house of Lancaster, house of York, Battle of Bosworth, banquet, jester/fool, Catholic, protestant, marriage, execution, centuries, vain, widow, portrait, sovereign, dignified, throne, pope, wealthy. (Sum).</p> | <p>Ancient Egypt: Ancient civilization, civilize, community, archaeological, valley, desert, pharaoh, tomb, Canopic, Aket, Peret, Shema, government, vizer, scribe, names of different Gods (e.g. Osiris, Isis, Anubis, Horus, Khepri) scarab hieroglyphics, sphinx, pyramid, valley of the Kings, sarcophagus, empire, Nile, Nile delta, Rosetta stone, shaduf, black land, red land, fertile, dynasty, pre dynastic, kingdom, mummification, King Menes, Ramesses, Cleopatra, Alexander the Great, Howard Cart, Lord Carnavon (AU1)</p> <p>Ancient Greece: Democracy, Socrates, Philosophy, philosopher, philosophise, polis, ancient, city state Athenians, Spartans, Hoplites, archaeology, archaeologist, Mount Olympus, Olympians, Titans, Olympics, legacy (SPR1)</p> <p>Ancient Mayans: Civilisation, Mesoamerica, Spanish conquistadors, conquer, Aztecs, savages, North Americans, Europeans, Mayan pyramid, society, change, cause, similarity and difference, King, nobles and priests, palace officials, merchants and craftsmen, farmers, labourers, slaves, city states, system (SU2)</p> | <p>Historical language for all eras covered – children evidence in writing in books</p> <p>Monarchs, sceptre, orb, regalia, coronation, ascension, transcripts, parchment, compensation, Raj, Empire, workhouse, dunce's hat, back straightener (Aut)</p> <p>Jury, Judge, Trial, Lawyer Magistrate, Justice of the Peace Transportation, Pillory, Wergild, Heresy, patricide, death penalty, execution, compensation, tithings, mutilation, trial by ordeal, neck verse, sanctuary, constables, watchmen, beadles, smugglers, poaching, pickpockets, Luddites, child labour, Bow Street Runners, convicts, reform, workhouse (Spr)</p> <p>Allies, Axis, Concentration camps, annexed, combat, Mein Kampf, Dunkirk, surrender, Blitzkrieg, air raid, evacuation, rationing, propaganda, Kindertransport, Holocaust, ghettos, labour camps, VE Day, (Su)</p> |

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| | | <p>*Elizabethans Children are encouraged to use the correct historical terminology in their oral and written responses for example; daughter, throne, husband, advisor, reformation, trials, tribulations, coronation, treason, poverty, foreign policy, noble, clergy, invasion, military, suitors, privy council, Earl, armada, invasion, punishment, torture, birches, plague, scurvy, gout, scrofula, bear-baiting. (Sum).</p> | | |
| Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. | <p>Which was the most significant change for people living in prehistoric times? Which was the most important invention and why? Prehistoric inventions – ordering using diamond 9. (AU2/SP1)</p> <p>Why did the Romans come to Britain? Why did the Romans leave? How did Romans change Britain? How did Romans feel about coming to Britain? (They needed incentives) Comparing the life of a child- school and home (SPR) Writing a letter to a Roman Soldier to convince them to travel to Britain. Why did the Romans leave Britain? (SP2/SU1)</p> | <p>Anglo-Saxons: Why did the Saxons and Scots come to and settle in Britain? Sutton Hoo- what do we have left now? Significant that it's still there now and we have the artefacts. Looking at Anglo-Saxon life. Encouraging people to come to Britain. (Aut)</p> <p>Vikings Children are encouraged to ask and answer questions about Viking life. For example, Why did the Vikings come to Britain? Why was Lindisfarne an easy target for the Vikings to invade? How did the Vikings travel to Britain? What did the women and children do? What were their religious beliefs? (Spr).</p> | <p>For Ancient Egypt: Discussion/debate/P4C on whether it is right to disturb a person's final resting place to find out about the past (AU1) When did the Ancient Egyptians live? Where did the Ancient Egyptians live? Why did they gradually move closer to the River Nile? Why was the river Nile significant to the Ancient Egyptians? Why did the ancient Egyptians stop building pyramids? What do the Egyptians believe about life after death? What did the people of the time achieve? What was significant about the New Kingdom? What was significant about the Greek and Roman Egypt? 332 BC-395 AD How did Cleopatra die?</p> | <p>Comparison of lifestyle of rich and poor Victorians and comparison against own life (AUT1)</p> <p>Discussion/debate/P4C on the introduction of Railways to Victorian Britain (AUT1) Children learn about the effects that the railway had on the environment and businesses.</p> <p>British Raj (AUT1) How the people of Indian were treated – comparing how rich and poor Indians are treated (Victorian inventors (AUT1)</p> <p>Discussion of fairness throughout the eras (SPR1)</p> <p>What was behind the start of WW2?</p> |

