

WRENBURY PRIMARY SCHOOL EYFS – Understanding the World (Feeding into History)						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
Past and Present (History)	Make connections between the features of their family and other families.			Begin to make sense of their own life-story and family's history. Show interest in different occupations.		
	<p>Talk about who lives in their house and who is in their extended family. Children can name these people (such as Nanny, Aunty Lou and Pops etc) Children will talk about family occasions they have had, using photographs or information from home as a prompt.</p>	<p>Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?”</p> <p>Show children images of difference and discuss these.</p>	<p>Point out the similarities between different families, as well as discussing differences.</p> <p>Children can compare photographs of family members or their family and another's. Talk about hair, features, houses etc.</p>	<p>Spend time with children talking about photos and memories. – Children to bring in photos from home and talk about different occasions – link to special events such as bonfire night, half term holidays, Halloween, birthdays, etc.</p> <p>Encourage children to retell what their parents told them about their life story and family.</p>	<p>Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet,</p> <p>Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.</p>	<p>a member of the emergency services or an author.</p> <p>Contact PC Penny to bring uniform and police car into school – how do police help us?</p> <p>Contact fire services for children to explore a fire engine.</p> <p>Contact local dentist to promote brushing teeth – set up a tooth brushing session where children are taught to brush their teeth.</p>

Base 1 – Year R/1

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Amelia Earhart – Flight	Mary Anning – Fossils	John Gerard – Local figure

<p>National Curriculum</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>significant historical events, people and places in their own locality</p>
<p>Prior Learning</p>	<p>New Learning for EYFS (Previously Little Wrens). Y1 moving from EYFS curriculum to KS1 curriculum.</p> <p>In 2022/23 Y1 as YrR – familiar situations in the past. To talk about their family and figures from the past. To talk about people around them and roles in society. Know similarities and differences between now and the past.</p>	<p>New Learning for EYFS (Previously Little Wrens). Y1 moving from EYFS curriculum to KS1 curriculum.</p> <p>In 2022/23 Y1 as YrR – familiar situations in the past. To talk about their family and figures from the past. To talk about people around them and roles in society. Know similarities and differences between now and the past.</p> <p>In 2023/24 in the autumn term, the children learnt about flight and the key women within this.</p> <p>Concepts: achievement</p>	<p>New Learning for EYFS (Previously Little Wrens). Y1 moving from EYFS curriculum to KS1 curriculum.</p> <p>In 2022/23 Y1 as YrR – familiar situations in the past. To talk about their family and figures from the past. To talk about people around them and roles in society. Know similarities and differences between now and the past.</p> <p>In 2023/24 in the autumn term, the children learnt about flight and the key women within this. In Spring they have learned about Mary Anning.</p> <p>Concepts: achievement, discovery</p>
<p>Why this, why now?</p>	<p>In DT the children will be learning about mechanisms which again will focus on flying machines which will help to deepen learning. In English lessons the children will be using picture books based on the key figure that they are studying in this unit.</p>	<p>In this term we are have STEM days planned to look at the topic of 'fossils' which will support this unit of learning. The children will also be focusing on dinosaurs in the Jurassic coast through this term which deepens knowledge about Mary Anning. The children will have an understanding of the challenges faced by women in the past and will be able to use this knowledge to support their understanding of how much more difficult this was even further back in</p>	<p>The children now have a good understanding of the impact that individuals can have on the world and can use this knowledge to understand John Gerrard. They will be able to compare to previous individuals studied which will help to secure/ strengthen knowledge. This unit wil give them an insight into the world of the Tudors/ Stewarts which will support</p>

		<p>history. In geography the children will spend time looking at the Jurassic coast and its geographical features. In science the children will be learning about the key features of animals and they will be able to see some of these features in the fossils they look at through this history project.</p>	<p>them in their understanding of chronology and learning to come later in their learning journey. This term our STEM days focus on nutrition which will reinforce the children's understanding of John Gerrards book and what it meant for the people of the time. We also have our Health and Well-being Week this term, the children will be able to explore their knowledge of plants and their healing properties in this week. In science the children are learning about materials and their properties which the children will be able to connect to plants and their properties- again deepening understanding.</p>
<p>Core Learning</p>	<p>Concept: Achievement Enquiry Question: What are the key achievements of first flight?</p> <p>To know who Amelia Earheart was what she achieved. To know who Harriet Quimby was and what she achieved. To know who Hilda Hewlett was and what she achieved. To know who Bessie Coleman was and what she achieved.</p>	<p>Concept: Discovery Enquiry Question: Who was Mary Anning and why was she important?</p> <p>To know what a fossil is and why these are important. To know when Mary Anning was alive and to know that this was 200 years ago. To know about Mary Anning's life. To know why Mary Anning's discovery was important. To know that being a woman at that time made life very challenging for Mary.</p> <p>Who was Mary Anning? - BBC Bitesize Mary Anning facts! - National Geographic Kids (natgeokids.com) Observe and reason: Mary Anning's fossil challenge Natural History Museum (nhm.ac.uk) Mary Anning: the unsung hero of fossil discovery Natural History Museum (nhm.ac.uk)</p>	<p>Concept: Achievement – build on. Enquiry Question: Who was John Gerrard and why is Nantwich proud of him?</p> <p>To know when John Gerrard was alive. To know where John Gerrard went to school? To understand the term 'botany' . To know some of the herbal medicines used in the time of John Gerrard (Tudor to Stewart). To know some of the uses of plants today (eg: lavender aids sleep)</p> <p>John Gerard - Nantwich Museum</p> <p>The Herball, or, Generall historie of plantes - Biodiversity Heritage Library (biodiversitylibrary.org)</p> <p>11 Healing Flowers with Amazing Medicinal properties (allthatgrows.in)</p>

