

Excalibur School

History

Coverage from EYFS to Year 6



KEY THREADS	TRANSPORT	CULTURE/ BELIEFS	CONFLICT AND RESOLUTION
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History Year 1

Key previous learning/ revision/consolidation:

EYFS- People and communities: children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
BRITISH HISTORY GUNPOWDER, TREASON AND PLOT	<ul style="list-style-type: none"> What do we know about Bonfire Night? What did Guy Fawkes do that makes us burn a guy on Bonfire Night? What went wrong with the plot and how do we know? How well did the TV programme explain the Gunpowder Plot? Is it right to burn guys on Bonfire Night? 	<ul style="list-style-type: none"> Why Bonfire Night is celebrated today. The Gunpowder plot took place on 5th November 1605. Why the Gun Powder Plot took place. Significant people involved in the plot: Guy Fawkes, Robert Catesby, James 1 How King James 1 found out about the Plot and why it failed? 	Guy Fawkes Gunpowder Robert Catesby Houses of Parliament King James I	Prove it. To look carefully at a range of images to work out which image supports which statement.
LOCAL HISTORY BRITISH HISTORY TOYS	<ul style="list-style-type: none"> What are our toys like today? What are other people's toys like? How can we tell these toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? How can we set up a Toy Museum? 	<ul style="list-style-type: none"> How toys have changed over time. What toys children play with today and how are they different from those in the past? What materials were used to make toys in the past/present. What toys were popular in Victorian times/modern times? 	Pulley Console Batteries Lever Museum Factory Entertainment Figuring Electronic Cog Materials Victorian	From a range of previously unseen toys, children will be able to decide which are old and which are new and record their explanations of why.
BRITISH HISTORY GRACE DARLING	<ul style="list-style-type: none"> What did Grace do that made her famous ...and why is she remembered today so long afterwards Why did Grace do what she did? 	<ul style="list-style-type: none"> Why Grace Darling is significant. Why her actions were considered to be heroic. How sea rescue has been improved. 	Lighthouse Rescue Shipwreck Heroine Coast Survivors	Discussion How are the versions of Grace Darling's rescue different? Why don't they show the same things?

	<ul style="list-style-type: none">• Are all versions of Grace's story the same?• How do we know about Grace's actions which happened so long ago?• How did sea rescue improve after her heroic act?• How should we remember Grace Darling today 170 years after she died?	<ul style="list-style-type: none">• That differences exist in historical versions of events. 	Storm Brave	
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History Year 2

Key previous learning/ revision/consolidation:

- Idea of the passage of time beyond living memory.
- That there have been changes within the lifetime of their family members and also within the last 100 years
- That there were significant individuals whose actions and lives impacted on the history of localities and countries in the world
- That we can use historical sources like personal accounts, looking at photographs, handling artefacts from the day and visiting historical sites


Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task
<p>BRITISH HISTORY</p> <p>GREAT FIRE OF LONDON</p>	<ul style="list-style-type: none"> • How London has changed over time • How we know what London was like in 1666. • How we know so much about the fire- Samuel Pepys' diary. • What was firefighting like in 1666 and what is it like today. • Why the Great Fire of London spread so quickly • How the Great Fire change London. • Compare the GFofL to the Great Fire of Nantwich- what was the same and what was different 	<ul style="list-style-type: none"> • How the Great Fire of London started and why it spread so easily? • How the fire was extinguished – differences in firefighting today. • What the impact of the fire was on Londoners. • The importance of Samuel Pepys and his diary. • The similarities and differences between the Great Fire of London and the Great Fire of Nantwich? 	<p>Diary, evidence, proof, statement, sources, witness, reliable, buildings, contrast, factors, identify, blame, mayor,</p>	<ul style="list-style-type: none"> • Chronologically - order the events of the fire • Written explanation of WHY the great fire spread so quickly • Written explanation of the differences between firefighting in 1666 to the present day
<p>GLOBAL HISTORY</p> <p>THE MOON LANDINGS:</p>	<ul style="list-style-type: none"> • Has man ever been to the moon and how can we know for sure? • Why did the astronauts risk their lives to go to the Moon? • How were the spacemen able to get there and back safely? • What did they do when they got to the Moon and how do we know? • Should we continue to send people to the moon? • How should we commemorate this great achievement? 	<ul style="list-style-type: none"> • The first lunar landing was on 20 July 1969. • Reasons why Neil Armstrong went to the moon. • The stages of the outward and return voyages to the moon. • To know what happened when they landed on the moon. • There are different perspectives on the benefits and drawbacks of space travel. 	<p>Lunar module Neil Armstrong Buzz Aldrin Michael Collins Shuttle Launch Moon</p>	<p>To write a descriptive account of the lunar landings.</p>


