

# Toys Past and Present : History : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to describe the characteristics of toys.	Children will think about familiar toys and use a variety of adjectives to describe them. They will start to understand that toys were different in the past and think about ways in which we could find out what toys used to be like.	<ul style="list-style-type: none"> <li>Can children describe toys by their characteristics?</li> <li>Can children use appropriate vocabulary to describe their toys?</li> <li>Can children make suggestions for how they could find out about what toys were like in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Feely bag</li> <li>Selection of Toys</li> <li>Riddle Cards (FSD? activity only)</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out what toys our parents and grandparents played with.	Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with, and ask questions about what they were like.	<ul style="list-style-type: none"> <li>Do children know that toys in the past were different to toys today?</li> <li>Can children describe toys of the past?</li> <li>Can children discuss toys and ask questions about them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Picture Cards</li> </ul>
<b>Lesson 3</b>	To find out what toys were like at different times in the past.	Children will be introduced to the term 'decade' and investigate which toys were popular in the five different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented.	<ul style="list-style-type: none"> <li>Do children understand the term 'decade'?</li> <li>Can children order decades chronologically?</li> <li>Can children identify some of the toys that were popular in particular decades?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>A4 paper</li> <li>Information Sheets</li> <li>Poster Templates (FSD? activity only)</li> <li>Books, CD ROMs, etc. (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to identify toys that are old and toys that are new.	Children will identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. They will use appropriate vocabulary to describe both old and new toys, and consider how they can be sorted.	<ul style="list-style-type: none"> <li>Can children recognise differences between old toys and new toys?</li> <li>Can children describe old and new toys using appropriate vocabulary?</li> <li>Can children sort old and new toys into categories?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A</li> <li>Adjective Cards</li> <li>Selection of old and new toys (FSD? activity only)</li> <li>Hoops (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to describe how toys are different and how they are the same.	Children are challenged to order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. They will need to investigate the clues and describe how they knew which toys were the oldest and which were most recent. They will also identify what is similar and what is different about the same toys over different periods.	<ul style="list-style-type: none"> <li>Do children know that some of the types of toys they play with were played with by children in the past too?</li> <li>Can children identify similarities between old and new toys?</li> <li>Can children identify differences between old and new toys?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Picture Sheets</li> <li>A3 paper (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to create a toy museum.	Children will consolidate what they have learnt about toys in the past and today by organising the classroom into a toy museum. They will sort toys into categories, order them chronologically and use timelines to organise toys.	<ul style="list-style-type: none"> <li>Can children organise toys into categories?</li> <li>Can children order toys chronologically?</li> <li>Can children use a timeline to organise toys?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Sheets</li> <li>Poster Templates</li> <li>Books, CD ROMs, internet, etc.</li> <li>Variety of toys (FSD? activity only)</li> </ul>

# Intrepid Explorers : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out when Christopher Columbus lived and what he was trying to achieve.	Children will find out who Christopher Columbus was, when he lived and what he was trying to achieve by sailing west from Europe. They will discover what life was like in the 15th century and how it differs to life today, as well as discovering further facts about Columbus and his life.	<ul style="list-style-type: none"> <li>Do children know that Christopher Columbus lived a long time ago?</li> <li>Do children know that Christopher Columbus was an explorer?</li> <li>Can children identify ways in which life was different when Christopher Columbus was alive?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Cards</li> <li>Sentence Cards</li> <li>Information Sheet A/B (FSD? activity only)</li> <li>Fact Sheet A/B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about Christopher Columbus's journey and what he discovered.	Children will find out that Christopher Columbus landed in America instead of Asia as intended. They will explore what a sea voyage at this time would have been like and how this differs to a modern sea voyage. They will find out about the challenges of the famous voyage of 1492 and what they found when found land.	<ul style="list-style-type: none"> <li>Can children describe what a sea journey in the 15th century might have been like?</li> <li>Can children compare a modern sea journey with a sea journey in the 15th century?</li> <li>Do children know what Columbus discovered and why this was significant?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Sentence Cards A/B</li> <li>Information Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore the impact of Columbus's voyages and what he brought back to Europe.	Children will recap the facts they have learnt about Columbus so far. They will find out why the discovery of the Americas was so significant and how this impacted people's lives in Europe. They will also explore some of the objects he brought back and meet some of the other explorers who explored America after him.	<ul style="list-style-type: none"> <li>Do children know that Columbus brought new things to Europe from the Americas?</li> <li>Do children know that Columbus did not discover what he thought he discovered?</li> <li>Can children ask and answer questions about the life and achievements of Columbus?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Clothes/props for hot seating (optional)</li> <li>Columbus Board Game (FSD? activity only)</li> <li>True or False Cards (FSD? activity only)</li> <li>Counters (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out who Neil Armstrong is and why he is remembered today.	Children will look at pictures of both Columbus and Armstrong to identify differences. They will find out how exploration of the world changed after Columbus and think about other possibilities in exploration. They will find out facts about Neil Armstrong and explore what the world was like in the 1960s.	<ul style="list-style-type: none"> <li>Can children find out and describe facts about Neil Armstrong?</li> <li>Can children describe some of the aspects of life in the 1960s?</li> <li>Can children compare life in different time periods?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Fact Cards</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about Neil Armstrong's landing on the moon and the impact this had on the world.	Children will find out about the Apollo 11 mission and man's first landing on the moon. They will be encouraged to think about how Armstrong and the other astronauts might have felt and discover what everyday items have been developed thanks to space exploration.	<ul style="list-style-type: none"> <li>Can children describe the events surrounding the first landing on the moon?