<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>DT- Explore and use mechanisms in their products</p> <p>Storybook- 'Fly high' a picture book based on Betty Coleman to be used in English lessons.</p>	<p>STEM days – focusing on fossils.</p> <p>Geography- UK, maps and areas.</p> <p>Science – animals</p>	<p>STEM days – food and nutrition.</p> <p>Science – properties of materials.</p> <p>Health and well-being week.</p>
<p>Opportunities for oracy and reading...</p>	<p>The class story will lead this unit.</p> <p>Sources used will promote discussion about the women in flight. They will use role play to explore the topic further.</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p> <p>Storybook- 'Fly high' a picture book based on Betty Coleman to be used and discussed.</p>	<p>The class story will lead this unit.</p> <p>Sources used will promote discussion about Mary Anning. They will use role play to explore the topic further. They will be encouraged to explain their ideas by using 'because'. They will be taught to show a differing opinion by saying 'I agree/ disagree because...'</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p>	<p>The class story will lead this unit.</p> <p>Sources used will promote discussion about Mary Anning. They will use role play to explore the topic further. They will be encouraged to explain their ideas by using 'because'. They will be taught to show a differing opinion by saying 'I agree/ disagree because...'</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p>
<p>Key Figure</p>	<p>Amelia Earhart , Harriet Quimby, Hilda Hewlett , Bessie Coleman</p>	<p>Mary Anning</p>	<p>John Gerrard.</p>
<p>Vocabulary</p>	<p>achievement, Amelia Earheart, Harriet Quimby, Bessie Coleman Hilda Hewlett, aviatrix, aeroplane, airport, pioneer, compass, flying suit, engine, propeller, record breaker</p>	<p>Mary Anning, fossil, Lyme Regis, Plesiosaurus, extinct, pre-historic, Jurassic Coast, skeleton</p>	<p>Botany, John Gerrard, Generall Historie of Plantes, Tudors, Stewarts, herbal medicine, Queen Anne, James 1st</p>
<p>Quick Quiz</p>	<p>Who were the Amelia Earheart? What did they achieve?</p> <p>Who was Harriet Quimby? What did she achieve?.</p> <p>Who was Hilda Hewlett what did she achieve?</p> <p>Who was Bessie Coleman? What did she achieve?</p>	<p>What is a fossil? What do they show us?</p> <p>When was Mary Anning was alive?</p> <p>What do you know about Mary Anning's life?</p> <p>Why was Mary Anning's discovery so important?</p> <p>Why was it difficult for her to be a scientist?</p>	<p>When was John Gerrard alive?</p> <p>Where did John Gerrard go to school?</p> <p>What does 'botany' mean?</p> <p>To know some of the herbal medicines used in the time of John Gerrard (Tudor to Stewart).</p> <p>To know some of the uses of plants today (eg: lavender aids sleep)</p>

Discussion question/point:	Who do you think achieved the most; Amelia Earheart, Harriet Quimby or Hilda Hewlett? Why?	Do you think Mary Anning was an important person? Why?	Do you think John Gerrard should be remembered? Why?
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Base 2 – Year 1/2			
Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	The Wright Brothers	Wrenbury Village St Margret's Church	Canals in UK and abroad. Thomas Telford.
National Curriculum	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Prior Learning	In 2021/2022 Y2 as Yr R- celebration of Elizabeth 2 nd Platinum Jubilee. In 2022/23 Yr 2 as Y1 significant people of the past and changes within living memory focusing on Victorian times to modern times. In the spring term they learnt about the RNLI and Grace Darling. In the summer term they learnt about The Great Fire of London and The Great Fire of Nantwich. In 2022/23 Y1 as YrR – familiar situations in the past. To talk about their family and figures from the past. To talk about people	In 2021/2022 Y2 as Yr R- celebration of Elizabeth 2 nd Platinum Jubilee. In 2022/23 Yr 2 as Y1 significant people of the past and changes within living memory focusing on Victorian times to modern times. In the spring term they learnt about the RNLI and Grace Darling. In the summer term they learnt about The Great Fire of London and The Great Fire of Nantwich. In 2022/23 Y1 as YrR – familiar situations in the past. To talk about their family and figures from the past. To talk about similarities and differences between now and the past.	In 2021/2022 Y2 as Yr R- celebration of Elizabeth 2 nd Platinum Jubilee. In 2022/23 Yr 2 as Y1 significant people of the past and changes within living memory focusing on Victorian times to modern times. In the spring term they learnt about the RNLI and Grace Darling. In the summer term they learnt about The Great Fire of London and The Great Fire of Nantwich. In 2022/23 Y1 as YrR – familiar situations in the past. To talk about their family and figures from the past. To talk about people around them and

