History Long Term Overview

Intent

Our History curriculum inspires curiosity, fosters critical thinking, and develops children's understanding of the complexities of the past, both locally and globally. Rooted in the English National Curriculum's aims, our provision ensures that all pupils gain a coherent, chronological narrative of Britain's history and that of the wider world.

We place local history at the heart of our curriculum, drawing on our rich Northumberland heritage, from the Romans at Hadrian's Wall to the impact of the World Wars on our local community. Through this, pupils build a personal connection to the past, understanding how history has shaped their lives and the world around them.

Our curriculum is ambitious and inclusive, ensuring progression in both substantive knowledge and disciplinary skills, as championed by the History Association's guidelines for best practice. Pupils learn to think and work as young historians, asking perceptive questions, weighing evidence, and evaluating interpretations. They explore key concepts including continuity and change, cause and consequence, significance, similarity, and difference. Our curriculum is structured through recurring threads—Society and Civilization, Technology and Innovation, Democracy and Leadership, Culture and Religion, and Chronology—to ensure depth, coherence, and progression.

We ensure pupils encounter diverse narratives and voices, challenge stereotypes, and develop a secure understanding of British values, democracy, and equality.

Implementation

Our History curriculum is delivered through a carefully designed, enquiry-led approach, with each unit centred around rich key questions that promote curiosity, debate, and reflection. Learning is sequenced progressively across all phases, ensuring that knowledge and skills build over time, particularly within our mixed-age class structure.

High-quality sources, artefacts, educational visits, and local studies are used to bring learning to life and root the national curriculum in our local context. Pupils visit significant sites such as Dustanburgh Castle, Alnwick Castle, Hadrian's Wall and Lindisfarne, deepening their understanding of history's impact on their own community.

We explicitly teach chronology, historical vocabulary, and disciplinary thinking, ensuring pupils can communicate historically with increasing precision and confidence. Through discussion, debate, and extended writing, pupils develop their ability to analyse, interpret, and challenge historical narratives. Diverse perspectives and global contexts are embedded throughout our curriculum to ensure all pupils encounter a broad, balanced, and inclusive view of the past.

Assessment is ongoing and purposeful, focusing on pupils' ability to apply their knowledge and skills, ask meaningful questions, and develop informed judgements about the past.

Impact

Pupils at Embleton Primary leave us as reflective, critical, and knowledgeable young historians. They demonstrate:

- Secure chronological understanding and the ability to place people, events, and periods accurately.
- The capacity to think critically, evaluate evidence, and make reasoned judgements.
- An appreciation of diversity and inclusion in history, recognising the contributions of a wide range of individuals and cultures.
- A curiosity and enthusiasm for history, shown through thoughtful questions and high-quality work.
- The ability to communicate historically using precise vocabulary and concepts.

Our curriculum ensures that all pupils, including those with SEND and disadvantaged pupils, develop the historical knowledge, skills, and cultural capital needed to succeed at secondary school and beyond, and to become informed, thoughtful citizens with a secure understanding of the past's relevance to the present and future.

In Summary

At Embleton Primary School, our History curriculum is designed to inspire curiosity, develop critical thinking, and deepen pupils' understanding of the past, both locally and globally. Rooted in the National Curriculum and enriched by local heritage, it is structured around key themes and historical concepts, promoting progression in knowledge and skills. Through enquiry-led learning, engaging sources, visits, and inclusive narratives, children explore diverse perspectives and make meaningful connections across time. Our pupils leave as thoughtful, informed young historians, equipped with the understanding, vocabulary, and critical thinking needed for future success.

Key Curriculum Threads - Culture and Religion, Democracy and Leaders, Technology and Innovation, Society and Civilization and Chronology.

Key Skills - Ask perceptive questions, Think Critically, Evaluate Evidence, Analyse Arguments/ View Points, Develop Perspective and Judgement, Chronology

Historical Concepts - Continuity and Change, Cause and Consequence, Significance.

