

History

At Norton Community Primary School

At Norton CP School our focus in history is to encourage children to develop their historical understanding whilst enabling them to gain a coherent, chronological understanding of Britain’s past and that of the wider world. We also ensure that children realise that history has impacted on the lives, choices and opportunities we have today, and that there were significant people, events and historical periods that have caused these changes. To achieve this, we study a variety of periods from the earliest times and link them to the present day and wherever possible to the local area. We aim to equip pupils to ask perceptive questions, think critically, examine evidence, construct arguments, and develop a historical perspective and judgement. We strive to inspire pupils’ curiosity through a lively and questioning approach to history.

Children will learn the historical periods in chronological order to help with their memory skills. Each year group in key stage two will also study an aspect or theme of British history to develop their understanding of social history. Some topics are revisited to help develop memory skills and for children to make links between learning. Links will also be exploited across different subjects such as geography and science, wherever possible which aims to develop their thinking. Further, we aim to provide children with the opportunity to appreciate that the lives we lead today are different and have both changed or continued from the experiences of people before us.

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Year One

Y1 – Why do my toys look different to those my grandparents played with?

National curriculum link: Changes within Living Memory.

Key Essential Skills and Knowledge

- I know that objects reflect the era in which they were made
- I know that changes occur over time
- I can consider specific changes within an historical context

Sticky Knowledge

- Toys have changed over time
- In the past, toys were made of wood and metal – plastic had not been invented yet
- In the past, toys with moving parts were mechanical – you had to move a part of the toy to make another part move
- Now we have electricity, many modern toys are electronic and move/function when you turn them on

Vocabulary

- Living memory, beyond living memory, same, different, moving parts, material, electronic

Content

Children will learn how toys and books have changed in the last 100 years. They will investigate what their grandparents would ask for Christmas and birthdays and discuss these choices. They will consider the impact of these changes on healthy lifestyles and how they can make changes to their own lives to ensure an appropriate balance of exercise.

Books

- The Everywhere Bear by Julia Donaldson
- Toy Boat by Randall de Seve
- I love you Blue Kangaroo by Emma Chichester-Clark
- Grandpa by John Burningham
- Dogger by Shirley Hughes
- Stanley's Stick by Julia Hegley

Y1 – Do dinosaurs still live on Earth?

National curriculum link: Changes beyond Living Memory.

Key Essential Skills and Knowledge

- I can use understand and use vocabulary such as: a long time ago; in the prehistoric times
- I can show some understanding of how people find out about the past
- I can show some understanding of how evidence is collected to make historical facts
- I understand and can use vocabulary such as reason and event to explain what happened to the dinosaurs

Sticky Knowledge

- I know most dinosaur fossils have been found in the deserts of North America, China and Argentina

- I understand that deserts keep fossils from being covered in plant matter, so they are preserved well
- I can name some dinosaurs: Tyrannosaurus Rex, Velociraptor, Spinosaurus, Stegosaurus, Parasaurolophus, Triceratops, Brachiosaurus, Oviraptor
- I know that dinosaurs and mammals evolved in the Triassic Period and dinosaurs became extinct at the end of the Cretaceous period
- I know why Mary Anning is significant because she discovered lots of fossils and even a complete dinosaur skeleton
- I know that the word dinosaur means 'terrible lizard'

Vocabulary

- Palaeontologist, bones, fossils, footprints, prehistoric, extinct, omnivore, herbivore, carnivore, excavate

Content

Children learn that a long time ago Dinosaurs lived. Children will discuss how animals may have become extinct and how and how things change over time. They compare life then and now and why the dinosaurs may have died out. Children will begin to understand methods of historical enquiry and how this enables us to construct the past.

Books

- Harry and the Bucketful of Dinosaurs by Ian Whybrow
- Mad About Dinosaurs by Giles Andreae (in verse)
- How Did the Dinosaurs Get to the Museum? Jessie Hartland (Link to Bog Baby)

Y1 – Who was the greatest explorer?

National curriculum link: Changes within Living Memory.