</li> <li>Can children express how the astronauts might have felt during the Apollo 11 mission?</li> <li>Can children describe some of the ways in which space exploration has had an impact on our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Costumes/props for role-play (FSD? activity only)</li> <li>Video cameras - optional (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to compare the lives and achievements of Columbus and Armstrong.	Children will use what they have found out about Columbus and Armstrong to compare the two men, their lives and their achievements. They use different ways to portray their understanding, such as Venn diagrams and role-play.	<ul style="list-style-type: none"> <li>Do children understand how to compare two individuals?</li> <li>Can children identify and describe ways in which Armstrong and Columbus were similar to each other?</li> <li>Can children identify and describe ways in which Armstrong and Columbus were different from each other?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A</li> <li>Sentence Cards A/B</li> <li>Question Cards (FSD? activity only)</li> <li>Fact Cards (plenary)</li> </ul>
<b>Lesson 7</b>	To use what they have learnt about Columbus and Armstrong to evaluate their achievements.	Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. They will compare their achievements and make decisions about who they think was the greater explorer, giving reasons for their choices.	<ul style="list-style-type: none"> <li>Can the children state what they have learnt about Armstrong and Columbus?</li> <li>Can the children recall differences between the two explorers?</li> <li>Can the children choose who they think the greater explorer was, giving reasons for their choice?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>Prompt Card</li> <li>Hat Templates (FSD? activity only)</li> <li>Flag Templates (FSD? activity only)</li> <li>Spinner Templates (FSD? activity only)</li> </ul>

# Castles : Cross-Curricular Topic : Year 1/2

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out who built the first castles in the UK and why.	Children will be given a brief overview of the Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.	<ul style="list-style-type: none"> <li>Can the children say who invaded England?</li> <li>Can the children say where the main battle between William and Harold took place?</li> <li>Can the children ask questions to find out more information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fact Cards</li> <li>Fact Sheet</li> <li>Statement Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about UK castles that were built by the Normans.	Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain.	<ul style="list-style-type: none"> <li>Can the children identify and name 'motte and bailey' castles and 'keep and bailey' castles?</li> <li>Can the children find similarities and differences between the castles?</li> <li>Can the children say why castles were important for the Norman invaders?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D/2E</li> <li>Fact Cards</li> <li>Information Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the structure of medieval castles.	Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is and what castle inhabitants did when they were under siege.	<ul style="list-style-type: none"> <li>Can the children describe the features of a castle?</li> <li>Can the children find similarities and differences between the castles?</li> <li>Can the children say why castles were important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D/3E</li> <li>Word Bank</li> <li>Function Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the people living in medieval castles.	Children will learn that castles were not just inhabited by their owners. They will find out about the different people who lived in medieval castles and explore their jobs, such as cooks, tasters and knights. Children will start to consider the feudal system of power.	<ul style="list-style-type: none"> <li>Can the children say some of the people who lived in a medieval castle?</li> <li>Can the children name some of the different jobs in a medieval castle?</li> <li>Can the children say who was powerful in medieval times?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Timeline Cards A/B</li> <li>Information Sheet</li> <li>Domino Cards A/B (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about how the common people were treated in medieval times.	Children will find out how the peasants felt about being taxed most of their money and the role the Tower of London played during the Peasants' Revolt. They will begin to think about how taxes are used today and compare this with what they were spent on in the Middle Ages.	<ul style="list-style-type: none"> <li>Can the children say why the peasants did not think the tax was fair?</li> <li>Can the children explain what the taxes were used for?</li> <li>Can the children compare how taxes were spent in medieval times and how they are spent now?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Sentence Cards</li> <li>Fact Sheet A</li> <li>Fact Sheet B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about how the Tower of London's use has changed over time.	Children will find out what the Tower of London has been used for since it was built during the Norman period up to the modern day. They will consider its different uses and describe how it has changed over time.	<ul style="list-style-type: none"> <li>Do the children know the Normans started building the Tower of London?</li> <li>Can the children say how the Tower of London has changed over time?</li> <li>Can the children say what the Tower was used for in the past and what it is used for now?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Fact Sheet</li> <li>Picture Cards (FSD? activity only)</li> <li>Information Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Guy Fawkes and the Gunpowder Plot : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explain what Bonfire Night is.	Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. The lesson ends with your class listening to firework sounds and discussing and describing the sounds they make.	<ul style="list-style-type: none"> <li>Can the children talk about a time they saw a bonfire or fireworks?</li> <li>Can the children use the past tense when talking about historical events?</li> <li>Can the children ask questions to find out more information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Cards (FSD? activity only)</li> <li>Clue Cards (FSD? activity only)</li> <li>Blank Cards (FSD? activity only)</li> <li>Firework Sounds MP3 - plenary</li> </ul>
<b>Lesson 2</b>	To find out about King James I of England	Children will explore what life was like in Britain at the end of the Tudor period and how King James VI of Scotland became the king of England. They will find out what life was like for Catholics in England during the reign of James I and think about why Puritans continued worshipping in secret.	<ul style="list-style-type: none"> <li>Can the children name King James I and Queen Elizabeth I?</li> <li>Can the children use the past tense when talking about historical events?</li> <li>Can the children explain why Catholics were unhappy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Scenario Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out who Guy Fawkes was.	Children will recap the religious tensions in England during the reign of King James I. They will find out who Guy Fawkes was and why he decided to leave England and join the Spanish army. They will find out how Guy became involved the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do.	<ul style="list-style-type: none"> <li>Can children explain who Guy Fawkes was?</li> <li>Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot?</li> <li>Can children think of relevant arguments to influence Guy Fawkes' decision?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D</li> <li>Sentence Cards</li> <li>Task Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out what happened next in the Gunpowder Plot.	Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling.	<ul style="list-style-type: none"> <li>Can children explain who Guy Fawkes was?</li> <li>Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot?</li> <li>Can children say how Guy Fawkes and his conspirators would be feeling on the day of the plot?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Task Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To think about why fireworks are lit on November 5th.	Children will recap what they have found out about Guy Fawkes and the Gunpowder Plot. They will retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened.	<ul style="list-style-type: none"> <li>Can children explain why Guy Fawkes is famous?</li> <li>Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot?</li> <li>Can children retell the events of the Gunpowder plot?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Booklet A/B (FSD? activity only)</li> <li>Word Bank (FSD? activity only)</li> <li>Story Mountain (FSD? activity only)</li> <li>Booklet Guide (FSD? activity only)</li> </ul>

# Florence Nightingale : History : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out who Florence Nightingale was and when she lived.	Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will learn facts about her life and think about their own ambitions for when they grow up.	<ul style="list-style-type: none"> <li>Do children know when Florence Nightingale lived?</li> <li>Do children understand the expectations on a rich woman in Victorian times?</li> <li>Can children equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D/1E</li> <li>Information Sheet</li> <li>Treasure Hunt Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there.	Children will learn why Florence went to the hospital in Scutari and what she found when she got there. They will think about what the journey was like for Florence and the 38 other nurses who went with her, as well as using pictures to explore what the conditions of the Scutari hospital were like.	<ul style="list-style-type: none"> <li>Do children know why Florence Nightingale travelled to the Scutari hospital?</li> <li>Can children explain what the journey would have been like and why?</li> <li>Can children describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Interview Sheets</li> <li>Picture Cards</li> <li>Worksheet 2A/2B/2C</li> <li>Checklist Card (FSD? activity only)</li> <li>Art materials (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out how Florence Nightingale improved the conditions at the Scutari hospital.	Children will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. Your class will also find out how she came to become known as 'the lady with the lamp'. They will compare what the hospital was like before and after Florence's intervention.	<ul style="list-style-type: none"> <li>Can children identify some of the changes Florence Nightingale made at the Scutari hospital?</li> <li>Can children explain how these changes helped the patients at the hospital?</li> <li>Can children compare the Scutari hospital before and after Florence Nightingale's arrival?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Help Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about Florence Nightingale's later life.	Children will explore Florence's later years when she became one of Britain's most well-known and well-loved women. It looks at the work she did when she returned to England to improve nursing and the various ways in which she was recognised for this. It also compares Florence to some of your class' favourite celebrities.	<ul style="list-style-type: none"> <li>Do children recognise why Florence Nightingale became famous?</li> <li>Can children describe some of the things Florence Nightingale contributed to nursing in her later life?</li> <li>Can children compare famous people today to Florence Nightingale?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A</li> <li>True or False Cards</li> <li>Template Sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To identify similarities and differences between medical care now and in Victorian times.	Children will identify similarities and differences between medical care now and in Victorian times. They will look at the differences between nurses' outfits then and now as well as hospital wards, using pictures as prompts. They will also think about how treatments were different and have the opportunity to find out some first aid rules.	<ul style="list-style-type: none"> <li>Can children identify similarities and differences between nurses today and in the time of Florence Nightingale?</li> <li>Can children identify differences in general medical care today and in Victorian times?</li> <li>Can children describe some basic first aid?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Sheets</li> <li>Worksheet 5A/5B</li> <li>Scenario Cards</li> <li>Books, leaflets, internet access, etc. (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to order and summarise events in the life of Florence Nightingale.	Children will consolidate what they have learnt about Florence Nightingale and her work. They will order the main events of her life chronologically to re-tell her story.	<ul style="list-style-type: none"> <li>Can children recall and describe the main events in Florence Nightingale's life?</li> <li>Can children use words relating to the passing of time, e.g. before, after, next, etc.?</li> <li>Can children order events chronologically?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C/6D</li> <li>Information Book Template sheets</li> <li>Story Template sheets (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>



# What were seaside holidays like in the past? : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To identify features of a seaside holiday.	Children will think about different holidays they have during the year. They will explore the features of seaside holidays using photographs as a prompt. They will identify key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday.	<ul style="list-style-type: none"> <li>Do children know in which parts of the year key holidays take place?</li> <li>Can children identify features associated with seaside holidays?</li> <li>Can children discuss activities that people might do at the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Seaside Vocabulary sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To use photographs to find clues as to what seaside holidays were like in the past.	Children will use photographs and paintings to look for clues about what seaside holidays were like in the past. They will use these clues to start understanding how seaside holidays were different to how they are today. They will also start to order photographs chronologically.	<ul style="list-style-type: none"> <li>Do children know that they can find out information about the past from photographs?</li> <li>Can children use photographs to find out clues about what seaside holidays were like in the past?</li> <li>Can children order photographs chronologically?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A</li> <li>Picture Cards A</li> <li>Picture Cards B (FSD? activity only)</li> <li>Paints (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out when and how seaside holidays became popular.	Children will find out why seaside holidays were initially only enjoyed by the rich. It then goes on to look at how and why this changed during the Victorian era, looking particularly at the role of the steam train in allowing people to visit the beach.	<ul style="list-style-type: none"> <li>Do children know that seaside holidays have not always been popular?