	Autumn	Spring	Summer
EYFS	**Me and My Family (Personal & Local History)** How has my life changed since I was a baby?	**Old and New (Toys, Homes and Transport)** How are things we use today different from those in the past?	**Special People and Events (Local & National Figures)** Why do we remember important people from the past?
KS1 Cycle A	**Changes within Living Memory** How have toys and technology changed over time?	**Events Beyond Living Memory** What happened during the Great Fire of London and why is it important?	**Significant Local History** What can Alnwick, Dunstanburgh or Bamburgh Castle tell us about the past?
KS1 Cycle B	**Lives of Significant Others** How have explorers changed the world?	**Events Beyond Living Memory** How did the first flight change how people travel?	**Local History & Significant Others** Why do we still remember Grace Darling today?
LKS2 Cycle A	**Changes in Britain - The Stone Age to Iron Age** How did life in Britain change from the Stone Age to the Iron Age?	**A local History Study - Romans in Northumberland** What impact did the Romans have on Britain?	**A Non-European Society - Ancient Egypt** What can we learn about Ancient Egypt from the things they left behind?
LKS2 Cycle B	**The Anglo Saxon and Scots** How did the Anglo-Saxons shape Britain?	**The Vikings in Britain** What impact did the Vikings have on Britain?	**Early Islamic Civilisation - Baghdad AD 900** Why was Baghdad one of the most important cities in the world around AD 900?
UKS2 Cycle A	**The Victorians** How did the Victorians change Britain?	**The Maya Civilisation (AD 900)** What can we learn from the achievements of the Maya?	**Ancient Greece - A study of Greek Life & Achievements** How have the Ancient Greeks influenced the modern world?
UKS2 Cycle B	**A Turning Point in British History - WW2 & the Home Front (Local History; Dunstanburgh Castle's military observation post)** What was life like for people in Britain during World War II?	**The Changing Power of Monarchs - Tudors and Stuarts** How did the Tudors and Stuarts change the role of the monarchy?	**20th Century Conflict - The Impact of WW1 or Modern?**

	Autumn	Spring	Summer
Key Theme	Society and Civilization and Chronology	Technology and Innovation	Society and Civilization and Chronology
Topic	**Me and My Family (Personal & Local History)**	**Old and New (Toys, Homes and Transport)**	**Special People and Events (Local & National Figures)**
EYFS	**Key Question:** **How has my life changed since I was a baby?** Local link: Visit a local landmark (Cragside) to discuss how homes have changed. **Make a Fuss!** ● **We are part of a family.** ● **Able to identify their immediate family members:** a) Mum b) Dad c) Siblings d) Pets ● **Understand the meaning of the word unique and recognise that we are all unique.** ● **Recognise how they have changed since being a baby:** a) Growing b) Hair length c) Teeth ● **Cragside was home to an important family in the past.** **Key Vocabulary** Family, unique, siblings, home, similarities, differences, same, growing, change, height, past, present, materials, electricity, oil lamp, radiator, lightbulb	**Key Question:** **How are things we use today different from those in the past?** Local link: Discuss how Embleton and Northumberland have changed over time. **Make a Fuss!** ● **Toys have changed over the years** In the past: a) Made from wood, metal, or fabric (e.g., wooden dolls, spinning tops, marbles). b) No batteries or screens! c) Children played outside more. In the present: a) Toys are made from plastic with lights and sounds. b) Many toys use batteries or screens c) More of a variety of toys ● **Homes have changed over the years** In the past: a) Made from wood, stone, and straw. b) No electricity – people used candles and fireplaces. c) Outside toilets and no running water! In the present: a) Made with bricks, glass, and concrete. b) Electricity, heating, and modern appliances c) Running water and indoor bathrooms. ● **Transport has improved over the years** In the past:	**Key Question:** **Why do we remember important people from the past?** Local link: Visit or learn about a local museum or historical site **Make a Fuss!** ● **There are a lot of key people from the past:** a) Mary Seacole helped soldiers who were hurt. b) Rosa Parks stood up for fairness so everyone could sit on the bus. c) Grace Darling showed bravery, kindness, and courage when she helped save people in danger. ● **It is important remember key people in the past that may have:** a) They helped us. b) They made changes. c) They did something special. ● **Remember that there are some very important dates every year:** a) Remembrance Day – To remember soldiers who kept us safe. b) Black History Month – To remember people who helped make the world fair for everyone. c) King's Birthday – A day to celebrate the leader of our country. ● **Life at school has changed over the years:** In the past: a) Classrooms were very plain, with wooden desks in rows. b) They used chalk and slate instead of pencils and