Key Essential Skills and Knowledge

- I can put up to five objects or events in chronological order and use words and phrases like old, new, and a long time ago
- I can appreciate that some famous people have helped our lives be better today

Sticky Knowledge

- Neil Armstrong was the first man to walk on the moon in 1969
- The first aeroplane flight paved the way for space flight
- Christopher Columbus was a navigator who discovered a sailing route to America while searching for a route to the Far East
- Christopher Columbus proved that the Earth wasn't flat

Key Vocabulary

- Famous, explorer, voyage, astronaut, space flight, Apollo, research, NASA, orbit, aviator, navigator

Content

This topic will engage children in the lives of Ibn Battuta, Christopher Columbus, Neil Armstrong and Robert Falcon Scott (or a combination of these). It will allow children to discuss and discover why they are deemed significant as well as understand their understanding of chronology. Comparisons will be made between the historical periods in which these great explorers lived. This topic might also look at the first ever aeroplane flight and how this has impacted on our lives. The topic will also study basic chronology of travel and transport changes allowing children to reflect on the impact of lives. In year four, children will study the railways in depth.

Books

- Man on the Moon: a day in the life of Bob by Simon Bartram
- Toys in Space by Mimi Grey
- Sophie Scott Goes South by Alison Lester
- Tom Crean's Rabbit by Meredith Hooper (Cpt Scott)

Year Two

Y2 – How do we know about the Great Fire of London?

National curriculum link: Events beyond living history that are significant nationally.

Key Essential Skills and Knowledge

- I can give examples of things that are different in my life compared to lives a long time ago in the Stuart era
- I can use the terms past and present accurately
- I can say how long ago an event happened
- I can sequence an event in chronological order
- I can recount some interesting facts from the Fire of London
- I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later

Sticky Knowledge

- In 1666, a fire was started by a spark from an oven in Pudding Lane, London
- The fire spread quickly due to strong winds and timber framed buildings
- Samuel Pepys began writing his diary in 1660. He wrote about the Plague of 1665 and the Great Fire of London

Key Vocabulary

- Before I was born, before, after, past, present, then, now

Content

Children learn how Samuel Pepys kept a diary that has become infamous. By keeping this diary we have a good understanding of what may have happened to cause the Great Fire of London and what happened using a brief timeline to support their learning. Using this timeline, they will discover some of the key events of the fire: how the fire started, how the fire spread and how eventually it burned out. Children could also increase their awareness of the past by comparing and contrasting past and present-day London (link to Y1 geography) as well as looking at The Great Plague making comparisons with Covid-19 where possible.

Books

- Vlad and the Great Fire of London by Kate Cunningham
- You wouldn't want to be in the Great Fire of London by Jim Pike
- The Bakers boy and the Great fire of London.

Y2– How have people like Rosa Parks make the world a better place?

National curriculum link: The lives of significant people in the past who have contributed to international or national achievements.

Key Essential Skills and Knowledge

- I can research the life of a famous Britain from the past using different resources
- I can give examples of things that are different in my life compared to lives in the early twentieth century
- I can say why some figures are significant and have been remembered

Sticky Knowledge

- Rosa Parks refused to give up her seat on a bus to a white man which was against the law
- There was a bus boycott and eventually the law changed to allow anyone to sit where they wanted to on buses
- Emily Wilding was a suffragette who wanted votes for women
- Davidson ran out in front of the king's horse as it was taking part in the Epsom Derby. She died later from her injuries.
- Women got the vote in 1928

Key Vocabulary

- Suffragette, discrimination, laws, rights, significant

Links to overarching themes

- **Crime and Punishment** – Rosa Parks and Emily Wilding were imprisoned for protesting against laws they felt were unfair

Content

This topic will explore why some people are remembered and how these people have changed our lives now despite them not being alive. Rosa Parks and Emily Davidson will be compared. Children will hear how Rosa Parks refused to get off the bus for a white person and why this makes her a significant person. Children will learn about discrimination and discuss where this may still occur and what could be done to help.