	<p>around them and roles in society. Know similarities and differences between now and the past.</p> <p>Concepts: Change, disaster, cause and consequence.</p>	<p>In 2023/24- The Wright brothers/ achievement in flight. Concepts: Change, disaster, cause and consequence, achievement.</p>	<p>roles in society. Know similarities and differences between now and the past.</p> <p>In 2023/24- The Wright brothers/ achievement in flight and local history- Wrenbury church. Concepts: Change (2), disaster, cause and consequence, achievement.</p>
Why this, why now?	<p>The children have previously learnt about people of the past, many from Victorian times- a time period when the Wright Brothers were born and their success came just after this time period, as were the successes of Harriet Quimby, Hilda Hewlett. The children's prior knowledge of the Victorians support their new knowledge.</p> <p>In science, the children will be learning about everyday objects and during this they will be considering what would be effective materials for a flying machine. In DT they will be learning about mechanisms which again will focus on flying machines.</p>	<p>Yr 2 have learnt about the Great Fire of Nantwich and recognise the importance of local history. They will be able to build on this by now focusing on Wrenbury, making connections between the two locations. They have also learnt about the history of Wrenbury School and will be supported to bring this knowledge back to support this history unit.</p> <p>Year 1, in Year R focused on their family and key places around them. Both year groups have walked through the village to services at the church therefore the local area will be known to them and be important to them- this can be built on when learning more about the history of the village.</p> <p>In science the children will be learning about animals in their habitats and will look at the wildlife that lives in and around the churchyard, giving them a deeper understanding of the church. In geography the children will be making maps of the village, again deepening their knowledge of the history of the village. In DT the children will learn about food and nutrition and they will be touching on farming in and around the village. They will also discover that the canal and bridges in the village were designed by Thomas Telford which leads them into their next history unit.</p>	<p>Last term the children completed a local history study, and they now recognise the importance of the canals in the village. They will be able to build on this during this unit as now they get to explore the canals at a deeper level.</p> <p>The children have learnt about key figures such as The Wright Brothers and can build on this understanding the huge achievements that people have made, they will be able to compare these with the achievements of Thomas Telford. In geography, the children will be comparing the canal system in Wrenbury with larger canals across the world which then deepens learning. The children will also be visiting the canal and bridges in Wrenbury village which makes the learning real for the children.</p>
Core Learning	<p>Concept: Achievement Enquiry Question: What are the key achievements of first flight?</p>	<p>Concept: Change Enquiry Question: What do the buildings in Wrenbury tell us about its past?</p>	<p>Concept: Progress Enquiry Question: How have we used canals in the past and what was it like working on the canals?</p>

	<p>To know who the Wright Brothers were and what they achieved.</p> <p>To know who Harriet Quimby was and what she achieved.</p> <p>To know who Hilda Hewlett was and what she achieved.</p> <p>To know who Bessie Coleman was and what she achieved.</p>	<p>To know what the oldest buildings/ structures are in Wrenbury and place these in a time order.</p> <p>To know what the oldest buildings in Wrenbury are and what these have been used for over time.</p> <p>To recognise that some buildings may look very old but are not as old as they seem and know how to find the clues that show this.</p> <p>To be able to explain what the key buildings tell us about the community at the time.</p> <p>Listed buildings in Wrenbury cum Frith - Wikipedia</p>	<p>To know that canals are not natural features and are manmade.</p> <p>To know what life was like living and working on the canals considering:</p> <ul style="list-style-type: none"> - working conditions, - daily life on the waterways - art and culture (roses and castles) of the canals. <p>To know how horses were used on canals.</p> <p>To know who Thomas Telford was and what he achieved.</p> <p>Geography KS1: Travelling on a canal boat - BBC Teach</p> <p>collections.canalrivertrust.org.uk/results</p>
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Science – suitability of everyday materials.</p> <p>DT- Explore and use mechanisms in their products</p> <p>Storybook- ‘Fly high’ a picture book based on Betty Coleman to be used in English lessons.</p>	<p>Science – Animals in their habitats.</p> <p>Geography -Map making</p> <p>DT- Food and nutrition; understand where food comes from.</p>	<p>Geography- A study of part of the United Kingdom, and of a small area in a contrasting non-European country. Canals.</p> <p>Visit to canal and bridges in Wrenbury.</p>
<p>Opportunities for oracy and reading...</p>	<p>The class story will lead this unit.</p> <p>Sources used will promote discussion about the women in flight. Children will be taught how to respond to these, giving ideas and supporting these with evidence (by saying ‘because’). They will also be shown how to respond to the differing</p>	<p>Sources used will promote discussion about the village of Wrenbury. The children will be taught how to respond to this discussion, giving ideas and supporting these with evidence (by saying ‘because’). They will also be shown how to respond to the differing views of others (I agree / disagree because).</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p>	<p>Sources used will promote discussion about canals. The children will be taught how to respond to this discussion, giving ideas and supporting these with evidence (by saying ‘because’). They will also be shown how to respond to the differing views of others (I agree / disagree because).</p>

	<p>views of others (I agree / disagree because).</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p> <p>Storybook- 'Fly high' a picture book based on Betty Coleman to be used and discussed.</p>		<p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p>
Key Figure/s	<p>Wright Brothers, Harriet Quimby, Hilda Hewlett, Bessie Coleman</p>	-	<p>Thomas Telford</p>
Vocabulary	<p>achievement, Wright Brothers, Harriet Quimby, Bessie Coleman Hilda Hewlett, aviatrix, aeroplane, airport, pioneer, compass, flying suit, engine, propeller, record breaker</p>	<p>change, Mock Tudor, century, lift bridge, Thomas Telford, parish church, listed building, past, present, restoration/ restored, almshouse</p>	<p>Thomas Telford, Llangollen canal , roses and castles, canal, waterway, lock, Anderton lift, cargo, chamber pot, towpath</p>
Quick Quiz	<p>Who were the Wright Brothers? What did they achieve?</p> <p>Who was Harriet Quimby? What did she achieve?.</p> <p>Who was Hilda Hewlett what did she achieve?</p> <p>Who was Bessie Coleman? What did she achieve?</p>	<p>Can you put the pictures of these Wrenbury building/ structures in order, oldest to newest? What are these/ were these used for?</p> <p>What is the oldest building in Wrenbury? What was/ is it used for? Has this changed over time?</p> <p>Which of these buildings is designed to look older than it is? (Show range of Wrenbury buildings) How do you know?</p> <p>What do the buildings in Wrenbury tell us about the village and the people in it at the time?</p>	<p>How are canals created?</p> <p>What was life like living and working on the canals?</p> <p>What were working conditions like?</p> <p>What was daily life on the waterways</p> <p>What types of art are seen on canals?</p> <p>Why were horses so important to those using canal boats?</p> <p>Who was Thomas Telford? What did he achieve?</p>
Discussion question/point:	<p>Who do you think achieved the most; Wright Brothers, Harriet Quimby or Hilda Hewlett? Why?</p>	<p>Which building do you is the most important building in Wrenbury. Why?</p>	<p>Would you have liked to grow up on the canals in the past? Why?</p>