	Abstract Vocabulary *Belonging, Love, Safe, Memory, Important, Tradition*	a) People walked or rode horses b) Trains and cars were slow and noisy. c) Boats used sails instead of engines. In the present: a) Fast cars, electric trains, and airplanes make travel quicker. b) Some cars use electricity instead of petrol. c) We can travel to Space. **Key Vocabulary** Change, past, present, compare, technology, transport, inventions, improvements appliances, materials ***Abstract Vocabulary*** *Old, New, Remember, Different, Modern, Future*	paper. c) No lunchboxes or special school dinners. In the present: a) Areas to play and have fun! b) Children use pencils, paper, and computers. c) Hot school meals with lots of choices. **Key Vocabulary** Sacrifice, resilience, remember, help, change, special, bravery, kindness, similarities, differences ***Abstract Vocabulary*** *Hero, Celebrate, Fairness, Respect, Care, Thankful*
Key Theme	Technology and Innovation	Society and Civilization and Chronology	Society and Civilization and Chronology
Topic	**Changes within Living Memory**	**Events Beyond Living Memory**	**Significant Local History**
KS1 Cycle A	**Key Question:** **How have toys and technology changed over time?** - Link to grandparents' experiences and oral history (Grandparents into school) **Make a Fuss!** ● **Toys Used to be made from Different Materials:** a) Most toys were made by hand because there were no big toy factories. b) Plastic wasn't invented. c) Wood came from trees and was easy to carve into toys like dolls, spinning tops, and hobby horses. d) Metal could be shaped into toy soldiers and tin whistles. e) Fabric was used for rag dolls and stuffed animals.	**Key Question:** **What happened during the Great Fire of London and why is it important?** **Make a Fuss!** ● **The Great Fire of London began on 2nd September, 1666.** ● **London was very different at this time, for example:** a) Houses were close together and made of wood b) People put their rubbish in the street, dirty and dusty environment c) No electricity/indoor plumbing d) Fashion was very different- men wore wigs, women wore makeup made from poisonous lead and mouse skin for eyebrows e) Medicine was sold from Apothecarys f) Hospitals used leeches on patients as a cure for disease	**Key Question:** **What can Alnwick Castle tell us about the past?** - Visit Alnwick Castle to explore medieval and Victorian life. **Make a Fuss!** ● **Alnwick Castle Was Built for Protection** : a) It had thick stone walls, a tower and small windows to keep people safe from attacks in medieval times. For example: b) Moat- if people wanted to invade the castle they would have trouble crossing. c) Bailey- inner courtyard which had different types of buildings inside eg, kitchen, wood store, stables. d) Arrow loops- narrow slits for firing arrows through. e) Battlements- useful for spying on attackers, protection from incoming arrows. f) Barbican- add strength to the gatehouse.