Books

- I am Rosa Parks by Brad Meltzer
- The Skin I'm in by Pat Thomas
- Henry's Freedom Box by Ellen Levine
- Cameron can Too by Allie Brooke
- Fantastically Great Women Who Changed the World by Kate Pankhurst.
- My Best Friend the Suffragette by Sally Morgan

Y2 – What was it like in Victorian Britain?

National curriculum link: The lives of significant people in the past who have contributed to national and international achievements.

Key Essential Skills and Knowledge

- I can sequence a set of objects in chronological order and give reasons for their order
- I can explain how Norton and Malton were different in the past
- I can explain why Britain has a special history by naming some famous events and famous people

Sticky Knowledge

- In the Victorian era, Britain changed a lot from a rural, farming place to an urban, industrial one
- The Victorian era began in 1837 and ended with Queen Victoria's death in 1901.
- Key inventions of the time include steam engines and the railway. Mass production took place in factories.
- Very few children went to school at the beginning of the period but from 1880, all children aged between 5 and 10 had to go to school.

- Workhouses were where poor people who had no job or home lived. Malton had a workhouse on Sheepfoot Hill (which can be reached by crossing the railway track and walking over Malton Bridge).

Key Vocabulary

- Industrial revolution, mass production, urban, rural, steam engine, workhouse

Links to overarching themes

- **Crime and Punishment** - In 1829, a politician called Sir Robert Peel introduced the first English police force. If a child committed a crime, they would receive the same punishment as an adult. For the first time in history, prisons became the main form of punishment in this period. They were awful places.

Content

Children will learn about how children's lives were extremely different to those today. They will visit Castle Museum in York and learn about how the schools were very different and not available to everyone; most children would be working by the time they were 12 years old! Children could also learn about Workhouses – there was one in Malton! Some key inventions of this time might be explored. They could link their geography learning to learn that Scarborough was a popular seaside town of Victorian times. In year 4, children will explore the Railways and learn more about this.

Quality Texts:

- Major Glad, Major Dizzy by Jan Oke
- Daisy Saves the Day by Shirley Hughes
- The Waterbabies, Charles Kingsley
- The Nutcracker (rev. Janet Schulman edn to read aloud or Katy Flint with The Story Orchestra for illustrated with music links)
- A Children's Garden of Verses The Owl and the Pussycat.

Year Three

Y3 – Who first lived in Britain?

National curriculum link: Changes in Britain from the Stone Age to the Iron Age

Key Essential Skills and Knowledge

- I can describe events and periods using the words ancient and century
- I can use a timeline within a specific time in history and set out the order in which things may have happened
- I recognise the part that archaeologists have had in helping us understand more about what happened in the past
- I can use various sources of information to help me to piece together information about a period in history
- I can, through research, identify similarities and differences between given periods of history
- I know that people who lived in the past cooked, dressed and travelled differently and they used different weapons from ours

Sticky Knowledge

- There were very few Britons in the Stone Age. They were hunter gatherers who were often nomadic meaning they travelled from place to place to find food.
- In the Bronze Age, Britons built monuments such as Stone Henge and barrows (burial mounds)
- Bronze Age Britons farmed the land and began to grow crops in fields

Key Vocabulary

- Henge, hill fort, settlement, nomadic, agriculture, barrow, archaeologist, artefact, Neolithic, BC, tribal, hunter-gatherers, shelter, prey

Content

This topic allows children to understand who first lived in Britain and how they lived. Children will explore how they farmed and how we know this. They may also study Bronze Age religion, technology and travel or the Iron Age hill forts: tribal kingdoms, farming, art and culture. Children will look at Stonehenge and Skae Brae (links to science: Rocks and Soil). They could look at how Stone Age people survived and discuss if they have heard of Bear Grylls.

Books

- Stone Age Boy by Satoshi Kitamura
- Ug: Boy Genius of the Stone Age by Raymond Briggs
- The Boy with the Bronze Axe by Kathleen Fidler
- Stig of the Dump by Clive King
- The First Drawing by Mordicai Gerstein

Y3 – How can we recreate the wonder of Ancient Egypt?

