

Lidlington Primary School - Curriculum Plan



Subject: Photographs from history and Britain's recent past			Year Group: 1			Term: Autumn		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- past – a time that has already happened - present – the time we are living in now - history – the study of the past - photograph – an image made using a camera - source – something that gives us information about the past - evidence – information that helps us answer historical questions - portrait – a photograph or picture of a person or people - Victorian – relating to the time of Queen Victoria - recent past – a time not very long ago - change – something that becomes different over time - similarity – something that is the same or alike - difference – something that is not the same			- Photography is a relatively recent invention. - Photographs can provide evidence about how people lived in the past. - Photographs can show clothing, homes, transport, technology, work and leisure. - Victorian photographs can tell us about life more than 100 years ago. - Britain in the 1940s and 1950s was different from Britain today. - The Second World War affected homes, buildings and communities. - Transport, housing and household technology have changed over time. - Children's lives have changed over the twentieth century. - Photographs from the 1960s and 1970s can show changes in fashion, childhood and society. - Not everything in a photograph can be known with certainty.			- Photographs are historical evidence, not simply pictures. - A photograph can tell us some things about the past but not everything. - We can compare photographs from different periods to identify change and continuity. - Objects, clothing, buildings and transport can provide clues about people's lives. - Historians need to look carefully at evidence before making claims. - The past was not exactly the same for everyone.		
						- Identify features in historical photographs. - Ask simple questions about a photograph. - Describe what they can see. - Make simple inferences from visual evidence. - Distinguish between what they can see and what they think it might tell them. - Compare two photographs. - Identify simple similarities and differences. - Place photographs in broadly chronological order. - Use evidence to support a simple historical statement. - Recognise that a photograph may not provide all the answers.		

Lidlington Primary School - Curriculum Plan



Subject: Queen Victoria – how did Britain change during her lifetime?			Year Group: 1			Term: Spring		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- Queen – a female monarch - monarch – a king or queen who rules a country - reign – the period during which a monarch rules - Victorian – relating to Queen Victoria's reign - empire – a group of countries or territories controlled by another country - industry – large-scale production of goods, often in factories - factory – a building where goods are manufactured - railway – a system of tracks and trains - steam engine – an engine powered by steam - invention – something newly created - society – people living together as a community - change – something becoming different - continuity – something that stays the same			- Queen Victoria became Queen in 1837, aged 18. - She reigned until 1901. - Her reign lasted more than 60 years. - The period of her reign is called the Victorian period. - Victoria married Prince Albert. - They had nine children. - Britain changed significantly during Victoria's reign. - Railways expanded rapidly. - Factories and industrial towns grew. - The Great Exhibition took place in London in 1851. - Many Victorian children had very different lives from children today. - Some children worked rather than attending school. - Britain had an extensive empire during Victoria's reign. - Victoria became Empress of India.			- Britain changed considerably during Victoria's lifetime. - New technology can change how people live and work. - Industrialisation created opportunities but also difficult living and working conditions. - People's experiences of Victorian Britain were different depending on their age, wealth, gender and location. - Being Queen gave Victoria considerable status and influence, but she did not personally control every change that happened in Britain. - Historical periods are useful ways of organising history, but change does not happen all at once.		
						Skills What children will be able to do		
			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
			Reflecting	Facilitating	Evaluating	Reflecting	Facilitating	Evaluating
						- Place Victoria's reign on a timeline. - Identify significant events during her lifetime. - Compare Victorian and modern life. - Use photographs and paintings as historical evidence. - Identify change and continuity. - Ask and answer simple historical questions. - Make simple inferences from sources. - Use evidence to explain what Victorian life was like. - Describe why particular developments were significant.		