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| | | <p>Tudors Children are encouraged to give their own opinion about whether Henry was a good king and why; whether his decisions were fair and what they would do if they were in his position. Children are encouraged to question Henry's actions and motives as well as address the impact of his decisions (whether they agreed with them or not). Questions covered include: Was Henry VIII a good king? Why did Henry marry six times? How should Henry VIII be regarded as a ruler? (Sum) What was life like during the Tudor era? How did the Church influence the monarchy? (Sum).</p> <p>*Elizabethans Children are encouraged to ask their own questions throughout the topic. They should be able to answer the following questions by the end of the unit What impact did Elizabeth I have on Britain during her reign? Should Elizabeth have married, why, why not? What caused the Spanish Armada? How did the defeat of the Spanish armada strengthen Elizabeth's reign? What was life like for people</p> | <p>Which was the most powerful dynasty? Who was the most powerful pharaoh? When and why did the ancient Egyptian era end? (AU1)</p> <p>P4C: Is it every right to disturb someone's final resting place? (AU1)</p> <p>For Ancient Greece: Who were the ancient Greeks and when did they live? What were the differences between Athens and Sparta? What can we find out about the past from what has been left behind? Why did the ancient Greeks need an army and a navy? What were the beliefs of the ancient Greeks? What was daily life like for the ancient Greeks? What are the similarities and differences between the ancient and modern Olympic games? What impact did the ancient Greek civilisation have on the modern world?(SPR1)</p> <p>P4C: Would you rather have been an Athenian or a Spartan? (SPR1)</p> <p>For Ancient Mayans: Where and when were the remains of the Mayan civilisation discovered? How did the Mayans civilisation develop over time?</p> | <p>Impact of the Blitz/Kindertransport/rationing/air raids/Jewish citizens (SU1)</p> |
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| | | during the Elizabethan era? (Sum). | How were the city states and Mayan society organised? What was going on in England during the time of the Mayan civilisation? What were the achievements of the Ancient Mayans? What was the religion and the beliefs of the Ancient Mayans? How do the beliefs of the Ancient Mayans compare with religions today? (SU2) P4C Out of the civilisations studied in Year 5: Which was the most civilised? Were the ancients truly civilised? (SU2) | |
| Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | Reading about Skara Brae and Stonehenge to understand different aspects of life in the past. Stone/Bronze/Iron Age inventions – ordering using diamond 9. (AU2/SP1) Look at items of clothing worn by a roman soldier- characteristics of a soldier. Newspaper article advertising to encourage people to join the army. Fact file about the army. Opinions of Boudicca: contrast between Roman and Iceni points of view. Report on the battle of the Iceni. (SPR2/SU1) | Anglo-Saxons Diary entry about 'journey to Britain' and reflecting on the discovery of Sutton Hoo. Reading information about Sutton Hoo to later form a descriptive diary entry. Fact file about three areas of Anglo- Saxon life following reading fact sheets. (Aut) Vikings Children are provided with opportunities to read about the Vikings; their home life, life at sea, raiding and trading. Children create a non-chronological report about the Vikings in response to the information they have been given. They look at images of | For Ancient Egypt Read about the Egyptians: pharaohs, Gods, rituals, life after death, archaeological achievements. Look at artefacts found in tombs artefacts borrowed from Reading museum as well as photographs of artefacts Newspaper report of the discovery of King Tutankhamun's Tomb by Howard Carter Use of narrative high quality text linked to topic 'Secrets of a Sun King' by Emma Carroll (AU1) For Ancient Greece Read about life in Ancient Greece including reading comprehension sheets, non-fiction texts and fact sheets, Look at artefacts borrowed from Reading museum as well as | Discussion and letter home about life in India during the time of the British Raj (AUT1) Children learn about the treatment of both rich and poor Indians under the British Raj (Aut 1) Discussion of fairness throughout the eras (SPR1) Children learn about the extremeness of the punishments in the earlier eras. News report on crimes in Roman times. Diary entry of a child entering the Victorian workhouse What was behind the start of WW2? Children learn about how Germany was affected after WW1 and why the WW2 came about. |