National curriculum link: The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of **Ancient Egypt**.

Key Essential Skills and Knowledge

- I can describe events and periods using BC, AD and decade
- I can describe events from the past including dates when things happened
- I can use more than one source of information to bring together a conclusion about an historical event/period
- I can appreciate why people settled along the River Nile
- I can recognise that religion changed over the 3,000 year period and understand that this can tell me about wider changes in ancient Egypt

Sticky Knowledge

- The civilization of Egypt spanned 3,000 years
- We know about this period of history thanks to archaeologists including Howard Carter who discovered Tutankhamun's tomb
- The River Nile flooded often which made the soil on its banks perfect for growing crops
- The Greeks (who you will study next year) were very interested in the Egyptians – Herodotus wrote about the Pyramids

Key Vocabulary

- Archaeologist, river silt, settlement, BC, AD, decade, dynasty, pharaoh, tomb, hieroglyphics, papyrus

Content

This Ancient Egypt unit will allow children to explore the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how the pyramids were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. Children will learn the importance of the River Nile and this can be linked to their geography learning: Rivers.

Books

- The Egyptian Cinderella by Shirley Climo,
- The Time Travelling Cat by Julia Jarman
- The Pharaohs of Ancient Egypt by Elizabeth Payne
- The Mystery of the Egyptian Scroll by Scott Peters
- So you think you've got it bad? A kid's life in Ancient Egypt
- Treasury of Egyptian Mythology by Donna Jo Napoli.

Y3 – Who were the most riotous royals?

National curriculum link A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Royals).

Key Essential Skills and Knowledge

- I can use my mathematical knowledge to work out how long ago events happened
- I can make comparisons between historical periods explaining things that have changed and things that have stayed the same
- I have a good understanding of how the monarchy has changed over the years
- I appreciate that the role of a monarch is very different today

Sticky Knowledge

- Monarchy is the oldest form of government in the UK
- Nowadays, the monarch is Head of State but they do not have political power
- In the Middle Ages, the king was the most important man in the country and owned all the land
- King John didn't treat people fairly which made them angry. In the Magna Carta, he promised to protect their rights and freedoms
- Over time, monarchs have handed their power over to the government

Key Vocabulary

- Reign, monarchy, government, political, Magna Carta, rights, subjects

Content

Children will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.

Books

- Alice's Adventures in Wonderland and Through the Looking Glass by Lewis Carroll
- Victoria: My Royal Story <https://www.royal.uk/sites/default/files/media/victoria.pdf>
- Richard III (Shakespeare)
- You wouldn't want to be married to Henry VIII by Fiona McDonald
- Greensleeves by HVIII
- The Queen's Nose by Dick-King Smith
- The Mystery of the Egyptian Scroll by Scott Peters
- So you think you've got it bad? A kid's life in Ancient Egypt
- Treasury of Egyptian Mythology by Donna Jo Napoli.

Year Four

Y4 – What was so great about the ancient Greeks?

National curriculum link: Ancient Greece – A study of Greek Life and achievements and their influence in the western world

Key Essential Skills and Knowledge

- I can place periods of history on a timeline showing periods of time
- I can explain how developments from the past have helped shape our lives
- I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out
- I appreciate that religion was important to ancient Greek people
- I know that democracy has its roots in ancient Greece and it is still very important to the lives of Britons today

Sticky Knowledge

- I know that the ancient Greek civilization began after the ancient Egyptians and before the Romans
- I know that the Greeks had many different gods with different areas of responsibility
- I can name key Greek gods – Zeus, Hades, Poseidon, Hera and Athena
- I know that theatre, the Olympics and democracy all have their origins in ancient Greece

Key Vocabulary

- Myth, democracy, religion, civilization, ancient, city state, Mount Olympus, tragedy and comedy

Content

Children will learn that the Ancient Greeks invented the theatre and compare the ancient Olympic Games to the Modern Olympics. Democracy can be explored and compared with our democracy now. Children will explore why their Gods were so important and look at some Greek Myths. Children may explore the meaning of philosophy.