Lidlington Primary School - Curriculum Plan



Subject: Childhood changes			Year Group: 1			Term: Summer		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
- childhood – the period of a person's life when they are a child - living memory – a period remembered by people who are still alive - generation – people born and living around the same time - past – time that has already happened - present – now - change – something becoming different - continuity – something staying the same - schooling – education received at school - leisure – time when people are not working - technology – tools and machines developed to solve problems or perform tasks - evidence – information about the past - source – something historians use to find out about the past			- Children's lives have changed over the last 50–100 years. - Toys and games have changed. - Technology has changed the way children communicate and play. - School life has changed. - Children's clothing has changed. - Children's entertainment has changed. - Transport and travel have changed. - Some aspects of childhood have remained similar. - Older relatives or community members can provide evidence about the past. - Objects, photographs, memories and written records can all provide evidence.			- Change happens over time rather than all at once. - Some aspects of childhood change while others remain similar. - People's memories are useful evidence but are personal and may differ. - Changes in technology can affect children's everyday lives. - Childhood is experienced differently by different people.		
						- Ask questions about childhood in the past. - Compare childhood then and now. - Use photographs and objects as evidence. - Sequence events or objects chronologically. - Interview someone about their childhood. - Identify similarities and differences. - Sort evidence into categories. - Explain a simple change using evidence. - Distinguish between past and present.		

Lidlington Primary School - Curriculum Plan



Subject: Famous Explorers – Neil Armstrong and Christopher Columbus			Year Group: 2			Term: Autumn			
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Neil Armstrong: Neil Armstrong was a brave astronaut who became the first person to step foot on the Moon, like an explorer in space!	Know who Neil Armstrong and Christopher Columbus is and why they are significant. Know that Neil Armstrong was the first man on the moon. Know that Apollo 11 landed on the moon on 20 th July 1969. Know that there was a space race in the 1960s. Know that the International Space Station orbits the Earth. Know Christopher Columbus was an explorer who sailed across the Atlantic Ocean from Europe to the Americas in 1492. Know Christopher Columbus sailed on three ships: Santa Maria, the Pinta and the Nina.			Understand the significance of the first moon landing.			Explain the importance of the first moon landing.		
Christopher Columbus: Christopher Columbus was an explorer from a long time ago who sailed across the ocean to discover new lands, like a real-life adventurer.				Understand what it is like on the surface of the moon.			Place the moon landing on a timeline.		
Explorer: An explorer is someone who travels to new places and discovers things that were not known before, like an adventurer on a quest for new knowledge.				Understand what life in space would be like.			Describe what it would be like to live in space.		
Astronaut: An astronaut is a very special kind of explorer who travels in a spacecraft and goes into space to learn about the stars, planets, and everything beyond Earth.				Understand that Christopher Columbus’ voyage to the Americas lead to the European colonisation of the Americas – and the eventual development of modern-day Latin American countries.			Order the events of the moon landing.		
Orbit: Orbit means to go around something in a curved path, like how the Moon goes around the Earth or how a spacecraft circles around the Earth in space.				Understand many indigenous people had been living in the Americas thousands of years before Christopher Columbus arrived.			Explain the significance of Christopher Columbus’ arrival in the Americas.		
Sailing boat: A sailing boat, also known as a sailboat, is a type of boat that uses the power of the wind to move across the water, like a graceful ship with big, billowing sails.							Place Christopher Columbus’s arrival in the Americas on a timeline.		
							Explain the positive and negative consequences of Christopher Columbus’ arrival in the Americas.		

Lidlington Primary School - Curriculum Plan



Subject: Great Fire of London		Year Group: 2			Term: Spring			
								
Vocabulary		Knowledge What children will know			Understanding What children will understand		Skills What children will be able to do	
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment	
		Remembering	Telling	Testing	Practising	Coaching	Observing	
Great Fire of London: The Great Fire of London was a huge fire that happened a long time ago and burned down many buildings in the city of London. Eyewitness: An eyewitness is someone who sees something happening with their own eyes, like a person who was there when something important or exciting occurred. Fire: Fire is a very hot and bright thing that burns and spreads, and it needs to be controlled to keep people and things safe. Firefighter: A firefighter is a brave person who is trained to put out fires and help people when there is a fire, like a hero who protects others from harm. Fire hook: A fire hook is a special tool that firefighters use to pull or move things during a fire, like a long pole with a hook at the end that helps them do their job.		Know when the Great Fire of London took place. Know which key landmarks were destroyed as a result of the fire. Know what an eyewitness account is. Know the key landmarks still in London linked to the fire • St Paul's • Monument • Pudding Lane			Understand how life and society has changed. Understand the ways in which the events of the fire were recorded. Understand how the role of a firefighter has changed Understand the ways in which the fire is remembered.		Place the Great Fire of London on a timeline. Explain the cause of the fire and how it came to spread. Describe the ways in which people tried to stop the spread of the fire. Explain how the fire stopped. Describe the ways in which firefighting has changed.	