			Who do you think has had the biggest impact on history- Wright Brothers, Harriet Quimby, Hilda Hewlett or Thomas Telford?
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Base 3 – Year 3			
Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Ancient Egypt	Stone Age to Iron Age	Local History Study
National Curriculum	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Changes in Britain from the Stone Age to the Iron Age.	A local history study.
Prior Learning	<p>In 2021/2022 Y3 as Y1- Study of Windrush In 2021/2022 as Y3 as Y1 celebration of Elizabeth 2nd Platinum Jubilee.</p> <p>In 2022/23 Y3 as Y2 learnt about changes in living memory, Victorian times to modern day. They learnt about significant individuals of the past, focusing on the RNLI and Grace Darling. The also learnt about significant historical events, the Great Fire of London and The Great Fire of Nantwich.</p> <p style="text-align: center;">Previous concepts: Change, disaster, cause and consequence.</p>	<p>In 2021/2022 Y3 as Y1- Study of Windrush In 2021/2022 as Y3 as Y1 celebration of Elizabeth 2nd Platinum Jubilee.</p> <p>In 2022/23 Y3 as Y2 learnt about changes in living memory, Victorian times to modern day. They learnt about significant individuals of the past, focusing on the RNLI and Grace Darling. The also learnt about significant historical events, the Great Fire of London and The Great Fire of Nantwich.</p> <p>In 2023/23 as Y3 they learnt about Ancient Egypt.</p> <p style="text-align: center;">Previous concepts: Change, disaster, cause and consequence, Civilisation</p>	<p>In 2021/2022 Y3 as Y1- Study of Windrush In 2021/2022 as Y3 as Y1 celebration of Elizabeth 2nd Platinum Jubilee.</p> <p>In 2022/23 Y3 as Y2 learnt about changes in living memory, Victorian times to modern day. They learnt about significant individuals of the past, focusing on the RNLI and Grace Darling. The also learnt about significant historical events, the Great Fire of London and The Great Fire of Nantwich.</p> <p>In 2023/23 as Y3 they learnt about Ancient Egypt and the Stone Age – Iron Age.</p> <p style="text-align: center;">Previous concepts: Change, disaster, cause and consequence, Civilisation and Progress.</p>

<p>Why this, why now?</p>	<p>The children have a secure knowledge of people and events in our more recent history. These will be recapped and then the children will be asked what they think happened before this which will allow them to learn about being 'ancient', once this is secured they will be able to learn about Ancient Egypt. To support this, in geography the children will be learning about rivers and their focus will be the river Nile- giving the children a secure understanding of how the Nile supports civilisation. The children will also be making a shaduf in DT which allows them to see a key mechanism used in the Ancient Egyptian times. In science the children will be learning about light , dark and shadows which will be connected to Egyptian tombs to further deepen the children's ability to imagine life / civilisation in the Ancient Egyptian times.</p>	<p>Stone age ends and bronze age begins at the start of the Ancient Egyptian civilisation. The children will also study Stonehenge which (although older) was built around the same time period. This will allow the children to deepen learning by comparing the two.</p> <p>In geography we will be studying the UK and the geographical regions within it; the children will focus on Look at the Creswell Crags, Skara Brae and Stonehenge sites which will deepen learning.</p> <p>In science the children are learning about the biology and anatomy of common animals, we will also look at comparing these with animals found on cave paintings and from the stone – Iron age which deepens understanding in history and develops the idea of evolution and change over time in science.</p>	<p>In KS1, the children learned about our school history, they now will be able to build on this and look at the wider history of the village. They have already considered the concept of change and will be able to build on this while learning how our village has changed over time.</p> <p>The children will begin to get a sense of the vast timeline of history, after looking at ancient civilisations and pre-history, they will be able to use real, primary sources to draw their own conclusions about the more recent history of Wrenbury village.</p> <p>In geography the children are leaning how to read and draw maps and they will do this in our local area, considering the history of the area as well as the geography.</p>
<p>Core Learning</p>	<p>Concepts: Civilisation</p> <p>Enquiry Question: What was life like in Ancient Egypt?</p> <p>To know what is meant by 'ancient civilisation'. To recognise the importance of the River Nile for Ancient Egypt, considering farming and trade.</p> <p>To know key elements of Ancient Egyptian civilisation including: Ancient Egyptian gods Ancient Egyptian beliefs- afterlife Hieroglyphics Pharaohs: Queen Nefertiti, Ramesses II, Tutankhamun</p>	<p>Concept: Progress</p> <p>Enquiry Question: How did life change from the Stone Age to the Iron Age?</p> <p>To know what Britain was like after the last Ice Age (using cave drawings to support understanding). To know what life was like in the Stone Age.</p> <p>To know how bronze, copper and tin were made and the impact this had on the progress of the people of the time.</p> <p>To know how iron was used to make tools and recognise the impact this had on the people of the time.</p> <p>To know some key sites in the UK and what these tell us about the people of the time.</p> <p>To know what life was like at the end of the Iron Age in Britain when the Romans invaded.</p>	<p>Concept: Change (build on)</p> <p>Enquiry Question: How and why has Wrenbury changed over time?</p> <p>To use primary and secondary sources to draw conclusions.</p> <p>To identify how life in Wrenbury has changed over time.</p> <p>To be able to link key buildings/ structures with key events in British history (eg: Church of England/ Tudors, railways, canals) and recognise their significance.</p> <p>Past and Present – Wrenbury-cum-Frith Parish Council (wrenbury-pc.gov.uk)</p>