	• **Toys Have Changed with Technology**: a) Plastic was invented, making toys cheaper, lighter, and easier to produce. b) Electronics allowed toys to light up, make sounds, and even talk! c) Factories and machines can now make millions of toys quickly instead of being handmade. This means toys are more affordable and available to everyone. d) Some toys, like gaming consoles, can now connect to the internet! • **Technology Has Made Communication Faster**: a) People used to write letters or used landline phones to talk to each other. b) Now, we can use mobile phones, video calls and instant messages to communicate instantly. • **Entertainment Has Evolved**: a) In the past, families listened to the radio or watched black-and-white TVs with only a few channels. Today, we have colour TVs, tablets and streaming services with endless choices. b) Many modern toys are based on popular characters from TV shows, films, and games. • **Some Old Toys and Technology are Still Popular**: Even though we have video games and smart devices, children still enjoy traditional toys like teddy bears, board games and Lego, just as they did in the past. **<u>Key Vocabulary</u>** technology, communicate, device, invented, electronics, internet, traditional, factory	• **The Great Fire of London was caused by:** a) A burning ember left in an oven in Thomas Farynor's bakery on Pudding Lane b) The Lord Mayor didn't follow the King's instructions to build houses out of stone c) Robert Hubert confessed to a crime he didn't commit • **The fire spread so quickly due a few reasons:** a) It was hot and not rained for many months b) Houses mainly wood and straw c) Houses were very close together • **Key figures linked to the fire:** a) Thomas Faryner b) Samuel Pepys c) King Charles II d) The Lord Mayor e) Robert Hubert • **We know why this type of disaster would not occur in modern London:** a) Advancements in technology b) Organised fire brigade c) Advancements in fire safety regulations **<u>Key Vocabulary</u>** apothecary, plague, King, extinguish, catholic, government ***<u>Abstract Vocabulary</u>*** *Responsibility, bravery, consequences, order, trust, safety, truth*	• **Life in the Castle Was Very Different from Today** : a) There was no electricity, so people used candles for light and fires for cooking. b) Rooms were cold and dark as the castle was made from stone and the windows were small with no glass. c) Lords and ladies lived in the grandest part of the castle and had servants. • **People Travelled in Different Ways**: a)Instead of cars, people used horses, walked or travelled by carriage. b)The rough roads made journeys much slower than today. • **Work in the Past Was Harder**: a) Servants worked hard, cooking, cleaning, and looking after the animals. b) Knights trained to fight and protect the castle. c) Blacksmiths made weapons and tools. d) Cooks made meals over open fires. e) Stable boys looked after the horses. • **Alnwick Castle Changed Over Time**: a) Alnwick Castle is 950 years old and has gone from its medieval origins to a grand family home. b) Alnwick Castle was part of conflicts between England and Scotland. c) The Percy family first bought the castle in 1309 then returned in 1750 to restore it. The Percy family still live in it today. d) Alnwick Castle is now open to the public for visiting as well as being used for scenes in films and TV series. **<u>Key Vocabulary</u>** medieval, victorian, moat, bailey, arrow loops. Battlements, barbican, Lord, Lady, servant, knight, blacksmith ***<u>Abstract Vocabulary</u>*** *Power, hierarchy, duty, heritage, comfort, community, belonging*

	Abstract Vocabulary *Memory, change, past, curiosity, choice, imagination, discovery, creativity*		
Key Theme	Society and Civilization and Chronology	Technology and Innovation	Society and Civilization and Chronology
Topic	**Lives of Significant Others**	**Events Beyond Living Memory**	**Local History & Significant Others**
KS1 Cycle B	**Key Question:** **How have explorers changed the world?** **Make a Fuss!** ● **Captain Cook Was a Famous Explorer from the North East** : a) Captain Cook was a British explorer and sailor born in Yorkshire. b) Set sail from Whitby and was the first European to reach Australia's coast in 1770. He also sailed to Hawaii and the Pacific Islands over 250 years ago. c)Captain Cook made maps of places people in Europe didn't yet know about. ● **Explorers Helped Us Learn About the World:** a) Captain Cook's voyages helped people understand new places, animals and people, just like modern explorers do today. b) His maps and discoveries helped future explorers and sailors. ● **Exploring Was Dangerous and Difficult**: Captain Cook sailed for years across rough seas without modern technology, while today's explorers face challenges like space travel! ● **Tim Peake is a Modern Explorer** a) Tim Peake is a British astronaut. b) In 2015, he became the first British astronaut to go to the International Space	**Key Question:** **How did the first flight change how people travel?** - Potential visit to an aviation museum (e.g., Newcastle's Discovery Museum). **Make a Fuss!** ● **The Wright Brothers Made the First Powered Flight**: a) In 1903, Wilbur and Orville Wright built and flew the first aeroplane, changing travel forever. b) The brothers were from America and had a passion for building and fixing things. c) They built the first powered airplane called the Wright Flyer. d) On 17th December 1903, they made the first successful flight in North Carolina, USA. ● **Early Planes Were Very Different from Modern Ones**: a) The Wright brothers' plane was small, made of wood and fabric and only flew for a few seconds, unlike today's large, fast jets. b) Early planes had small, weak engines and flew very slowly 6.8mph! Unlike today's modern jet planes that have powerful jet engines and can fly hundreds of miles per hour. c) Early planes were tiny with open cockpits (pilots sat outside in the wind!). Modern planes are big, have enclosed cabins, and can carry hundreds of people. d) Early planes were hard to control and	**Key Question:** **Why do we still remember Grace Darling today?** - Link to lifeboats and the RNLI today. - Possible visit to Bamburgh and the RNLI museum. **Make a Fuss!** ● **Grace Darling Was a Brave Hero** : In 1838, she helped rescue shipwrecked sailors near the Farne Islands during a storm, risking her life to save others. ● **She Lived in a Lighthouse**: a) A tall tower that has a bright light at the top. It helps ships and boats find their way and stay safe away from cliffs, rocks and dangerous waters. b) Grace's father was a lighthouse keeper and she grew up in Longstone Lighthouse. c) Grace Darling helped her father to keep the lighthouse light burning to warn ships of danger. ● **Her Rescue Made Her Famous**: a) In 1838, she helped rescue nine people from a shipwreck near the Farne Islands. b) She and her father rowed a small boat through stormy seas to save the survivors. c) People were amazed by her courage and she became a national hero, receiving medals and letters of thanks. ● **Grace Darling Inspired Sea Rescues**: Her bravery helped highlight the importance of lifeboat services, leading to better equipment and more lifeboat stations.