Books

- Greek Myths by Marcia Williams
- Who Let the Gods out by Max Evans,
- *Beasts of Olympus: Beast Keeper* by Lucy Coats
- A Visitor's Guide to Ancient Greece by Lesley Sims.

Y4 – Who were the Romans and what did we learn from them?

National curriculum link: The Roman Empire and its impact on Britain.

Key Essential Skills and Knowledge

- I can place a growing list of eras and events on a timeline
- I can say how developments from the Roman era have had an impact on the modern world
- I can ask and answer questions about how/why events and people are significant
- I can look at two versions of the same event and identify how they are similar and different
- I can explore continuity and change

Sticky Knowledge

- The Roman invasion coincided with the Iron Age
- Julius Ceasar led the first (unsuccessful) Roman invasion on Britain in 55BC
- Emperor Claudius arrived in Britain in AD43. It took many years to gain control of Britain as many tribes fought back
- The Iceni tribe (led by Boudica) resisted Roman rule
- The people who lived in Britain before the Roman invasion were called Celts, they lived in small villages or on farms in round houses with cone shaped roofs
- The Romans brought many developments and ideas to Britain which we still use today

Key Vocabulary

- Conquest, invasion, culture, architecture, empire, civilization, source, primary/secondary evidence, romanisation,

Links to overarching themes

- Crime and Punishment - The Roman system of law and punishment is the basis of many laws that we still use today.

Content

Learning will include Julius Ceasar's attempted invasion in 55-54BC. They will explore when the Romans invaded Britain. They will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. Boudicca will be studied from contrasting perspectives enabling children to discuss why people have different opinions. Hadrian's wall may be discussed and the reason it was built.

Books

- *The Captive Celt* by Terry Dreary – link to overarching theme **Crime and Punishment**
- *Roman Soldiers Handbook, You wouldn't want to be a Roman Soldier*
- *Roman Invasion* by Jim Edridge
- *The Thieves of Ostia* by Caroline Lawrence
- *The Orchard Book of Roman Myths* by Geraldine McCaughrean
- *Roman Invasion* by Jim Edridge
- *The Thieves of Ostia* by Caroline Lawrence
- *So you think you've got it bad? A kids life in Ancient Rome* by Chae Strathie
- *Empire's End* by Leila Rasheed

Y4 – Why was the introduction of Railways a significant turning point of British history?

National curriculum link: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Railways).

Key Essential Skills and Knowledge

- I can begin to understand broader trends/themes over time
- I can independently question the reasons behind historical events and changes

Sticky Knowledge

- The Liverpool and Manchester Railway, which opened in 1825, was the first modern railroad.

- George Stephenson was a pioneering railway engineer and inventor of the 'Rocket', the most famous early railway locomotive. He is known as the 'Father of Railways'.
- The railway allowed people and products to be transported faster than ever before.
- For the first time, less wealthy people could travel to the seaside on day trips or for short holidays. Towns like Scarborough and Whitby became very popular. The railway reached Whitby in 1835 and Scarborough in 1845. So many tourists were travelling to and from Scarborough in 1883 that the longest railway bench in the world was built at Scarborough station which was long enough to accommodate 230 passengers!
- The industrial revolution was a time when products began to be made in large factories and lots of people moved from the countryside to big cities to work in these factories.

Key vocabulary

- Freight, railroad, locomotive, train, carriage, passenger, tourism, first class

Content

Children will explore how Britain changed after the first railways were introduced and how this revolutionised travel. They will consider the impact that this had in the local area (Scarborough, Whitby) and also the impact on trade. They may make some links to the Victorians that they learnt about in Year 2 and learn what is meant by 'the industrial revolution'. Children will be able to name some famous locomotives, early railway lines and important individuals.