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<p>LOCAL HISTORY</p> <p>GOING TO THE SEASIDE</p>	<ul style="list-style-type: none"> • What was it like going to the seaside 100 years ago? • What kind of things did people do at the seaside 100 years ago? • How do we know what holidays were like 100 years ago? • Do we go to the seaside for the same reasons that people went 100 years ago? • How have seaside holidays changed over the past 100 years? • Do all children like the earlier seaside holidays now or would some prefer nowadays'? • How did developments in travel change seaside holidays? 	<ul style="list-style-type: none"> • That clothing worn at the seaside was different to today. • That entertainment at the seaside was different in the past. • Reasons for Victorians visiting the seaside. • The invention of the railways allowed more people to visit the seaside. • There are some disadvantages to holidays in the past and present – pollution, traffic. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Pier Victorian Edwardian Railways Coast Promenade Resort</p>	<ul style="list-style-type: none"> • To chronologically order the development seaside resorts. • To look at pictures of the seaside and suggest time periods for when they were taken and reasons for decisions.


History Year 3

Key previous learning/ revision/consolidation:

- Children know how significant people and events over the last 500 years have influenced lives today
- How transport has changed over 500 years
- Children know that even if we weren't there, we can use evidence from historical sources like photos or recounts (Samuel Pepys diary) as well as physical evidence of life beyond living memory.

Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task(s)
<p>BRITISH HISTORY</p> <p>PREHISTORIC BRITAIN</p> <p>FROM STONE AGE TO BRONZE AGE</p>	<ul style="list-style-type: none"> • Was Stone Age man simply a hunter and gatherer, concerned only with survival? • How much did life change when man learned how to farm? • What can we learn about life in the Stone Age from a study of Skara Brae? • Why is it so difficult to work out why Stonehenge was built? • How much did life really change during the Iron Age and how can we possibly know? • Can you solve the mystery of the 52 skeletons of Maiden Castle? 	<ul style="list-style-type: none"> • Britain's chronology of prehistory is Stone age – Bronze age – Iron age. • Stone Age people were not just hunter gatherers, making and using tools, carrying out proper burials and had an organised way of life. • Life changed when farming developed with a move from hunter-gatherers to farmers. • Recent discovery of Skara Brae changed our view of early communities. • There are different theories to explain the existence of Stonehenge. • From archaeology, historians have found what life was like in an Iron Age hillfort and can name some features. 	<p>Pre-historic Pre-history Britain Temporary / permanent Palaeolithic Hunter-gatherers Mesolithic Neolithic Early farmers / farming Deforestation Skara Brae Bronze Age Stonehenge Iron age hill forts Tribal kingdoms</p>	<ul style="list-style-type: none"> • Locate the key sites of monuments and buildings • Written report about the excavation of Skara Brae
<p>GLOBAL HISTORY</p> <p>ANCIENT EGYPT</p>	<ul style="list-style-type: none"> • How can we discover what Ancient Egypt was like over 5,000 years ago? • What sources of evidence have survived and how were they discovered? • What does the evidence tells us about everyday life for men, women and children? 	<ul style="list-style-type: none"> • That Ancient Egyptian empire existed between the years 3100 BCE and 332 BCE. • The River Nile was important to the Ancient Egyptians because it provided water for crops, fertile soil and food. 	<p>Civilisation, belief, society, culture, technology, ancient, trade, fertile, irrigation, climate, hierarchy.</p>	<ul style="list-style-type: none"> • Produce a scaled timeline, recording the major achievements of the Ancient Egyptians, • Use primary sources to identify the importance


