

# Willow Lane History Curriculum

## Our intent

Our history curriculum ignites our children's curiosity and develops their understanding about the lives of people who lived in the past, both within the context of our local area and across the world. Through this, our children develop their character whilst learning to value and understand a variety of cultures. We strive to make historians who are brave, knowledgeable and resilient, from Reception through to Year 6. Our history embeds this through historical enquiry where children handle artefacts and ask inquisitive questions. It also provides our children with a secure chronological framework within which they can make comparisons between different periods. Our curriculum is anchored in our local area to give our children concrete experiences on which to build their knowledge. We also explore the history of the British Isles and some of the most influential civilisations from history.

Our curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the National Curriculum to meet the needs of the children at Willow Lane and create a broad and balanced curriculum. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach skills to ensure children understand methods of historical enquiry. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their cultural capital and vocabulary.



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# Assessment in History

## How we assess

Teachers use the 'I will know...' and 'I will know how to...' statements alongside children's grasp of subject-specific vocabulary in each unit to assess whether children are achieving expectations for their year group. Teachers use formative assessment to adapt their teaching and support children in meeting the aims of each unit.

Unit assessment tasks enable children to demonstrate their learning and support teachers to identify those who are working towards expectations, those who are meeting expectations and those who are working at greater depth within the subject for their year group. Assessments often involve source analysis, reports, presentations or creative tasks that allow children to showcase their knowledge, skills and vocabulary learned throughout the unit.

Children identified as not meeting expectations at the end of a unit will be supported in future units by being given additional opportunities to learn the foundational knowledge and vocabulary or practise disciplinary skills. Children identified as working at greater depth at the end of the unit will have more opportunities to develop broader knowledge within each unit and apply their disciplinary skills to new contexts.

The assessment outcomes and 'Learning Checks' also support subject leads and class teachers in identifying strengths and areas for further development in the curriculum design and teaching and learning of each unit.



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## Willow Lane History Curriculum Overview

Year group	Autumn		Spring		Summer	
EYFS: Red	Busy Being Me	Celebrations	Magic Time Machine	When I Grow Up	Wet and Wild	Our Wonderful World
	<b>Early Years Foundation Stage Early Learning Goals</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events met in books read in class and storytelling.					
1. Orange	<b>Moving through Time</b> <i>National Curriculum</i> <i>Pupils should be taught about:</i> <ul style="list-style-type: none"> <li>changes within living memory.</li> <li>events beyond living memory that are significant nationally or globally.</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>significant historical events, people and places in their own locality.</li> </ul>				<b>Lancaster Castle</b> <i>National Curriculum</i> <i>Pupils should be taught about:</i> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally.</li> <li>significant historical people, event and places in their own locality.</li> </ul>	
2. Yellow	<b>History: Explorers</b> <i>National Curriculum</i> <i>Pupils should be taught about:</i> <ul style="list-style-type: none"> <li>changes within living memory.</li> <li>events beyond living memory that are significant nationally or globally.</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>				<b>History: Victorian Morecambe</b> <i>National Curriculum</i> <i>Pupils should be taught about:</i> <ul style="list-style-type: none"> <li>changes within living memory.</li> <li>events beyond living memory that are significant nationally or globally.</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>significant historical events, people and places in their own locality.</li> </ul>	

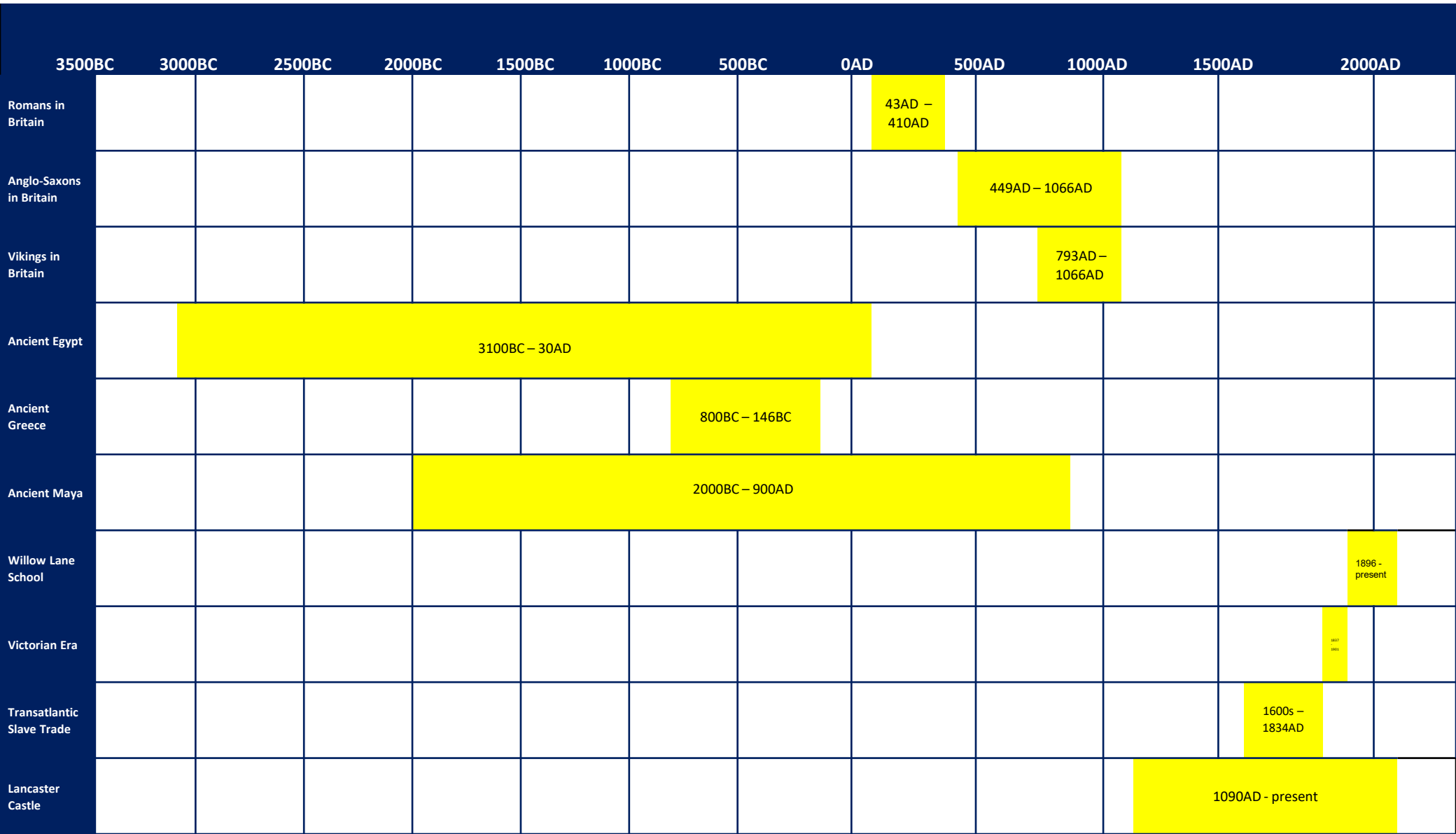
Willow Lane History Curriculum Overview			
Year group	Autumn	Spring	Summer
3. Green	<b>Pyramids</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of non-European societies; achievements and follies of mankind.</li> <li>Pupils should be taught about the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.</li> <li>Pupils should be taught about a non-European society that provides contrast with British history- Maya civilisation c. AD 900.</li> </ul>	<b>Prehistory</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>Pupils should be taught about the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared.</li> <li>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</li> </ul>	
4. Blue	<b>Roman Empire</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires.</li> <li>Pupils should be taught about the Roman Empire and its impact on Britain.</li> </ul>	<b>The Industrial Revolution</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>a local history study.</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>	
5. Indigo	<b>World War I</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.</li> </ul>	<b>Ancient Greece</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>Know and understand significant aspects of the wider world.</li> </ul>	
6. Violet	<b>Saxons and Vikings</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>		<b>Slavery and Emancipation</b> <i>National Curriculum</i> <ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.</li> <li>Pupils should be taught about a non-European society that provides contrast with British history- West African civilisations.</li> <li>A local history study.</li> </ul>

# History: Locations



# History: Chronology

Our children gain a secure chronological understanding through language, narratives and a range of representations to model the order and span of different periods of time.



# History: Key Concepts

The following concepts tie our curriculum together. They are developed and revisited throughout our curriculum to support our children in building on prior knowledge and developing understanding of abstract concepts through a range of contexts and periods of history.

- **Community and Culture: This is explored through diversity, religion, art, architecture, settlement, economy, trade, stories, myths and legends.** Human history is created by all people. There have been, and still are, many different groups of people. Some people throughout history have had different beliefs or ideas, thought differently, lived in different ways or looked different to us. The meeting of different groups throughout history has led to new achievements, discoveries, ideas, civilisations and conflict.
- **Exploration and Invention: This is explored through discovery, sustainability, migration, tools and progress.** Change throughout history is often preceded by new inventions and technology. Humans are curious and have often travelled to see new places. This has led to new discoveries and increased our understanding of the world. Changes throughout history are often caused by the movement of people. Humans have shaped their environments in the past and human activity is influenced by our environment.
- **Civilisation and Power: This is explored through hierarchy, empire, country, government, democracy, monarchy, peace, invasion, conflict, slavery and equality.** Different groups of people have become powerful at different times. Great civilisations have occurred in many places around the world. Civilisations have grown through migration, conflict and settlement. There have been many different ways of governing and organising civilisations. Civilisations have led to incredible human achievements and also caused suffering.

