

History at MPL

Knowledge and understanding of our past gives children context to understand the present. The knowledge taught in MPL's history curriculum is carefully chosen to inspire pupils' curiosity about the 'ways of the world', understand the diversity of societies, the complexities of people's lives and how relationships between groups of people have changed over time.

Through study of these topics, children will develop the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, develop perspective and make reasoned judgements about events in both the past and present. In doing so we empower children to understand, critique and be an active citizen in their world.

The history curriculum at MPL provides clear progression of vocabulary and skills throughout each child's learning journey with us. The topics are carefully chosen and organised into a 'spiral curriculum' to build on prior learning and prepare them for forthcoming topics. This will enable children to discuss historical and contemporary issues with increasing depth, criticality and understanding, making links across time periods and making connections with the present day.

Year 1	Transport	Significant People	Kings and Queens
Year 2	Great Fire of London	Inspirational People	Victorians
Year 3	Stone Age	Ancient Egyptians	The Romans
Year 4	Anglo Saxons	Vikings	1066
Year 5	St Albans	Tudors	Ancient Greece
Year 6	Benin Kingdom	World War 2	The Industrial Revolution

Diversity and compassion drive the history curriculum at MPL. We believe that an inspiring and engaging curriculum is one that shows children that their world was formed by all sorts of different people and will continue to be formed by all sorts of people – perhaps even people like them. We endeavour to teach the history of Britain in the context of the world, introducing children to differences as catalysts for change and disputes as opportunities to do better.

To support this, we raise the visibility of a number of significant people and issues throughout history, which represent diverse genders, ethnicities and socio-economic backgrounds within our humanities topics.

Year 1	Transport: Amelia Earhart	Significant People: Florence Nightingale and Mary Seacole	Kings and Queens: Queen Mary I
Year 2		Inspirational People: Rosa Parkes and Emily Davison	Victorians Comparing rich and poor children's everyday lives
Year 3		Ancient Egyptians Introduction to social hierarchy	The Romans
Year 4			
Year 5		Tudors Study of Henry VIII's wives and Queen Mary's coronation	Ancient Greece Study of democracy
Year 6	Benin Kingdom Introduction to colonisation	World War 2 Study of the Holocaust and of women's role in the workplace	The Industrial Revolution Fair British laws for education, jobs and healthcare

Mount Pleasant Lane History Curriculum

Year 1

EYFS			
Year 1	Transport	Significant People	Kings and Queens
Year 2	Great Fire of London	Inspirational People	Victorians
Year 3	Stone Age	Ancient Egyptians	The Romans
Year 4	Anglo Saxons	Vikings	1066

Year 5	St Albans	Tudors	Ancient Greece
Year 6	Benin Kingdom	World War 2	Industry and Invention

Transport

Rationale	This unit introduces pupils to the concept that everyday life has changed over time, in reference to different forms of transport. They will be introduced to a timeline and begin ordering events chronologically. This unit also provides foundational knowledge that is returned to in Year 2 (Victorians), Year 3 (The Romans), Year 4 (Vikings and Anglo Saxons), Year 5 (Trade) and Year 6 (Industry and Invention).
End of unit outcome	A timeline of how transport has changed over time.
Equality, Diversity and Inclusion	Children will learn about Amelia Earheart and the barriers she faced as a woman to become a pilot.
Key Vocabulary	Invention, transport, transportation, cargo, goods Land transport: car, truck, van, lorry, motor bike, bicycle, horse and cart (including chariot), train, bus, coach, tram, tractor Water transport: boat, ship, canoe, raft, submarine, hovercraft Air transport: Jumbo jet, aeroplane, helicopter, hang glider, hot air balloon
Link to prior learning	
Links to future learning	Year 2 (Victorians), Year 3 (The Romans), Year 4 (Vikings and Anglo Saxons), Year 5 (Trade) and Year 6 (Industry and Invention).
National curriculum outcomes:	➔ Develop an awareness of the past. ➔ Use a wide vocabulary of everyday historical terms. ➔ Ask and understand historical questions. ➔ Understands some ways we find out about the past.
Core Knowledge	✓ Know that improved transportation has improved people's lives in many ways including: - ability to move away from home, - ability to go on holidays, - ability to find out more about the world. ✓ Know a timeline can show us an order of events. ✓ Know that transport has changed over time. ✓ Know that Amelia Earhart is well known for her flying adventures.