	<ul style="list-style-type: none"> • What did the Ancient Egyptians believe about life after death and how do we know? • What did Ancient Egypt have in common with other civilizations from that time? 	<ul style="list-style-type: none"> • Different types of evidence today help us understand what life was like in Ancient Egyptian society: pyramids, hieroglyphics, papyrus rolls, artefacts. • Ancient Egyptians existed in a hierarchical society. • The afterlife and religion was important to Ancient Egyptian society and gods and goddesses played an important role. • There were three other, major civilisations existing elsewhere in the world at the same time: Indus Valley, Sumer, Shang Dynasty. 		<p>of The River Nile in Ancient Egypt</p> <ul style="list-style-type: none"> • Explain what the 3 major civilisations had in common in the world at that time (Indus Valley, Sumer, Shang Dynasty)
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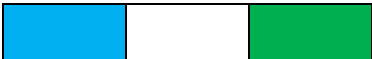
<p>BRITISH HISTORY/ LOCAL HISTORY</p> <p>ROMAN BRITAIN</p>	<ul style="list-style-type: none"> • Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar? • Why did Boudica stand up to the Romans and what image do we have of her today? • How were the Romans able to keep control over such a vast empire? • How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived? How do we know? • How can we solve the mystery of why this great empire came to an end? • How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? 	<ul style="list-style-type: none"> • When and why Julius Caesar invaded Britain. • Boudica challenged the Roman army and there are different interpretations of her. • The Roman army was organised and powerful and controlled Roman society. • The similarities and differences between the beliefs and culture of the Romans and Celts. Both were polytheistic. • Why the Roman Empire came to an end: the costs of running an empire, the need to increase taxation and the use of barbarians impacting on morale. • Roman legacies still remain: Chester Walls, roads, trade, technology, religion (Roman Catholicism). 	<p>Celtic tribes, chariot, client centurions, king, Druid, Gaul, gladiator, kingdom, Empire, governor, aqueduct, archaeologist, auxiliary troop, Christianity, citizen, conquer, dictator, emperor, empire, government, hoard, imported, Latin, mosaic, pension, public bath, raid, rebel, rebellion, empire, governor, settlement, taxes,, gladiator, polythesistic.</p>	<ul style="list-style-type: none"> • To write an explanation of why Claudius decided to invade Britain in 43AD
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History Year 4

Key previous learning/ revision/consolidation:

- How the river Nile enabled the Egyptians to trade successfully (Industrial Revolution)
- What life would have been like for Stone Age people and ancient Egyptians
- How we use different sources to support our understanding of the past


Unit of work	Key Questions	Knowledge learnt	Key vocabulary	Composite Task(s)
BRITISH HISTORY ANGLO-SAXONS	<ul style="list-style-type: none"> • Why did the Anglo-Saxons invade and how can we possibly know where they settled? • What does the mystery of the empty grave tell us about Saxon Britain? • How did people's lives change when Christianity came to Britain and how can we be sure? • How were the Saxons able to see off the Viking threat? • Just how great was King Alfred, really? • Just how effective was Saxon justice? • So how dark were the dark Ages, really? 	<ul style="list-style-type: none"> • Why the Anglo-Saxons invaded and then settled: the Roman withdrawal from Britain, wealth of Britain, pressure on homeland. • By the end of 7th Century, Anglo-Saxons ruled most of Britain. • Anglo-Saxons were initially polytheistic, worshipping gods such as Tiw, Woden, Thor and Frig) but converted to Christianity – messages from missionaries and the building of monasteries. • Anglo-Saxons, led by King Alfred the Great, challenged the Viking threat and eventually co-existed in Britain. • In 955 the kingdom of England was formed. • There were six main methods of keeping law and order in Anglo-Saxon times. 		Recording
BRITISH HISTORY VIKINGS	<ul style="list-style-type: none"> • What image do we have of the Vikings? • Why have the Vikings gained such a bad reputation? • How did the Vikings try to take over the country and how close did they get? • How have recent excavations changed our view of the Vikings? 	<ul style="list-style-type: none"> • The Vikings raided coastal places in Britain, such as Lindisfarne, from Scandinavia in longboats and eventually settled. 	Archaeology Artefacts Conquer Danelaw Invade Longboat Longhouse	Book Creator to summarise learning on the Vikings and present in their own online book.

	<ul style="list-style-type: none"> • What can we learn about Viking settlement from a study of place/name endings? • Raiders or settlers: how should we remember the Vikings? 	<ul style="list-style-type: none"> • The written accounts of the monks portrayed the Vikings badly. • Archaeological evidence, such as at Jorvik, changed views of the Vikings. • Vikings were polytheistic. • The Danelaw was the area of Viking settlement. • Vikings have influenced place names in the UK, such as Lindholme and Althorpe. • The Viking era came to an end in 1066. 	<p>Monastery Runes Settlement Valhalla Polytheistic</p>	
<p>LOCAL HISTORY/ BRITISH HISTORY</p> <p>VICTORIAN BRITAIN</p>	<ul style="list-style-type: none"> • What were the main changes that took place during this time? • Why is it so difficult to find out what factory conditions were really like? • How did town life compare to life in the countryside at this time? • What were the main changes in transport and did everyone benefit? • What can we learn about Victorian times from a study of : Focus Characteristic features of society a.schools b,workhouses c. climbing boys • Were the Victorian times a Dark Age or a Golden Age? 	<ul style="list-style-type: none"> • The Victorian period was from 1837-1901. • The main changes in the Victorian era were transport, factories and urbanisation. • Factory life was difficult due to working conditions, hours and punishments. • The main changes in transport were canals and railways, which benefitted transport, trade and tourism. • Life was difficult for children in Victorian times: schools were strict, working conditions were harsh, high mortality. • The experiences of rich and poor people were very different. • The 1870 Education Act was introduced to make education compulsory. 	<p>Monarch Workhouse Invention Industrial revolution British Empire</p>	<ul style="list-style-type: none"> •