The following historical skills (disciplinary knowledge) are taught throughout our curriculum to support children in developing their confidence and independence when studying history. The progression in these skills is described in more detail in the next slide.

- **Chronology**
- **Cause and Consequence**
- **Change and Continuity**
- **Similarity and Difference**
- **Historical Significance**
- **Historical Enquiry and Interpretation**



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## Historical Skill Progression at Willow Lane

Age Range	Chronology	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	Historical Enquiry	Historical Interpretations
EYFS	Put pictures of my life or recent events in order.		Describe how some things have changed since my grown-ups were young.	Look at what is the same and what is different about objects from the past and present.	Talk about important people in my life and my community.  Talk about important things that have happened to me in the past.	Ask questions about my life and recent experiences.	
Key Stage 1	Use time words to describe when events happened, including today, yesterday, tomorrow, long ago, in the past, nowadays, in the present.  Order events in a sequence (before and after).	Recognise: <ul style="list-style-type: none"> <li>• why people did things.</li> <li>• why events happened.</li> <li>• what happened as a result.</li> </ul>	Identify similarities and differences between ways of life at different times.	Describe what is the same and what is different between historical people, beliefs, events or objects.	Talk about who was important in history	Ask and answer questions about people, places and events in the past.  Suggest ways we can find out about the past.  Use and describe simple historical sources.	Identify ways in which the past is represented
Lower Key Stage 2	Use dates and BC and AD notation to place dates in chronological order on a timeline.	Identify and describe historical events and suggest how these led to change.	Describe and make links between historical events and changes.	Identify and compare similarities and differences between historical people, cultures, events or artefacts.	Identify historically significant people and events.	Generate questions based on historical knowledge and sources.  Understand how knowledge of the past comes from a range of sources.  Analyse historical sources and use as evidence to support ideas.	Understand why different views of the past may exist.  Describe reasons why accounts of the past may be different.
Upper Key Stage 2	Use terms for historical periods to describe when events took place.  Place events on timelines and relate events to other historical periods.	Analyse and offer explanations for historical events and how these led to change.	Explain change and continuity within and across periods.	Analyse and offer explanations for similarities and differences between civilisations, people, cultures, events or artefacts.	Explain the significance of historical people and events.	Analyse and assess the reliability of sources and use as evidence to support ideas.  Create relevant, structured and evidentially supported accounts.	Explain how and why contrasting arguments and interpretations of the past have been constructed.

# Willow Lane History Foundational Learning Overview

Year group	I will know...	I will know how to...	I will say...	I will experience...
<b>EYFS: Rec</b>	<ul style="list-style-type: none"> <li>some of the important events that have happened to me in the past.</li> <li>that the older members of my family were born in a time in the past.</li> <li>who the important adults are in my life.</li> <li>some characters and settings involved in traditions and celebrations of events in the past.</li> <li>how some toys and types of transport have changed over time.</li> <li>some ways in which the natural world changes throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>put pictures of my life or recent events in order.</li> <li>describe how some things have changed since my grown-ups were young.</li> <li>look at what is the same and what is different about objects from the past and present.</li> <li>talk about important people in my life and my community.</li> <li>talk about important things that have happened to me in the past.</li> <li>ask questions about my life and recent experiences.</li> </ul>	<p>today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parents, grandparents, great grandparents, clue, memory, lifetime, calendar, remember.</p>	<ul style="list-style-type: none"> <li>visiting different spaces in the school grounds at different times of the year.</li> <li>visiting places in the local area that have changed over time.</li> <li>handling objects from the past.</li> </ul>
<b>Year 1</b> <b>Transport through Time</b> <ul style="list-style-type: none"> <li>Exploration and Invention</li> </ul>	<ul style="list-style-type: none"> <li>how different types of transport have changed over time.</li> <li>why transport is important to people.</li> <li>how the railways and canals changed life for the people of Lancaster.</li> <li>about the life and achievements of George Stevenson.</li> </ul>	<ul style="list-style-type: none"> <li>use time words to describe when events happened.</li> <li>identify similarities and differences between ways of life at different times.</li> <li>recognise why people did things, why events happened and what happened as a result.</li> <li>talk about who was important in history.</li> <li>ask and answer questions about people, place and events in the past.</li> <li>suggest ways we find out about the past.</li> <li>identify ways in which the past is represented.</li> </ul>	<p>transport, train, steam engine, locomotive, carriage, canal, narrow boat, horse drawn, aeroplane, railway, station, passenger, travel, visit, communicate, speed, invent, invention, engineer, modern, long ago, living memory, same, different, change, significant.</p>	<ul style="list-style-type: none"> <li>travelling on different transport types.</li> <li>visiting Lancaster Train Station.</li> </ul>
<b>Lancaster Castle</b> <ul style="list-style-type: none"> <li>Community and Culture</li> </ul>	<ul style="list-style-type: none"> <li>the names of important features of Lancaster Castle.</li> <li>the roles of people who lived and worked at the castle in the past.</li> <li>why castles were built.</li> <li>what life was like for people living and working in the castle.</li> <li>how Lancaster Castle has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>use time words to describe when events happened.</li> <li>identify similarities and differences between ways of life at different times.</li> <li>describe what different between historical people, events, objects or beliefs over time.</li> <li>talk about who was important in history.</li> <li>ask and answer questions.</li> <li>understand ways we find out about the past.</li> <li>identify ways in which the past is represented.</li> </ul>	<p>castle, gatehouse, tower, wall, keep, features, lord, lady, knight, servant, guard, noble, servant, role, protect, attack, defense, river, enemy, great hall, candlelight, feast, guide, expert, long ago, in present times.</p>	<p>visiting Lancaster Castle.</p>
<b>Year 2</b> <b>Explorers</b> <ul style="list-style-type: none"> <li>Exploration and Invention</li> <li>Community and Culture</li> </ul>	<ul style="list-style-type: none"> <li>what an explorer is and why exploration is important.</li> <li>different ways to explore: exploration of space, sea and land.</li> <li>what makes an explorer significant.</li> <li>how exploration has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>order events in a sequence.</li> <li>recognise why people did things, why events happened and what happened as a result.</li> <li>talk about who was important in history.</li> <li>ask and answer questions about people, place and events in the past.</li> <li>suggest ways we find out about the past.</li> <li>use and describe simple historical sources.</li> <li>identify ways in which the past is represented.</li> <li>identify similarities and differences between ways of life at different times.</li> </ul>	<p>explore, explorer, significant, event, pioneer, encounter, research, past, present, future, era, space, astronaut, sailor, climber, mountaineer, pilot, technology.</p>	<p>meeting an explorer. role-playing an exploration and adventure experience.</p>
<b>Victorian Holidays</b> <ul style="list-style-type: none"> <li>Community and Culture</li> </ul>	<ul style="list-style-type: none"> <li>who Queen Victoria was and why she was significant.</li> <li>what holidays were like for Victorian families and how they have changed over time.</li> <li>changes that have happened in Morecambe since the Victorian period.</li> <li>how Queen Victoria's legacy can be still be seen in Morecambe today.</li> </ul>	<ul style="list-style-type: none"> <li>order events in a sequence.</li> <li>recognise why people did things, why events happened and what happened as a result.</li> <li>talk about who was important in history.</li> <li>ask and answer questions about people, place and events in the past.</li> <li>suggest ways we can find out about the past.</li> <li>use and describe simple historical sources.</li> <li>identify ways in which the past is represented.</li> <li>identify similarities and differences between ways of life at different times.</li> </ul>	<p>Victorians, reign, king, queen, monarch, period, leisure, holiday, pavilion, pier, destination, decade, century, significance, legacy.</p>	<p>visiting Morecambe for a traditional holiday and to observe how it has changed over the last 100 years.</p>