Rationale	This unit introduces pupils to some key historical themes: inequality, conflict, and the positive role models that have challenged them. In Year 1 Children are introduced to the knowledge that women's roles in society have changed over time by exploring the stories of three significant nurses: Florence Nightingale and Mary Seacole. The stories of these women are taught in chronological order, and so they also build children's knowledge of changing technology over time. As Nightingale and Seacole were both nurses during wartime, this unit also introduces children briefly to the concept of conflict and war which is revisited throughout the curriculum.
End of unit outcome	Oral expression: Why are Florence Nightingale and Mary Seacole significant.
Equality, Diversity and Inclusion	Pupils are introduced to changes in women's societal roles in British history and the societal divisions between the rich and poor in different time periods. This important concept is revisited in Year 2 when studying significant people, in Year 5 when studying the Victorian Era and again in Year 6 when studying the role of women in the Second World War.
Key Vocabulary	Significant, Crimean War, Queen Victoria, Victorian period, British Empire, wealthy, poor, medicine, nurse, hygienic, heroine
Link to prior learning	Technology has changed over time (Year 1 Transport).
Links to future learning	Year 2 – Significant people Year 2 – The Victorians Year 6 – Industry and invention Year 6 – World War 2
National curriculum outcomes:	➔ Develop an awareness of the past. ➔ Know where people and events studied fit into a chronological framework. ➔ Identify similarities/differences between time periods. ➔ Choose and use parts of stories and other sources to show understanding. ➔ the lives of significant individuals in the past who have contributed to national and international achievements.
Core Knowledge	✓ Know that understanding of disease and medicine has changed over time. ✓ Know that doctors and nurses work on the frontlines of wars. ✓ Know that in the past, women had different jobs from men ✓ Know that in the past, Black people were treated differently to white people and were often not allowed the same jobs. ✓ Know that Florence Nightingale: – Came from a wealthy family. – Became a nurse – helped to make hospitals more hygienic during the Crimean War. – worked hard to help people and make positive changes in the hospitals. ✓ Know that Mary Seacole: – Came from a poor family in Jamaica – Learned medicine from her mother. – Applied to be a nurse in the same hospitals as Florence Nightingale, but was rejected because she was black. – Know that she paid for her own travel to the frontlines of the Crimean War and set up her own hospital to help sick soldiers.

Kings and Queens

Rationale	This unit introduces children to the concept of ‘power and rule’, which runs throughout our history curriculum. The topic ensures foundational knowledge about the history of British (and much of Europe’s) rulership: kings and queens. Building on skills and knowledge in their ‘Transport’ unit, pupils will continue to develop their understanding of chronology and timeline skills and identify differences between British rulers in the past and present. Children will also be exposed to the concept of lineage by studying simple family trees, and deepening understanding of everyday terms such as parent, grandparent, sibling and aunt/uncle.
End of unit outcome	A family tree of the British royal family.
Equality, Diversity and Inclusion	Children will learn about the tradition of a king’s eldest son being automatic heir to the throne. Queen Mary I, the eldest child of Henry VIII, became the first Queen of England after the death of her brother.
Key Vocabulary	King, queen, monarch, rein, rule, law, knights, lords, peasants, parent, grandparent, aunt, uncle, government, Prime Minister
Link to prior learning	
Links to future learning	Year 2 (Victorians), Year 4 (Vikings and Anglo Saxons, 1066), Year 5 (Tudors), Year 6 (Benin Kingdom)
National curriculum outcomes:	➔ Develop an awareness of the past. ➔ Use common words and phrases relating to the passing of time. ➔ Know where people and events studied fit into a chronological framework. ➔ Identify similarities and differences between different time periods. ➔ Use a wide vocabulary of everyday historical terms. ➔ Choose and use parts of stories and other sources to show understanding.
Core Knowledge	✓ Understand that family relationships can be represented on a family tree. ✓ Understand that in the past, a king or queen ruled Britain and was in charge of making the laws. ✓ Know that Queen Mary I became the first queen ✓ Know that Charles III is now king. ✓ Know that laws are now made by the government in Parliament, which is led by the Prime Minister.