	Station (ISS). c) Unlike Captain Cook, who explored the oceans, Tim Peake travelled into space and lived on the International Space Station. ● **Exploration Still Changes the World Today** Just as Captain Cook discovered new lands, modern explorers like Tim Peake help us learn about space and technology for the future. **Key Vocabulary** explorer, voyage, technology, astronaut. ***Abstract Vocabulary*** *Discovery, challenge, achievement, isolation, progress, legacy*	sometimes crashed easily. Modern planes have computers, radar, and autopilot to help pilots fly safely. e) Early planes could only fly short distances (the Wright brothers' first flight was only 12 seconds!).Modern planes can fly across the world and even into space! ● **The First Flight Changed How People Travel**: a) Before planes, people could only travel long distances by boat, train or horse. b) Planes made travel much faster and easier. c) Airports and space travel started because of their amazing work. ● **Amelia Earhart Was a Pioneering Aviator**: a) Amelia Earheart was a brave pilot from America. b) She was the first woman to fly solo across the Atlantic Ocean in 1932, inspiring people to follow their dreams. c) She set many flying records for speed and distance. d) In 1937, she tried to fly all the way around the world. e) Sadly, her plane disappeared over the Pacific Ocean, and she was never found. ● **Aviation Keeps Changing the World**: Today, we have huge passenger planes, space travel and even ideas for flying taxis in the future! **Key Vocabulary** pilot, cockpit, radar, autopilot, modern. ***Abstract Vocabulary*** *Innovation, determination, dream, freedom, possibility, inspiration*	b) There is a museum about her in Bamburgh. ● **The RNLI Still Saves Lives Today**: The Royal National Lifeboat Institution (RNLI) continues Grace's legacy by rescuing people in danger at sea, just as she did. **Key Vocabulary** lifeboat, lighthouse, shipwreck, hero. ***Abstract Vocabulary*** *Bravery, kindness, legend, risk, hope, sacrifice, service, selflessness*
Key Theme	Society and Civilization and Chronology	Society and Civilization and Chronology Democracy and Leaders	Society and Civilization and Chronology Culture and Religion
Topic	**Changes in Britain - The Stone Age to Iron Age**	**A local History Study - Romans in Northumberland**	**A Non-European Society - Ancient Egypt**
LKS2	**Key Question:**	**Key Question:**	**Key Question:**