</li> <li>Do children know when seaside holidays started to become popular?</li> <li>Can children give reasons why seaside holidays became popular in the 19th century?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Information Sheet</li> <li>Puppet</li> <li>Access to computers (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out what seaside holidays were like 100 years ago.	Children will use photos to help them identify what seaside holidays were like during the Victorian and Edwardian periods. They will discover some of the features of traditional seaside holidays, such as Punch and Judy shows, and start to think about how these holidays are similar to or different from our seaside holidays today.	<ul style="list-style-type: none"> <li>Can children use photos to find out facts about the past?</li> <li>Can children describe some of the features of seaside holidays 100 years ago?</li> <li>Can children display knowledge of Victorian seaside holidays in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Postcard Sheet</li> <li>Song Sheet (FSD? activity only)</li> <li>Beside the Seaside song (FSD? activity only)</li> <li>Beside the Seaside backing track (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to order seaside holidays in chronological order.	Children will identify ways in which seaside holidays have changed through the ages. They will order photographs of different aspects of seaside holidays chronologically and identify similarities and differences between them.	<ul style="list-style-type: none"> <li>Can children organise photographs chronologically?</li> <li>Can children identify features of seaside holidays from three different eras?</li> <li>Can children discuss differences between seaside holidays in different eras?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Worksheet 5A/5B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to identify similarities and differences between seaside holidays now and in the past.	Children will explore some of the ways in which seaside holidays in the Victorian and Edwardian periods were both similar to and different from seaside holidays today. They will consider aspects such as travel to identify ways in which life has changed in the last hundred years.	<ul style="list-style-type: none"> <li>Can children identify ways in which holidays in the past and holidays today are similar?</li> <li>Can children identify ways in which holidays in the past and holidays today are different?</li> <li>Can children make deductions about the past from a variety of sources?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Statement Cards</li> <li>Worksheet 6A</li> <li>Large hoops</li> <li>Question Cards (FSD? activity only)</li> </ul>

# Stone Age to Iron Age : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To introduce the definition and time scale of human prehistory.	Children will explore the meaning of the term 'prehistory' and identify the Stone Age, Bronze Age and Iron Age on a timeline. They find out what archaeologists do and how they find out about the past without written records.	<ul style="list-style-type: none"> <li>Do children know what the term 'prehistory' means?</li> <li>Do children know the names of the three periods of prehistory?</li> <li>Can children describe how we can find out about the prehistoric past?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Cards</li> <li>Description Cards</li> <li>Variety of objects (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about early humans and the Palaeolithic period.	Children will explore the Palaeolithic period and how the first people came to Britain. They will examine different species of early man and find out about the lives and achievements of early Homo sapiens.	<ul style="list-style-type: none"> <li>Can children explain how and when people first came to Britain?</li> <li>Do children know what kind of animals early humans encountered?</li> <li>Do children know where early humans lived?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Sheet (FSD? activity only)</li> <li>Chalk/Soap/Soapstone (FSD? activity only)</li> <li>Tools for carving (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about people who lived in the Mesolithic period.	Children will find out how Britain's coastline changed during the Mesolithic period. They will examine the site of Star Carr to find out about the lives of people during this period, including aspects such as food, housing, clothes and tools.	<ul style="list-style-type: none"> <li>Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?</li> <li>Do children know where Doggerland is?</li> <li>Can children describe what Mesolithic life was like?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Information Sheet A/B</li> <li>Worksheet 3A</li> <li>Books/access to internet</li> <li>Help Sheet (FSD? activity only)</li> <li>Headdress Template (FSD? activity only)</li> <li>Paper/card/dowelling/sticks (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out how people lived in the Neolithic period.	Children will explore how life developed from the Mesolithic to Neolithic period. They will examine the site of Stonehenge and use a variety of sources to find and infer facts.	<ul style="list-style-type: none"> <li>Do children know where and when agriculture was developed?</li> <li>Do children know when people in Britain started farming?</li> <li>Do children know what Stonehenge is and how the landscape developed?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Fact Cards</li> <li>Stonehenge Map sheet (FSD? activity only)</li> <li>Stonehenge Information Sheet (FSD? activity only)</li> <li>Materials for building a reconstruction of Stonehenge (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about how people lived in the Bronze Age.	Children will explore how bronze is made and the effect bronze had on life in Britain. They will explore life and community in Britain's first permanent settlements.	<ul style="list-style-type: none"> <li>Do children know how bronze is made?</li> <li>Do children know how people were buried in the Bronze Age?</li> <li>Do children know what happened to the climate at the end of the Bronze Age?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Information Sheet</li> <li>Books/access to internet</li> <li>Picture Sheet (FSD? activity only)</li> <li>Cartoon Strip A/B (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about how people lived in the Iron Age.	Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain.	<ul style="list-style-type: none"> <li>Do children know how iron is made?</li> <li>Do children know what Iron Age houses were like?</li> <li>Do children know what happened at the end of the Iron Age?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Quote Sheet A/B</li> </ul>
<b>Lesson 7</b>	To recap and summarise the prehistory of Britain.	Children will consolidate their learning and describe what life was like, and how people and technology developed throughout prehistory. Children can express their understanding in a variety of ways.	<ul style="list-style-type: none"> <li>Do children know what the three ages of prehistory are?</li> <li>Do children know how long British prehistory is?</li> <li>Can children explain how life changed in Britain during prehistory?</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> <li>Slides</li> <li>Timeline Cards A/B</li> <li>Information Book Template</li> <li>Challenge Cards (FSD? activity only)</li> <li>Prehistory Acrostic (FSD? activity only)</li> <li>Poster Template (FSD? activity only)</li> <li>Quiz Template (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# The Romans : Cross-Curricular Topic : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the legend of how Rome was founded and investigate how it grew into the Roman empire.	Children listen to the story of Romulus and Remus and discuss the accuracy of the story. They then investigate how Rome began using its strong trade links and armies to take over and rule surrounding tribes and villages eventually leading to a powerful empire.	<ul style="list-style-type: none"> <li>• Can children re-tell the legend of Romulus and Remus?</li> <li>• Do children know some of the reasons why Rome grew so rapidly from a city to an empire?</li> <li>• Can children identify some of the countries that were under the rule of the Romans?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Roman Empire sheet (FSD? activity only)</li> <li>• Atlases (FSD? activity only)</li> </ul>