Mount Pleasant Lane History Curriculum

Year 2

EYFS			
Year 1	Transport	Significant People	Kings and Queens

Year 2	Great Fire of London	Inspirational People	Victorians
Year 3	Stone Age	Ancient Egyptians	The Romans
Year 4	Anglo Saxons	Vikings	1066
Year 5	St Albans	Tudors	Ancient Greece
Year 6	Benin Kingdom	World War 2	Industry and Invention

Great Fire of London

Rationale	This unit is pupils' first in-depth study of a significant event beyond living memory, following on from shorter studies of historical events in Year 1. This unit aims to build children's contextual understanding of the period in which the Great Fire of London occurred so that they can begin developing their historical enquiry skills, including the exploration of cause and effect. Pupils also explore the diary of Samuel Pepys as a significant secondary source of evidence.
End of unit outcome	Poster presentation (illustrated and written): What was the Great Fire of London?
Equality, Diversity and Inclusion	
Key Vocabulary	Evidence, bakery, butcher, fishmonger, greengrocer, architect
Link to prior learning	
Links to future learning	Year 4 – London
National curriculum outcomes:	➔ Develop an awareness of the past. ➔ Use common words and phrases relating to the passing of time. ➔ Know where people and events studied fit into a chronological framework. ➔ Identify similarities/differences between time periods ➔ Use a wide vocabulary of everyday historical terms. ➔ Ask and understand historical questions. ➔ Understands some ways we find out about the past. ➔ Choose and use parts of stories and other sources to show understanding. ➔ Identify different ways in which the past is represented.
Core Knowledge	✓ Understand ways in which 17th century London was similar and different to London now. – Location, size, buildings, streets, everyday activities, food, jobs. ✓ Know that the fire started in a bakery.

	✓ Understand that the fire spread fast because of key differences between London then and now: – Wooden buildings, buildings close together, no smoke alarms, no fire fighters – Explore and compare 17th century tools for fighting fires with modern tools. ✓ Explore the rebuilding of London and changes that were made to improve prevent future fires.
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Victorians

Rationale	This topic is pupils' first opportunity to explore a specific historical period, using the comparative and chronological skills introduced in Year 1. Children will identify similarities and differences between everyday life for children during the Victorian period compared to now and will place significant events of the period on a timeline. Key ideas, such as inventions, education and Victorian childhood, are returned to in our Year 6 unit on the industrial revolution.
End of unit outcome	A non-chronological report on Victorian childhood.
Equality, Diversity and Inclusion	
Key Vocabulary	Queen Victoria, rich, poor, servant, workhouse, slums, slate
Link to prior learning	Y1 – Kings and Queens Y2 – Inspirational People
Links to future learning	Y6 – Industry and Invention
National curriculum outcomes:	➔ Develop an awareness of the past. ➔ Use common words and phrases relating to the passing of time. ➔ Know where people and events studied fit into a chronological framework. ➔ Identify similarities/differences between time periods ➔ Use a wide vocabulary of everyday historical terms. ➔ Ask and understand historical questions.
Core Knowledge	✓ The Victorian period is the time when Queen Victoria was the Queen of Britain. It was a time of great change and invention. ✓ Schools were very different: – Strict rules: corporal punishment and dunces caps! – Different equipment: Chalk and slates, abacuses ✓ Homes were very different: – No electricity, so no lights. – No hoovers or washing machines. – No TVs. – Different toys ✓ Poor children had to work. Eg: – Chimney sweeps, servants, miners, newsboys, flowergirls,

Mount Pleasant Lane History Curriculum

Year 3

EYFS			
Year 1	Transport	Significant People	Kings and Queens
Year 2	Great Fire of London	Inspirational People	Victorians
Year 3	Stone Age	Ancient Egyptians	The Romans
Year 4	Anglo Saxons	Vikings	1066
Year 5	St Albans	Tudors	Ancient Greece
Year 6	Benin Kingdom	World War 2	Industry and Invention

Stone Age to Iron Age

Rationale	Pupils begin their Key Stage 2 curriculum with a study of prehistoric Britain. They learn how archaeologists study of artefacts to make inferences and predictions about life in Britain before written records began. This unit spans thousands of years of human history, enabling children to understand how the early Britons lived before the Roman invasion of 43AD. Aspects of everyday life in prehistoric Britain link to future learning about the Anglo Saxons and Vikings, such as religious beliefs, burial practices and farming.
End of unit outcome	A biography of an imagined Iron Age Celt
Equality, Diversity and Inclusion	
Key Vocabulary	Archaeologist, historian, excavate, site, BCE / BC, CE / AD, primary source, secondary source, palaeolithic, Mesolithic, neolithic, fort, Celt, agriculture, nomad, settlement, fort
Link to prior learning	
Links to future learning	Year 3 – Romans, Ancient Egyptians, Year 4 – Anglo Saxons, Vikings

