**East Harptree & Ubley Primary Schools History Intent**

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|  |  | **KS 2 offer** | | |
| **Cycle A (September 2022)** | **KS 1 offer** | **Squirrels at Ubley (Y2/3)** | **Squirrels (EH 3/4)**  **Otters (Ub 4/5)** | **Otters (EH 5/6)**  **Fox (UB- Y6)** |
| **Autumn** | **The Great Fire of London (2 – 6 Sep 1666 AD)**   1. *Where and when did the Great fire of London take place?* 2. *Why did the fire spread so quickly?* 3. *How did the people try to put out the fire?* 4. *How long did the fire last?* 5. *Who was Samuel Pepys and what can we learn from him?* 6. *How has the Great Fire of London affected life today?* | **Stone Age**  **2.6 Million Years ago to 3,300 BCE**   * *How do we know about life in the Stone Age?* * *Which animals lived during the Ice Age?* * *What were the different periods of the Stone Age?* * *What was life like in a Stone Age settlement?* * *How did the Bronze Age change how people lived?* * *Who were the Celts and why did they use iron?* | **Romans**  **27 BCE – 476 AD**  **The Romans 27 BCE – 476 AD**   1. *How did the Roman Empire become so powerful?* 2. *How did the Romans conquer Britain?* 3. *Why did Boudicca lead a revolt against the Romans?* 4. *How did the Romans change Britain?* 5. *What did the Romans believe?* 6. *Why did the Romans leave Britain?* | **World War 2**  **1 Sept. 1939 –**  **2 Sept. 1945 AD**   1. *Was the Second World War inevitable?* 2. *How did Britain prepare for war and what was the phony war?* 3. *Was the evacuation of Dunkirk a victory or disaster?* 4. *What was the Battle of Britain?* 5. *Was D-Day an important factor in determining the end of WW2?*   *How did the Second World War end and what was its legacy?* |
| **Prior Learning Teachers need to refer to;** | *EYFS:*  *Listening and Attention- Children listen to stories… and respond to what they hear with relevant comments, questions or actions.*  *Understanding-*  *Children answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events.*  *Speaking- Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.*  *Examples;*   * Family history * Sequencing events in order * Asking and answering questions in the present * Observing and describing first hand * Biblical history – the stories of Jesus, creation, the birth and death of Jesus * Celebrations linked to past events – bonfire night, Christmas, Easter * Artists from the past | New inventions (great inventors eg Brunel/ Wright Brothers)  Dinosaurs  Identifying similarities and differences  The Great Fire of London/ Guy Fawkes –   * Cause and consequence * Significance * Evidence | Democracy - link to Ancient Greeks as a comparison.  Life before the roman invasion (Celts)  Belief in multitheistic  Faith (Egyptians and Greeks)  Concept of travelling to new countries and exporting own ways and culture (Ancient Greeks) | Significance/ change/ continuity – invasions, conflict and defence – Romans, Vikings  Florence Nightingale and Mary Seacole |
| **Spring** | **Mary Anning;**  1 Who was Mary Anning and when and where did she live?  2)What key events happened in the early life of Mary Anning?  3)What did Mary Anning discover?  4)What is Mary Anning’s legacy?  **And/or**  **What toys did our Grandparents play with?**   1. *How long ago did our grandparents play with their toys?* 2. *What toys did our grandparents play with?* 3. *What books did our grandparents read?* 4. *How have toys changed in the 20th century? How are they the same?* 5. *Which toys are the best and why?* 6. *Old or new? How can we tell?* | **Ancient Egypt**  **3100 – 30BCE**  **Ancient Egypt 3100 – 30BCE**   1. *Why was the River Nile so important to Ancient Egyptians?* 2. *What was the structure of Ancient Egyptian society?* 3. *What was life like for Ancient Egyptians?* 4. *What did Ancient Egyptians believe about life after death?* 5. *Discover how the Egyptians built the pyramids.* 6. *How do we know so much about Tutankhamun?