## Willow Lane History Foundational Learning Overview

Year group	I will know...	I will know how to...	I will say...	I will experience...
<b>Year 3 Pyramids</b> <ul style="list-style-type: none"> <li>Civilisation and Power</li> <li>Community and Culture</li> </ul>	<ul style="list-style-type: none"> <li>why the Ancient Egyptians and Maya built pyramids.</li> <li>about the belief systems of the Maya and Ancient Egyptian people.</li> <li>why the discovery of Tutankhamun's tomb was significant.</li> <li>how the Ancient Egyptian civilisation was organised.</li> </ul>	<ul style="list-style-type: none"> <li>use dates to place events in chronological order on a timeline.</li> <li>identify and describe historical events and suggest how these led to change..</li> <li>describe and make links between historical events and changes..</li> <li>identify historically significant people and events.</li> <li>identify and compare similarities and differences between historical people, cultures, events or artefacts.</li> <li>generate questions based on historical knowledge and sources.</li> <li>understand how knowledge of the past comes from a range of sources.</li> <li>analyse historical sources and use as evidence to support ideas.</li> </ul>	<p>civilisation, pyramid, ancient, artefact, tomb, pharaoh, AD, BC, slave, craftsman, archaeology, historical source, belief, culture, sacrifice, status, monarchy, power, timeline, chronology, preservation, analyse.</p>	<p>visiting the Ancient Egypt exhibition at Liverpool World Museum</p>
<b>Prehistory</b> <ul style="list-style-type: none"> <li>Exploration and Invention</li> <li>Community and Culture</li> </ul>	<ul style="list-style-type: none"> <li>why we use the term prehistoric.</li> <li>how people came to settle in Britain.</li> <li>the inventions changes life in the Stone Age, Bronze Age and Iron Age.</li> <li>what life was like in a Neolithic settlement.</li> </ul>	<ul style="list-style-type: none"> <li>use dates and BC and AD notation to order events to order events on a timeline.</li> <li>identify and give reasons for historical events and suggest how these led to change.</li> <li>describe and make links between historical events and changes.</li> <li>identify and compare similarities and differences between historical people, cultures, events or artefacts.</li> <li>generate questions based on historical knowledge and sources.</li> <li>understand how knowledge of the past comes from a range of sources.</li> <li>understand that different views of the past may exist.</li> </ul>	<p>Prehistoric, artefact, migrate, settle, Stone Age, Paleolithic, Mesolithic, Neolithic, agriculture, nomadic, tools, monument, Bronze Age, Iron Age, migration, hunter-gatherer, historical source.</p>	<p>an outdoor stone age day in the wildlife area.</p>
<b>Year 4 Roman Empire</b> <ul style="list-style-type: none"> <li>Civilisation and Power</li> <li>Community and Culture</li> </ul>	<ul style="list-style-type: none"> <li>when and where the Roman Empire began.</li> <li>how and why the Romans conquered Britain.</li> <li>what life was like in Roman Britain.</li> <li>why Boudicca led a revolt against the Romans.</li> <li>how the Romans changed Britain and why they left.</li> </ul>	<ul style="list-style-type: none"> <li>use dates and BC and AD notation to order events to order events on a timeline.</li> <li>identify and give reasons for historical events and suggest how these led to change.</li> <li>describe and make links between historical events and changes.</li> <li>identify and compare similarities and differences between historical people, cultures, events or artefacts.</li> <li>identify historically significant people and events.</li> <li>understand how knowledge of the past comes from a range of sources.</li> <li>analyse historical sources and use as evidence to support ideas.</li> <li>describe reasons accounts of the past may be different.</li> </ul>	<p>Rome, Roman, Celt, empire, emperor, Britons, conquer, conquest, invasion, rebellion, amphitheater, aqueduct, architecture, primary source, secondary source, legacy.</p>	<ul style="list-style-type: none"> <li>visiting Chester Roman Museum.</li> </ul>
<b>Industrial Revolution</b> <ul style="list-style-type: none"> <li>Exploration and Invention</li> <li>Civilisation and Power</li> </ul>	<ul style="list-style-type: none"> <li>when and where the Industrial Revolution took place.</li> <li>how and why Lancashire became a significant place in the Industrial Revolution.</li> <li>how the Industrial Revolution led to change in how people lived their lives.</li> <li>how different groups of people experienced the Industrial</li> </ul>	<ul style="list-style-type: none"> <li>use dates and BC and AD notation to order events to order events on a timeline.</li> <li>identify and give reasons for historical events and suggest how these led to change.</li> <li>describe and make links between historical events and changes.</li> <li>identify historically significant people and events.</li> <li>analyse historical sources and use as evidence to support ideas.</li> <li>describe reasons why accounts of the past may be different.</li> </ul>	<p>rural, urban, industry, revolution, labour, trade, mill, wealth, power, upper class, working class, factory, textile, invention, primary source, secondary source</p>	<p>visiting the Museum of Science and Industry, Manchester.</p>

## Willow Lane History Foundational Learning Overview

Year group	I will know...	I will know how to...	I will say...	I will experience...
<b>Year 5</b> <b>WWI</b> <ul style="list-style-type: none"> <li>Community and Culture</li> <li>Civilisation and Power</li> </ul>	<ul style="list-style-type: none"> <li>when and where WWI took place.</li> <li>the most significant causes that led to WWI.</li> <li>how British soldiers experienced the war.</li> <li>why Walter Tull's promotion to officer was significant.</li> <li>the vital roles women took on during the war and how women's lives changed as a result.</li> </ul>	<ul style="list-style-type: none"> <li>place events on timelines and use historical terms to describe when events took place.</li> <li>analyse and offer explanations for historical events and how these led to change.</li> <li>explain change and continuity within and across periods.</li> <li>explain the significance of historical people and events.</li> <li>explain how and why contrasting arguments and interpretations of the past have been made.</li> <li>analyse and assess the reliability of sources and use as evidence to support ideas.</li> <li>create relevant, structured and evidentially supported accounts.</li> </ul>	<p>World War I, alliance, militarism, imperialism, nationalism, allies, Central Powers, conflict, propaganda, enlist, reliable, contribution, discrimination, equality, empowerment, diversity, trenches, artillery, Women's Land Army, war effort, discrimination.</p>	<ul style="list-style-type: none"> <li>visiting Westfield Memorial Village to participate in an act of remembrance.</li> <li>visiting the Imperial War Museum, Manchester.</li> </ul>
<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>Community and Culture</li> <li>Exploration and Invention</li> </ul>	<ul style="list-style-type: none"> <li>when and where the Ancient Greek civilisation developed.</li> <li>how Ancient Greek society was organised.</li> <li>the similarities and differences of life in Sparta and Athens.</li> <li>the features of belief systems in Ancient Greece.</li> <li>the significance of the Ancient Olympics.</li> <li>the legacy of Ancient Greece and its influence on modern life.</li> </ul>	<ul style="list-style-type: none"> <li>place events on timelines and use historical terms to describe when events took place.</li> <li>analyse and explain similarities and differences between cultures and people.</li> <li>explain the significance of historical people and events.</li> <li>analyse and assess the reliability of sources and use as evidence to support ideas.</li> <li>create relevant, structured and evidentially supported accounts.</li> </ul>	<p>democracy, oligarchy, government, city state, Sparta, Athens, parliament, culture, beliefs, architecture, philosophy, Olympics, sacrifice, legacy.</p>	<ul style="list-style-type: none"> <li>making pottery inspired by Ancient Greece.</li> </ul>
<b>Year 6</b> <b>Saxons and Vikings</b> <ul style="list-style-type: none"> <li>Community and Culture</li> <li>Civilisation and Power</li> </ul>	<ul style="list-style-type: none"> <li>when Anglo-Saxons and Vikings arrived in Britain and where they came from.</li> <li>what led to the Anglo-Saxons and Vikings to settle in Britain.</li> <li>how Anglo-Saxon and Viking society was organised.</li> <li>about Viking beliefs and their way of life.</li> </ul>	<ul style="list-style-type: none"> <li>use historical terms to describe when events took place.</li> <li>explain change and continuity within and across periods.</li> <li>analyse and offer explanations for historical events and how these led to change.</li> <li>analyse and explain similarities and differences between cultures and people.</li> <li>explain the significance of historical people and events.</li> <li>analyse and assess the reliability of sources and use as evidence to support ideas.</li> <li>create relevant, structured and evidentially supported accounts.</li> <li>explain how and why contrasting arguments and interpretations of the past have been constructed.</li> </ul>	<p>invade, kingdom, Anglo-Saxons, Vikings, raid, settle, conquer, migration, longhouse, longboat, period, era, monastery, society, hierarchy</p>	<ul style="list-style-type: none"> <li>experiencing life in a Viking Village in York.</li> </ul>
<b>Transatlantic Slave Trade</b> <ul style="list-style-type: none"> <li>Community and Culture</li> <li>Civilisation and Power</li> </ul>	<ul style="list-style-type: none"> <li>aspects of precolonial West African culture.</li> <li>details of the Transatlantic Slave Trade.</li> <li>what conditions were like for enslaved people.</li> <li>Lancaster's role in the Transatlantic Slave Trade.</li> <li>the events that led to the abolition slavery.</li> <li>the legacy of the Transatlantic Slave Trade and the struggle to create a fairer society.</li> </ul>	<ul style="list-style-type: none"> <li>place events on timelines and use historical term to describe when events took place.</li> <li>explain change and continuity within and across periods.</li> <li>analyse and offer explanations for historical events and how these led to change.</li> <li>analyse and explain similarities and differences between cultures and people.</li> <li>explain the significance of historical people and events.</li> <li>analyse and assess the reliability of sources and use as evidence to support ideas.</li> <li>create relevant, structured and evidentially supported accounts.</li> <li>explain how and why contrasting arguments and interpretations</li> </ul>	<p>transatlantic, trade, slave, enslaved, slavery, transported, abolition, manufactured, raw, import, export, racism, equality, freedom emancipation, descendants, generation.</p>	<ul style="list-style-type: none"> <li>walking Lancaster Slavey History Trail.</li> <li>visiting the British Museum, London.</li> </ul>

# Reception: Past and Present

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## Overview:

Children joining us in Reception will have a range of differing experience to bring to their learning at Willow Lane. Children joining us from Appletree Nursery will have a range of experiences linked to the past and present. They will have explored toys and types of transport that have changed over time. They will have looked at how they have grown and changed over time. They will know friends and family who are older or younger than themselves. They will talk about their own experiences from the recent past and have observed changes in the natural world over time.

In Reception, we support children in developing their understanding of past and present through different themes throughout the year. We plan in focused learning interactions to explicitly introduce and teach new ideas. We create continuous provision opportunities that allow us to provide repeated opportunities for children to experience and understand the changes over time. We also create space in our curriculum to follow children's interests and build on their prior experiences. This combination of approaches encourages the characteristics of effective learning and provides all children with a strong basis on which to develop their understanding of history as they move into Year 1.

## **Early Years Foundation Stage Early Learning Goals**

*Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events met in books read in class and storytelling.*



# Reception: Past and Present

## I will know:

- some of the important events that have happened to me in the past.
- that the older members of my family were born in a time in the past.
- who the important adults are in my life.
- some characters and settings involved in traditions and celebrations of events in the past.
- how some toys and types of transport have changed over time.
- some ways in which the natural world changes throughout the year.