National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ Know that prehistory means the time before written records. ✓ Understand that archaeologists work with primary evidence / artefacts as clues about the past, but cannot always be certain. ✓ Understand ways in which society changed and developed during the Stone Age: eg. – Nomadic lifestyle to settlements – Hunter-gatherers to agriculture – Emergence of cultural tradition and beliefs ✓ Know that by the late Stone Age, Britons made pottery and wove fabrics. ✓ Know some important details of everyday life in Stone Age Briton through study of Skara Brae and Stonehenge. – Stone Age homes – Stone Age religions ✓ Know that the discovery of metal led to better farming, building tools, jewellery and trading between settlements. ✓ Know that Iron Age Britons were known as Celts.

Ancient Egyptians

Rationale	Year 3s study of the Ancient Egyptians is one of two ancient civilisations studied across Key Stage 2. Building on their study of the Stone Age, children will explore how archaeologists use artefacts to understand the past, how ancient religions were used to explain natural phenomenon, and how societies developed to include laws, social status, and rulers. Children will develop key historical skills and thematic knowledge, such as how historians work (exploring the story of the discovery of Tutankhamun's tomb), historical enquiry (how archaeologists study artefacts for clues), understanding how societies develop (learning about the status of different jobs and how wealth is represented in everyday items), how ancient religions were used to explain natural phenomenon, and why religious rituals (such as mummification) were so significant. This lays the groundwork for future study of ancient and early societies, such as the Ancient Greeks, Anglo Saxons, and the Vikings.
End of unit outcome	An explanation of the rules, reasons and process of mummification.
Equality, Diversity and Inclusion	Children will learn about the social hierarchy of Ancient Egypt and how social status dictated the education civilians were able to access, the jobs they could have, and the ways in which they could be buried.
Key Vocabulary	Archaeologist, excavate, primary source, tomb, afterlife, ritual, mummification, settlement, status, gods/goddesses

Link to prior learning	Year 1 – Kings and Queens Year 3 – The Stone Age (in particular, Skara Brae)
Links to future learning	Year 4 – Anglo Saxons, The Vikings Year 5 – Ancient Greece
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
	• Archaeologists search for and study objects from the past for clues about how people lived. ¹ ✓ Tutankamun's tomb was found in 1922. • The Ancient Egyptian era is divided into 3 shorter periods: Old, Middle and New Kingdom. ✓ The pyramids' design and location changed over time. ✓ Over time the Egyptian capital moved closer to the Mediterranean Sea, to Giza, where more pyramids were built. • The Ancient Egyptian gods were used to explain the world around them, in a time before science. • Death rituals indicate the person's status in real life: pyramids, mummification, burial, tomb paintings. • The Ancient Egyptian kingdom was built along the Nile. ✓ Most major cities are built on rivers or coasts for trade, irrigation, washing and drinking. ✓ The land around the Nile is incredibly fertile from the Nile's flooding. This made it ideal for human settlements.

The Romans

Rationale	The Romans is the second of our two ancient civilisations studies. The children return to Iron Age Britain (studied in 'Stone Age') and review Ancient British society during the Iron Age, before learning about the Roman invasion in 43AD and two of the tribal rebellions: Boudica's Celts and Scotland's Picts. Children then learn about the lasting impact that the Romans had on modern British society with the building of many of our towns and roads, and the Christianisation of England.
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End of unit outcome	A poster presentation describing ways that the Romans influenced everyday life in Britain today.
Equality, Diversity and Inclusion	
Key Vocabulary	Invasion, empire, emperor, tribe, settlement, centurion
Link to prior learning	Year 1 – Kings and Queens Year 3 – Stone Age
<u>Links to future learning</u>	Year 4 – Anglo Saxons Year 4 – Vikings Year 5 – St Albans
<u>National curriculum outcomes:</u>	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
<u>Core Knowledge</u>	• <i>The Roman Empire expanded across most of Europe.</i> ✓ <i>Britain was invaded during Britain's Iron Age.</i> ✓ <i>Britain was organised into tribes until the invasion.</i> ✓ <i>The Empire was ruled by an Emperor</i> • <i>The Romans introduced roads and cities that still exist today.</i>