Lesson 2	To find out about the social structure and organisation of ancient Rome.	Children will begin by comparing a monarchy and a republic and discussing the differences between the two for different types of people. They will investigate the different levels of society and learn about different Roman emperors and how they changed the lives of the people they ruled over.	<ul style="list-style-type: none"> <li>• Can children explain what a republic is?</li> <li>• Can children identify some of the different social classes of ancient Rome?</li> <li>• Can children name some of the most famous Roman emperors and explain their role in the empire?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A/2B/2C</li> <li>• Information Sheet A</li> <li>• Books, access to internet, etc.</li> <li>• Research Cards A (FSD? activity only)</li> </ul>
Lesson 3	To carry out historical research to find out what daily life was like in ancient Rome.	Children will discover what daily life was like for Roman people including their buildings and facilities. They have the opportunity to look at photographs of different buildings the Romans left behind and discuss the different materials they were made from. Children are challenged to research different aspects of daily Roman life.	<ul style="list-style-type: none"> <li>• Can children ask historical questions about a variety of topics?</li> <li>• Can children use a variety of sources of information to find out about life in ancient Rome?</li> <li>• Can children recall, select and organise historical facts and information?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 3A/3B/3C</li> <li>• Picture Cards A</li> <li>• Book, access to internet, etc.</li> <li>• Research Cards B (FSD? activity only)</li> </ul>
Lesson 4	To find out about ancient Roman entertainment and to explore the life of a gladiator.	Children look in more detail at the Roman entertainment of chariot racing and gladiator fights. They will discover the different buildings these events happened in and who the gladiators were. Children are challenged to think about the sights, sounds and smells of an amphitheatre and describe them.	<ul style="list-style-type: none"> <li>• Can children name some of the most popular leisure activities of ancient Rome?</li> <li>• Do children know what a gladiator is and some of the aspects of a gladiator's life?</li> <li>• Can children communicate their understanding of history in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A/4B/4C</li> <li>• Picture Cards B</li> </ul>
Lesson 5	To find out what the Romans believed and to investigate the gods and goddesses of ancient Rome.	Children will learn about the many Roman gods and what they were each worshipped for. The children have the opportunity to discuss the similarities between Roman and Greek gods and learn about how some are the same or similar with different names.	<ul style="list-style-type: none"> <li>• Do children know that the ancient Romans believed in lots of different gods and goddesses?</li> <li>• Can children name some of the main gods and goddesses of Roman mythology?</li> <li>• Can children know what different aspects of life the major gods and goddesses were rulers of?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B</li> <li>• Challenge Card Card</li> </ul>



# What can we find out about ancient Egypt?: History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To locate ancient Egypt in time and place.	Children will consider what they already know about ancient Egypt and what they would like to find out. They will identify where Egypt is on a map and find out the difference between 'ancient' and 'modern'. They will use pictures and other prompts to start identifying features of Egypt and ancient Egypt.	<ul style="list-style-type: none"> <li>Do children know the difference between ancient and modern?</li> <li>Can children locate Egypt on the map and describe its landscape?</li> <li>Can children ask and respond to questions using appropriate vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Sticky notes</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.	Children will look at a map of ancient Egypt and identify the importance of the Nile to ancient Egyptian settlements. They will find out how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.	<ul style="list-style-type: none"> <li>Can children explain what the landscape of ancient Egypt was like?</li> <li>Do children know why the Nile was so important to the Egyptian way of life?</li> <li>Can children explain how the Egyptian landscape impacted on people's everyday lives?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Fact Sheet A/B</li> <li>Information books on the River Nile</li> <li>Nile Game Board (FSD? activity only)</li> <li>Counters and dice (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about Tutankhamen and how artefacts can teach us about the past.	Children will find out about Howard Carter and the discovery of Tutankhamen's tomb in 1922. They will look at some of the artefacts found in the tomb, including the sarcophagus and death mask. They will start to explain what we can learn about ancient Egypt from artefacts found by archaeologists.	<ul style="list-style-type: none"> <li>Can children explain how Tutankhamen's tomb was discovered?</li> <li>Do children know why it was such a significant historical discovery?</li> <li>Can children explain how artefacts can tell us about life in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To understand the importance of artefacts in helping us find out about the past.	Children will explore a variety of ancient Egyptian artefacts and think about what they can tell us about everyday life in ancient Egypt. They will find out about the Rosetta stone and why it was such an important discovery for translating hieroglyphics. They can also think about the artefacts they might leave for other generations and what they might say about our society.	<ul style="list-style-type: none"> <li>Can children suggest what an artefact was used for and who used it?</li> <li>Do children know why artefacts are so important in helping us learn about the past?</li> <li>Do children know why the Rosetta stone was such an important discovery?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Egyptian Alphabet sheet</li> <li>Access to the internet</li> <li>Box/items for time capsule (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about the way of life in ancient Egypt.	Children will generate a variety of questions to research about everyday life in ancient Egypt for categories such as food, clothing, farming and religion.	<ul style="list-style-type: none"> <li>Can children sort information into different categories?</li> <li>Can children ask and answer questions about life in ancient Egypt?</li> <li>Can children use a variety of sources to find out information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Information Sheet</li> <li>Information Booklet Templates</li> <li>Picture Cards</li> <li>Information books/access to internet</li> </ul>
<b>Lesson 6</b>	To learn about Egyptian tombs, pyramids and burial sites.	Children will learn about ancient Egyptian beliefs, including some of the major gods and goddesses. They will find out about temples and pyramids before looking at beliefs in the underworld and life after death. They can then explore the process of mummification.	