Lidlington Primary School - Curriculum Plan



Subject: Queen Elizabeth II		Year Group: 2			Term: Summer			
								
Vocabulary		Knowledge What children will know			Understanding What children will understand			
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment	
		Remembering	Telling	Testing	Practising	Coaching	Observing	
Monarch - A monarch is a king or queen. Succession - This is the order in which a monarch's family will take over the throne. Law - A rule you must follow. Parliament - This is where politicians meet to decide laws. Founded - To set up or start something. Reign - The time during which a monarch rules.		Know what a monarch does. Know some of the qualities of a good monarch. Know the chronological order of some kings and queens. Know Queen Elizabeth II was the Queen of the United Kingdom and the Commonwealth between 1952 and 2022. Know she was the longest ever serving head of state in the world. Know Queen Elizabeth II had four children – and that her eldest son is now King Charles III. Know her husband was Prince Phillip, the Duke of Edinburgh. He died in April 2021. Know Queen Victoria became Queen at the age of 18 and that she reigned from 1837 to 1901. Know Queen Victoria was married to Prince Albert and had nine children.			Understand the role of a monarch and why they are significant. Understand the role of Queen Elizabeth II and why she was significant. Understand what life was like when the Queen was first coronated in the 1950s. Understand local links of royalty visiting the local area. King & Queen At Bedford - British Pathé (britishpathe.com) Understand Queen Victoria created laws to help poor people in the UK.			
					Use a timeline to order events from the past. Learn about some significant monarchs from the past and when they lived. Explore who have contributed to national and international achievements. Describe the charitable and philanthropic work Queen Elizabeth II was known for during her reign. Compare the lives and reigns of Queen Victoria and Queen Elizabeth II. Recall some key facts about the different monarchs studied. Explain the local links with some British Monarchs. Describe some events during the reign of Queen Victoria (industrial revolution, growth of the British Empire).			

Lidlington Primary School - Curriculum Plan



Subject: Stone Age to Iron Age			Year Group: 3			Term: Autumn					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Hunter-gatherer - A member of a group of people who live by hunting animals and gathering edible plants for their main food sources, and who do not keep animals or farm land. Neolithic - The New Stone Age time period from 8500 to 4500 BC. Settlement - A community of people living together, such as a village, town, or city. Hill fort - A prehistoric fortification (to defend a place against attack; a fortress; a fort; a castle) constructed on a hill.			Know that the earliest settlers were hunter-gatherers and lived in caves. Know that hunter-gatherers were living alongside early farmers about 5,000 years ago. Know that discovery of the settlement of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. Know that Stonehenge was built about 5,000 years ago, in stages during the Bronze Age. Know characteristics of life in an Iron Age hill fort community.			Understand that Britain was once covered in ice. Understand the impact of farming especially: taming wild animals and growing wheat. Understand how Stonehenge was built and that it was one of many similar constructions from that time.			Make deductions about lifestyle of Stone Age man from images. Give reasons to suggest Stone Age man was interested in art and ceremonials. Locate the move to farming on a simple timeline. Discuss significance of changes as well as continuities of the Neolithic period. Make deductions about way of life by studying evidence of buildings left behind e.g. How do we know that the people living there were fishermen? How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark? Draw inferences from archaeological finds.		

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Subject: Romans		Year Group: 3			Term: Spring					
										
Vocabulary		Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Empire - A political unit, typically having an extensive territory or comprising a number of territories or nations (especially one comprising one or more kingdoms) and ruled by a single supreme authority. Invasion - The entry without consent of an individual or group into an area where they are not wanted. Amphitheatres – An open, outdoor, theatre (which may be a theatre in the round, or have a stage with seating on only one side), especially one from the classical period of ancient Greece or Rome, or a modern venue of similar design. Forum - A square or marketplace in a Roman town, used for public business and commerce. Legacies - A piece of ones' history left behind for following generations to experience.	Know that Boudicca has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. Know that most pictures come from Roman accounts – no surviving pictures. Know that society was diverse and that the poor lived very differently. Know that the Roman lifestyle was for the rich, e.g.: evidence Fishbourne (about palaces and villas) and from Silchester (about towns). Know that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.			Understand the size and timescale of the Roman empire by drawing conclusions from maps and timelines. Understand the main reasons for invasion, e.g.: raw materials and Claudius’ personal motivation. Understand why the Celts would have been apprehensive about taking on the Roman army. Understand personal motivation of Boudicca and can link to actions taken by Romans. Understand why the Roman army was so powerful including organisation, conditions and pay. Understand the range of entertainments that Romans had in society - amphitheatres, baths and forums. Understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions and objects.			Give reasons to explain why the Romans invaded. Select reasons for an explanation and begin to prioritise them in order of importance. Critique a short film evaluating its strengths and weaknesses. Analyse what would have been the most significant changes e.g. emergence of towns and villas in the countryside. List and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.			