	<p>Teaching History with 100 Objects (teachinghistory100.org)</p> <p>The Solar Boat Museum Egyptian Monuments (wordpress.com)</p> <p>BBC - History - Ancient History in depth: Ramesses the Great</p> <p>Ancient Egypt British Museum</p>	<p>To know much of our knowledge from this time comes from archaeology and archaeologists and that this can be disputed.</p> <p>https://www.youtube.com/watch?v=3OLaNtKoJFk</p> <p>BBC - History: British Prehistory</p> <p>History KS2: New Stone Age (animation) - BBC Teach A timeline of Stonehenge: from hunter-gatherers to solstice alignment and beyond British Museum</p> <p>The world of Stonehenge British Museum</p> <p>teachinghistory100.org/browse/curriculum/2/</p>	
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>In geography the children are studying rivers- focused on the River Nile.</p> <p>Science – light, dark and shadows (linked to tombs).</p> <p>DT- Structures and mechanisms (create a working shaduf)</p>	<p>Geography- geographical regions of the UK; the children will focus on Look at the Creswell Crags, Skara Brae and Stonehenge sites.</p> <p>Science - carnivores, herbivores and omnivores.</p>	<p>Visit – Nantwich Museum.</p> <p>Geography- Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>
<p>Opportunities for oracy and reading...</p>	<p>Class story to be led by a fiction text based on Ancient Egypt.</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p>	<p>Class story to be led by a fiction text based on the Stone Age.</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p>	<p>Opportunities to ‘interview’ local people from the area to discuss their experiences and knowledge of Wrenbury.</p> <p>Discussion questions require teaching of skills to be able to discuss ideas coherently.</p>
<p>Key Figure</p>	<p>Queen Nefertiti, Ramesses II, Tutankhamun</p>	<p>-</p>	<p>-</p>

Vocabulary	ancient, civilisation, pharaoh, Queen Nefertiti, Ramesses II, Tutankhamun, hieroglyphics, River Nile, mummy, afterlife, Ra - God of the Sun, Anubis - God of the Dead Ancient Egypt, pyramid, sphinx, pharaoh, Giza, Great Pyramid, mummy, obelisk, papyrus, sarcophagus, scarab, temple, tomb, Nile River, Valley of the Kings, hieroglyph, archeologist, artifact,	Ice Age, Stone Age , Bronze Age, Iron Age, settlement, Cresswell Crags, Skara Brea, Stonehenge, community, hunter-gatherers, farmers, megalith, Neanderthals, prehistoric Neolithic: Also known as 'the new stone age'. This period began about 10,000 years ago. Mesolithic Times: Middle Stone Age Paleolithic: The Old Stone Age, this period began 2 million years ago when the first tools were made.	primary source, secondary source, Victorians, Tudors (Henry Tudor), religion, Llangollen canal, Thomas Telford, Isambard Kingdom Brunel, Great Western Railway, common land, grade I/ II listed, mock-Tudor
Quick Quiz	What does 'ancient civilisation' mean? In what ways was the River Nile important for Ancient Egypt? Can you name me some Ancient Egyptian gods and explain what they do? What did the Ancient Egyptian believe in? What did they think would happen after death? How did the Ancient Egyptians record their stories and history? Can you tell me about Queen Nefertiti, Ramesses II, Tutankhamun?	What do cave drawings tell us about life after the last Ice Age? What was life like in the Stone Age? How do you know? How was bronze, copper and tin made? How did this change life in the bronze age? How was iron was used to make tools? How did this change life in the iron age? What was life was like in Britain when the Romans invaded? How do you know? What are key Stone age to Iron Age sites in the UK? What do these tell us about the people of the time. How did we find out about this time period? Does everyone agree?	To use primary and secondary sources to draw conclusions. To identify how life in Wrenbury has changed over time. To be able to link key buildings/ structures with key events in British history (eg: Church of England/ Tudors, railways, canals) and recognise their significance.
Discussion question/point:	The Ancient Egyptian civilisation was so long ago that it doesn't matter to us now. Discuss.	Which time period from the end of the Ice Age to the invasion of the Romans, would you like to live in and way?	What do you think is the most important feature of Wrenbury village? Why?

Base 4 – Year 4/5			
Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	Benin Civilisation	Industrial revolution- Railways	Vikings and Anglo-Saxons

