








	British History
	Local History
	World History







History Key Content Autumn MTP 2021-2022












		Theme		Key Concepts		Historical Figure			
EYFS	Unit of work	Sensational Seasons		Community and culture		People who help us			
	Key Content	I can talk about the lives of people around me and in society.							
		I can talk about similarities and differences between things in the past and now.							
		I can talk about and understand the past through settings, characters and events encountered in books read in class and storytelling.							
	Second order concepts	Chronology: I can use simple language relating to time							
		Similarity and difference: I can identify and describe similarities and differences between myself and others							
Continuity and change: I can observe and describe things that have changed and stayed over time.									
Significance: I can recognise and describe special times or events for me, my friends or family									
		Historical enquiry: I can find out about things that have happened in my life by asking questions and looking at pictures							
YEAR 1	Autumn 1	"If you go down to the woods today..."		Key Concepts		Historical Figure		3 Key Questions	
	Unit of work	Toys		Community and culture				What does the word 'decade' mean? How you can tell if a toy is from the past? Describe the similarities and difference of toys from the past to toys from the present.	
	Suggested lessons	Lesson 1: Children introduced to different toys from the past. Discuss ways to describe them and think about ways in which they could find out what toys used to be like.	Lesson 2: Children consider some of the ways in which toys were different in the past. They are introduced to some of the toys their parents and grandparents might have played with and ask questions about what they were like.	Lesson 3: Children introduced to the term 'decade' and investigate which toys were popular in the five different decades from the 1950s to the 1990s. As well as learning to order dates chronologically, they will also find out when some popular toys today (such as Lego or Barbie dolls) were first invented.	Lesson 4: Children identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. They will use appropriate vocab to describe both old and new toys and consider how they can be sorted.	Lesson 5: Children order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. They investigate clues about them and describe how they knew which toys were the oldest and which were most recent. They identify similarities and differences of toys over different periods.	Lesson 6: Consolidate what they have learnt about toys in the past and today by organising classroom into a toy museum. Children sort toys into categories, order them chronologically and use timelines to organise toys.		
	Key Content	I can give examples of things that were different when my grandparents were children.							
	Second order concepts	Chronology: I can use words and phrases like: before, after, past, present, then and now.							
		Chronology: I can sequence events from within my lifetime on a timeline							
Similarity & Difference: I can describe change within living memory									
		Historical enquiry: I can research the past using a variety of secondary sources.							
Autumn 2	"If you go down to the woods today..."		Key Concepts		Historical Figure		3 Key Questions		
Unit of work	Gunpowder plot		Community and culture		Guy Fawkes		Who was Guy Fawkes? Why was the gunpowder plot created?		