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Subject: Anglo Saxons and Scots			Year Group: 3			Term: Summer			
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Anglo-Saxons: The Anglo-Saxons were a group of people who lived a very long time ago in England and had their own language and culture. Scots: Scots are people who come from Scotland, a country located in the northern part of the island of Great Britain. Medieval: The medieval period refers to a time long ago, when knights, castles, and kings were part of the stories and history of Europe. Migration: Migration means when people or animals move from one place to another to find a new home or better opportunities, just like birds flying to warmer places in the winter. Legacy: Legacy means something that is passed down or left behind by people who came before us, like stories, traditions, or inventions that continue to have an impact on our lives. Invaders: Invaders are people who come from another place and try to take over someone else's land or country, like in history when some groups of people tried to conquer new lands. Settlers: Settlers are people who move to a new place and make it their home, like the early people who established villages and towns in new territories.	Know the Anglo Saxons and Scots were two distinct groups of people who lived n Britain during the early medieval period. Know the push/pull factors of why the two groups migrated to Britain. Know the importance of significant Anglo Saxons and Scots like Alfred the Great and William Wallace. Know the type of daily life experienced by the Saxons and Scots. - Homes - Clothing - Food - Farming - Hunting - Crafts - Trading Know the lasting legacy of the Saxons and Scots on Britain.			Understand why the Saxons were pushed/pulled to Britain. Understand the difference between invaders and settlers. Understand how Saxons/Scots started a new life in Britain.			Place the Saxons/Scots on a timeline. Describe why the settlers came to Britain. Describe the lasting impact they had on Britain. Identify different tribes who settled in Britain. Explain the difference between invaders and settlers.		

Lidlington Primary School - Curriculum Plan



Subject: Ancient Egypt		Year Group: 4			Term: Autumn			
Vocabulary		Knowledge What children will know			Understanding What children will understand		Skills What children will be able to do	
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment	
		Remembering	Telling	Testing	Practising	Coaching	Observing	
Silo - A vertical building, usually cylindrical, used for the storage of grain. Mummification - The preserving of a dead body, by making it into a mummy. Civilisation - An organised society with its own culture and way of life, existing in a particular area over a particular period of time. Hieroglyphics - A writing system where picture symbols stood for meanings or sounds. It meant 'sacred carving'. Hierarchy - A social, religious, economic or political system or organisation in which people or groups of people are ranked with some superior to others based on their status, authority or some other trait. Canopic jar - Jars with intestines, stomach, lungs and liver - all of which were thought to be needed in the afterlife. Sarcophagus - A stone coffin adorned with a sculpture or inscription containing a mummy. Papyrus - A type of plant grown in abundance in ancient Egypt turned into a paper-like material for writing. Tomb - A chamber or vault to protect the dead, the most elaborate built within pyramids or underground.		Know the location of Egypt on a map. Know that water was stored in canals and ditches. Know that most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain. Know the different sequence the stages of mummification. Know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids). Know that there were at least 3 other major civilisations elsewhere in the world at this time: • Indus Valley • Sumer (Mesopotamia Modern Iraq) • Shang Dynasty China			Understand the importance of the Nile and significance of annual floods. Understand that much of our understanding of the Ancient Egyptian civilization came within the last 200 years. Understand that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society. Understand that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife. Only when hieroglyphics were deciphered about 200 years ago could we fully understand the source. Understand that this is a very hierarchical society. Understand the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas.		Locate Ancient Egypt in time and place. Locate the Nile valley on a world map and make deductions from map evidence. List at least 3 iconic features of Ancient Egyptian civilization. List at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs. Explain why pyramids were built and who built them using a range of clues. Explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge. Explain that most men were farmers and women spent much time baking bread, collecting water etc. Locate the 3 other major civilisations approximately on a map, exploring their similarities.	

