



Year 1	Term: Summer 1	Driver: History	Topic: Castles and Knights
<b>Prior Learning - What do the children already know?</b>			
<p><b>Pupils will build upon their work in EYFS</b> by finding similarities and differences so that children <b>in KS1</b> can compare where they live now to where they would have lived in the past.</p> <p><b>Pupils will draw upon their current KS1 knowledge</b>, using photographs to retrieve information about the past <b>so that they can draw conclusions about their current topic.</b></p> <p><b>Pupils will build upon their prior knowledge in KS1 and EYFS</b> to compare different time periods as well as using language associated with the past.</p> <p><b>Pupils will build upon their knowledge from EYFS</b> of kings and queens so that children <b>in KS1 are able to develop knowledge of why kings and queens resided in castles..</b></p>			

Local Knowledge		
<p>Hazlewood Castle. Hazlewood Castle is a country residence, now a hotel, in North Yorkshire, England, by the A1 and A64 between Aberford and Tadcaster. It is one of the oldest fortified houses to survive in the whole of Yorkshire</p>		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	<p>What do the children know about History? What does History mean? What have they learned previously in history lessons that will help them understand this?</p> <p><b>Mind map of what History means to the children.</b></p>	<p><b>Examples of Disciplinary Knowledge in Action</b></p> <ul style="list-style-type: none"> <li>• <b>Analyzing a castle plan:</b> Understanding how the layout of a castle (moat, towers, etc.) relates to its defensive purpose.</li> <li>• <b>Comparing different castle types:</b> Exploring the differences between motte-and-bailey castles and stone castles, and why they developed.</li> <li>• <b>Investigating a specific castle:</b> Researching the history of a particular castle, its builders, and the events that took place there.</li> </ul> 
<b>Week 1</b>	<p>What makes a castle a castle?</p> <p><b>Use BBC animation to introduce children to castles. Children build their own castle as a group using building blocks. Extension - label parts.</b></p>	
<b>Week 2</b>	<p>Who lived in castles?</p> <p><b>Short video explaining who lived in castles. Sorting exercise using images (did and did not live in a castle)</b></p>	
<b>Week 3</b>	<p>What makes castles so strong?</p> <p><b>Powerpoint of defensive features of a castle. Children take on the role of spies to copy features from a castle. Draw and label the defensive features.</b></p>	
<b>Week 4</b>	<p>How did castles change over time?</p> <p><b>Sequencing activity using images of castles. Children order the images from oldest to newest castles.</b></p>	
<b>Week 5</b>	<p>What are castles used for now?</p> <p><b>Short video / powerpoint on the uses of castles today. Children to make a poster for Bonfire event at local castle.</b></p>	


Sticky Knowledge - The Five Keys...			
Key Dates & Key Events	Key Vocabulary		Key Individuals
<ul style="list-style-type: none"> <li>• 1066 - Motte and Bailey Castle (wood)</li> <li>• 1080 - Stone Keep (motte and bailey)</li> <li>• 1100 - Stone keep castle with stone curtain walls</li> <li>• 1260 - Concentric castles</li> <li>• 1300 - Courtyard castle and moat</li> </ul>	<ul style="list-style-type: none"> <li>• Keep</li> <li>• Motte/Bailey</li> <li>• Barbican</li> <li>• Drawbridge</li> <li>• Portcullis</li> </ul>	<ul style="list-style-type: none"> <li>• Moat</li> <li>• Battlements</li> <li>• Tower</li> <li>• Arrow loop</li> <li>• Castle</li> </ul>	<ul style="list-style-type: none"> <li>• Knights</li> <li>• Lady</li> <li>• Lord</li> <li>• King / Queen</li> <li>• Soldiers</li> <li>• Servants</li> <li>• Tradesmen</li> </ul>

Year 2/3/4	Term: Summer 1	Driver: History	Topic: The Ancient Egyptians
Prior Learning - What do the children already know?			
<p><b>Pupils will build upon their work in EYFS</b> by finding similarities and differences so that in <b>Years 2/3/4, the pupils will explore</b> similarities and differences over periods of time.</p> <p><b>Pupils will draw upon their KS1 knowledge, using</b> photographs to retrieve information about the past <b>so that in years 2/3/4, pupils will</b> use photographs, maps and written texts.</p> <p><b>Pupils will build upon their knowledge in KS1 and EYFS, placing events in chronological order</b> so that in Years 2/3/4, pupils will place significant events on a timeline.</p>			

Local Knowledge		
Yorkshire has more pyramids than any other part of the UK. Yorkshire is also home to the oldest obelisk in Britain and the only full-sized replica Egyptian temple in the country. A man from Barnsley was the first Britain to discover objects belonging to Tutankhamun.		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about the Ancient Egyptians? What do they understand about the Ancient Egyptians and their importance? What have they learned previously that will help them understand the Ancient Egyptians?	<ul style="list-style-type: none"> <li>• Make deductions from primary and secondary sources using photographs.</li> <li>• Explain how historical artefacts have helped us understand more about Ancient Egypt lives in the present and past.</li> <li>• Which of theAncient Egyptian achievements had the most significant impact on people at the time (significance).</li> </ul> 
<b>Week 1</b>	Who were the Ancient Egyptians? <b>Research and begin to memorise key facts about the Ancient Egyptians.</b>	
<b>Week 2</b>	Who ruled Ancient Egypt? <b>Booklet of the main Pharaohs and the story of Moses.</b>	
<b>Week 3</b>	What were the pyramids? Create pyramids using different materials (including Lego) and shape nets.	
<b>Week 4</b>	What did the Ancient Egyptians believe in? <b>Mummification of an orange.</b>	
<b>Week 5</b>	What were Ancient Egyptians hieroglyphs? <b>Create letters written in hieroglyphs.</b>	