## Vocabulary:

today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parents, grandparents, great grandparents, clue, memory, lifetime, calendar, remember.

## I will experience:

- visiting different spaces in the school grounds at different times of the year.
- visiting the Toy Museum.
- handling objects from the past.

## I will learn how to:

- put pictures of my life or recent events in order.
- describe how some things have changed since my grown-ups were young.
- look at what is the same and what is different about objects from the past and present.
- talk about important people in my life and my community.
- talk about important things that have happened to me in the past.
- ask questions about my life and recent experiences.

## Learning check

1. How have you changed since you were little?
2. How have things changed since your grown-ups were young?
3. Have children's toys always been the same? How have they changed?

## Learning Links

Children will build on the experiences of the past and present they have already enjoyed in nursery or home settings.



# Willow Lane History Curriculum

## Year 1



*Willow Lane*  
Community Primary School

# Year 1: Moving Through Time

## I will know:

- why transport is important to people.
- the names of different types of transport used today and in the past.
- that different types of transport have changed over time.
- how changes in transport have led to changes in how people live their lives.
- the names and achievements of significant people in the history of transport.

## I will say:

transport, train, steam engine, locomotive, carriage, canal, narrow boat, horse drawn, aeroplane, railway, station, passenger, travel, visit, communicate, speed, invent, invention, engineer, modern, long ago, living memory, same, different, change, significant, long ago, in the past, present time.

## I will experience:

- visiting Lancaster Train Station.
- travelling on different types of transport.

### National Curriculum

*Pupils should be taught about:*

- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
- *the lives of significant individuals in the past who have contributed to national and international achievements.*
- *significant historical events, people and places in their own locality.*

## I will learn how to:

- use time words to describe when events happened.
- identify similarities and differences between ways of life at different times.
- recognise why people did things, why events happened and what happened as a result.
- talk about who was important in history.
- ask and answer questions about people, place and events in the past.
- suggest ways we find out about the past.
- identify ways in which the past is represented.

## Learning check

1. Why is transport so important to people?
2. Can you describe how transport was different in the past?
3. What can you tell me about significant people from the history of transport?
4. How have changes in transport led to changes in how we live today?

## Learning links

In Reception Class, we used words to talk about things that have happened and looked at how some things, such as toys, have changed since our parents and carers were young. This unit introduces children to the idea that exploration and invention have led to important changes for people throughout history and to significant events and people from the Victorian era.



## Year 1: Moving Through Time

Lesson	Key question	Key learning	CP challenges
1	What is transport and why do we need it?	<ul style="list-style-type: none"> <li>Identify different types of transport</li> <li>Why do people travel/use transport? Work, holiday, visiting family/friends, move heavy goods etc</li> <li>It helps people to meet and talk to new people and share ideas or sell things</li> </ul>	Matching transport types and key vocabulary. Explain why people use transport
2	How has transport changed over time?	<ul style="list-style-type: none"> <li>Compare old and new vehicles – looking for what is the same and what is different</li> </ul> <p>Compare ships and water transport, including canal and narrow boats</p> <p>Compare old and new trains</p>	Identify similarities and difference between different types of transport
3	What was transport used for in the past and why was this important?	<ul style="list-style-type: none"> <li>Give chn opportunity to explore artefacts/photos of different vehicles and discuss how they can be ordered</li> </ul> <p>Who might have used this type of transport?</p> <p>Timeline – children plot vehicles accordingly</p>	Ordering types of transport in times from furthest in the past to most recent Writing questions about transport in the past
4	Lancaster Railway Station Visit	<ul style="list-style-type: none"> <li>Observe what has changed: children can compare using old photos</li> <li>Discussion with staff</li> </ul>	Visit to the station to identify areas from older photographs. Talk to staff about changes over the years.
5	How did people travel around Lancaster in the past?	<ul style="list-style-type: none"> <li>How Lancaster canal and its aqueduct was used</li> <li>People mainly walked – meant many did not leave for holidays etc</li> <li>People use the tow paths around Lancaster to travel</li> <li>Horses were used to move heavy goods</li> </ul>	Sentences describing scenes from Lancaster's past
6	Who was George Stephenson?	<ul style="list-style-type: none"> <li>Known as the 'Father of the Railway' - built steam locomotives for the first ever railways</li> <li>Created the 'Rocket'</li> <li>Timeline of George Stephenson's life</li> </ul>	Timelines of George Stephenson's life Writing about key achievements- why he was significant Using books and sources to find out more
7	How did the invention of trains change people's lives?	<ul style="list-style-type: none"> <li>Link to learning on George Stephenson</li> <li>Cheaper mode of transport</li> <li>Quicker and opened Britain up</li> <li>Helped seaside fishing villages become popular destinations for day trips</li> <li>Poor could afford rail travel</li> <li>Towns and cities had cheaper foods as farmers could get their produce to market quicker and cheaper</li> </ul>	Discuss and order most important effects of changing transport.
8	How has the way we've travelled changed over the years?	<ul style="list-style-type: none"> <li>Children have opportunity to show everything that they have learned during the unit.</li> <li>Assessment</li> </ul>	Mini books on transport changes

# Year 1: Lancaster Castle

## I will know:

- the names of important features of Lancaster Castle.
- the roles of people who lived and worked at the castle in the past.
- why castles were built.
- what life was like for people living and working in the castle.
- how people use Lancaster Castle has changed over time.

## I will say:

castle, gatehouse, tower, wall, keep, features, lord, lady, knight, servant, guard, noble, servant, role, protect, attack, defence, river, enemy, great hall, candlelight, feast, guide, expert, long ago, in present times.

## I will experience:

- visiting Lancaster Castle.

## I will learn how to:

- use time words to describe when events happened.
- identify similarities and differences between ways of life at different times.
- describe what different between historical people, events, objects or beliefs over time.
- talk about who was important in history.
- ask and answer questions.
- understand ways we find out about the past.
- identify ways in which the past is represented.

## Learning check

1. Why was Lancaster Castle built and what are its main features?
2. Which role would you have wanted in the castle? Why?
3. How has Lancaster Castle changed since it was built?

## Learning links

At the start of Orange Class, we learned that things change over time. We looked at how the invention of the train and car changed people's lives. In this topic, we will learn how one of Lancaster's most famous landmarks has changed over time. It introduces children to the ideas of community and culture and the different roles people had in the past.

### **National Curriculum**

*Pupils should be taught about:*

- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
- *significant historical people, event and places in their own locality.*



Year 1: Lancaster Castle

Lesson	Key question	Key learning	CP challenges
1			
2			
3			
4			
5			
6			

# Willow Lane History Curriculum

## Year 2



*Willow Lane*  
Community Primary School

# Year 2: Explorers

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## I will know:

- what an explorer is and why exploration is important.
- different ways to explore: exploration of space, sea and land.
- what makes an explorer significant.
- how exploration has changed over time.

## I will say:

explore, explorer, significant, event, pioneer, encounter, research, past, present, future, era, space, astronaut, sailor, climber, mountaineer, pilot, technology, diversity.

## I will experience:

- meeting an explorer and having an exploration and adventure experience.

## National Curriculum

*Pupils should be taught about:*

- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
- *the lives of significant individuals in the past who have contributed to national and international achievements.*
- *significant historical events, people and places in their own locality.*

## I will learn how to:

- order events in a sequence.
- recognise why people did things, why events happened and what happened as a result.
- talk about who was important in history.
- ask and answer questions about people, place and events in the past.
- suggest ways we find out about the past.
- use and describe simple historical sources.
- identify ways in which the past is represented.
- identify similarities and differences between ways of life at different times.

## Learning check

1. Do you think exploration is important? Why?
2. Who do you think is the most significant explorer? Why?
3. How has exploration changed over time?

## Learning links

In Orange Class, we learned how inventions in transport can be important and change people's lives. This unit builds on the concept of exploration and invention being an important part of human history. We will also learn about the lives of a diverse range of explorers and how people from every background have enriched our history as part of our deepening understanding of the concept of community and culture.



## Year 2: Explorers

Lesson	Key question	Key learning
1	What does explorer mean?	<ul style="list-style-type: none"> <li>Children to become explorers and go to the wildlife area and find a new artefact that they don't know about to explore further.</li> <li>Why do they explore?</li> <li>What do people explore?</li> <li>What might explorers need to take with them for the different types of exploration?</li> </ul>
2	Who are current explorers that we know?	<ul style="list-style-type: none"> <li>Focus on Steve Backshaw and Bear Grylls – what inspired them and what have they achieved</li> <li>Give children an understanding of explorers they are familiar with so that they can make comparisons later in unit</li> </ul>
3/4	How can I find out about types of exploration and a significant explorer?	<ul style="list-style-type: none"> <li>Stations set up for the different areas of exploration</li> <li>Key explorers in each area</li> <li>Henson- believed by some to be 1<sup>st</sup> person to walk on North Pole. Achievements are even more impressive as when he was alive, people were treated unfairly due to colour of their skin.</li> <li>Shackleton – explored Antarctic and South Pole and seen as one of most inspirational explorers and leaders of the 20th Century</li> <li>Matthew Henson, Sir Ernest Shackleton, Bessie Coleman, Amelia Earhart, Valentina Tereshkova, Neil Armstrong, Ranulph Feinnes and Bear Grylls.</li> </ul>
5	What difficulties did they face? (linked to chosen explorer)	<ul style="list-style-type: none"> <li>Children to pull out the difficulties from the stations above.</li> </ul>
6	Why were explorer's important? (linked to chosen explorer)	<ul style="list-style-type: none"> <li>Understand why both are significant and can describe some key events in their lives. Begin to understand the different between their treatment/recognition</li> <li>Comparison of achievements – chn recognise why Coleman's achievement was so important and how she fought for equality. Compare this with Earhart's determination to be an advocate for women and her belief in equality for women</li> <li>Why was Tereshkova important? First woman in space. Look at her main achievements and how do they make her significant? Compare this with Armstrong.</li> </ul>
7	How has exploration changed over time?	<ul style="list-style-type: none"> <li>Understand why ships were used for the first polar expeditions and why the advent of flight was so significant</li> <li>Why space exploration occurred in more modern times. Look at timeline of polar/flight so far and notice that space travel is much more current – why is this?</li> </ul>
8	Why is the explorer historically significant?	<ul style="list-style-type: none"> <li>Assessment of children's learning- presentation of a significant explorer</li> </ul>

# Year 2: Victorian Holidays

## I will know:

- who Queen Victoria was and why she was significant.
- what holidays were like for Victorian families and how they have changed over time.
- changes that have happened in Morecambe since the Victorian period.
- how Queen Victoria's legacy can be still be seen in Morecambe today.