History Year 5

Key previous learning/ revision/consolidation:

- Understanding of how the ancient Egyptian civilisation was so successful
- How the collapse of the Roman Empire led to the invasion of the Anglo Saxons


Unit of work	Key Questions	Knowledge	Key vocabulary to be taught	Composite Task(s)
<p>LOCAL HISTORY/ BRITISH HISTORY</p> <p>WORLD WAR 2</p>	<ul style="list-style-type: none"> • Why did Britain have to go to war in 1939? • Why was it necessary for children to be evacuated and what was evacuation really like? • How was Britain able to stand firm against the German threat? • Why was Crewe bombed so heavily? • How did people manage to carry on normal life during the war and how do we know? • Why is it so difficult to be sure what life on the Home Front was really like? • What was VE day really like? 	<ul style="list-style-type: none"> • World War II started in 1939 after the German invasion of Poland. • To avoid bombing in the cities, children were evacuated to the countryside where they had varying experiences. • Britain prepared for the Blitz in the following ways: Building air raid shelters, Developing the home guard, Issuing gas masks, Introducing rationing. • Railway towns were heavily targeted for bombing to crippled trade routes. • VE Day was on 8th May 1945; VJ was on 15th August 1945 following the bombing on Hiroshima and Nagasaki. 	Blitz Luftwaffe The Battle of Britain Rationing Evacuation Evacuees	<p>Picture Discussion</p> <p>How can we tell that this is a picture of Britain during the second World War?</p>
<p>GLOBAL HISTORY</p> <p>MAYA</p>	<ul style="list-style-type: none"> • Why do you think we study the Mayan empire in school? • Why did the Mayan Empire grow to be so powerful? • What was life like at the height of the Mayan civilization? • How can we possibly know what it was like there 1,000 years ago? • Were the Mayans bloodthirsty or civilised? • How can we solve the riddle of why the Mayan empire ended so quickly? 	<ul style="list-style-type: none"> • The Mayan civilisation existed on the Yucatan peninsula in Central America between 2600BCE to 900AD and was concurrent with the Stone Age, Iron Age, Ancient Egyptians, Romans, Anglo-Saxons and Vikings. • Mayans were able to establish their society in difficult conditions because they grew crops like maize, irrigated field and know how to hunt and trade. • Mayan society was hierarchical: king; generals, scribes and priests; merchants and warriors; farmers and labourers; slaves. • We know about the Mayans from archaeological remains, Spanish conquest sources, artefacts and hieroglyphs and oral tradition. • Human sacrifice was practised by Mayan society to appease the gods. 	Hieroglyphs Maize Pyramids Sacrifice Chicken Itza Drought Over-farming Irrigation	<p>Report on three significant achievements of the Mayan civilisation.</p> <p>Create a 'layered' time line to compare developments in British life to those in the</p>


		<ul style="list-style-type: none"> The Maya Empire ended quickly due to drought, overpopulation, warfare, poor land, discontent and disease. 		Mayan civilisation
GLOBAL HISTORY	<ul style="list-style-type: none"> How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time? Would you prefer to live in Athens or Sparta? What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? In what ways have the Ancient Greeks influenced our lives today? 	<ul style="list-style-type: none"> The Ancient Greeks existed between approximately 700BCE to 146BCE (it was at its height between the 5th and 6th Centuries). Ancient Greeks consisted of city states Athens and Sparta, who were rivals. Sparta being warriors; Athens being academics. Artefacts offer a rich source of evidence about life in Ancient Greece, such as warfare, mythology and the role of women. Athens was a dominant city state for five reasons: natural advantages (coastlines), natural resources (silver mines), trade (sea port), democracy and an educated society. The Ancient Olympics were not just athletic events. Religion and preparation for war were key reasons for the Olympics. The Ancient Greek civilisation have influenced our lives today in language, architecture and philosophy. 	Acropolis Polytheistic Democracy Oligarchy Mount Olympus Parthenon Titans City state Olympics	Produce a timeline Compare modern Olympics with original Complete a table comparing the most significant legacies from ancient Greece.