* | **Anglo Saxons and Scots**  **449–1066 AD**   1. *How do we know about the Anglo Saxons?* 2. *Why did Vortigern make a deal with the Anglo Saxons?* 3. *What was life like for the Anglo Saxons?* 4. *What did the Anglo Saxons believe?* 5. *What was the heptarchy?* 6. *How did Alfred the Great protect the Anglo Saxons?* | **The Windrush Generation 1948 –1970 AD**  **Civil Rights and the Bristol Bus Boycott 1963 AD**   1. *What was the United States of America like in the 1950s?* 2. *Why did Oliver Brown take the Board of education to the Supreme Court?* 3. *Why did Rosa Parks NOT give up her seat on the bus?* 4. *What was Dr Martin Luther King Jr’s dream?* 5. *What was the influence on the UK and what was the Bristol Bus Boycott?* 6. *What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush?* 7. *Why did the Windrush Generation come to Britain?* 8. *What is important about the Black Lives Matter Movement?* |
| **Prior Learning Teachers need to refer to;** | ***EYFS:***  *Listening and Attention- Children listen to stories… and respond to what they hear with relevant comments, questions or actions.*  *Speaking- Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future*   * Knowledge of a timeline. | Geography skills (Rivers)  Stone age and what life is like without mod cons  Early tools / technology (stone / iron age)  Geography skills (Rivers – Y3)  **Villages, Towns and Cities- population etc**  **Y2 geography- continents and countries** | Cultures which believe in many Gods (Egyptians/Romans)  Building techniques of an ancient civilisation (Egyptians/Romans)  Structured societies  Celts (Y3)  Empires and Invasions (Romans Y4, Greeks Y3)  Understanding strength of different evidence. | Understanding of segregation and racial issues in America (Y5 – hidden figures)  Benin Kingdom, slavery and equality  Florence Nightingale and Mary Seacole (prejudice – Year 2) |
| **Summer** | **How has East Harptree and Ubley changed?**   1. *When was our school built?* 2. *What was it like here 10 years ago?* 3. *What was it like here 50 years go?* 4. *What was it like here 100 years ago?* 5. *What was it like here in Victorian times?* 6. *How has the school/ area changed? How is it the same?* | **Ancient Greece**  **800 – 146 BCE**  **Ancient Greece 800 – 146 BCE**   1. *How was Ancient Greece organised?* 2. *What was the Golden Age in Greece?* 3. *What did the Greeks believe?* 4. *Who were the Ancient Greek philosophers?* 5. *Why was Alexander so great?* 6. *Discover how our lives today have been influenced by the Greeks?* | **Vikings**  **793 – 1066 AD**  **The Vikings 793 – 1066 AD**   1. *Why did the Vikings invade Britain?* 2. *What happened at Lindisfarne in 793?* 3. *Why did Alfred sign a treaty with Gurthum?* 4. *How did the Vikings travel and were they the first Europeans to discover the Americas?* 5. *Who were the Norse Gods?*   *Did King Canute try to stop the tide from coming in?* | **The Windrush Generation 1948 –1970 AD**  **Civil Rights and the Bristol Bus Boycott 1963 AD**   1. *What was the United States of America like in the 1950s?* 2. *Why did Oliver Brown take the Board of education to the Supreme Court?* 3. *Why did Rosa Parks NOT give up her seat on the bus?* 4. *What was Dr Martin Luther King Jr’s dream?* 5. *What was the influence on the UK and what was the Bristol Bus Boycott?* 6. *What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush?* 7. *Why did the Windrush Generation come to Britain?* 8. *What is important about the Black Lives Matter Movement?* |
| **Prior Learning Teachers need to refer to;** | EYFS:  People and communities- Children talk about past and present events in their own lives and the lives of family members.  Speaking- Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | Ancient Egyptian civilisation  Romans  Stone age | Empires and Invasions (Romans, Anglo Saxons Y4, Ancient Greeks Y3)  Multi theistic faiths (Egyptians, Greeks, Romans) | Understanding of segregation and racial issues in America (Y5 – hidden figures)  Benin Kingdom, slavery and equality  Florence Nightingale and Mary Seacole (prejudice – Year 2) |