Lidlington Primary School - Curriculum Plan



Subject: Bedfordshire			Year Group: 3			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- local history – the study of the history of a particular place - locality – the area around where people live - parish – a local area historically centred around a church - manor – an estate or area of land under a lord's control - enclosure – the process of dividing and fencing common land - agriculture – farming - industry – production of goods - population – the number of people living in an area - census – an official count of the population - archive – a collection of historical records - map – a representation of a place - primary source – evidence created at the time being studied - secondary source – an interpretation or account created later - continuity – something that remains the same - change – something that becomes different			- Bedfordshire has a long history extending from prehistoric times to the present. - Local settlements have changed in size, purpose and appearance. - Lidlington is recorded in the Domesday Book of 1086. - Land ownership has played an important role in Bedfordshire's history. - Enclosure changed how land was used and affected local communities. - Agriculture was historically important to many Bedfordshire communities. - The railway changed travel, communication and economic opportunities. - Local churches, schools, roads and houses can provide evidence about the past. - Bedfordshire communities were affected by national events such as the World Wars. - Local history connects to wider national history. - Historical maps can reveal changes in settlement, roads and land use. - Archives contain a range of different types of evidence.			- Local history is connected to national and international history. - Changes in transport can transform communities. - Changes in land ownership and agriculture can affect ordinary people's lives. - Buildings and landscapes can act as historical evidence. - The history of a village is not separate from the history of Britain. - Different sources can give different information about the same event or place. - Historians construct accounts of local history from incomplete evidence.			- Use historical maps to identify change. - Compare old and modern photographs. - Use census information. - Examine parish, school and other local records. - Distinguish primary and secondary sources. - Construct a local timeline. - Identify continuity and change. - Ask historically valid questions about their locality. - Cross-reference evidence from different sources. - Explain how a national event affected the local area. - Produce a supported account of how Bedfordshire/Lidlington changed over time. - Evaluate the usefulness of different sources.		

Lidlington Primary School - Curriculum Plan



Subject: World War II			Year Group: 4			Term: Summer		
								
Vocabulary			Knowledge What children will know			Understanding What children will understand		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing
World War II: World War II was a big and important war that happened from 1939 to 1945 and involved many countries from around the world. Soldiers: Soldiers are brave men and women who join the military and work together to protect their country and keep people safe. Blitz: The Blitz was a period during World War II when London and other cities in the UK were bombed by planes, and people had to stay safe and help each other. Enigma Machine: The Enigma Machine was a special secret machine used by the Germans to send coded messages during the war, and it was a big challenge for codebreakers to decipher those codes. Evacuated: When people are evacuated, it means they are moved to a safer place during a dangerous time, like when children were sent away from big cities during World War II to keep them safe from the bombings.			Know the causes and key events of World War II. Know who was fighting who. Know that the war took place over a number of years and a number of continents. Know that only men were soldiers. Know the contribution of women to the war effort. Know what the Blitz is. Know that the Enigma machine's code was solved at Bletchley Park. Know why children were evacuated from their homes in cities.			Understand why the war started. Understand the impact of the war on the lives of everyone (including children). Understand how women supported the war effort.		
						Describe the causes and key events of the war. Name the countries at war. Place the war on a timeline. Describe the circumstances experienced as part of the Blitz. Explain what life was like for children evacuated from cities.		