					 Describe how people celebrate bonfire night today.		
	Suggested lessons	Lesson 1: Children think about how Bonfire Night is celebrated today. Share own Bonfire Night experiences. Listen to firework sounds, discussing and describing the sounds they make. Children consider questions they could ask.	Lesson 2: Children explore what life was like in Britain at the end of the Tudor period and how King James VI of Scotland became the king of England. They will find out what life was like for Catholics in England during the reign of James I and think about why Puritans continued worshipping in secret.	Lesson 3: Children find out who Guy Fawkes was and why he decided to leave England and join the Spanish army. They will find out how Guy became involved in the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do.	Lesson 4: Children recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling.	Lesson 5: Children retell the events surrounding the plot in their own words or consider how the famous poem describing the events reflect what happened.	Lesson 6: Children recap how bonfire night is celebrated today and consider bonfire night safety.
	Key Content	I can know about a famous historical event or person in my local area and can explain why they are famous.					
	Second order concepts	Chronology: I can use words and phrases like: before, after, past, present, then and now. Cause and consequence: I can explain why a historical event happened and what happened as a result Significance: I can explain how historical events and people changed things Historical enquiry: I can research the past using a variety of secondary sources.					
YEAR 2	Autumn 1 Unit of work	Plagues, Puss and Inferno The plague and Florence Nightingale		Key Concepts Community and culture Conflict and disaster	Historical Figure Florence Nightingale	3 Key Questions  What were some of the changes Florence Nightingale made at the Scutari hospital?  Describe how hospital care has improved over time.  Describe some of the things Florence Nightingale contributed to nursing.	
	Suggested lessons	Lesson 1: Children are introduced to the plague in Britain. They will identify this on a timeline. They will find out about what happened during this time, how people were affected and how they were looked after. We will compare and contrast different medical procedures and the equipment that was used.	Lesson 2: Children will find out who Florence Nightingale was and when she lived. They will explore traditional expectations for women at this period and how Florence rejected these in favour of becoming a nurse. They will learn facts about her life and think about their own ambitions for when they grow up.	Lesson 3: Children will learn why Florence went to the hospital in Scutari and what she found when she got there. They will think about what the journey was like for Florence and the 38 other nurses who went with her, as well as using pictures to explore what the conditions of the Scutari hospital were like.	Lesson 4: Children will explore the improvements Florence Nightingale made at the hospital in Scutari and how these changes impacted the wounded soldiers. Your class will also find out how she came to become known as 'the lady with the lamp'. They will compare what the hospital was like before and after Florence's intervention.	Lesson 5: Children will explore Florence's later years when she became one of Britain's most well-known and well-loved women. It looks at the work she did when she returned to England to improve nursing and the various ways in which she was recognised for this.	Lesson 6: Children will consolidate what they have learnt about Florence Nightingale and her work. They will order the main events of her life chronologically to re-tell her story.






	Key Content	I can recount and order the life of a famous historical figure					
		I can explain why a historical figure was important and how they changed things					
		I can describe significant events from beyond living memory and explain cause and consequence					
	Second order concepts	Chronology: I can order events on a timeline from beyond my lifetime					
		Chronology: I can sequence events that occurred during a historical period					
		Chronology: I can order events on a timeline from beyond my lifetime					
		Continuity and change I can spot old and new things in pictures.					
		Continuity and change: I can compare and contrast changes from a period of time, focusing on one or more of the 4 key concepts					
		Significance: I can explain how historical events and people changed things					
	Historical enquiry: I can research the past using a variety of secondary sources.						
	Autumn 2	Plagues, Puss and Inferno		Key Concepts	Historical Figure	3 Key Questions	
	Unit of work	The Great Fire of London		Community and culture Conflict and disaster	Samuel Pepys	 How did the great fire start?  Why did the fire spread so quickly?  Describe how the fire was eventually stopped and measures that were taken to ensure another such fire couldn't happen again?	
	Suggested lessons	Lesson 1: Children will identify when the Great Fire of London took place and place it on a timeline. They will use a variety of different sources to help them identify ways in which London was different in 1666 to London today. They will be introduced to Samuel Pepys and his diary	Lesson 2: Children will be told the story of the Great Fire of London. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. Children will compare fire emergency equipment and safety to the present day, considering what and how things have changed.	Lesson 3: Children will find out about Pepys' experience of the fire and consider how different people might have been feeling. They will take part in some role play as they put themselves in their shoes.	Lesson 4: Children will investigate some of the reasons why the Great Fire lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather. They will also look at some of the things that were changed to make sure a fire on such a large scale could never happen again. They will generate questions to ask Fire service visitors.	Lesson 5: Children will think about how we know about the Great Fire of London, focusing specifically on the diary of Samuel Pepys. It then goes on to look at other sources, such as pictures, objects and newspapers, and encourages your class to consider what kind of information we can find out from each source.	Lesson 6: Children will recall key facts about the fire of London, placing the event on a timeline and retelling the events and causes of the fire. They will create a timeline of events that happened during the GFoL.
	Key Content	I can recount and order the life of a famous historical figure					
		I can explain why a historical figure was important and how they changed things					
I can describe significant events from beyond living memory and explain cause and consequence							
Second order concepts	Chronology: I can order events on a timeline from beyond my lifetime						
	Chronology: I can sequence events that occurred during a historical period						
	Continuity and change: I can identify things that have changed or stayed the same during my life and from times before living memory						
	Significance: I can describe changes over time in relation to one or more of the 4 key concepts						
	Historical enquiry: I can research the past using a variety of secondary sources.						