<p>National Curriculum</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Railways</p>	<p>Vikings and Anglo Saxons- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
<p>Prior Learning</p>	<p>In 2021/22 Y5 as Y3- and Y4 as Y2 (B3) Ancient Egypt; focusing on farming. In 2021/22 Y5 as Y3 and Y4 as Y2 (B3) Ancient Greece and its impact on modern day. In 2021/22 Y4 as Y2 (B2)- Beeston Castle visit</p> <p>Y3/4 in 2022/23 Stone age to Iron age. Y3/4 in 2022/23 Shang Dynasty Y3/4 in 2022/23 Roman Empire</p> <p>Previous concepts: progress, archaeology, and influence</p>	<p>In 2021/22 Y5 as Y3- and Y4 as Y2 (B3) Ancient Egypt; focusing on farming. In 2021/22 Y5 as Y3 and Y4 as Y2 (B3) Ancient Greece and its impact on modern day. In 2021/22 Y4 as Y2 (B2)- Beeston Castle visit</p> <p>Y3/4 in 2022/23 Stone age to Iron age. Y3/4 in 2022/23 Shang Dynasty Y3/4 in 2022/23 Roman Empire</p> <p>Y 4/5 Autumn 2023/24 – Benin Civilisation</p> <p>Previous concepts: progress, archaeology, and influence, heritage</p>	<p>In 2021/22 Y5 as Y3- and Y4 as Y2 (B3) Ancient Egypt; focusing on farming. In 2021/22 Y5 as Y3 and Y4 as Y2 (B3) Ancient Greece and its impact on modern day. In 2021/22 Y4 as Y2 (B2)- Beeston Castle visit</p> <p>Y3/4 in 2022/23 Stone age to Iron age. Y3/4 in 2022/23 Shang Dynasty Y3/4 in 2022/23 Roman Empire</p> <p>Y4/5 Autumn 2023/24 – Benin Civilisation Y4/5 Spring 2023/24- Railways (British History since 1066)</p> <p>Previous concepts: progress, archaeology, and influence, heritage</p>
<p>Why this, why now?</p>	<p>Previously the children have learnt about Ancient Egypt which will support them to develop their knowledge of African history which is a vital part if this unit. They have learnt about the Stone Age to the Iron Age which will help them in their understanding of the Benin Bronzes and how these were made. In geography they are learning about trade and natural resources and as part of this they will discover the importance of the cotton trade in Benin currently. Focusing on this area helps the children to understand the geography Benin and give an insight into what it would have been like to live there.</p>	<p>The children have learnt about ancient civilisations (Egypt and Greece) and know why and how these civilisations were successful. Now the children will learn about our more recent history and how technology has made rapid progress in our civilisation. The learning here connects with our geography learning where the children are using field work to learn more about our local area- they will be visiting the train station and discussing its impact on the environment as well as the impact it had on the people of the time. In DT the children will be learning about mechanical systems which connects to the mechanical systems which were used in trains.</p>	<p>The children have learnt about the Roman Empire, they can now build on this to see what happened after they left Britain (and subsequently collapsed). Their knowledge of farming from their Egyptian learning helps them understand the importance of this- why Saxons and Jutes came to England.</p> <p>Geography – we will be learning about climate zones. One of the reasons that the Saxons came to Britain was because their land often flooded and they needed better land for farming.</p>

	<p>In science we develop the knowledge of the Benin Bronzes further by connecting our learning about changing state – how the bronze needed to be cast to be able to create the final artwork.</p>	<p>In English they will look at the life of Charles Harding, writing diaries and performing these which will help them have a true grasp of what life was like during the height of the railways. Charles was the station master of Wrenbury station which makes the history purposeful to them.</p>	
Core Learning	<p>Concept: Heritage Enquiry Question: In what ways was Benin important?</p> <p>I understand heritage and what it means to a people. To have an understanding of Africa's past. To know how our knowledge of the past is constructed from a range of sources. I can use sources to help me understand what life was like in the Benin civilisation. I recognise the importance of the Benin Bronzes, both past and present. I know about a key event in the History of Benin.</p> <p>Benin Bronzes British Museum</p> <p>What was life like in Benin? - BBC Bitesize (Only use real images from this link) What can we learn from the art of Benin? - BBC Bitesize (Only use real images from this link) Scheme of Work: Exploring Benin's Big Picture of the Past / Historical Association (history.org.uk)</p> <p>The story of Nigeria's stolen Benin Bronzes, and the London museum returning them National Geographic</p>	<p>Concept: Progress (build on this concept from yr3/4 when we looked at stone to iron age) Enquiry Question: Did the introduction of the railways make life better for the people of the time?</p> <p>To order a range of dates on a timeline (to include prior learning). To know the key individuals during the time of the first railways. To use a range of sources to help them to draw conclusions about the first railways. To look at two versions of the same event in history- view point of workers v the inventors/ engineers. To know and describe in some detail the main changes in this time period. To question the accuracy of interpretations of the past.</p> <p>Victorian Railways (KS2) Made Easy (kidadl.com) First Railways History Of Railways DK Find Out</p> <p>Charles William Harding – Station Master Crewe and Shrewsbury Passenger Association (caspa.org.uk)</p>	<p>Concept: Kingdom Enquiry Question: Did times change for the better during 'Anglo-Saxon' times? & Why did the Viking invade and how did people retaliate?</p> <p>To understand that the Romans withdrew from Britain in c. AD 410 Who the Anglo-Saxons and Vikings were. To know the key regions in Anglo-Saxon Britain and know that many of our place names come from these times. To know who Alfred the Great was and how he resisted the Viking raids. To understand Danegeld and its purpose. To know who Edward the Confessor was, his impact and death in 1066</p> <p>Alfred versus the Viking Great Army / Historical Association (history.org.uk)</p> <p>How did the Vikings fight? - BBC Bitesize</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England / Historical As</p> <p>Why did the Anglo-Saxons come to Britain? - BBC Bitesize</p>