Lidlington Primary School - Curriculum Plan



Subject: Indus Valley		Year Group: 5			Term: Autumn			
								
Vocabulary		Knowledge What children will know			Understanding What children will understand		Skills What children will be able to do	
Define the word and include etymology if useful		Learning	Teaching	Assessment	Learning	Teaching	Assessment	
		Remembering	Telling	Testing	Practising	Coaching	Observing	
- civilisation – an organised society with developed systems of government, settlement, culture and technology - Indus Valley – the region where the civilisation developed around the Indus River - archaeologist – someone who studies the past through physical remains - excavation – carefully digging to uncover archaeological remains - artefact – an object made or used by people in the past - settlement – a place where people live - urban – relating to towns or cities - drainage – a system for removing water - trade – buying, selling or exchanging goods - script – a system of written symbols - citadel – a fortified or raised part of a settlement - irrigation – supplying land with water for farming - Harappa – a major Indus Valley settlement - Mohenjo-daro – a major Indus Valley settlement		- The Indus Valley civilisation developed around the Indus River. - It flourished roughly between 2500 and 1900 BCE, although the wider civilisation developed over a longer period. - Major settlements included Harappa and Mohenjo-daro. - People lived in planned towns and cities. - Some settlements had sophisticated drainage and sanitation systems. - People farmed and traded. - Indus people produced pottery, jewellery, tools and seals. - Archaeologists have discovered evidence of long-distance trade. - The Indus script has not yet been securely deciphered. - Archaeologists therefore rely heavily on physical remains to understand the civilisation. - The civilisation eventually declined, although historians debate the reasons.			- Civilisations develop complex systems to organise communities. - Urban planning can tell historians about how societies functioned. - Archaeological evidence can reveal much about societies that left few written records. - Historians cannot always know exactly why something happened. - The absence of deciphered writing creates limitations in our knowledge. - The Indus Valley civilisation was technologically and socially sophisticated. - Rivers were important to agriculture, settlement and trade.		- Locate the Indus Valley geographically and chronologically. - Interpret archaeological evidence. - Infer information from artefacts and buildings. - Compare evidence from different settlements. - Distinguish evidence from speculation. - Ask questions of archaeological sources. - Construct an evidence-based account of Indus Valley society. - Explain why historians disagree about aspects of the civilisation. - Use evidence to make cautious historical claims.	

Lidlington Primary School - Curriculum Plan



Subject: Ancient Greece			Year Group: 5			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- Ancient Greece – the Greek-speaking societies of the ancient Mediterranean - city-state – an independent Greek state centred on a city - polis – the Greek word for city-state - Athens – a powerful Greek city-state - Sparta – a Greek city-state known for its military society - democracy – a system in which citizens participate in government - citizen – a recognised member of a state with particular rights and responsibilities - empire – territories controlled by another state - oligarchy – government by a small group - myth – a traditional story involving gods, heroes or supernatural events - philosophy – the study of ideas about knowledge, existence and life - Olympics – athletic competitions originating in Ancient Greece - legacy – something handed down from the past that continues to influence later societies			- Ancient Greece consisted of many independent city-states. - Athens and Sparta developed very different societies. - Athens developed an early form of democracy. - Athenian democracy was limited and did not include everyone. - Women, enslaved people and many non-citizens could not participate as citizens. - Sparta had a strongly militarised society. - Greeks developed influential ideas in philosophy, mathematics, science, theatre and politics. - Greek mythology was an important part of Greek culture. - The Olympic Games originated in Ancient Greece. - Greek architecture influenced later societies. - Alexander the Great created a large empire. - Greek culture influenced societies far beyond Greece.			- Ancient societies were complex and diverse. - Democracy in Ancient Athens was very different from modern democracy. - Historical developments can have long-lasting consequences. - Athens and Sparta demonstrate that societies can organise government and education in very different ways. - Ancient Greek ideas and achievements form part of the cultural heritage of many later societies. - Historians need to consider whose experiences are represented in surviving evidence.			- Compare Athens and Sparta. - Identify similarities and differences between ancient and modern democracy. - Interpret written and visual sources. - Identify Greek influence on later societies. - Explain significance. - Distinguish historical fact from myth. - Organise information chronologically. - Construct an argument about Ancient Greece's legacy. - Use evidence to support a judgement.		