<ul style="list-style-type: none"> <li>Can children describe some ancient Egyptian beliefs about life and death?</li> <li>Can children explain the process of mummification?</li> <li>Can children infer and deduce information about the past from objects that have survived?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Model Mummy sheets (FSD? activity only)</li> <li>Glue/scissors (FSD activity only)</li> <li>Pipe cleaners/ribbon (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To recall, select and organise historical information.	Children will consolidate everything they have learnt about ancient Egypt, in particular considering the role artefacts play in helping us find out about the past. Children can express their learning and understanding in a variety of ways.	<ul style="list-style-type: none"> <li>Can children recall facts and details about the ancient Egyptian civilisation?</li> <li>Can children understand and organise information?</li> <li>Do children know why studying past civilisations is so important?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A</li> <li>Activity Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Early Civilisations : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore where and when the first civilisations began.	Children will define the term 'civilisation' and be given a brief overview of when the earliest civilisations developed. They will place these civilisations on a timeline, identifying the difference between 'A.D.' and 'B.C.'. They will also discover where in the world these civilisations arose.	<ul style="list-style-type: none"> <li>Do children know what the word 'civilisation' means?</li> <li>Do children know the approximate dates of some of the earliest civilisations?</li> <li>Do children know the locations of some of the earliest civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D/1E</li> <li>Early Civilisations Map</li> <li>Early Civilisation Cards</li> <li>Timeline Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the first writing systems.	Children will find out about the first writing systems and how this developed into cuneiform writing. They will explore some other early writing systems, such as ancient Egyptian hieroglyphics and the Shang Dynasty oracle script.	<ul style="list-style-type: none"> <li>Do children know when people first started using a writing system?</li> <li>Can children suggest reasons why writing systems were necessary?</li> <li>Do children know that writing systems developed over time?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Word Cards A/B</li> <li>Phoenician Alphabet sheet</li> <li>Clay and clay tools (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore trade in early civilisations.	Children will explore the concept of trade, identifying how and why people in early civilisations traded with each other. Children will explore how people traded without written records or money, and will find out about the earliest coins.	<ul style="list-style-type: none"> <li>Do children know why people started trading?</li> <li>Do children know why people started using tokens for trading?</li> <li>Do children know when money was first used?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Commodity Cards (FSD? activity only)</li> <li>Tokens, e.g. counters, shells, etc. (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about mathematical understanding in early civilisations.	Children will find out why and when the first number systems developed. They will explore the number systems of the Sumerians, ancient Egyptians and Shang Dynasty, thinking about how the systems are similar or different to each other and the modern number system. They will find out how early civilisations developed various units of measurement.	<ul style="list-style-type: none"> <li>Do children understand why writing and number systems developed?</li> <li>Do children know that number systems varied between early civilisations?</li> <li>Do children know that early civilisations developed other areas of mathematics, e.g. weights and measures?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Number System sheets</li> <li>Challenge Card (FSD? activity only)</li> <li>Counting to Sixty video (plenary)</li> </ul>
<b>Lesson 5</b>	To explore the technology and inventions of early civilisations.	Children will define the term 'technology' before looking at some of the earliest technological advances, such as the wheel. They will go on to predict which inventions were made before, during or after early civilisations and use research to find out if their predictions were correct.	<ul style="list-style-type: none"> <li>Can children make predictions about the dates of inventions based on their historical knowledge?</li> <li>Can children use a variety of sources of information to help them answer questions?</li> <li>Can children evaluate what they have found out and use this to describe the inventions of early civilisations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Invention Cards A/B/C</li> <li>Fact Cards</li> <li>Books, access to internet, etc. (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To explore the buildings and architecture of early civilisations.	Children will think about how technology enabled buildings to develop over time from simple mud houses to towering pyramids. They will think about how ancient Egyptian pyramids and Sumerian ziggurats were built, and compare archaeological evidence with myths.	<ul style="list-style-type: none"> <li>Do children know how buildings developed over time?</li> <li>Can children identify buildings of the earliest civilisations?</li> <li>Can children describe or suggest how early buildings were constructed?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Picture Cards</li> <li>Information Sheet (FSD? activity only)</li> <li>Story Sheet (FSD? activity only)</li> <li>Sentence Cards (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To consolidate knowledge and understanding of early civilisations.	Children will recap the main features and achievements of early civilisations. They will consider which achievements they think were most important, giving reasons for their choices. They will use evidence they have gathered to answer questions and express their understanding.	<ul style="list-style-type: none"> <li>Can children describe the main achievements of the earliest civilisations?</li> <li>Can children express their knowledge in a variety of ways?</li> <li>Can children use evidence they have gathered to ask and answer questions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B</li> <li>Information Book Template</li> <li>Quiz Template</li> <li>End of Unit Quiz</li> </ul>