## I will say:

Victorians, reign, king, queen, monarch, period, leisure, holiday, pavilion, pier, destination, period, decade, century, significance, legacy, evidence.

## I will experience:

- visiting Morecambe for a traditional holiday.

## National Curriculum

*Pupils should be taught about:*

- *changes within living memory.*
- *events beyond living memory that are significant nationally or globally.*
- *the lives of significant individuals in the past who have contributed to national and international achievements.*
- *significant historical events, people and places in their own locality.*

## I will learn how to:

- order events in a sequence.
- recognise why people did things, why events happened and what happened as a result.
- talk about who was important in history.
- ask and answer questions about people , place and events in the past.
- suggest ways we can find out about the past.
- use and describe simple historical sources.
- identify ways in which the past is represented.
- identify similarities and differences between ways of life at different times.

## Learning check

1. Why is Queen Victoria a significant historical person? What evidence is there for this in Morecambe?
2. What were Victorian holidays like? How have holidays changed?
3. How has Morecambe changed over the last century?

## Learning links

In Orange Class, we learned how transport has changed over time and about significant inventions from the Victorian period. In this unit, we will learn how Morecambe has changed since Victorian times. In Blue Class you will learn more about the Victorian times and how life in Lancashire changed during the reign of Queen Victoria.



## Year 2: Victorian Holidays

Lesson	Key question	Key learning
1 LO: To know who Queen Victoria was and say why she was significant	Who is Queen Victoria?	<ul style="list-style-type: none"> <li>• Timeline – Place on timeline with explorers</li> <li>• Born in 1819</li> <li>• Reigned for 63 years – became Queen when 18. Time known as Victorian age.</li> <li>• Was married to Prince Albert – had 9 children and 40 grandchildren</li> <li>• Many inventions during reign – railways, first photos taken, children sent to school instead of work etc</li> </ul>
3 LO: To compare and contrast Morecambe now and then	What was Morecambe like during the Victorian era?	<ul style="list-style-type: none"> <li>• 1846 – Morecambe gained its first railway and so town grew due to tourists and the port (define tourists and port)</li> <li>• Morecambe was a popular Victorian seaside resort – how did railway link to this?</li> <li>• Look at photos/maps of Morecambe during Victorian era – what did they eat/ what leisure activities did they take part in/how did they dress?</li> </ul>
4 LO: To know about the history of the Winter Gardens	Winter Gardens	<ul style="list-style-type: none"> <li>• Visit to Winter Gardens – learn about its history and how it has changed</li> <li>• Can children get train to enhance their learning about differences in travel?</li> </ul>
5 LO: To identify similarities and differences between ways of life at different times.	Why is Morecambe a popular holiday destination?	<ul style="list-style-type: none"> <li>• What attracts tourists to Morecambe? Look at current maps/use visit experience to enhance</li> <li>• Make comparisons with Morecambe during Victorian era</li> </ul>
6 LO: To know how and why holidays have changed over time	How have our holidays changed since the Victorian era?	<ul style="list-style-type: none"> <li>• How has developments in transport aided the advancement of travel/holidays in Britain? Linking to previous unit's learning about railways/flight</li> <li>• What do holidays now look like?</li> </ul>
7 LO: To present my learning to share with others	How has Morecambe changed over the years?	<ul style="list-style-type: none"> <li>• Assessment of this unit's learning – Book Creator</li> </ul>



# Willow Lane History Curriculum

## Year 3



*Willow Lane*  
Community Primary School

## I will know:

- why the Ancient Egyptians and Maya built pyramids.
- about the belief systems of the Maya and Ancient Egyptian people.
- why the discovery of Tutankhamun's tomb was significant.
- how the Ancient Egyptian civilisation was organised.

## I will say:

civilisation, pyramid, ancient, artefact, tomb, pharaoh, AD, BC, slave, craftsman, archaeology, historical source, belief, culture, sacrifice, status, monarchy, power, timeline, chronology, preservation, analyse.

## I will experience:

learning from expert historians at the Ancient Egypt Exhibition, Liverpool World Museum.

### National Curriculum

- *Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of non-European societies; achievements and follies of mankind.*
- *Pupils should be taught about the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.*
- *Pupils should be taught about a non-European society that provides contrast with British history- Maya civilisation c. AD 900.*

## I will learn how to:

- use dates to place events in chronological order on a timeline.
- identify and describe historical events and suggest how these led to change..
- describe and make links between historical events and changes..
- identify historically significant people and events.
- identify and compare similarities and differences between historical people, cultures, events or artefacts.
- generate questions based on historical knowledge and sources.
- understand how knowledge of the past comes from a range of sources.
- analyse historical sources and use as evidence to support ideas.

## Learning check

1. Why do you think pyramids are significant historical buildings?
2. What do you find interesting about the belief systems of the Maya and Ancient Egyptian people?
3. Who was considered important in Ancient Egyptian life?
4. What historical sources have helped archeologists learn more about Ancient Egypt?

## Learning Links

In Yellow Class, we learned about Queen Victoria and how life has changed over the last 100 years. This unit takes us much further back in time to learn about ancient civilisations and their cultures. It explores how different people held power in Egyptian society. In Indigo Class, you will go on to learn about another ancient civilisation, Ancient Greece.

## Year 3: Stone Age to Iron Age

Lesson	Key question	Key learning
1	Who were the Ancient Egyptians?	<ul style="list-style-type: none"> <li>Timeline - Children should recognise the enormity of the Egyptian rule.</li> <li>Three eras – Old Kingdom, Middle Kingdom, New Kingdom.</li> <li>Ends during Cleopatra's reign – came under Roman rule in 30BC.</li> <li>Know Ancient Egypt was ruled by Pharaohs.</li> <li>Pyramids of Giza - largest pyramid was built for Pharaoh Khufu</li> <li>Next largest was built for his son, Khafre (included the Great Sphinx)</li> <li>Consider Herodotus' account of pyramid building</li> </ul>
2	Why did the Ancient Egyptians build pyramids?	<ul style="list-style-type: none"> <li>Egyptian beliefs about the afterlife.</li> <li>Egyptians believed in many deities (gods).</li> <li>Believed that Pharaohs were chosen by Gods – their majesty needed to be protected.</li> <li>They believed in ka and the spirit remained with the body after death.</li> <li>To care for the spirit the body was mummified.</li> <li>Kings were buried with everything they would need in the afterlife, including food and gold.</li> <li>Pyramids were built as tombs.</li> </ul>
3	Why was the discovery of Tutankhamun's significant?	<ul style="list-style-type: none"> <li>In 1922, Howard Carter (a British archaeologist) discovered Tutankhamun's tomb.</li> <li>There were over 5000 different objects that took 8 years to catalogue.</li> <li>The tomb is the only intact royal burial site found in modern times.</li> <li>King Tutankhamun was not an important king. He ascended to the throne aged 9 and his death is a mystery.</li> <li>His tomb provided a huge wealth of information about the lives and beliefs of Pharaohs.</li> </ul>
4	Who built the Valley of the Kings and how do we know about them?	<ul style="list-style-type: none"> <li>Last pyramid was built around 2200BC. Stopped because Pharaohs needed a better place to hide their treasure, a lack of space, and the amount of effort and cost led to the change.</li> <li>By the time of the New Kingdom, many Pharaohs were buried in the Valley of the Kings</li> <li>Archaeologists now believe paid labourers built the pyramids and tombs in the Valley of Kings.</li> <li>Records from Dier el Medina offer a fascinating insight into Egyptian life and society.</li> </ul>
5	Why did the Ancient Maya build pyramids?	<ul style="list-style-type: none"> <li>Timeline - existed at the same time as the New Kingdom in Egypt (from 1500BC to 900AD).</li> <li>Civilisations existed without knowledge of each other, and that history is a study of place as well as time</li> <li>What was the purpose of the Ancient Maya pyramids?</li> <li>How is this similar/different to the purpose of the Ancient Egyptians</li> </ul>
6	What is so great about pyramids?	<ul style="list-style-type: none"> <li>Unit outcome bringing the children's learning together.</li> <li>Assessment of children's learning during the unit.</li> </ul>

# Year 3: Stone Age to Iron Age

## I will know:

- where prehistory, the stone age, bronze age and iron age fit in human history.
- how humans came to Britain.
- how invention led to changes to life in Britain throughout the stone age, bronze age and iron age.
- examples of cultural artefacts from prehistory.
- how knowledge of the past comes from a range of sources.