History Year 6

Key previous learning/ revision/consolidation:

- P4C/RHE work about race and inequality
- Trade and transport links-cars, waterways and trains.
- Local impact of potteries and salt production

Unit of work	Key Questions	Knowledge	Key vocabulary to be taught	Composite Task(s)
<p>GLOBAL HISTORY BRITISH HISTORY</p> <p>BLACK AND BRITISH</p>	<ul style="list-style-type: none"> • How shall we tell the story of the first black Britons in Britain? • What part did black people play in British life when they started to settle 500 years ago? • What difference did the slave trade have on the black people? • When so many black people fought in the two world wars why is it only recently that their sacrifices have been recognised? • How did the arrival of the Empire Windrush change the way black people were treated in Britain? • How far has life improved for Black people living in Britain over the last 60 years? 	<ul style="list-style-type: none"> • The first black people on the landscape of Britain were Roman soldiers. • There were only a few hundred Black Britons living in Tudor England. • Britain was one of the world's biggest slave-trading nations and was involved in the transatlantic slave trade. • More than three million people were forced into slavery by British traders. • Black people had roles as servants in rich households across the British Empire. • Britons, including black campaigners, led the way in making the slave trade illegal. • Black people fought in both world wars. Discriminatory attitudes restricted the roles that black people could play in the war effort. • The Empire Windrush transported black people to Britain from the Caribbean. •  	<p>The Aurelian Moors Hadrian's Wall Aballava The Berber people The Ivory Bangle Lady Trumpeter Dressmaker The Reformation Baptism Transatlantic Slave Trade Slavery RAF Empire Windrush Emigration Immigration Brixton Riots Black Lives Matter</p>	<p>Compare and contrast how black people have been treated in different time periods.</p> <p>Complete a detailed timeline indicating the key moments in Black British history.</p>
<p>LOCAL HISTORY</p>	<ul style="list-style-type: none"> • How has transport changed in and around Alsager over time? • How have leisure opportunities changed in Alsager over time? 	<ul style="list-style-type: none"> • Alsager Railway Station opened in 1848 and was used for transport of goods and passengers to the Potteries. 	<p>Trent and Mersey Canal Alsager Railway Station The "Potteries"</p>	<p>Source Review Look at a photograph of Alsager and use the knowledge of</p>

<p>EXCALIBUR'S CHANGING LANDSCAPE</p>	<ul style="list-style-type: none"> • What was Alsager like during the World Wars? • What was life like during WW2? • What were the origins of Excalibur Primary School? 	<ul style="list-style-type: none"> • The Salt Line is a disused railway which was originally used to transport salt. Malkins Bank was a large salt works. • The Royal Ordnance Factory at Radway Green was built in 1940 to produce ammunition for the war effort. A railway track once linked Radway Green to the main line. • Leisure opportunities have changed, from dances being held in St. Mary's Church hall to the building of Alsager Leisure Centre in the 1960s. • Alsager has expanded over time, with new housing estates and industrial areas being built over time. • Excalibur Primary School is named after a former naval base of the HMS Excalibur which was based on the current site of the Excalibur industrial estate during World War 2. 	<p>The Salt Line The Royal Ordnance Radway Green</p>	<p>Excalibur's changing landscape to deduce the time period in which the photograph was taken, explaining ideas fully.</p>
<p>BEYOND FACE VALUE</p>	<ul style="list-style-type: none"> • Would the real Henry VIII please stand up? • Portraits of Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign? • Why is it so difficult to work out what Victorian factory conditions were really like? • Why do we need to be careful when using paintings to find out about Victorian life? 	<ul style="list-style-type: none"> • Historical interpretation can be affected by the images chosen. Images of the same historical figure at different ages will give different impressions. • Propaganda is used to give a certain impression of the sitter to make them appear more powerful. • Victorian factory conditions varied over time based on reform and new laws which were passed. • Some paintings were drawn of events which never took place. 	<p>Propaganda Historical interpretation Validity Pouncing Factory reform Victorian period Bias Censorship Evacuees The Blitz Iconic Morale</p>	<p>Source Review Look at three photographs of the same event and compare and contrast what they show.</p>

	<ul style="list-style-type: none">• Were the evacuees as happy as they were shown?• Did people believe all the propaganda during the Blitz?	<ul style="list-style-type: none">• Evacuees in Britain had different experiences to one another.• Censorship is where certain bits of information are kept from the public by the government.• Photographs can be used in different ways to present a particular perspective of historical events, such as the Blitz.	Staged	
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