	✓ Roads. ✓ New cities, such as Bath and Verulamium. ✓ Architecture. ✓ They established Londinium as the country's capital. • Queen Boudica led a rebellion against the Romans and Verulamium was destroyed. • Hadrian's Wall was built to resist the invasion. • Scotland maintained its own rule after the building of Hadrian's Wall.
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Mount Pleasant Lane History Curriculum

Year 4

EYFS			
Year 1	Transport	Significant People	Kings and Queens
Year 2	Great Fire of London	Inspirational People	Victorians
Year 3	Stone Age	Ancient Egyptians	The Romans
Year 4	Anglo Saxons	Vikings	1066
Year 5	St Albans	Tudors	Ancient Greece
Year 6	Benin Kingdom	World War 2	Industry and Invention

Anglo Saxons

Rationale	Pupils will explore how British society developed following the Roman occupation, as a direct result of the Anglo Saxon's settlement here. This unit follows directly on from pupils' Year 3 study of 'The Romans' (beginning with the withdrawal of the Romans from Britain) and precedes pupils' study of 'The Vikings' and the contention for the British throne, which is studied in '1066'.
End of unit outcome	A biography of a fictional Anglo Saxon settler in Britain.
Equality, Diversity and Inclusion	
Key Vocabulary	Barbarian, raid, treaty, paganism, Christianity, kingdom, settle, migrate, convert
Link to prior learning	Year 3 (Romans)
Links to future learning	Year 4 (Vikings)
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	• Know that Britain was invaded and occupied by the Anglo Saxons and split into kingdoms, each with a different leader. • Know different ways in which the Anglo Saxons still influence us today: – Know that many English place names are derived from old Anglo-Saxon words. – Know that English days of the week are named after Pagan gods. • Understand what Anglo Saxon village life was like: – Eg, How houses were built, features of the home, domestic tasks, typical foods, families etc. • Understand the significance of the Sutton Hoo burial site. – Sutton Hoo was the most significant piece of primary evidence of Anglo Saxon burial rituals. • Know that the Anglo Saxons were converted to Christianity and built large monasteries. – People began attending church on Sundays. – The bible was written in Latin and peasants could not read, write or understand Latin.

The Vikings

Rationale	This unit continues to explore how Britain changed after the Roman invasion, as pupils explore the Viking invasions and compare them with the previous invasions of Britain by the Romans and Anglo Saxons. This includes the raiding and looting of Britain's newly built and richly decorated churches, and the many disputes over leadership of the kingdoms of Britain. They will explore how Viking culture was integrated into Britain. This unit ends with the scene set for 1066's Battle of Hastings.
End of unit outcome	An annotated illustration of the Viking afterlife that describes (through drawing or writing) how warrior culture was honoured.
Equality, Diversity and Inclusion	
Key Vocabulary	Norse, Scandinavia longships, raid, loot, slaves, kingdom, afterlife, heir, monks, treaty
Link to prior learning	Year 1 – Kings and Queens Year 3 – Romans Year 4 – Anglo Saxons
Links to future learning	Year 4 – 1066 Year 5 – St Albans
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ The Vikings came from the region of Scandinavia, which we know as the countries Norway, Sweden and Denmark. – The Viking language and culture is sometimes described as <i>Norse</i>. ✓ The Vikings were fierce warriors; they valued bravery and a 'good death'. – They believed that how brave you were in battle decided where you would go in the afterlife. – They were polytheist; different gods represented different qualities, values and natural phenomenon. ✓ Viking laws and punishment included corporal punishment. ✓ Vikings visited the British Isles to raid and loot villages – They attacked churches to steal gold.