YEAR 3	Autumn 1	Land before time			Key Concepts	Historical Figure	3 Key Questions	
	Unit of work	Stone Age to Iron Age			Community and culture Exploration and invention		 What materials were used to hunt and build homes?  What do you think it was like to live in the stone age?  Explain the differences between the Palaeolithic and Neolithic time periods.	
	Suggested lessons	Lesson 1: Create a timeline of the whole period. Include basic characteristics of the different divisions of Palaeolithic, Mesolithic and Neolithic time periods. Include Bronze age and Iron age but give more detail later in the unit.	Lesson 2: Evidence of early man - Skara Brae. Show children evidence from Skara Brae (pictures of remains of houses/buildings there). Children write questions about these artefacts and have discussions. What is it? How old is it? Who owned it? Where was it found?	Lesson 3: What do we know about how people lived in the Stone Age from what was found at Skara Brae? Why can we not be 100% sure? What do the findings help us to do? Solve clues about the past. Why is it important that we learn about how people lived in the Stone Age? How does life in Skara Brae compare to life in Hull today?	Lesson 4: Hunter gatherers – how did people survive in the stone? What food did they eat and how did they hunt? Children investigate tools used for hunting and survival. Children look at artefacts and investigate what they think the tools were used for. Children compare with modern day tools and generate more enquiry based questions.	Lesson 5: How did people live in the stone age? Children look at different houses and how the engineering developed over time. What did people wear in the stone age? Children look at different materials used and how they were sourced. Children find out how clothing and jewellery was made and how natural dyes were used to dye different fabrics.	Lesson 6: Who were the first farmers? Children learn about how people evolved to growing and farming their own food as tools and equipment was developed. Children compare this to present day.	
	Key Content	I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts) I can explain how we know about life in Stone Age and Iron Age Britain						
	Second order concepts	Chronology: I understand the difference between BC, AD, BCE and CE						
		Chronology: I can place dates and events on a timeline for a historical period						
		Similarity and difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity						
		Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts						
		Historical enquiry: I know the difference between primary and secondary sources.						
	Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.							
Autumn 2	Land before time			Key Concepts	Historical Figure	3 Key Questions		
Unit of work	Stone Age to Iron Age			Community and culture Exploration and invention		 How long did it take to build Stonehenge?  How was life easier in the Iron age?  If you lived in this time period, what job would you like to have? Explain why.		
Suggested lessons	Lesson 1: What is Stonehenge? Children investigate the structure and use secondary resources to understand how it	Lesson 2: Children refer back to the timeline and recap what they know now about the different prehistoric periods. Children identify where the bronze age is. Children learn	Lesson 3: Children discuss what has evolved. They learn about the Amesbury Archer and how this discovery informs our knowledge today. Children also learn about burial rituals and why they were so	Lesson 4: Children learn about how copper was mined. Children discover different jobs that people had in mining copper and using the element to create things in their society.	Lesson 5: What was life like in the iron age? Children learn how people in the iron age lived. They discover elements of farming and how people survive. They compare how settlements have evolved into hill forts.	Lesson 6: Children learn about the Celts and that there were lots of battles between tribes who fought each other for more land and power. They will learn that coins were made and used as currency and that		