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|  |  | **KS 2 offer** | | |
| **Cycle B (September 2023)** | **KS 1 offer** | **Squirrels at Ubley (Y2/3)** | **Squirrels (EH 3/4)** | **Otters (EH 5/6) and Otters (UB 4/5)**  **Fox (UB- Y6)** |
| **Autumn** | **The Gunpowder Plot**  **(5 Nov 1605 AD)**   1. *Why do we celebrate Bonfire Night?* 2. *Who was Guy Fawkes?* 3. *What was The Gun Powder Plot?* 4. *What went wrong with the Plot and how do we know?* 5. *Why do we ‘Remember, Remember, the 5th November’?* 6. *How do we celebrate Bonfire Night today?* | **The Wright Brothers**   1. Who were the Wright brothers and when did they live? 2. What and how did the Wright brothers invent? 3. Where the Wright Brothers successful? 4. What other powered planes were invented after the Wright brothers? | **Stone Age**  **2.6 Million Years ago to 3,300 BCE**   * *How do we know about life in the Stone Age?* * *Which animals lived during the Ice Age?* * *What were the different periods of the Stone Age?* * *What was life like in a Stone Age settlement?* * *How did the Bronze Age change how people lived?*   *Who were the Celts and why did they use iron?* | **The Benin Kingdom 1180 – 1897 AD**   * *How did the Benin Kingdom begin?* * *What was life like for the Edo people in the Benin Kingdom?* * *How were trade links established by the people?* * *What goods did the people trade?* * *What led to the Civil war in the 1700s?* * *What was the Transatlantic Slave Trade?* * *Why did the British colonise Benin and what impact did this have?* |
| **Prior Learning Teachers need to refer to;** | * Family history * Sequencing events in order * Asking and answering questions in the present * Observing and describing first hand * Biblical history – the stories of Jesus, creation, the birth and death of Jesus * Celebrations linked to past events – bonfire night, Christmas, Easter * Artists from the past   Famous people learnt already – Mary Anning, Florence Nightingale | Background knowledge of chronology linked to YR and Y1 history learning.  Experience of plotting events on a timeline.  The Great Fire of London – a significant event in history  Mary Anning – a significant person from the past  Victorian seaside holidays – studying similarities, differences and change | New inventions (great inventors eg Brunel/ Wright Brothers)  Dinosaurs  Identifying similarities and differences  The Great Fire of London/ Guy Fawkes –   * Cause and consequence * Significance   Evidence | Empires and Invasions (Romans, Anglo Saxons, Vikings Y4)  Trade links  (Industrialisation Y2) |
| **Spring** | **Comparing the lives of 2 significant individuals:**  **Mary Seacole (b. 23/11/1805 – d. 14/5/1881) and**  **Florence Nightingale (b. 12/5/1820 – d. 13/8/1910)**   * *Who was Florence Nightingale and when did she live?* * *How successful was Florence Nightingale at Scutari Hospital?* * *Who was Mary Seacole and when did she live?* * *How did Mary Seacole improve the lives of soldiers during the Crimean war?* * *What are the similarities and differences between Florence Nightingale and Mary Seacole?* | **Comparing the lives of 2 significant individuals:**  **Mary Seacole (b. 23/11/1805 – d. 14/5/1881) and**  **Florence Nightingale (b. 12/5/1820 – d. 13/8/1910)**   1. *Who was Florence Nightingale and when did she live?* 2. *How successful was Florence Nightingale at Scutari Hospital?* 3. *Who was Mary Seacole and when did she live?* 4. *How did Mary Seacole improve the lives of soldiers during the Crimean war?* 5. *What are the similarities and differences between Florence Nightingale and Mary Seacole?* | **Ancient Egypt**  **3100 – 30BCE**  **Ancient Egypt 3100 – 30BCE**   * *Why was the River Nile so important to Ancient Egyptians?* * *What was the structure of Ancient Egyptian society?* * *What was life like for Ancient Egyptians?* * *What did Ancient Egyptians believe about life after death?* * *Discover how the Egyptians built the pyramids.* * *How do we know so much about Tutankhamun?* | **Medieval and Tudor Monarchs 1458 –1603 AD**   * *In 1066, who was the rightful heir to the throne?* * *What happened at the Battle of Hastings?* * *Who was responsible for the death of Thomas Becket?* * *Who was the worse King: Richard or John?* * *Why did Henry VIII initiate the Reformation?*   *Was Elizabeth I ‘weak and feeble’* |