	– They captured monks and peasants as slaves – They attacked villages in the spring and stayed until the end of harvest to steal the crops. ✓ Many Anglo Saxon kings fought against Viking invasions. The kings were given nicknames
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1066

Rationale	This unit teaches children about the last successful attack on Britain and ends with Britain bearing huge resemblance to the country today: a united England with a single monarch. Children are also introduced to one of our most significant contests for the throne and the difficulties faced when there is no clear heir.
End of unit outcome	A diary entry in role as William the Conqueror that discusses his claim to the throne, key events leading up to the battle and what happened next.
Equality, Diversity and Inclusion	
Key Vocabulary	King, queen, monarch, heir, claim to the throne, council, conquer.
Link to prior learning	Year 1 – Kings and Queens Year 4 – Anglo Saxons
Links to future learning	Year 5 – Tudors
National curriculum outcomes:	• Continue to develop chronologically secure knowledge of history. • Establish clear narratives within and across periods studied. • Note connections, contrasts and trends over time. • Develop the appropriate use of specific historical language. • Regularly addresses and sometimes devises historically valid questions. • Understand how knowledge in the past is constructed from a range of sources. • Select and organise relevant historical information. • Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ Edward the Confessor was the last Anglo-Saxon king. – He had no children, so there was no definite heir. ✓ There were 4 people with a claim ✓ The council chose Harold Godwinson (King Harold) but he was attacked on two sides by his competitors and eventually lost the throne to William of Normandy (William the Conqueror). This is known as the Battle of Hastings and happened in 1066. This began the Norman period of history. ✓ Bayeux tapestry depicts these events but was created by the Normans so may be biased. It is a secondary source.

Mount Pleasant Lane History Curriculum

Year 5

EYFS			
Year 1	Transport	Kings and Queens	Significant People
Year 2	Great Fire of London	Inspirational People	Victorians
Year 3	Stone Age	Ancient Egyptians	The Romans
Year 4	Anglo Saxons	Vikings	1066
Year 5	Tudors	St Albans	Ancient Greece
Year 6	Benin Kingdom	World War 2	Industry and Invention

Tudors

Rationale	Following their Year 4 topic on '1066', Year 5 pupils study the next significant contest for the British throne by delving into the Tudors. Pupils will explore the concepts of houses, noble families, the importance of marriage and – of course – of a male heir. They will build on their learning of British history as a Catholic state (studied in Year 4 'Anglo Saxons') as they explore the religious struggle between Catholicism to Protestantism throughout this period, supported by study of two significant events that resulted from this: the execution of the Reformation and the Spanish Armada. Finally, pupils will explore Elizabethan society – the Golden Age – and identify the influence it has on our lives today.
End of unit outcome	Essay: How the Tudors have influenced modern Britain.
Equality, Diversity and Inclusion	Children will build on their knowledge of historic male inheritance of power from their Year 1 studies (Kings and Queens) by learning about the Tudor lineage and turmoil following the death of Edward VI, and learning about Queen Mary I, the first Queen of England.
Key Vocabulary	King, queen, monarch, house, heir, claim to the throne, lineage, catholic, Pope, Rome, protestant, civil war, union / unified, Latin, monasteries
Link to prior learning	Year 1 (Kings and Queens), Year 4 (Anglo Saxons), Year 4 (1066)
Links to future learning	Year 5 (Trade)
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ The Tudor reign followed England's '100 year war', when there was dispute over the rightful heir (link to 1066). ○ Henry Tudor became king and married Elizabeth of York to unite the families. ○ The symbol of the Tudor rose is a mix of the Houses of Lancaster's white rose and York's red rose. ✓ Henry VIII succeeded his father. ○ He married six times to try and secure a male heir. ○ He established the Church of England so that he could divorce his first wife. ○ Mary I became the first queen of England and brought England back under the Roman Catholic Church. ○ Mary I was succeeded by Elizabeth I, and England became Protestant once again. ✓ King Philip II of Spain attempted to conquer England and restore Catholicism. ○ In May 1588, he sent 130 ships - the Spanish Armada – to attack England. ○ The English defeated the armada ✓ The Elizabethan era is considered a 'golden age'.