# Vikings vs Anglo-Saxons : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore what Britain was like before the first Viking invasions.	Children will recap when and why the Romans left Britain and consider what happened in the period after their departure. They will find out about the seven Anglo-Saxon kingdoms and find out what life was like for everyday Anglo-Saxons in the period directly before the Viking invasions.	<ul style="list-style-type: none"> <li>Can children explain how the Anglo-Saxons came to Britain?</li> <li>Do children know why this period is often referred to as the Dark Ages?</li> <li>Can children give an overview of what life was like in the 8th century before the Viking invasions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Fact Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the Viking invasions of Britain.	Children will recap the seven Anglo-Saxon kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. They will look at the events surrounding the attack on Lindisfarne in 793.	<ul style="list-style-type: none"> <li>Do children know when the Vikings first invaded Britain?</li> <li>Can children offer reasons for why the Vikings invaded?</li> <li>Can children recognise and describe the different perspectives of the Viking invasions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Information Sheet A/B</li> <li>Viking Invasion Song (FSD? activity only)</li> <li>Viking Invasion Backing Track (FSD? activity only)</li> <li>Viking Invasion Song Sheet (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons.	Children will find out about subsequent Viking invasions after Lindisfarne. They will learn about the tensions and battles between Anglo-Saxons and Vikings and how a peace treaty was eventually signed to give control of the northeast of England to the Vikings.	<ul style="list-style-type: none"> <li>Do children know that the Vikings settled in Britain after the first raids in the 8th century?</li> <li>Can children use a variety of sources to gather information?</li> <li>Can children describe how the Vikings gained control of the northeast of England?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Timeline Cards</li> <li>Information Sheet</li> <li>Timeline Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out why King Alfred was dubbed 'Alfred the Great'.	Children will recap the agreement between Anglo-Saxons and Vikings. They will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.	<ul style="list-style-type: none"> <li>Can children describe the role King Alfred played in making England a unified country?</li> <li>Can children suggest reasons why he was dubbed 'Great'?</li> <li>Can children use a variety of sources of information to find out the life of King Alfred?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>Challenge Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore what life was like for Vikings living in Britain.	Children will look at what everyday life was like for the Vikings who settled in England. They will consider how this may have been similar to and different from the lives of their Anglo-Saxon counterparts. They will consider how the Viking legacy is still seen in Britain today.	<ul style="list-style-type: none"> <li>Can children describe what life was like for Vikings in Britain?</li> <li>Can children identify differences between Viking and Anglo-Saxon life?</li> <li>Can children identify similarities between Viking and Anglo-Saxon life?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Sentence Cards A/B</li> <li>Challenge Cards (FSD? activity only)</li> <li>Beowulf Story Sheet (FSD? activity only)</li> <li>Runic Alphabet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out how and when England became a unified country.	Children are challenged to find out about the key figures and events that led to England becoming a unified country under control of a single Viking king by the year 1016. They will use fact cards to identify the role various people played and order events into a coherent chronological narrative.	<ul style="list-style-type: none"> <li>Do children know that by 1016, England was a unified country under the control of a single king?</li> <li>Can children name the key historical figures and describe their role in events?</li> <li>Can children discuss causes and effects of historical events?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Sentence Cards</li> <li>Character Cards</li> <li>Digital cameras, props, costumes - optional (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To find out about the end of the Anglo-Saxon and Viking era in Britain.	Children will explore the events surrounding the death of King Edmund in 1016 and how this led to the Battle of Hastings and the Norman conquest. Children will consider how Britain might be different today if the Battle of Hastings had had a different outcome. They can also express their understanding of how the Anglo-Saxon and Viking struggle for power resulted in England being a unified country.	<ul style="list-style-type: none"> <li>Do children know why the Battle of Hastings took place?</li> <li>Can children describe the main events surrounding the Norman conquest?</li> <li>Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>Challenge Card (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Ancient Greece : Cross-Curricular Topic : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn about Greece and to place the ancient Greek civilisation in time.	Children will be given a brief overview of the ancient Greek civilisation, placing the ancient Greeks on a timeline and identifying the difference between 'AD' and 'BC'. They can then locate Greece on a map and explore what Greece is like as a country today.	<ul style="list-style-type: none"> <li>Can children locate Greece on a map and ancient Greece on a timeline?</li> <li>Do children understand the terms AD and BC?</li> <li>Can children identify and discuss the climate and physical features of mainland Greece and its islands?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B</li> <li>Fact File</li> <li>Books, travel brochures, postcards, etc. about Greece</li> </ul>
<b>Lesson 2</b>	To learn about the differences between Athens and Sparta and to understand the term 'democracy'.	Children will find out that ancient Greece was organised into city states and explore what this meant in terms of how society was run. They will then explore the features and characteristics of Athens and Sparta before thinking about ways in which they were similar to and different from each other.	<ul style="list-style-type: none"> <li>Can children explain how the ancient Greek civilisation was organised?</li> <li>Can children explain some of the differences between Athens and Sparta and identify reasons for these differences?</li> <li>Do children understand the idea of a democracy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> </ul>
<b>Lesson 3</b>	To learn about ancient Greek warfare.	Children will explore why city states had both armies and navies before looking at how ancient Greek armies were organised. They will find hoplites, hoplite armour and weapons used in battle. They will also look at artefacts to help them deduce information about ancient Greek warfare.	<ul style="list-style-type: none"> <li>Can children give reasons why the ancient Greeks needed both an army and a navy?</li> <li>Do the children know what kinds of weapons and armour the ancient Greeks used?</li> <li>Can children describe some of the battle tactics used by the ancient Greeks?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Shields (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about the beliefs of the ancient Greeks.	Children will find out about the ancient Greek belief system. They will be introduced to the Olympians and the Titans before reading an example of an ancient Greek myth. They can then carry out different activities to help them find out more about particular ancient Greek deities.	<ul style="list-style-type: none"> <li>Can children name some of the Olympian gods?</li> <li>Can children find out information about ancient Greek beliefs from a range of sources?</li> <li>Do children know some of the ancient Greek myths?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B</li> <li>Greek Gods Game</li> <li>Access to books, internet, etc.</li> <li>Greek Gods, Mythical Beasts and Hero cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about daily life in ancient Greece.	Children will consider what they already know about daily life in ancient Greece across a variety of areas, such as clothing, education, men and women, leisure and home life. They will then use a variety of sources of information to find further facts.	<ul style="list-style-type: none"> <li>Can children ask and answer questions about daily life in ancient Greece?</li> <li>Can children use a range of sources to help them find out historical facts?</li> <li>Can children explain what daily life was like for citizens of ancient Greece?