		was thought to have been created and what people have used it for over time.	about the Beaker people and why they were significant to the bronze age	significant to people of the bronze age.	Children order events of this time period.		the Roman invasion marked the end of the Iron Age,	
	Key Content	I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts)						
		I can explain how we know about life in Stone Age and Iron Age Britain						
	Second order concepts	Chronology: I understand the difference between BC, AD, BCE and CE						
		Chronology: I can place dates and events on a timeline for a historical period						
		Similarity and difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity						
		Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts						
		Historical enquiry: I know the difference between primary and secondary sources.						
		Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.						
YEAR 4	Autumn 1	Empire strikes back!		Key Concepts	Historical Figure	3 Key Questions		
	Unit of work	The Roman Empire		Community and culture Conflict and disaster Hierarchy and power	Boudicca	 Who was Boudicca?	 Describe what life was like for a Celt.	
		 Explain how the Romans were ruled.						
	Suggested lessons	Lesson 1: Children will consider some of the reasons for which people leave their homes to live in another place. They will define the terms 'invade' and 'settle' and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline.	Lesson 2: Children will learn about the Roman invasion of Britain before looking at how the Roman army made it possible to conquer Britain. They will find out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier.	Lesson 3: Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions. They will be given some brief information about who the Celts were before carrying out their own research to find out more about everyday life for the Celts.	Lesson 4: Children will be introduced to Boudicca and explore why she was so against the Roman invasion of Britain. They will go on to look at Boudicca from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind these different points of view.	Lesson 5: Children will learn more about Boudicca's revolt, exploring why it was initially so successful, but then ultimately failed. Children will discuss and explain their views and opinions of Boudicca	Lesson 6: Who was Julius Cesar? Children learn about the emperor of Rome and how the Romans were ruled / governed.	
	Key Content	I can give an overview of the Roman Empire by 42AD and the power of its army.						
		I can explain the impact of the Roman invasion and settlement (relating to the key concepts)						
Second order concepts	Chronology: I can place dates and events on a timeline for a historical period							
	Similarity and difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity							
	Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts							
	Significance: I can identify historically significant people and events and their impact							
	Historical enquiry: I know the difference between primary and secondary sources.							
	Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.							

YEAR 5	Autumn 2	Empire strikes back!			Key Concepts	Historical Figure	3 Key Questions		
	Unit of work	The Roman Empire			Community and culture Exploration and invention Conflict and disaster Hierarchy and power	Julius Cesar	 Name 3 famous Roman landmarks?	 How has the Romans effected our own society today?	 Explain some contrasting aspects of daily life compared to Britain today.
	Suggested lessons	Lesson 1: Children learn about houses that Romans lived in. They will look at Roman architecture and landmarks, and how streets and roads were created throughout the city of Rome.	Lesson 2: Children will use artefacts to investigate daily life. They will learn about different experiences of people depending on where they stand in Roman society and compare the similarities and differences. They will consider wealth, houses, clothes, jobs and family life.	Lesson 3: Children will learn about how Roman diet, the food they farmed and grew and how they cooked and prepared their meals. They will have a chance to make and prepare a traditional Roman dish and consider how they would feel if this was what they ate in their lifetime.	Lesson 4: Children will learn about Roman entertainment. They will discover what Romans did for fun and consider what it would have been like to live then.	Lesson 5: Children will learn about Roman society. They will consider the differences in hierarchy and how the country was governed and controlled. They will compare and contrast this to Britain's modern society.	Lesson 6: Children will find out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will think about things we still have in Britain today that descend from Roman rule and establish their impact on Britain.		
	Key Content	I can give an overview of the Roman Empire by 42AD and the power of its army.							
		I can explain the impact of the Roman invasion and settlement (relating to the key concepts)							
	Second order concepts	Similarity and difference: I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity							
		Similarity and difference: I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts							
		Significance: I can identify historically significant people and events and their impact							
		Historical enquiry: I know the difference between primary and secondary sources.							
		Historical enquiry: I can explain how historical artefacts can be used to help build up a picture of the past.							
Autumn 1	Up the chimneys and down the mines			Key Concepts	Historical Figure	3 Key Questions			
Unit of work	Victorians			Community and culture Exploration and invention Hierarchy and power	Queen Victoria Alexander Graham Bell Isambard Kingdom Brunel	 Who had the greatest influence in engineering the railway?	 What impact did the industrial revolution have on our society?	 Explain how life was hard int the Victorian era compared to life today.	
Suggested lessons	Lesson 1: Children will be introduced to Queen Victoria and the Victorian era, placing the Victorians on a timeline. They will find out some basic information about this period	Lesson 2: Children will learn about what daily life in the Victorian era was like. They will use primary and secondary resources to learn about how people lived.	Lesson 3: Children will learn about the industrial revolution and the development of the railway. They will consider the impact of this period on present day.	Lesson 4: Children will investigate and research some of the key 19th century figures who changed medical treatments and practices forever. The children have the opportunity to discuss the way diseases were treated and people's ideas about how they spread.	Lesson 5: Children will investigate and research some of the key 19th century figures who changed medical treatments and practices forever. The children have the opportunity to discuss the way diseases were treated and people's ideas about how they spread. They then compare the ideas	Lesson 6: Children will find out about the lives of poor children in Victorian Britain. They will find out why many children had to work as soon as they were able and discover some of the dangerous jobs that children had to do to survive. They will use a variety of sources of			