<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Geography- natural resources and trade. Looking at the cotton trade in Benin today.</p> <p>Science- changing state will touch on the Benin Bronzes, how these would have had to have been heated to mould them.</p>	<p>Visit to Wrenbury railway station (on Great Western Railway) though our geography which focuses on the local area.</p> <p>In DT the children will be learning about mechanical systems.</p>	<p>Geography – we will be learning about climate zones and the impact of these on the people who live within them.</p>
<p>Opportunities for oracy and reading...</p>	<p>Reading texts- particularly linked to the Benin Bronzes, used to deepen history understanding.</p> <p>Oracy, the final lesson should be a debate, where the children will need to articulate their opinions well and support their ideas with evidence. These skills will need to be taught throughout the unit to allow the children to apply them at the end.</p>	<p>Reading texts will connect with the railways from classic extracts (eg: The Railway children) to non-fiction texts.</p> <p>Reading/ performance of extracts of Charles Harding’s diary extracts.</p> <p>Oracy, the final lesson should be a debate, where the children will need to articulate their opinions well and support their ideas with evidence. These skills will need to be taught throughout the unit to allow the children to apply them at the end.</p>	<p>Reading texts- the class story will be based on this period in history. Non- fiction texts will be used to deepen history understanding.</p> <p>Oracy, the final lesson should be a debate, where the children will need to articulate their opinions well and support their ideas with evidence. These skills will need to be taught throughout the unit to allow the children to apply them at the end.</p>
<p>Key Figure</p>	<p>-</p>	<p>George Stephenson Or Isambard Kingdom Brunel Charles William Harding- local station master from 1911.</p>	<p>Alfred the Great Edward the Confessor</p>
<p>Vocabulary</p>	<p>kingdom, Oba, European Merchants, govern, River Niger, guilds, bronze, ivory, Edo people</p>	<p>Victorians, Industrial Revolution ,transport , economic / social change, trade and industry, infrastructure, steam locomotive, Rainhill Trials, The Rocket , Great Western Railway , viaducts , century , decade</p>	<p>Raiders, invaders, Mercia, Danelaw, settlement, conquer, invasion, longship, danegeld, Anglo-Saxons, Vikings, Denmark, Norway Dark Ages, Dark Ages, Holland, Belgium, settle, Germanic-speaking Angles, Saxons, Jutes and Frisians, Celts, Kent, Northumbria, East Anglia, Essex, Sussex, Wessex,</p>
<p>Quick Quiz</p>	<p>Can you explain the word ‘heritage’ to me? Can you tell me about Africa’s past? How do we find out about the past? What does X tell me about the Benin civilisation?</p>	<p>Can you place these key events on a timeline? Who were individuals during the time of the first railways? What did they achieve? Can you explain what these sources tell us about the first railways.</p>	<p>When did the Romans withdraw from Britain? Who were the Anglo-Saxons and Vikings? Where did they come from? What were the key regions in Anglo-Saxon Britain?</p>

	Why are the Benin Bronzes considered important? Can you tell me about a key event in the history of Benin?	Can you tell me about two different versions of the events from this time? Why are they different? What conclusions have you come to? What were the main changes to this time period? Do you think all interpretations of the past are accurate? Why do you think this?	Who was Alfred the Great? How did he resist the Viking raids? What was Danegeld? Who was Edward the Confessor?
Discussion question/point:	Do you think that the Benin Bronzes should be given back to Africa?	Without railways, Britain would not have become the powerful country that it is today. Discuss.	Did the invasion of the Vikings have a positive or negative impact on England?

History

Base 5– Year 5/6

Whole School Theme	Around the World	Wild Isles	Peering into the Past
What does this mean to me? Why does this matter?			
Unit of Work	The Roman Empire and its impact on Britain. Ancient Greeks and its impact on Britain.		Ancient civilizations – Indus Valley
National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world The Roman Empire and its impact on Britain		The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Indus Valley;
Prior Learning	In 2021/22 Y5 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming. In 2021/22 Y5 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day. - In 2021/22 Y6 as Y4(B4)- The changing power of monarchs In 2021/22 Y6 as Y4 (B4) – Benin Study In 2020/21 Y5 as Y3 (B3)- Anglo-Saxons and celts – settlements -		In 2021/22 Y5 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming. In 2021/22 Y5 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day. - In 2021/22 Y6 as Y4(B4)- The changing power of monarchs In 2021/22 Y6 as Y4 (B4) – Benin Study

	<p>Y5 as Y4 and Y6 as Y5 (B4) in 2022/23 – Local history study focusing on the importance of archaeology (Beeston castle) , significant turning point in UK history- First railways, Vikings and Anglo-Saxons</p> <p>Previous concepts: progress, archaeology, and war & resistance.</p>	<p>In 2020/21 Y5 as Y3 (B3)- Anglo-Saxons and celts – settlements</p> <p>-</p> <p>Y5 as Y4 and Y6 as Y5 (B4) in 2022/23 – Local history study focusing on the importance of archaeology (Beeston castle) , significant turning point in UK history- First railways, Vikings and Anglo-Saxons</p> <p>-</p> <p>Y6 as Y6 and Y5 as Y5 in autumn term 2023 Ancient Greece and Roman Empire.</p>
<p>Why this, why now?</p>	<p>The children have already learnt about the Viking and Anglo-Saxons which will allow them then to consider the Roman invasion on Britain which happened prior to this. The Romans left in 410 AD which then allowed others to invade. The time after the Romans left was known as ‘The Dark Ages’ .</p> <p>In geography the children are learning about trade routes and how important these are, this is no different than in ancient times when trade was vital. This will also support the children’s understanding of where natural resources are and why the Romans and Greeks wanted to invade particular countries.</p> <p>The Year 5 children have some knowledge of the Greeks and will be able to build on this during this unit, sharing their knowledge with the Year 4 pupils which will deepen knowledge and understanding.</p> <p>Through science and reading activities, the children will learn about key figures within these time periods which will deepen learning of the time and on the concept of ‘culture’ .</p>	<p>The children will have an understanding of Alexander the Great (Autumn/ Spring terms) who took the Greek empire as far as the Indus valley which will ensure the children have a prior knowledge about this area. This will build on their learning in the previous term which considers the impact of climate and environment on a civilisation (Romans invading Britain).</p> <p>In geography the children are focusing on the Indus River which helps the children to understand what life may have been like living in this area – it ensures that the Indus Valley is more accessible/ understandable to them.</p> <p>In DT the children are using pulleys and gears, creating excavation tools for Mohenjo-Daro dig which supports their understanding of the excavation/ archaeology element of this unit as previous excavations at Mohenjo-Daro did not take due care.</p> <p>The children can also build on their knowledge of Benin and Ancient Egypt, using their knowledge and interpretation of their sources to support their interpretation of sources found in the Indus Valley.</p>
<p>Core Learning</p>	<p>Concept: Culture</p> <p>Enquiry Question: How did the Romans influence the culture of the people already here (UK)? How did the Greeks influence the world?</p>	<p>Concept: Fact and Interpretation (build on previous concept of archaeology)</p>