## I will say:

Prehistoric, artefact, migrate, settle, Stone Age, Paleolithic, Mesolithic, Neolithic, agriculture, nomadic, tools, monument, Bronze Age, Iron Age, migration, hunter-gatherer, historical source.

## I will experience:

- an outdoor stone age day in the wildlife area.

## I will know how to:

- use dates and BC and AD notation to order events on a timeline.
- identify and give reasons for historical events and suggest how these led to change.
- describe and make links between historical events and changes.
- identify and compare similarities and differences between historical people, cultures, events or artefacts.
- generate questions based on historical knowledge and sources.
- understand how knowledge of the past comes from a range of sources.
- understand that different views of the past may exist.

## Learning check

1. What does the term prehistory mean?
2. Which invention from prehistory do you think was most significant? Why?
3. Can you describe any examples of prehistoric culture?

## Learning links

In Orange Class and Yellow Class, we learned about the importance of exploration and invention in history. Earlier this year, we learned about the culture of Ancient Egypt. This unit explores even further into the past and we learn about the very earliest people to settle in Britain, their culture and how inventions changed the way they lived forever. In Blue Class, will go on to learn how the Romans arrival in Britain changed life for Iron Age Celts.

## National Curriculum

- *Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *Pupils should be taught about the achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.*
- *Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.*



## Year 3: Prehistory

Lesson	Key question	Key learning
1	How did people come to settle in Britain?	<ul style="list-style-type: none"><li>Children should understand the term prehistoric and settle.</li><li>Prehistoric Britain began when the first humans arrived in the British Isles.</li><li>The first humans were known as hunter gatherers and survived by hunting animals and finding food to eat.</li><li>Hunter gatherers lived in caves or very simple shelters and they made stone tools.</li></ul>
2	What type of animals lived in prehistoric Britain?	<ul style="list-style-type: none"><li>Look at the following animals: Smilidon, Giant Ground Sloth, Wolly Mammoth, Cave Lions.</li><li>Children to understand the meanings of the words 'extinct' and 'extant'.</li></ul>
3	What are the different periods within the Stone Age?	<ul style="list-style-type: none"><li>Stone Age is separated into three different parts: The old stone age, the middle stone age, the new stone age.</li><li>Children should understand that humans behaved differently in each of these periods.</li></ul>
4	How did people live in prehistoric periods?	<ul style="list-style-type: none"><li>Lived in caves and lived in temporary locations.</li><li>Use the opportunity to compare and contrast prehistoric periods to life now.</li><li>Hunter-gatherers hunted for food.</li></ul>
5	What was it like to live in a Neolithic settlement?	<ul style="list-style-type: none"><li>Humans stayed in locations for longer.</li><li>Fewer larger animals around to hunt.</li><li>Beginning of farming in Britain.</li><li>Perfected tools and started making pottery.</li><li>Skara Brae – Orkney Islands – Neolithic Settlement</li></ul>
6	How did the Bronze Age change how people lived?	<ul style="list-style-type: none"><li>To know when the Bronze Age was.</li><li>Look at artefacts from the Bronze Age.</li><li>Bronze Age humans learnt how to use and make objects out of metal.</li><li>Look at different metals that made Bronze and why they were used.</li></ul>
7	How did the Iron Age change how people lived?	<ul style="list-style-type: none"><li>Iron replaced Bronze as the main material for making tools and weapons.</li><li>Know when this part of history ended and why.</li><li>Iron tools made farming much easier and settlements grew.</li><li>Iron age people lived in hill forts.</li><li>People lived in clans.</li></ul>

# Willow Lane History Curriculum

## Year 4



*Willow Lane*  
Community Primary School

# Year 4: Roman Empire

## I will know:

- when and where the Roman Empire began.
- how and why the Romans conquered Britain.
- what life was like in Roman Britain.
- why Boudicca led a revolt against the Romans.
- how the Romans changed Britain and why they left.

## I will say:

Rome, Roman, Celt, empire, emperor, Britons, conquer, conquest, invasion, rebellion, amphitheater, aqueduct, architecture, primary source, secondary source, legacy.

## I will experience:

- visiting Lancaster's Roman bath house and Chester Roman Museum to find evidence of Roman occupation of Britain.

## National Curriculum

- *Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires.*
- *Pupils should be taught about the Roman Empire and its impact on Britain.*

## I will learn how to:

- use dates and BC and AD notation to order events on a timeline.
- identify and give reasons for historical events and suggest how these led to change.
- describe and make links between historical events and changes.
- identify and compare similarities and differences between historical people, cultures, events or artefacts.
- identify historically significant people and events.
- understand how knowledge of the past comes from a range of sources.
- analyse historical sources and use as evidence to support ideas.
- describe reasons accounts of the past may be different.

## Learning check

1. What do you think was the most important reason for the Roman invasion of Britain? Why?
2. How did life change in Britain after it was conquered by the Romans?
3. What do you think is the most important legacy of Roman life in Britain? Why?

## Learning links

In Green Class, we learned about Ancient Egypt and its pharaohs. In this topic, we will learn about another great civilisation, its rulers and achievements. This develops the concepts of civilisation and power. Even though thousands of years passed between the building of the pyramids and the rise of the Roman Empire, the two civilisations did exist together with Rome taking control of Egypt in 30BC. This unit, continues to develop our understanding of the history of the British Isles by exploring how the Romans arrived at the end of the Iron Age.



# Year 4: Roman Empire

Lesson	Key question	Key learning
1	How was Rome founded?	<ul style="list-style-type: none"> <li>Rome was founded in 753BC</li> <li>The story of how Romulus and Remus founded Rome</li> <li>Many archaeologists believe this story is a legend with some basis on true events.</li> <li>Rome was ruled by kings until it became republic in 509BC.</li> <li>A republic has leaders elected by other people.</li> </ul>
2	Who was Julius Caesar?	<ul style="list-style-type: none"> <li>That the Roman Republic became more powerful and used its army and made deals to extend its control.</li> <li>It became an empire controlling an area across Europe, Western Asia and North America. An empire is a state or person that rules over many other countries or states.</li> <li>Julius Caesar was one of the most famous leaders of Rome. He was a politician, who became commander of the Roman Legions. He led the Roman Army against the Gauls. He visited Britain at this time. He became so powerful he returned to Rome and took over the empire. He was not voted in and he was a dictator.</li> <li>Caesar died in 44BC after he was murdered by members of the senate, who had become jealous of his power.</li> </ul>
3	How did the Romans conquer Britain?	<ul style="list-style-type: none"> <li>In 43AD, the Roman Empire invaded Britain. The Roman invasion was led by Emperor Claudius.</li> <li>Before the invasion, the Celts were the dominant tribes in Briton (Year 3). Recall what life was like in Britain at this time.</li> <li>That the Roman army was powerful and well organised.</li> <li>How Roman forts helped to control areas of Britain.</li> </ul>
4	What was life like in Roman Britain?	<ul style="list-style-type: none"> <li>What life was like in Roman towns, including Lancaster.</li> <li>How it was different to Celtic settlements.</li> </ul>
5	Who was Boudicca and why did she lead a revolt against the Romans?	<ul style="list-style-type: none"> <li>Boudicca was a Celt. When she married Prasutagus, she became queen of the Iceni tribe.</li> <li>That we only know about Boudicca from Roman sources (the Celts did not keep written records).</li> <li>When Rome invaded, the Iceni were allowed to rule themselves.</li> <li>When Prastugas died, the Roman army, took over his land and property. They beat Boudicca in public. Boudicca swore revenge.</li> <li>Like other ancient Celtic women, Boudicca had trained as a warrior. She led a number of tribes in a rebellion. They defeated the Roman Ninth Legion. The destroyed several Roman towns, including London.</li> <li>Eventually, the Romans defeated the Celtic tribes and legend has it that Boudicca poisoned herself to avoid capture.</li> </ul>
6	What is the legacy of the Roman invasion in Britain?	<ul style="list-style-type: none"> <li>Rome was under increasing attacks by Germanic tribes.</li> <li>Rome called its armies back to help protect Rome. The Romans left Britain in 410AD.</li> <li>Britain was changed by the Roman invasion. It left a legacy in Britain (towns, roads, laws, water, hygiene, religion).</li> </ul>
7	Unit outcome:	<ul style="list-style-type: none"> <li>Opportunity for children to write about their learning during this unit. Should show their understanding of the Romans in Britain. For example, an information leaflet, essay etc.</li> <li>Assessment</li> </ul>

# Year 4: Industrial Revolution

## I will know:

- when and where the Industrial Revolution took place.
- how and why Lancashire became a significant place in the Industrial Revolution.
- how the Industrial Revolution led to change in how people lived their lives.
- how different groups of people experienced the Industrial Revolution.

## I will say:

rural, urban, industry, revolution, labour, trade, mill, wealth, power, upper class, working class, factory, textile, invention, primary source, secondary source.

## I will experience:

- visiting the Museum of Science and Industry, Manchester.

## National Curriculum

- *Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *a local history study.*
- *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.*

## I will learn how to:

- use dates and BC and AD notation to order events on a timeline.
- identify and give reasons for historical events and suggest how these led to change.
- describe and make links between historical events and changes.
- identify historically significant people and events.
- analyse historical sources and use as evidence to support ideas.
- describe reasons why accounts of the past may be different.