Lidlington Primary School - Curriculum Plan



Subject: Early Islamic Civilisation - Baghdad			Year Group: 5			Term: Summer			
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- Islam – a religion founded on the teachings of the Prophet Muhammad - Muslim – a person who follows Islam - caliph – a leader of the Muslim community after Muhammad - caliphate – a state ruled by a caliph - Abbasid – the dynasty that ruled the Abbasid Caliphate - Baghdad – capital of the Abbasid Caliphate from 762 - caliph – political and religious leader of the Islamic community - civilisation – a complex and organised society - trade – exchange of goods - scholar – a person who studies and develops knowledge - translation – converting written or spoken material into another language - manuscript – a handwritten document - observatory – a place used for studying the stars and planets - irrigation – supplying land with water - empire – territories controlled by one state	- Islam began in the 7th century CE. - Baghdad was founded in 762 CE by the Abbasid caliph al-Mansur. - Baghdad became the capital of the Abbasid Caliphate. - It became a major centre of trade, learning and culture. - Scholars studied subjects including mathematics, astronomy, medicine and philosophy. - Knowledge from different cultures and languages was translated and shared. - Baghdad was connected to wider trade networks. - Goods, ideas and knowledge travelled across large distances. - The House of Wisdom is associated with Baghdad's intellectual culture. - Islamic scholars preserved, developed and expanded knowledge from earlier civilisations. - The Abbasid world was culturally diverse			- Civilisations develop through connections with other societies. - Trade can spread not only goods but also ideas and knowledge. - Knowledge develops through people building on earlier discoveries. - Baghdad was a major centre of learning during a period when different parts of the world developed at different rates. - History should not be presented as a simple story of one civilisation "advancing" while others were not. - Islamic civilisation made significant contributions to global knowledge.			- Locate Baghdad and the Abbasid Caliphate geographically. - Construct a chronological account. - Interpret historical sources. - Trace trade and knowledge networks. - Explain historical significance. - Compare Baghdad with contemporary societies. - Identify connections between different cultures. - Evaluate evidence about Baghdad's role as a centre of learning. - Construct an evidence-based explanation of why Baghdad became significant.		

Lidlington Primary School - Curriculum Plan



Subject: Vikings			Year Group: 6			Term: Autumn			
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- Viking – a term used for Scandinavian peoples who travelled, traded, raided and settled - Scandinavia – the region including modern Denmark, Norway and Sweden - raid – a sudden attack to take goods or people - invasion – entering a country by force - settlement – establishing a community in a new place - migration – movement of people from one place to another - Danelaw – an area of England where Danish law and influence became established - longship – a fast Scandinavian sailing vessel - Danegeld – payment made to Viking forces to encourage them to stop attacking - Anglo-Saxon – peoples who settled in Britain after the Roman period - Kingdom of England – the political kingdom that developed through the Anglo-Saxon and Viking period - Alfred the Great – Anglo-Saxon king who resisted Viking invasion - Edward the Confessor – King of England from 1042 to 1066	- Vikings came from Scandinavia. - Viking activity in Britain included raiding, trading and settlement. - Lindisfarne was attacked in 793 CE. - Vikings settled in parts of England. - The Danelaw developed in areas under significant Viking control. - Alfred the Great resisted Viking expansion. - Alfred and Guthrum agreed a treaty that helped define areas of Viking and Anglo-Saxon control. - Alfred's successors expanded Anglo-Saxon control. - Athelstan became the first king of a united Kingdom of England in the early 10th century. - Viking invasions continued after earlier settlements. - England was contested between different rulers. - Edward the Confessor died in 1066. - The events of 1066 followed this period of Viking and Anglo-Saxon rivalry.			- Vikings were not simply raiders; they were also traders, settlers, farmers and craftspeople. - Migration can change societies. - Viking and Anglo-Saxon cultures influenced one another. - Political power changed through warfare, alliances and succession. - The creation of England was a long process. - Historical labels can oversimplify diverse groups. - Surviving sources can present Vikings differently depending on who created them.			- Place Viking and Anglo-Saxon events chronologically. - Use maps to trace migration and settlement. - Interpret archaeological and written evidence. - Compare Viking and Anglo-Saxon societies. - Evaluate different accounts of Viking activity. - Explain causes and consequences. - Explain the significance of Alfred the Great and Athelstan. - Use evidence to challenge the stereotype of Vikings as only raiders. - Construct a chronological narrative of Viking involvement in Britain.		