St Albans

Rationale	This local history topic refers to pupils' previous studies of the Iron Age, the Roman invasion of Britain and the Christianisation of Britain by the Anglo Saxons in order to trace the history of their nearest city: St Albans. Pupils trace St Alban's roots back to the Iron Age settlement of Verlamion, explore the great Roman city of Verulamium, learn about Queen Boudica's attack on the city, learn about the city's conversion from polytheism to Christianity, and discover that St Alban was canonised as England's first saint.
End of unit outcome	Information text about St Albans.
Equality, Diversity and Inclusion	
Key Vocabulary	Settlement, tribe, convert, martyr, canonise, saint,
Link to prior learning	Year 3 – Stone Age Year 3 – Romans Year 4 – Vikings Year 4 – Anglo Saxons
Links to future learning	
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ St Albans was first a small Iron Age settlement called <i>Verlamion</i>. ✓ The Romans developed the settlement into <i>Verulamium</i>, a major city in Roman Britain. ✓ Queen Boudica attacked Verulamium – Her army burned the city to the ground. – This is proven by the archaeological discovery of layers of ash below the ground, covering the Roman remains. – The Romans rebuilt the Verulamium and it became the third biggest city in Roman Britain. ✓ St Alban was Britain's first Christian saint. – The Roman Empire converted to Christianity in 380 CE. ✓ The Magna Carter is the first set of English laws. – The Anglo Saxon English kingdoms were united in 927CE, but there were no consistent laws. – Two drafts were written in St Albans Abbey.

Ancient Greece

Rationale	Ancient Greece is the third ancient civilisation studied at MPL, chosen because of the enormous impact that it has on our life in Britain today.
End of unit outcome	A persuasive speech based on the class debate.
Equality, Diversity and Inclusion	Pupils learn about the first democratic state – Athens – and how its democratic system worked, including laws around which classes, ages, nationalities and gender could participate.
Key Vocabulary	City states, democracy, empire, citizen, law, tradition
Link to prior learning	Year 3 – Ancient Egypt, The Romans Year 4 – Anglo Saxons
Links to future learning	
National curriculum outcomes:	➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	• Ancient Greeks used religion to explain everyday phenomenon, e.g. seasons, night/day, death. ✓ Ancient Greek myths and legends explain the creation and development of the world. ✓ Different city-states worshipped particular gods and/or goddesses. • The Ancient Greeks built and expanded an empire. ✓ The empire contained separate city-states, each with its own identity and set of laws/traditions ✓ Some Ancient Greek wars were believed to be caused by the gods/goddesses; historians are unsure if these wars ever really took place, e.g. the Battle of Troy. • Democracy was created in Athens. ✓ Not all Athenian citizens could participate in democracy; only men of certain age and class could participate.

Mount Pleasant Lane History Curriculum

Year 6

EYFS			
Year 1	Transport	Kings and Queens	Significant People

Year 2	Great Fire of London	Inspirational People	Victorians
Year 3	Stone Age	Ancient Egyptians	The Romans
Year 4	Anglo Saxons	Vikings	1066
Year 5	Tudors	St Albans	Ancient Greece
Year 6	Benin Kingdom	World War 2	Industry and Invention

Benin Kingdom

Rationale	This topic provides excellent opportunities for pupils to compare and contrast Britain with a non-European society, in particular, governance, trade and everyday life. It also provides further learning about British history from the 1500s – 1900s due to Benin's links with European trade.
End of unit outcome	An essay on the ownership of the Benin Bronzes.
Equality, Diversity and Inclusion	The Benin Kingdom was incredibly rich and had highly advanced technology, hygiene and craftsmanship compared to Britain at the time; this makes it an excellent topic through which to tackle misconceptions of African countries as less developed compared to European society. It is also pupils' introduction to the European colonisation of Africa and the British Empire, which is explored in greater depth at secondary.
Key Vocabulary	Kingdom, empire, dynasty, king, exile, trade, seize, colonisation / colonise, occupation / occupy, exploitation / exploit
Link to prior learning	Y1 – Kings and Queens Y3 – Ancient Egypt Y5 – Trade
Links to future learning	Y6 – Industry and Invention
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ The Benin Kingdom was located in modern day Nigeria. ✓ The Benin Kingdom began as a group of small villages situated in the rainforests of West Africa.