Books

- R. L. Stevenson From a Railway Carriage Poem
- The Railway Children by E. Nesbit
- The Voyage of the Dawn Treader by C. S. Lewis
- The Secret of Platform 13 by Eve Ibbotson
- Harry Potter and the Philosopher's Stone by J.K. Rowling

Year Five

Y5 – Who were the Anglo-Saxons and what were their links to Christianity?

National curriculum link: Britain's settlement by Anglo-Saxons and Scots.

Key Essential Skills and Knowledge

- To develop a clear understanding of the order of the time periods studied across KS1 and KS2
- To place world history events on a timeline with the correct dates and labels
- To describe what life was like for different people living at the same time (rich, poor, military, civilian etc)
- To ask and answer clear questions about what happened in the Anglo-Saxon era

Sticky Knowledge

- The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes
- The name 'Angles' eventually became 'English' and their land 'Angle-land', became England
- They came to Britain across the North Sea in the middle of the 5th century
- For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land
- The Anglo-Saxons were fierce people who fought many battles (and each other!)
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066

Key vocabulary

- Pagan, Christian, natural resources, Angles, Anglo Saxon, archaeologist, artefact, century, invasion, Monk, Picts, Saxons, Scots, settler, source

Links to overarching themes

- **Crime and Punishment** - The leader of the village would use the laws written by the King to decide what punishments you would receive. The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines. Weregild, which means 'blood price', was a system of fines where, if you injured someone, the victim received money. Before weregild was developed, early Saxon Kings allowed victims of crimes to punish criminals themselves. So, if someone was murdered, the family had the right to track down and kill the murderer. This obviously led to more violence.

Content

Children will learn how the Anglo-Saxons were made up of three tribes: the Angles, Saxons and, Jutes. They will learn about the invasions from Ireland to north Britain (now Scotland) and how they settled looking at place names and village life. They will also learn about Christian conversion – Canterbury, Iona and Lindisfarne (this will lead onto Viking Study in Y6). Children will also discuss how the Anglo-Saxons brought law and order to Britain.

Books

- Anglo-Saxon Boy by Tony Bradman
- Beowulf by Micheal Morpergo
- Sir Gawain and the Green Knight by Michael Morpurgo
- The Sword in the Stone T. H . White

Y5 – Why should Britain be ashamed of Slavery?

National curriculum link: A study of an aspect of history that extends pupils' chronological knowledge beyond 1066.

Key Essential Skills and Knowledge

- I can use more complex sources of primary and secondary information
- I can suggest why there may be different interpretations of events
- I can suggest why some people and events have been omitted from historical accounts
- I understand that some events of the past affect people's lives today
- I can make links to school life and citizenship issues

Sticky Knowledge

- Between the 16th and 19th centuries, European merchants transported an estimated 12.5 million Africans across the Atlantic to work in slavery in the Americas. Unknown millions died as a result.
- Slavery began in the reign of Queen Elizabeth I when, in 1562, she gave permission for John Hawkins to capture African slaves and take them to America to be sold. He is called "the father of the slave trade."
- 1807 saw the abolition of the slave trade in Britain which made it illegal to engage in the slave trade.
- 1833 saw the abolition of slavery in Britain which gave freedom to all slaves in the British Empire.
- The slave trade was fuelled by massive demand for sugar in Europe. People liked to sweeten tea, coffee and chocolate (all imports from slavery plantations).

Key vocabulary

- Empire, mother country, colonisation, chattel slavery, the triangular trade, middle passage, the Americas, scrambles

Content

This topic will allow children to recall, and build upon, their learning in Year 2 on Rosa Parks and Mary Seacole. Children will look at a variety of aspects of the slave trade how and when it was abolished. They may look at Nelson Mandela's impact and black history of slavery or the transatlantic slave trade and the impact of this. They could explore the following: 'What was the slave trade and what was Britain's part in it? What were slave auctions and what did it feel like to be a slave?' 'What was life like on board the transportation ships?' 'How did the slave trade end?'