	<ul style="list-style-type: none"> -To recognise the size of the Roman Empire at its height. -To know Romans invaded Britain. -To interpret ruins -To consider the evidence used for artist's impressions of what a Roman Fort may have looked like. - To infer information from artefacts about what life was like in Ancient Roman and Ancient Greece. - To consider the utility and limitations of using artefacts in isolation from other historical sources <ul style="list-style-type: none"> - To know that different kinds of sources provide different information - To recognise the similarities and differences between Greek and Roman culture and why this might be so. -To know key Roman and Greek figures and their impact on the world. <p style="text-align: center;">Teaching History with 100 Objects (teachinghistory100.org)</p> <p style="text-align: center;">British Museum, London, United Kingdom — Google Arts & Culture</p> <p style="text-align: center;">Roman Britain English Heritage (english-heritage.org.uk)</p>		<p>Enquiry Question: What was it like to live in the Ancient Indus Valley civilisation?</p> <p>Who the Indus Valley Civilisation were and how we know about them.</p> <p>How archaeologists discovered an unknown Civilisation in the Indus Valley and realise it was Ancient and what has been found out since then.</p> <p>How we find out what life was like in an Indus City.</p> <p>Why archaeologists have disagreed about what the Indus Civilisation was like, and why it came to an end.</p> <p style="text-align: center;">Indus Valley Civilisation British Museum</p> <p style="text-align: center;">Teaching History with 100 Objects - Seals from the Indus Valley (teachinghistory100.org)</p>
<p>Opportunities for deepening learning ...</p> <p><i>Know more and remember more.</i></p>	<p>Geography – focuses on trade routes. Science – Earth sun and moon.</p>	<p>Wild Isles theme – consideration of what our island was like during the Roman invasion and how this had an impact on the invasion. (rough seas, unforgiving climate compared to the Mediterranean).</p> <p>Study of the tropics of Cancer/ Capricorn in geography supports understanding of climate and impact on invading Romans.</p>	<p>Geography – comparison of Indus River and River Severn. DT- pulleys and gears, creating excavation tools for Mohenjo-Daro dig.</p>
<p>Opportunities for oracy and reading...</p>	<p>What do sources tell us about the culture of ancient civilisations? Why would this image be used – why might this be considered as important to this civilisation?</p>		<p>Throughout this unit, the children will need to build on their skills from the previous two terms to interpret sources, to</p>

	<p>What message does this give the people of the time? How was this made? What does this tell us about the skill of the people of this time? What does this tell us about lifestyle?</p> <p>Reading texts based on Ancient Greek astronomers to connect history, science and reading. Reading texts based on key figures.</p>	<p>do this the skills of discussion and listening will be needed and therefore must be taught.</p> <p>Final lesson requires children to discuss and debate what they feel ended the civilisation. Prior to this, discussion and debating skills need to be taught through history lessons to enable an effective final lesson.</p>	
Key Figure	<p>Constantine - Roman ruler (bringing Christianity to Britain) Aristarchus of Samos- Greek astronomer Alexander the Great – Greek ruler (creating the largest empire ever known to mankind)</p>	-	
Vocabulary	<p>chronological order, timeline, conquer/conquest, law, myths, trade, economy, archaeologist, artefact, tribe, resistance, cavalry, Celts, dictatorship, republic, invasion, rebellion, citizen, empire, Latin, Greek, etymology, slave</p>	<p>civilisation, dynasty, location, river valley, irrigation, achievements, archaeology, artifact, comparison, society, Pakistan, India, Asia, Africa, River Indus, agriculture, excavate, generation/s, evidence, theory,</p>	
Quick Quiz	<p>How far the Roman Empire spread during its civilisation? Why did the Romans invade Britain? What do these ruins tell us? Are the artists' impressions simply a piece of art? What do these artefacts tell us about what life was like in Ancient Rome / Ancient Greece? How does the comparison of artifacts from different civilisations help us as historians? What sources would you use to learn more about culture? Which sources would you use to learn more about a specific leader? Why would you select these? What is similar and what is different between Greek and Roman culture? Why do you think this is? Can you name me some key figures from the Ancient Roman and Ancient Greek world?</p>	<p>Who are the Indus Valley Civilisation and how we know about them? How did archaeologists discover an unknown Civilisation in the Indus Valley and realise it was Ancient? What has been found out since then? How can we find out what life was like in an Indus City? Why have archaeologists disagreed about what the Indus Civilisation was like, and why it came to an end?</p>	
Discussion question/point:	<p>Without the Roman invasions, Britain would still be the successful country we know today. Discuss.</p>	<p>The Ancient Greeks had some impact on the ancient world but their ancient civilisation has no influence on our modern world.</p>	<p>If ancient civilisations were successful, they would still be thriving today.</p>