	✓ Small villages joined together around AD 900 to share resources. ✓ The Benin people were farmers and crafts people, who traded with foreigners. – Benin arts and crafts were famed around the world and very valuable. – Benin began trading with Portugal and other European countries. ✓ During the 1700s, European countries began to colonise parts of Africa, taking ownership of resources rather than trading them. – The Oba (Kings) stopped trading with Britain – Benin was invaded and destroyed by British troops in 1897 and it became part of the British Empire. – Many of its artworks were seized and are still displayed in the British Museum. ✓ Nigeria was granted its independence from Britain in 1960.
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World War 2

Rationale	This topic studies one of the most significant events in British 20 th century history: World War 2. It draws upon pupils' previous study of governance and of discrimination in order to explore how Hitler rose to power, women's role in Britain during the war, how propaganda was used to keep British citizens safe, and how Jews and other minorities were persecuted by the Nazis.
End of unit outcome	An information leaflet, from 1940, for children about the war.
Equality, Diversity and Inclusion	Children are introduced to the Holocaust in an age-appropriate way to learn about how discriminatory laws led to persecution of Jewish people. This links to our teaching about protected characteristics and British Values (particularly 'mutual respect', 'rule of law' and 'democracy').
Key Vocabulary	Border, government, party, empire, occupy, Prime Minister, dictator, persecute, discriminate, Nazi, allies, propaganda
Link to prior learning	Y1 – Significant People Y2 – Inspirational People
Links to future learning	
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language. ➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ Cities were targeted during air raids. – Some of the worst air raids happened during the Blitz and the Battle of Britain. – Pilots targeted areas with lots of lights so people used blackout blinds. – People used air raid shelters and tube stations.

	– Children were evacuated from cities to the countryside. – The government used propaganda to promote ideas, information and behaviours. ✓ Hitler tried to expand Germany's borders by invading other countries. – Many European countries were occupied by Germany during the war. – Countries have since changed names. ✓ Women filled typically 'male' roles in society. – The Land Girls supported agriculture. – The WRENS were a crucial part of the Naval Service and war operations. ✓ The Holocaust was the persecution of Jewish people by the Nazi Party. ✓ Jewish people were ghettoised. ✓ Jewish people faced harsh laws. ✓ Many Jewish people emigrated during and after the war. <i>Note that we do not teach children about the concentration camps or about executions of Jews at this age.</i>
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Industry and Invention

Rationale	This topic explores a significant turning point in Britain: the Industrial Revolution.
End of unit outcome	A choice of extended writing tasks: • A discursive essay on the pros and cons of Victorian workhouses. • A recount of the Match Girl's strike (newspaper report, diary entry or monologue) • A biography of George Cadbury.
Equality, Diversity and Inclusion	Children learn about significant changes to British laws during this period, such as compulsory schooling, child labour laws and health and safety at work. They also learn about the effects of poverty on our quality of life and the impact of early welfare systems, such as the Bourneville Village. These link to our British Values: 'rule of law' and 'mutual respect'
Key Vocabulary	Revolution, industry, factory, mass production, poverty, slum, class, union, strike
Link to prior learning	Year 1 – Transport Year 2 – The Victorians
Links to future learning	
National curriculum outcomes:	➔ Continue to develop chronologically secure knowledge of history. ➔ Establish clear narratives within and across periods studied. ➔ Note connections, contrasts and trends over time. ➔ Develop the appropriate use of specific historical language.

	➔ Regularly addresses and sometimes devises historically valid questions. ➔ Understand how knowledge in the past is constructed from a range of sources. ➔ Select and organise relevant historical information. ➔ Understand the different versions of the past may exist, giving some reasons for this.
Core Knowledge	✓ The Industrial Revolution (1760— 1840) began with the invention of the steam engine. – Steam powered machinery revolutionised the way everyday items were made. The first mass production factories were built. – Lots of new inventions changed everyday life and were showcased at The Great Exhibition in the newly built Crystal Palace. – The cloth industry and farming was revolutionised. Machinery took over from a lot of manual labour, so many rural jobs became redundant. – Clothes and other everyday items became more affordable. ✓ New factories were built for mass production. – There was mass migration from rural areas to the factories in nearby towns; urban areas grew as a result. – Many people lived in cramped, squalid conditions called slums; disease was rife. – Workhouses were established to house the poor and homeless. ✓ Many factory workers experienced difficult working conditions, including long hours and unsafe environments. – Workers formed unions to persuade factory owners to improve their conditions. – Some workers organised strikes, such as the Match Girls in 1888. ✓ Philanthropy increased during the industrial revolution: – Cadbury revolutionised employment practices and built houses, schools and churches for the workers in Bourneville village. – Peabody built the first social housing. – Philanthropists began setting up free schools that were accessible to all children, increasing literacy among the working class.