Books

- Journey to Jo'berg by Beverley Naidoo
- From Slave Ship to Freedom Road by Julius Lester and Rod Brown
- Sweet Clara and the Freedom Quilt by Deborah Hopkinson
- Freedom (1783) by Catherine Johnson, Oh Freedom! By Francesco D'Amo
- Chains by Laurie R. King

Y5 – Who lived in Malton and Norton before us?

National curriculum link: A local history study.

Key Essential Skills and Knowledge

- I can use dates and historical terms more accurately when describing events
- I am beginning to understand the concepts of continuity and change over time
- I can devise historical questions

Sticky Knowledge

- Malton and Norton have been inhabited for over 2000 years
- In c.79AD, a Roman fort was built in Malton and the remains are still visible today in Orchard Fields
- There was a Roman settlement called Derwentino which lasted for 400 years
- Roman Norton was a hub of industry as evidence has been found of a goldsmith's shop, pottery and brick kilns and a cemetery
- In 1138, Malton was burned down by the Archbishop of York in order to flush out the Scots occupying it at the time. Subsequent to the rebuilding, it became known as New Malton
- Since the 17th century, Malton and Norton have been an important racing centre. This is the part of Yorkshire where the thoroughbred was originally developed by crossing native breeds with Arab stallions imported from the Middle East.
- By studying street names in our local area, we can find out about the history of the two towns

Key Vocabulary

- Roman fort, Derventio, human features (link to geography), physical features (link to geography), agriculture, trade, settlement, resources, industry

Content

This unit will allow children to appreciate a history of the town. This will include that it has been inhabited for more than 2000 years. It had strategic importance during both the Roman and Medieval times and become an important Market . Our town centre guided tour tells the story of the Georgian market town which was a prosperous regional agricultural market centre for nearly three centuries. It describes the impact of the wealthy family who created new trading opportunities. They will discover that Norton was a large settlement with many trades, particularly pottery. Recapping previous learning of 'rivers' in Year 3 they can discuss why Norton and Malton were well positioned for this. Pupils will hear how the Saxons established a farm at Old Malton; the Vikings left their footprint with names (Wheelgate, Yorkersgate and Greengate) and the Normans built a castle that was visited by royalty. They could also look at the Marvellous Map of Malton (Malton Museum) and discover the past of buildings/streets around town.

Books

(Broaden to look at Bronte excerpts, simplified versions of texts and letters from school, CD make comparison with Yorkshire schools over time).

- Yorkshire Folktales
- 1000 Year Old Boy by Ross Welford

Year Six

Y5 – Where the Vikings really vicious?

National curriculum link: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Key Essential Skills and Knowledge

- I can use dates and historical terms accurately in describing events
- I can place features of historical events and people from past societies and periods in a chronological framework
- I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
- I can make connections and contrasts between different time periods studied and talk about trends over time
- I can seek out and analyse a wide range of evidence in order to justify claims about the past
- I can use sources of information to form testable hypotheses about the past

Sticky Knowledge

- Not all Vikings were warriors, many came in peace and became farmers
- The lands the Vikings occupied were known as Danelaw
- Vikings spoke Norse which had an alphabet made up of runes
- Longships were designed to sail in both deep and shallow waters so that they could get close to the shore and sail in rivers to get inland
- Vikings were pagans and often raided monasteries, looting gold
- The most important Viking British city was York (Jorvik as it was known by the Vikings)

Key Vocabulary

- Monastery, missionaries, Scandinavia, settlement, conquer, pagan, kingdom, runes, Viking longship, Danelaw

Content

Building on their prior knowledge of the Anglo-Saxons, this topic will explore Viking raids and invasion. They will hear how the most important British city was York (or Jorvik). They may learn about the resistance by Alfred the Great and Athelstan. They will learn that not all Vikings were warriors and many came in peace to become farmers but others raided monasteries, looting gold. They may look at the design of longboats and what benefits these designs had.

Books

- Viking Tales by Jennie Hall
- Viking Boy by Tony Bradman
- Odd and the Frost Giants, Neil Gaiman
- Illustrated Norse Myths (Usborne)
- Norse Myths by Kevin Crossley-Holland

- Riddle of the Runes by Jamima Ramirez
- She Wolf by Dan Smith

Y6 – Why was the Islamic Civilisation known as the Golden Age?