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| | | <p>artefacts found from the Viking era including Viking clothing borrowed from Reading museum. Children write a diary entry from the perspective of either a Viking or monk during the raid on Lindisfarne using appropriate and topic vocabulary. (Spr).</p> <p>Tudors Children write a letter as Anne Boleyn from the Tower of London persuading Henry not to have her killed. Children write a diary entry as Henry VIII detailing the activities that he would have got up to in a typical day. Children use information sheets to write a fact file on each wife of Henry VIII. Children work in groups to research (using books and ICT) a specific Tudor topic such as 'Tudor food and drink' or 'Tudors at sea'. They then create a factual poster to display their work. (Sum).</p> <p>*Elizabethans Children answer comprehension style questions about Elizabeth I. They read non-fiction texts about her potential suitors and answer questions about them. They write a letter to one of her suitors explaining why they should or shouldn't marry her.</p> | <p>photographs of artefacts. Apply skills taught in autumn term. Read and write Greek myths Use of narrative high quality text linked to topic 'Percy Jackson and the Lightning thief by Rick Riordan Use range of sources of information to write fact files about daily life in ancient Greece (SPR1)</p> <p>For Ancient Mayans Read about life in Ancient Mayan society from non-fiction texts, Look at photographs or architecture and artefacts. Use range of sources of information to write fact files about daily life in ancient Mayan society. (SU2)</p> | <p>Impact of the Blitz/Kindertransport/rationing/air raids (SU1) Children learn how larger cities were impacted by the Blitz. They investigate why children were evacuated for their safety. They learn about why rationing came about.</p> <p>WW2 experience day</p> |
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| | | Children find out about the events of the Spanish armada and create a comic strip to sequence the events. They read non-fiction texts to find out about daily life during the Elizabethan era and write a non-chronological report (Sum). | | |
| Use sources and understand how our knowledge of the past is constructed from a range of sources. | <p>Studying artefacts. Artefact box from Chertsey Museum</p> <p>Looking at Stonehenge</p> <p>Discovery of Skara Brae. (AU2/SPR1)</p> <p>Look at items of clothing worn by a roman soldier- characteristics of a soldier.</p> <p>Diary entries from soldiers/Romans.</p> <p>Reconstruction video clips/ interviews (on BBC).</p> <p>Photos of Artefacts.</p> <p>Artefact box from Chertsey Museum.(SPR2/SU1)</p> | <p>Anglo-Saxons</p> <p>Videos of reconstructed villages- Celtic- showing changes made after the Romans arrived.</p> <p>Sutton Hoo artefact photos</p> <p>Stories and myths- e.g. Beowulf</p> <p>Extracts from Bede and Anglo-Saxon Chronicle (Aut)</p> <p>Vikings</p> <p>Children study artefacts.</p> <p>*Artefact box from Chertsey Museum containing a Viking helmet, an axe and male and female clothes. Children look at images of artefacts and decide what they are and what they would have been used for. They refer to non-fiction books and video clips throughout the unit (Spr).</p> <p>Tudors</p> <p>Children are provided with non-fiction books and extracts that inform them about life during the Tudor era. They learn about Tudor dance through a PE unit.</p> <p>Children are shown pictures of</p> | <p>Studying artefacts. Artefact box from Chertsey Museum (AU1 and SPR1)</p> <p>Look at Egyptian Art and symbols (AU1)</p> <p>Look at pictures of artefact from British museum (AU1 and SPR1)</p> <p>Video clips and newspaper reports from the discovery of Tutankhamun's tomb (AU1)</p> <p>Selection of non-fiction books and internet sites (AU1) (SPR1) (SU2)</p> | <p>Trip to Reading museum – life of a Victorian child (AUT1)</p> <p>Paintings and diary entries to learn about Q.Victoria's life (AUT1)</p> <p>Artefacts from Chertsey museum and visit from police force (SPR1)</p> <p>Video footage/diary entries/poetry/photographs/interviews with evacuees (SU1)</p> |

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| | | <p>Tudor clothing and portraits. They learn a song about the Tudors that summarises the key events during the Tudor period. They visit a Tudor home and take part in workshops during a class trip to Hampton Court Palace (Sum).</p> <p>*Elizabethans Children are provided with non-fiction books and factual sheets to gather information about Elizabeth I, her suitors and daily life including education, health, sports and past times, punishment and food. They watch a video clip explaining the events of the Spanish armada. (Sum).</p> | | |
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