	and use pictures to generate questions and make inferences about what life would have been like for Victorian children.			They will discuss how this affects modern medical treatments.	from the beginning of the Victorian period to the end	information to find and infer facts.
Key Content	I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (eg: the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)					
Second order concepts	Similarity and difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race					
	Similarity and difference: I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts					
	Cause and consequence: I understand the impact of historical events on later periods of history.					
	Significance: I can evaluate the impact of key historical people and events					
	Historical enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry.					
Autumn 2	Up the chimneys and down the mines		Key Concepts	Historical Figure	3 Key Questions	
Unit of work	Victorians		Community and culture Exploration and invention Hierarchy and power	Dr Barnardo	 List some Victorian traditions that are no longer in use in today's society.  How did new legislation support and protect children?  Summarise the similarities and differences between Victorian childhood and modern day childhood.	
Suggested lessons	Lesson 1: Children will find out about the lack of laws to protect children in the early Victorian period before moving on to look at some of the laws and changes that were introduced in order to protect children. They will find out about the work of Lord Shaftesbury and Dr Barnardo and consider why some people were against the changes they introduced.	Lesson 2: Children will consider the differences between modern and Victorian schooling as they find out about the structure of Victorian classrooms. They will find out what subjects were taught and how classrooms were organised. They can also experience some of these features for themselves.	Lesson 3: Children will consider some current leisure activities that would not have been available to Victorian children. They will learn about some different Victorian toys and games and compare modern and Victorian leisure time for children.	Lesson 4: Children will use what they have learnt about children in Victorian Britain to discuss questions. They will compare the lives of rich and poor Victorian children, as well as the lives of modern and Victorian children. They can express their understanding of this period in a variety of ways.	Lesson 5: Children will learn about a typical Victorian Christmas. They will consider different British Victorian traditions, and which are still carried out to this day.	Lesson 6: Children will prepare and present a parent's museum. They will become museum guides as they present their learning to their parent and carer visitors.
Key Content	I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (eg: the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)					