National curriculum link: A non-European society that provides contrasts with British History.

Key Essential Skills and Knowledge

- I can make connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately
- I understand how to use a range of sources to develop and deepen knowledge
- I can state specific aspects of the legacy of ancient civilizations
- I can make links to geography by thinking about the geographical location of Baghdad and significant geographical features

Sticky Knowledge

- Islam was founded by the Islamic prophet Muhammad who was born in Mecca in 570AD
- At its height, the Islamic Empire stretched from Spain to India and was ruled by a caliph
- Baghdad (a perfectly round city with important buildings at its centre) was built in 725AD
- The Silk Road was a trade route which linked the east to the west
- During the Golden Age, Baghdad became the largest city in the world with a population of more than 1 million
- The House of Wisdom was built in Baghdad. It contained a library with lots of books translated into Arabic. By 860 AD it had the largest collection of books in the world.
- Many new inventions were developed including the first camera and mechanical devices which told Muslims what time to pray
- The world's first hospitals, universities and observatories were built in Baghdad
- The era took place when the Anglo Saxons and Vikings were in Britain
- Islamic Art developed during this period. It contained geometric shapes and repeated patterns
- Baghdad was the world centre of culture and learning until 1258, when the Mongols attacked from Asia. They burned Baghdad, destroyed the House of Wisdom and killed thousands of people.

Key Vocabulary

- House of Wisdom, mosque, Ramadan, scholar, civilization, merchant, Anno Domini (AD), Before Christ (BC), Islam, The Caliph, achievements

Content

The Early Islamic Civilisation was historically known as the golden age due to its excellent trade links. Children will study the achievements of this civilisation and compare it to Britain, understanding that over long periods of time places can change significantly. Children will gain an understanding of the 'Silk Roads' and why these were so important. They could also look at Islamic architects (art link).

Books

- Arrival by Shaun Tan
- Tales from Arabian Nights by Andrew Lang
- The Splendid Kingdom by Lilly S. Mohsen and Dina Soliman
- The House of Wisdom by Florence Parry Heide

Y6 – Are we more lenient on criminals than in the past?

National curriculum link: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in social history (Crime and Punishment).

Key Essential Skills and Knowledge

- I can use words and phrases such as century and decade.
- • I can use timelines to place and sequence local, national and international events.
- • I can describe main changes in a period in history using words such as social, religious, political, technological and cultural.
- • I can identify how and give reasons why changes may have occurred, backed up with evidence.
- • I can identify changes and links within and across the current period study and previous periods studied.
- • I can explain that some events, people and changes have been interpreted in different ways and suggest possible reasons for how and why.
- • I can select, combine and identify information from a range of sources and artefacts.

Sticky Knowledge

- I know that a crime is an illegal act for which someone can be punished.
- I know that in the UK, crimes include: burglary, criminal damage, fraud and acts of violence
- I know that a punishment is the imposition of a penalty as a result of somebody committing an offence and that punishments can also act as deterrents to prevent crime being committed.
- Punishments in the UK currently include fines, community service and sentences in prison.
- I can give some reasons why we have a legal system e.g. to prevent anti-social and unacceptable behaviour, to resolve disputes between citizens

Key Vocabulary

- Confess, guilty, innocent, trial by jury, defendant, judge, law, sentence, trial, verdict, victim, witness

Content

Children learn how crime and punishment has changed and if this is considered progressive or not. There will be significant opportunities to discuss the morals of some of these punishments and make comparisons over time. Several periods of time will be explored in chronological order. Children will consider how technology has changed evidencing crimes e.g. forensic science.

Books

- The Good Thieves by Katherine Rundell
- The Highwayman by Alfred Noyes & Charles Keeping
- Black Powder by Ally Sherrick, Holes by Louis Sachar
- Dick Turpin: Legends and Lies Terry Deary & Stefano Tambellini
- High Rise Mystery, Sharna Jackson.