| **Prior Learning Teachers need to refer to;** | * Famous historical women (Mary Anning Y1) * Historical figures (Wright Brothers) * Guy Fawkes | * Famous historical women (Mary Anning Y1) * Historical figures (Wright Brothers) * Guy Fawkes | Geography skills (Rivers)  Stone age and what life is like without mod cons  Early tools / technology (stone / iron age)  Geography skills (Rivers – Y3)  **Villages, Towns and Cities- population etc**  **Y2 geography- continents and countries** | Succession  Invasions (Vikings Y4)  Trade links (Benin Kingdom)  Slavery and feudal system – Ancient Egypt, Benin Kingdom  The Gunpowder Plot – monarchs and religious disagreements (Y2) |
| **Summer** | **Isambard Kingdom Brunel (b. 19/4/1806 – d. 15/9/1859) including the Clifton Suspension Bridge (opened 1864 AD)**   * *Who was Brunel and when did he live?* * *Why do we remember Brunel?* * *How did he build the Thames Tunnel?* * *What problems did Brunel face when designing the Great Western Railway?* * *Why was the SS Great Britain so important?* * *What is so spectacular about the Clifton Suspension Bridge?* | **Isambard Kingdom Brunel (b. 19/4/1806 – d. 15/9/1859) including the Clifton Suspension Bridge (opened 1864 AD)**   * *Who was Brunel and when did he live?* * *Why do we remember Brunel?* * *How did he build the Thames Tunnel?* * *What problems did Brunel face when designing the Great Western Railway?* * *Why was the SS Great Britain so important?* * *What is so spectacular about the Clifton Suspension Bridge?* | **Ancient Greece**  **800 – 146 BCE**  **Ancient Greece 800 – 146 BCE**   * *How was Ancient Greece organised?* * *What was the Golden Age in Greece?* * *What did the Greeks believe?* * *Who were the Ancient Greek philosophers?* * *Why was Alexander so great?* * *Discover how our lives today have been influenced by the Greeks?* | **The Industrial Revolution and Victorians**  **1760 –1840 AD**   * *What were the key features of Victorian society?* * *In the Industrial Revolution, what were living conditions like for families? What was life like?* * *How did working conditions change during the Industrial Revolution?* * *What inventions revolutionised the lives of British people?* * *What impact did Brunel have on the Victorian Era?* * *Could include a question about the changing power of monarchs: How did Queen Victoria change life for British people during her reign* |
|  | * Famous historical women (Mary Anning Y1) * Historical figures (Wright Brothers) * Guy Fawkes * Family history * Sequencing events in order * Asking and answering questions in the present * Observing and describing first hand * Biblical history – the stories of Jesus, creation, the birth and death of Jesus * Celebrations linked to past events – bonfire night, Christmas, Easter * Artists from the past | * Famous historical women (Mary Anning Y1) * Historical figures (Wright Brothers) * Guy Fawkes * Family history * Sequencing events in order * Asking and answering questions in the present * Observing and describing first hand * Biblical history – the stories of Jesus, creation, the birth and death of Jesus * Celebrations linked to past events – bonfire night, Christmas, Easter * Artists from the past | Ancient Egyptian civilisation  Romans  Stone age | Brunel (Y2)  Victorian Holidays (Y1)  Monarchs (Medieval monarch Y5)  Mary Seacole and Florence Nightingale (Y2) |