		Similarity and difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race						
		Similarity and difference: I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts						
		Cause and consequence: I can evaluate how a historical event impacted on one or more of the 4 key concepts						
		Continuity and change: I can summarise the main events from a period of history, explaining the order of events and making connections between them.						
		Significance: I can evaluate the impact of key historical people and events						
		Historical enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry.						
		Historical enquiry: I can use a range of information, including my own research, to present a historical argument						
	Autumn 1	Around the World in 80 Days		Key Concepts	Historical Figure	3 Key Questions		
	Unit of work	The Shang Dynasty		Community and culture Exploration and invention Conflict and disaster Hierarchy and power	The first 10 Shang Kings	 What happened to Shang rulers when they died?	 Explain how the oracle bone script affected the Shang.	 Describe what the Shang Dynasty achieved.
YEAR 6	Suggested lessons	Lesson 1: Children are introduced to the Shang Dynasty of ancient China, placing it on a timeline. They will compare this timeline with a British timeline of the same period. They will go on to compare accounts of the Shang Dynasty written c.200 B.C. with more modern archaeological evidence, making judgements about which is more accurate.	Lesson 2: Children will look at the list of the first ten kings of the Shang Dynasty as written c.200 B.C. They will go on to think about how accurate this information is and use other sources to try and establish facts. They will find out what oracle bones are and how they helped historians find out information about the Shang Dynasty.	Lesson 3: Children will look at archaeological evidence surrounding the royal tombs of the Shang Dynasty. They will find out some of the burial rituals and beliefs, including sacrifices, and consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs.	Lesson 4: Children will find out about the structure of society in the Shang Dynasty. They will find out about the everyday life of peasants in the Shang Dynasty, discovering what kinds of homes they lived in and how they farmed the land. They will express their understanding of life during the Shang Dynasty in a variety of ways.	Lesson 5: Children will consider why writing developed and how it helps historians find out about the past. They will look at the questions found on them. It goes on to look at the oracle bone script, teaching children to identify the meaning of some of the characters.	Lesson 6: Children will explore the story of how the Zhou army attacked and took over the Shang palace, ending the Shang Dynasty. Your class will read some evidence in the oldest Chinese poetry book and think about its reliability as a historical source, before expressing the story in a variety of ways.	
	Key Content	I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history.						
	Second order concepts	Chronology: I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history						
		Chronology: I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)						
		Similarity and difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race						
Historical Enquiry: I understand the impact of historical events on later periods of history.								
	Autumn 2	Around the World in 80 Days		Key Concepts	Historical Figure	3 Key Question		
	Unit of work	Ancient Greece		Community and culture	Pythagoras, Socrates,	 What is the difference between a democracy, oligarchy and a monarchy in ancient Greece?		

			Exploration and invention Conflict and disaster Hierarchy and power	Hippocrates, Plato, Aristotle Archimedes	 <p>Explain the importance of religion in the everyday life of ancient Greeks.</p> <p>Name some ancient Greek ideas or developments that still influence us today. Explain how.</p>	
Suggested lessons	Lesson 1: Children will find out who the ancient Greeks were and locate their civilisation on a timeline. They will consider other civilisations and time periods learned as they become familiar with some of the different ages, or periods, of ancient Greece.	Lesson 2: Children will explore the three main types of government of ancient Greece: monarchy, oligarchy and democracy. They will discuss the advantages/disadvantages of two of these types of government: monarchy and democracy. They will consider how these impact modern society and express their thoughts and feelings about the type of government they live under.	Lesson 3: Children will find out about the two powerful city-states of Athens and Sparta. Through their own reading and research, they will learn about the similarities and differences between them. Children will be challenged to put themselves into the shoes of an ancient Greek and think about how they would view each city-state.	Lesson 4: Children will first explore the different types of sources we have about the past, and learn how to distinguish between a primary and secondary source. They will use both types of source to research different aspects of the daily life of the ancient Greeks.	Lesson 5: Children will find out about the polytheistic religion of ancient Greece, and the important role the gods and goddesses played in everyday life, from worshipping and festivals to helping to explain natural events through the telling of myths. Children will also find out more about the twelve Olympians, and be challenged to recall facts, answer questions and create their own questions.	Lesson 6: Children investigate the terms 'philosopher' and 'scholar'. They will then explore the lives, ideas and beliefs of six of ancient Greece's most famous philosophers and scholars. Children will be encouraged to discuss, ask and answer questions about Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes. They will explore how modern life has been influenced by the ancient Greeks.
Key Content	I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts) I can give an overview of Ancient Greek culture and history. I understand that Ancient Roman, Greek and Egyptian cultures were all linked and place these civilisations on a timeline I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history.					
Second order concepts	Similarity and difference: I can explain the differences in the lives of people from different social classes, cultures, religions or race Similarity and difference: I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts Cause and consequence: I can evaluate how a historical event impacted on one or more of the 4 key concepts Cause and consequence: I can identify historically significant people and events and their impact Continuity and change: I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts Historical Enquiry: I can evaluate the usefulness of primary and secondary sources in historical enquiry. Historical Enquiry: I can use a range of information, including my own research, to present a historical argument Historical Enquiry: I understand that some sources include facts and opinions and different evidence can lead to different conclusions					