Sticky Knowledge - The Five Keys...		
Key Dates and Events	Key Vocabulary	Key Individuals
<ul style="list-style-type: none"> <li>• 11000 BC People settle in the Nile Valley</li> <li>• 3250 BC The invention of writing</li> <li>• 3100 BC Egypt united under one ruler - Narmer</li> <li>• 2600 - 2500 Great Pyramid built</li> <li>• 51-30 BC Last independent ruler of Egypt - Cleopatra</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient</li> <li>• Pharaoh</li> <li>• Pyramids</li> <li>• Mummification</li> <li>• Hieroglyphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Narmer</li> <li>• Tutankhamun</li> <li>• Ramses</li> <li>• Cleopatra</li> <li>• Anubis</li> </ul>

Year 4/5/6	Term: Summer 1	Driver: History	Topic: Ancient Greece
<b>Prior Learning - What do the children already know?</b>			
<p><b>Pupils will build upon their work in EYFS/KS1</b> by finding similarities and differences allowing <b>children in UKS2</b> the opportunity to compare aspects of different time periods focusing on religion, monuments and trade.</p> <p><b>Pupils will draw upon their current KS1/LKS2 knowledge</b>, using primary/secondary resources to retrieve information about the past <b>so that they can draw conclusions about their current topic.</b></p> <p><b>Pupils will build upon their knowledge from LKS2</b> exploring the legacy of the Romans (What did the Romans ever do for us?) Pupils in Team Neptune will further develop their understanding of the legacy of the ancient world.</p>			

Local Knowledge		
<p><b>The Greeks gave the world democracy</b> – which we still use in Britain today to choose who runs the country. In ancient Athens, citizens met regularly to vote on the laws that changed their daily lives using a simple show of hands by all.</p>		
Weekly Focus	What will the children learn? 5 Key questions. <i>How will they do this?</i>	Disciplinary Knowledge
<b>AFL focus/ what should we know</b>	What do the children know already about the Ancient Greeks? What do they understand about rulers and religion? What have they learned previously that will help them understand life as an Ancient Greek? <b><i>Mind map</i></b> Who were the Ancient Greeks and when and where did they live?	<ul style="list-style-type: none"> <li>• Make deductions from primary and secondary sources using photographs - differences between ancient Greeks and the same time period in Britain.</li> <li>• How did the Ancient Greeks influence England and the world? (Significance)</li> <li>• Using historical exploration such as photos and historical accounts -Children will derive their own historical interpretations.</li> </ul> 
<b>Week 1</b>	Why were Athens and Sparta so different? <b><i>Comparison chart key similarities and differences</i></b>	
<b>Week 2</b>	What was Alexander the Great's impact on the Greek Empire? <b><i>Look at maps/images of primary sources</i></b>	
<b>Week 3</b>	Why did a small Greek army win the Battle of Marathon? <b><i>Form our own phalanx of hoplites; read factor cards and rank them in a diamond of nine in order of importance.</i></b>	
<b>Week 4</b>	What were the Ancient Greek philosophers famous for? <b><i>Read a philosophy card; say how much you agree with it; learn a song; create an exhibition sheet about one of Plato, Socrates or Aristotle.</i></b>	
<b>Week 5</b>	How has modern life been influenced by the Ancient Greeks? <b><i>Be legacy hunters hunting around the room to find some well known legacies of Ancient Greece in modern life</i></b>	

Sticky Knowledge - The Five Keys...			
Key Dates	Key Vocabulary	Key Events	Key Individuals
<ul style="list-style-type: none"> <li>• <b>776BC</b> First Olympic Games held - festival for Zeus</li> <li>• <b>336BC - 323BC</b> King Alexander the Great expanded the empire</li> <li>• <b>1100BC – 800 BC</b> Dark Ages</li> <li>• <b>49BC</b> Battle of Marathon: Athens,Persia</li> <li>• <b>323BC - 146BC</b> Hellenistic Period</li> </ul>	<ul style="list-style-type: none"> <li>• AD and BC: CE and BCE</li> <li>• Civilisation</li> <li>• Empire</li> <li>• city-states</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• The First Olympic Games</li> <li>• Alexander becomes King of Macedonia</li> <li>• Alexander conquers the Persian Empire and Egypt</li> <li>• 146 BC Integration of Greece into the Roman republic</li> <li>• Battle of Marathon</li> </ul>	<ul style="list-style-type: none"> <li>• Alexander the Great</li> <li>• Socrates</li> <li>• Plato</li> <li>• Aristotle</li> <li>• Hippocrates</li> </ul>