## Learning check

1. Why did Lancashire become important during the Industrial Revolution?
2. How did the Industrial Revolution change people's lives in Lancashire?
3. How was the experience of wealthy families different to working class families during this time?

## Learning links

In Orange Class, we learned about the importance of the railways and how they changed life in Britain. In Yellow Class, we learned about Queen Victoria and how life has changed since her reign. This unit continues to develop our understanding of the Victorian period by exploring life during the Industrial Revolution and its impact on Lancashire. It further develops the concepts of civilisation and power and the impact of exploration and invention on people's lives.



# Year 4: Industrial Revolution

Lesson	Key question	Key learning
1	What was the Industrial Revolution?	<ul style="list-style-type: none"> <li>To know that the Industrial Revolution began about 1760AD.</li> <li>That rapid changes in technology changed how people lived and worked.</li> <li>Coal, water and wind were used for sources of energy.</li> <li>Oil and natural gas used for lighting.</li> <li>New machines and engines led to the creation of factories that could produce more than people alone.</li> <li>Steam engines provided faster travel.</li> <li>Canals, rail and better roads were created to move goods quickly.</li> <li>Bigger and stronger building were possible.</li> <li>Chn compare life before and during the industrial revolution.</li> </ul>
2	Why are there so many cotton mills in Lancashire?	<ul style="list-style-type: none"> <li>Compare where clothes come from now and how they were made in the past (cottage industries) and how this changed during the industrial revolution.</li> <li>That the spinning jenny was invented in Lancashire in 1764 by James Hargreaves.</li> <li>The spinning jenny was a key development in the industrial manufacture of textiles.</li> <li>Lancashire's damp climate, fast flowing rivers and coal mines provided ideal conditions for the development of cotton mills.</li> </ul>
3	How did the cotton mills change life in Lancashire?	<ul style="list-style-type: none"> <li>How the rise of the cotton mills and the industrial revolution led to increased urbanisation as people moved to be closer to work.</li> <li>Consider the push and pull factors the led to the migration of people from rural to urban centres.</li> <li>A group of textiles workers, known as Luddites, who were based in Manchester by raiding factories and destroying machines that were putting them out of work.</li> </ul>
4	What was life like in the cotton factories?	<ul style="list-style-type: none"> <li>That life in the mills for many people involved harsh treatment: long hours, poor pay and severe discipline.</li> <li>It could be dangerous work. Deafness, illness and injury were common.</li> <li>That children were used due to their small size and nimble fingers.</li> <li>How more women were employed to fill the need for workers.</li> <li>Many mill owners were very wealthy and lived very different lives to their workers.</li> </ul>
5	Where did the cotton come from?	<ul style="list-style-type: none"> <li>That cotton is grown on plants and that most of the cotton came from North America.</li> <li>That a lot of cotton was picked by enslaved people. They were not paid and had no choice in the work they did.</li> <li>That life for cotton pickers was very hard.</li> <li>Seeds were planted in March-April. The plants were carefully tended to and weeding was needed from April-August. From August, enslaved men, women and children would pick the cotton bolls. They would fill sacks with cotton and were forced to work as fast as possible.</li> <li>Enslaved people might be expected to pick about 90kg of cotton a day.</li> <li>They would work from sunrise to sunset. Then they might have other duties, such as looking after animals and maintaining their own gardens (for growing food).</li> <li>The cotton was then dried, ginned, baled and wrapped in burlap before being sent by river to eastern ports. It was then transported by ships over the Atlantic Ocean to England.</li> </ul>
6	How did the cotton famine affect life in Lancashire?	<ul style="list-style-type: none"> <li>Between 1861-1864 a range of factors led to a collapse in the Lancashire cotton industry.</li> <li>Overproduction and falling demand reduced prices for cotton.</li> <li>Cotton trade from North America stopped due to the American Civil War. That one of the major reasons for the Civil War was an argument over whether slavery should be made illegal.</li> <li>Many factories were closed and thousands of people left unemployed. Poverty was common.</li> <li>Many workers migrated to Yorkshire and North America.</li> <li>That despite their suffering, many mill workers supported the ending of slavery in America.</li> </ul>
7	How did industry revolutionise Lancashire?	<ul style="list-style-type: none"> <li>Opportunity for children to write about everything they have learned about during this unit. For e.g., an information leaflet, essay etc.</li> </ul>

# Willow Lane History Curriculum

## Year 5



*Willow Lane*  
Community Primary School

# Year 5: World War I

## I will know:

- when and where WWI took place.
- the most significant causes that led to WWI.
- how British soldiers experienced the war.
- why Walter Tull's promotion to officer was significant.
- the vital roles women took on during the war and how women's lives changed as a result.

## I will say:

World War I, alliance, militarism, imperialism, nationalism, allies, Central Powers, conflict, propaganda, enlist, reliable, contribution, discrimination, equality, empowerment, diversity, trenches, artillery, Women's Land Army, war effort, discrimination.

## I will experience:

- visiting a memorial site and participating in an act of remembrance.
- visiting the Imperial War Museum.

## National Curriculum

- *Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.*

## I will learn how to:

- place events on timelines and use historical terms to describe when events took place.
- analyse and offer explanations for historical events and how these led to change.
- explain change and continuity within and across periods.
- explain the significance of historical people and events.
- explain how and why contrasting arguments and interpretations of the past have been made.
- analyse and assess the reliability of sources and use as evidence to support ideas.
- create relevant, structured and evidentially supported accounts.

## Learning check

1. In your opinion, what was the most significant cause of World War I?
2. How did the war affect different groups of people (for example, British soldiers, women, Commonwealth soldiers)?
3. The war caused greater equality for women. Do you agree or disagree?

## Learning links

This study on WWI continues to explore British history shortly after the end of the Victorian era we learned about in Blue Class. It continues to explore the contributions and significance of people from diverse backgrounds throughout history. This further develops our understanding of community and culture. We will also explore the concepts of civilisation and power contributed to the events of World War I.



## Year 5: World War I

Lesson	Key question	Key learning
1	When was WWI and what did it change?	<ul style="list-style-type: none"><li>• WWI started in 1914 and ended in 1918</li><li>• Who fought in WWI and why did it happen?</li><li>• Women's role was mainly in the home and men were the main source of income</li><li>• What was conscription and what did it mean for men in society?</li></ul>
2	What was women's role during WWI?	<ul style="list-style-type: none"><li>• Look at the different roles that women played during WWI – factory work, working on the land (Farm Girls) and munitions work for example</li><li>• Understand that women still had to carry run their households and care for their families</li></ul>
3	Who was Marthe Mathilde Cnockaert?	<ul style="list-style-type: none"><li>• She was a Belgian female spy for British Intelligence during WWI</li><li>• Awarded for her skills/bravery</li><li>• <a href="https://historycollection.com/marthe-cnockaert-the-lady-double-agent-of-wwi/3/">https://historycollection.com/marthe-cnockaert-the-lady-double-agent-of-wwi/3/</a></li></ul>
4	How did WWI change women's role in society?	<ul style="list-style-type: none"><li>• Men returned from war and wanted their old jobs back.</li><li>• What was women's new role in society when men returned.</li><li>• Seen as a major turning point – eventually led to a women's vote in national elections</li></ul>
5	Why was equality an issue during WWI?	<ul style="list-style-type: none"><li>• Who is Walter Tull and why was he important?</li><li>• What does Walter Tull's legacy show us about equality during the WWI era?</li></ul>
7	How did WWI contribute towards better equality?	<ul style="list-style-type: none"><li>• Using what the children have learnt, they will write a diary entry from a woman's/an unfairly treated citizen point of view. This will show their understanding of their role during WWI and how life changed after.</li><li>• Assessment</li></ul>

# Year 5: Ancient Greece

## I will know:

- when and where the Ancient Greek civilisation developed.
- how Ancient Greek society was organised.
- the similarities and differences of life in Sparta and Athens.
- the features of belief systems in Ancient Greece.
- the significance of the Ancient Olympics.
- the legacy of Ancient Greece and its influence on modern life.

## I will say:

democracy, oligarchy, government, city state, Sparta, Athens, parliament, culture, beliefs, architecture, philosophy, Olympics, sacrifice, legacy.

## I will experience:

- making pottery inspired by Ancient Greece.

## I will learn how to:

- place events on timelines and use historical terms to describe when events took place.
- analyse and explain similarities and differences between cultures and people.
- explain the significance of historical people and events.
- analyse and assess the reliability of sources and use as evidence to support ideas.
- create relevant, structured and evidentially supported accounts.

## Learning check

1. When did the Ancient Greek civilization develop? What other civilisations existed around this time?
2. How different was life in Sparta compared to life in Athens?
3. How are the Ancient Olympics and the belief systems in Ancient Greece connected?
4. How has Ancient Greece influenced our lives today?

## Learning links

This unit, builds on our learning about the ancient Egyptian, Roman and Maya civilisations. We will learn about the achievements of another great, ancient civilisation and its achievements and influence on the wider world through the legacy of its inventions and culture. Our timelines and maps show the close connection of ancient Roman, Greek and Egyptian civilisations.