Lidlington Primary School - Curriculum Plan



Subject: Mayans			Year Group: 6			Term: Spring					
											
Vocabulary			Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
			Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- Maya – the civilisation and peoples of Mesoamerica - Mesoamerica – a historical cultural region covering parts of present-day Mexico and Central America - civilisation – a complex organised society - city-state – an independent state centred around a city - maize – a major crop grown by Maya people - hieroglyph – a written symbol or picture - codex – a handwritten book or manuscript - calendar – a system for organising time - astronomy – the study of stars and other objects in space - temple – a building used for religious purposes - pyramid – a large stepped or shaped structure, often used for religious purposes - sacrifice – an offering made as part of religious practice - trade – exchange of goods - elite – a small group with greater wealth or power			- The Maya civilisation developed in Mesoamerica. - Maya communities existed over a very long period. - Maya society included many independent city-states. - Maya people developed sophisticated systems of writing and mathematics. - They developed detailed calendars. - They made careful observations of the sky. - Agriculture, especially maize cultivation, was important. - Maya cities contained large temples and other monumental buildings. - Maya people traded goods across considerable distances. - Religion played an important role in Maya society. - Maya society was hierarchical. - Some Maya cities declined while others continued to thrive. - Maya peoples and communities still exist today.			- The Maya were a sophisticated civilisation with significant achievements in mathematics, writing, architecture and astronomy. - Civilisations can be politically divided while still sharing cultural features. - The decline of individual Maya cities cannot be explained by one simple cause. - Archaeological evidence can provide information about societies that are very different from modern Britain. - "The Maya disappeared" is an inaccurate interpretation: Maya peoples continue to live today. - Historical interpretations can change as new evidence is discovered.			- Locate Mesoamerica on a map. - Construct a Maya timeline. - Interpret Maya artefacts, buildings and written evidence. - Compare Maya society with contemporary British society. - Identify similarities and differences between societies. - Explain the significance of Maya achievements. - Evaluate explanations for the decline of particular Maya cities. - Distinguish between evidence and interpretation. - Challenge misconceptions using historical evidence.		

Lidlington Primary School - Curriculum Plan



Subject: The Great War			Year Group: 6			Term: Summer			
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
- First World War / Great War – the international war fought mainly between 1914 and 1918 - alliance – an agreement between countries to support one another - empire – territories controlled by another country - militarism – emphasis on military strength and preparation - nationalism – strong identification with and support for one's nation - assassination – deliberate killing of an important person - conscription – compulsory military service - propaganda – information designed to influence people's opinions or behaviour - trench – a long, narrow ditch used as military protection - armistice – an agreement to stop fighting - remembrance – remembering people or events from the past - civilian – someone who is not a member of the armed forces - casualty – a person killed, wounded or otherwise affected by war - rationing – controlled distribution of limited goods - Western Front – the main area of fighting between German and Allied forces in western Europe - peace settlement – agreements intended to establish peace after a war	- The First World War lasted from 1914 to 1918. - It involved many countries and their empires. - Britain entered the war in August 1914. - The assassination of Archduke Franz Ferdinand was an immediate trigger, but the war had deeper causes. - Alliances, militarism, nationalism and imperial rivalries contributed to tensions. - Large numbers of soldiers fought on the Western Front. - Trench warfare became characteristic of the conflict on the Western Front. - New technologies such as machine guns, tanks, aircraft and chemical weapons affected warfare. - Soldiers experienced extremely difficult conditions. - Civilians were also affected by the war. - Women took on many roles traditionally undertaken by men. - Food and other goods became subject to rationing. - Soldiers and civilians from across the British Empire and Commonwealth contributed to the war effort. - The Armistice was signed on 11 November 1918. - The war caused enormous loss of life and had long-term political and social consequences. - Remembrance developed as a way of commemorating those affected by the war.			- Wars have multiple causes rather than a single cause. - The First World War was an international conflict involving empires and people from many parts of the world. - The experience of war differed between soldiers, civilians, women, children and people in different countries. - Technological development can change the nature of warfare. - Propaganda was used to influence public opinion. - Historical sources may reflect the perspective and purpose of their creator. - The consequences of war continue long after fighting has stopped. - Remembrance involves choices about what and who societies remember. - Local communities were connected to national and international events.			- Construct a chronological narrative of the First World War. - Identify short- and long-term causes. - Explain cause and consequence. - Analyse recruitment posters and propaganda. - Compare different accounts of wartime experiences. - Use photographs, letters, diaries, maps and artefacts as evidence. - Distinguish primary and secondary evidence. - Identify the provenance and purpose of a source. - Recognise bias and perspective. - Explain why sources may disagree. - Investigate the impact of the war on a local community. - Construct an evidence-based explanation of significance. - Make a supported judgement about the impact of the Great War.		