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Sheet</li> <li>Worksheet 5A/5B</li> <li>Picture Cards</li> <li>Books, CD ROMs, access to internet etc</li> <li>Large sheet of paper (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To learn about the impact of the ancient Greek civilisation on the modern world.	Children will consider the impact of the ancient Greek civilisation on life today. They will explore how things such as the Olympic Games, theatres and universities were all introduced by the ancient Greeks. They can consolidate their understanding and establish the ancient Greek legacy.	<ul style="list-style-type: none"> <li>Can children describe some of the things that were started in ancient Greece that we still do or use today?</li> <li>Can children name some famous ancient Greeks?</li> <li>Can children discuss how different our civilisation would be if the ancient Greeks hadn't existed?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Fact File</li> <li>A3 paper and art materials (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To be able to recall and summarise what you have learnt about ancient Greece.	Children will reflect on what they have learnt about ancient Greece and consider how to organise facts into broad headings, such as politics, leisure, beliefs and warfare. They can then express their understanding of the ancient Greek civilisation through a variety of engaging activities.	<ul style="list-style-type: none"> <li>Can children summarise what they have learnt about ancient Greece?</li> <li>Can children recall facts about ancient Greece?</li> <li>Can children recall specific details such as dates and names?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A</li> <li>Paper</li> <li>Activity Cards (FSD? activity only)</li> <li>Paper, card, art materials etc (FSD? activity only)</li> </ul>



# How has Britain changed since 1948? : History : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades.	Children will consider what life was like in 1948 and some of the main changes that have occurred since, identifying key events and characteristics of each decade. They will use photos of scenes and objects to deduce facts and start to order events chronologically.	<ul style="list-style-type: none"> <li>Can children name some of the main changes that have taken place since 1948?</li> <li>Can children place objects and events into the correct decade?</li> <li>Can children offer suggestions for why changes have taken place?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Question Cards</li> <li>Worksheet 1A/1B</li> <li>Timeline sheets A/B &amp; Solutions</li> <li>A3 paper (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To identify similarities and differences between types of sources of information available in different periods in the past.	Children will find out what the difference between a primary and secondary source is. They will consider the advantages of studying a modern period that has a wide range of sources, such as photos and videos, before identifying a range of different historical sources, thinking about which are most useful and considering which would have been around during different time periods.	<ul style="list-style-type: none"> <li>Can children identify a range of historical sources?</li> <li>Do children understand the difference between a primary and a secondary source?</li> <li>Do children know that the type of information available depends on the period studied?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Worksheet 2A/2B</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out some of the main events of the 1950s and to investigate what life was like during this period.	Children will use clues to see if they can identify some key events of the 1950s. They will find out what life was like in Britain at this time, focusing on home life, work life, technology, population and popular culture. They will use a variety of sources to carry out further research.	<ul style="list-style-type: none"> <li>Can children identify and describe some of the main events of the 1950s?</li> <li>Can children suggest what life was like in Britain during the 1950s?</li> <li>Can children use information from a variety of sources to find out information about the 1950s?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Information Sheet</li> <li>Picture Cards</li> <li>Books, access to internet, etc.</li> <li>Category Cards (FSD? activity only)</li> <li>Research Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period.	Children will find out about the key events and characteristics of the 1960s, identifying why it became known as the 'swinging sixties'. Children will particularly explore popular culture during this decade, as well as being given an overview of how life at home, at work and in the wider community was changing.	<ul style="list-style-type: none"> <li>Can children identify and describe some of the main events of the 1960s?</li> <li>Can children suggest what life was like in Britain during the 1960s?</li> <li>Can children demonstrate their knowledge of the period in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Picture Cards</li> <li>Category Cards (FSD? activity only)</li> <li>Research Sheets (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about some of the main events of the 1970s and to investigate what life was like in Britain during this period.	Children will explore key events and changes of the 1970s, focussing particularly on the economic difficulties. Your class will explore the cause and effect of the 'winter of discontent', as well as finding out about some of the more positive events and changes of the decade.	<ul style="list-style-type: none"> <li>Can children identify and describe some of the main events of the 1970s?</li> <li>Can children suggest some of the positive and negative aspects of life in Britain during the 1970s?</li> <li>Can children demonstrate their knowledge of the period in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Information Sheet</li> <li>Picture Cards</li> <li>Category Cards (FSD? activity only)</li> <li>Research Sheets (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period.	Children will find out who Margaret Thatcher was and explore key features of her time as Prime Minister. They will also find out about some of the other key events and inventions of this decade, using a variety of sources to find information.	<ul style="list-style-type: none"> <li>Can children identify and describe some of the main events of the 1980s?</li> <li>Can children suggest what life was like in Britain during the 1980s?</li> <li>Can children demonstrate their knowledge of the period in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Question Cards A/B/C</li> <li>Picture Cards</li> <li>Category Cards (FSD? activity only)</li> <li>Research Sheets (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To investigate what life was like in Britain in the 1990s and to identify connections between different aspects of life since 1948.	Children will explore the key events and features of the 1990s before consolidating their knowledge of how Britain has changed since 1948. They will draw on what they have learnt to summarise how different areas of life have changed and make judgements about which changes have been most influential.	<ul style="list-style-type: none"> <li>Can children identify and describe some of the main events and characteristics of the 1990s?</li> <li>Can children find connections between some of the changes that have occurred since 1948?</li> <li>Can children summarise how life in Britain has changed since 1948?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C/7D</li> <li>Category Cards (FSD? activity only)</li> <li>Research Sheets (FSD? activity only)</li> <li>Decades Game</li> <li>End of Unit Quiz</li> </ul>