## National Curriculum

*Ancient Greece – a study of Greek life and achievements and their influence on the western world.*



## Year 5: Ancient Greece

Lesson	Key question	Key learning
1	Who were the Ancient Greeks?	<ul style="list-style-type: none"><li>• Timeline</li><li>• Where is Greece?</li><li>• City States</li><li>• Tyranny/democracy</li></ul>
2/3 (if needed)	How was Ancient Greece governed?	<ul style="list-style-type: none"><li>• Know that Greece was divided into different city states</li><li>• What does Polis and government mean?</li><li>• Define monarchy, oligarchy, tyranny and democracy and what each looked like</li><li>• Know that monarchy, oligarchy, tyranny and democracy all had their advantages and disadvantages</li><li>• Under which type of government would you have liked to live in if you were back in ancient Greece and why?</li></ul>
4	What was Athenian democracy?	<ul style="list-style-type: none"><li>• Origins of democracy (around 508BC)</li><li>• Solon laid foundations for democracy</li><li>• The Solonian Constitution was the beginning of democracy in Athens</li><li>• Structure of Athenian democracy</li></ul>
5	What were the differences between Sparta and Athens?	<ul style="list-style-type: none"><li>• Locate Athens and Sparta</li><li>• Athens was ruled by a democracy and Sparta was ruled as an oligarchy</li><li>• Geography of each – Athens is close to the sea and Sparta is surrounded by mountains</li><li>• How children were treated – Sparta very focused on preparing for war</li></ul>
7	What can we learn about Ancient Greece by looking at different artefacts?	<ul style="list-style-type: none"><li>• Opportunity for children to create their own enquiries by looking at a range of artefacts from the Lancashire Loan Box (might need to be done earlier depending on loan box availability)</li></ul>
8	What is the legacy of the Ancient Greeks?	<ul style="list-style-type: none"><li>• Essay to demonstrate their understanding of this unit of work</li><li>• Assessment</li></ul>

# Willow Lane History Curriculum

Year 6



*Willow Lane*  
Community Primary School

# Year 6: Anglo-Saxons and Vikings

## I will know:

- when Anglo-Saxons and Vikings arrived in Britain and where they came from.
- what led to the Anglo-Saxons and Vikings to settle in Britain.
- how Anglo-Saxon and Viking society was organised.
- about Viking beliefs and their way of life.

## I will say:

invade, kingdom, Anglo-Saxons, Vikings, raid, settle, conquer, migration, longhouse, longboat, period, era, monastery, society, hierarchy.

## I will experience:

- life in a Viking Village in York.

## I will learn how to:

- use historical terms to describe when events took place.
- explain change and continuity within and across periods.
- analyse and offer explanations for historical events and how these led to change.
- analyse and explain similarities and differences between cultures and people.
- explain the significance of historical people and events.
- analyse and assess the reliability of sources and use as evidence to support ideas.
- create relevant, structured and evidentially supported accounts.
- explain how and why contrasting arguments and interpretations of the past have been constructed.

## Learning check

1. Where did the Anglo-Saxons and Vikings come from? Why did they come to Britain?
2. Some historical sources suggest the Vikings were traders and craftspeople, other say they were vicious and warlike. Why do the sources disagree like this?
3. How would you describe the Viking way of life?

## Learning links

In Green Class, we learned about the earliest history of the British Isles. In Blue Class, we learnt about how the Roman arrival to Britain changed life for the people who lived there and why they left. In this unit, we will learn how the withdrawal of the Romans from Britain left an opportunity for the Anglo-Saxons and Vikings to invade. This continues to develop our understanding of the early history of the British Isles and the concepts of community and culture.

## National Curriculum

- *Know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.*
- *Britain's settlement by Anglo-Saxons and Scots.*
- *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.*



## Year 6: Anglo-Saxons and Vikings

Lesson	Key question	Key learning
1	Who were the Anglo Saxons and Vikings?	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Key events</li> </ul>
2	Where did they invade?	<ul style="list-style-type: none"> <li>• Origin - migration</li> <li>• Where and how did they invade? Why did they invade those parts?</li> </ul>
3	What factors push/pulled them to invade?	<ul style="list-style-type: none"> <li>• Needed new and better homes so moved entire families across</li> <li>• There were many warriors who enjoyed fighting</li> <li>• Came to farm – land was much better in Britain</li> <li>• Picts and Scots asked Anglo-Saxons for help to invade once Romans had left</li> </ul>
5	What was society like?	<ul style="list-style-type: none"> <li>• Discuss jobs, hierarchy, how decisions were made</li> <li>• Were they just violent aggressors?</li> </ul>
6	How did they live?	<ul style="list-style-type: none"> <li>• Chn analyse the longhouses</li> </ul>
7	How were/are the Vikings and Anglo-Saxons interpreted?	<ul style="list-style-type: none"> <li>• Sources – how do they show how they were understood/viewed</li> <li>• Anglo-Saxons and Vikings were not all violent aggressors</li> <li>• Many settled with their families and were simply seeking a better life – linking to previous lesson of push/pull</li> </ul>
8	What were the factors that led to the Anglo-Saxons and Vikings deciding to invade Britain?	<ul style="list-style-type: none"> <li>• Essay showcasing all their learning during this topic – who were they and where did they come from? What were the push/pull factors? How have contrasting arguments and interpretations of the past contributed?</li> </ul>



# Year 6: Transatlantic Slave Trade

## I will know:

- aspects of precolonial West African culture.
- details of the Transatlantic Slave Trade.
- what conditions were like for enslaved people.
- Lancaster's role in the Transatlantic Slave Trade.
- the events that led to the abolition slavery.
- the legacy of the Transatlantic Slave Trade and the struggle to create a fairer society.

## I will say:

transatlantic, trade, slave, enslaved, slavery, transported, abolition, manufactured, raw, import, export, racism, equality, freedom emancipation, descendants, generation.

## I will experience:

- walking Lancaster Slavey History Trail.
- visiting the British Museum, London.

## I will learn how to:

- place events on timelines and use historical term to describe when events took place.
- explain change and continuity within and across periods.
- analyse and offer explanations for historical events and how these led to change.
- analyse and explain similarities and differences between cultures and people.
- explain the significance of historical people and events.
- analyse and assess the reliability of sources and use as evidence to support ideas.
- create relevant, structured and evidentially supported accounts.
- explain how and why contrasting arguments and interpretations of the past have been constructed.

## Learning check

1. What was the Transatlantic Slave Trade?
2. How was Lancaster involved in the Transatlantic Slave Trade?
3. What events led to the abolition of slavery?

## Learning links

Throughout school, we have learned about the contributions of people from diverse backgrounds to our shared history. In Blue Class, we learnt about the Industrial Revolution and how cotton was imported from North America. We learned who was involved in the cotton trade in Britain and what their lives were like. This unit studies Lancaster shortly before the Victorian era. We explore the concepts of civilisation and power and community and culture to learn about Lancaster's role in the enslavement of people from Africa. We learn about the rich culture of West Africa and the conditions enslaved people face. We also explore how legacies can be controversial and how people can affect change to alter the course of history. This development of key concepts of civilisation and power and community and culture ensures we are ready for the next stage of our learning about history at secondary school.

## National Curriculum

- *Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history.*



# Year 6: Transatlantic Slave Trade

Lesson	Key question	Key learning
1	What was precolonial West Africa like?	<ul style="list-style-type: none"> <li>West Africa has been home to great kingdoms, including Benin, Ife and Nok.</li> <li>The people of West Africa were skilled potters and metalworkers.</li> <li>They traded in gold and art.</li> <li>Mansa Musa was a rich and powerful king of Mali.</li> <li>How we know about Mansa Musa, including the buildings he had built and the writings of Ibn Battuta.</li> <li>That West Africa was a prosperous and thriving area with a number of great civilisations before the Transatlantic Slave Trade began.</li> </ul>
2.	Which civilisations used slavery? What were the conditions of the slave trade?	<ul style="list-style-type: none"> <li>What is the difference between a slave and a servant?</li> <li>What rights did they have?</li> <li>Analyse the sources: what jobs did they do, how were they treated?</li> </ul>
3.	What was the Transatlantic Slave Trade?	<ul style="list-style-type: none"> <li>Many civilisations have enslaved people, including the Romans, Ancient Greeks, Ancient Egyptians and the Kingdom of Benin.</li> <li>The Transatlantic Slave Trade was far bigger than any effort to enslave people before.</li> <li>Between 10 – 12 million people from West Africa were enslaved and transported to the Americas.</li> <li>The slave trade ran from the 1600s to 1834.</li> <li>The triangular trade routes used in the Transatlantic Slave Trade.</li> </ul>
4	What were the conditions for enslaved people caught in the Transatlantic Slave Trade?	<ul style="list-style-type: none"> <li>What a range of sources can tell us about conditions for enslaved people at the time.</li> <li>What the sources tell us about people's attitude towards slavery at the time.</li> <li>The extremely harsh conditions to which enslaved people were subjected.</li> </ul>
5		<ul style="list-style-type: none"> <li>Lancaster Slave Trail.</li> </ul>
6	Who was responsible for the slave trade in Lancaster?	<ul style="list-style-type: none"> <li>Evidence of Lancaster's role in Slave Trade, including contemporary and modern memorials.</li> <li>Understand how and why people in the Slave Trade were remembered and considered at the time.</li> <li>Personal reflection on how Lancaster should treat this part of its history.</li> </ul>
7	What are the significant dates of the Transatlantic Slave Trade?	<ul style="list-style-type: none"> <li>Teach the key events</li> <li>Chn design a timeline to show the key events</li> </ul>
8	What do the sources tell us about what life was like for the enslaved?	<ul style="list-style-type: none"> <li>Chn read through the sources and pull out information from them about the ships.</li> </ul>
9	What is the legacy of the Transatlantic Slave Trade?	<ul style="list-style-type: none"> <li>Essay showcasing their learning during this unit.</li> </ul>
10	Assessment	