Cycle A	**How did life in Britain change from the Stone Age to the Iron Age?** - Explore how people lived in the Stone Age, Bronze Age and Iron Age. - Investigate Skara Brae and prehistoric sites in Northumberland. - Compare early settlements with modern life. **Make a Fuss!** ● **The Stone, Bronze and Iron Ages were a long, long time ago.** a) The Stone Age in Britain was when humans first properly settled in Britain and was nearly 1 million years ago. b) The Bronze Age followed the Stone Age and began around 4000 years ago. c) The Iron Age followed the Bronze Age and began around 3000 years ago. ● **Scientists divide the Stone Age into three main periods** a) the Paleolithic Period b) the Neolithic Period c) the Mesolithic Period ● **Skara Brae is an important site as it tells us more about how people lived in the Stone Age** a) skilled hunters and fisherman b) excellent farmers c) grew crops like wheat and barley ● **Tools and weapons improved throughout this period** a) In the Stone Age, people used flint tools. b) In the Bronze Age, they made stronger metal tools c) In the Iron Age, iron was used to create even better weapons and farming equipment. ● **Hillforts Were Built for Protection** In the Iron Age, people lived in roundhouses inside hillforts, which had	**What impact did the Romans have on Britain?** - Focus on Hadrian's Wall and its impact on the local area. - Study Roman life, soldiers and the legacy of the Romans in Britain. - Potential visit to Vindolanda or Housesteads Roman Fort. **Make a Fuss!** ● **Romans came to Britain in 43AD and fought off many British Armies.** a) Emperor Claudius was the leader b) They were here for 45 years, gradually taking over control in most parts ● **Romans were well trained fighters but also very skilled and clever people who changed how people live** a) Introduced roads b) Built stone buildings c) Used central heating d) created the first towns in Britains (Colchester) ● **Hadrian's Wall Was Built to Keep Out Invaders** a) In Northumberland to defend their empire from the Picts in Scotland. b) From Wallsend to Bowness-on-Solway (73 miles) c) Made of stone and turf d) Soldiers were garrisoned along the line of the wall in large forts, smaller milecastles, and intervening turrets. ● **Roman Soldiers Lived in Forts Like Vindolanda** a) Show us how soldiers lived, trained and protected Britain nearly 2,000 years ago. b) It is noted for the Vindolanda tablets, a set of wooden leaf-tablets that were, at the time of their discovery, the oldest surviving handwritten documents in Britain. c) Built to protect the Roman Road ● **Boudicca led her army against the Romans in AD60.** a) Strong leader and ferocious warrior b) Her army destroyed the Roman towns of St Albans, Colchester and London	**What can we learn about Ancient Egypt from the things they left behind?** - Study Egyptian civilization, pharaohs and daily life. - Compare with British history at the same time. - Investigate the discovery of Tutankhamun's tomb. **Make a Fuss!** ● **Ancient Egypt started around 3100 BC** a) The King (later a Pharaoh) united Lower and Upper Egypt to start this period b) The period lasted around 3000 years ● **The River Nile was very important in Ancient Egypt** a) used for transport b) flooding left fertile soils for crops c) trading of goods ● **Pharaohs were important rulers in Ancient Egypt** a) They built many marvellous monuments like temples and pyramids to show their wealth b) Tutankhamun is one of the most famous males c) Cleopatra most famous female d) Hatshepsut longer reign ● **Howard Carter discovered Tutankhamun Tomb in 1922** a) Discovery enabled us to understand the Ancient Egyptians better b) Over 5,000 found in the tomb c) In was the most preserved Royal Egyptian Tomb discovered of all time ● **Important people would be mummified when they died** a) Can identify the process involved b) Canopic Jars stored the body parts c) Mummified body was a home for the soul/spirit ● **Ancient Egyptians worshipped many Gods** a) Ra - God of Sun b) Isis - Mother Goddess c) Osiris - Ruler of Underworld d) Horus - God of the Sky e) Thoth - God of Knowledge

	strong walls and ditches to defend against attacks. ● **Stonehenge is a national site of interest** a) we don't know for sure why it's there b) it took 1,000 years to build c) stones weight over 30 tonnes so not sure how it was built d) some believe it has religious meaning **Key Vocabulary** Prehistory, Archaeology, Artefact, Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), Neolithic (New Stone Age), Skara Brae, Flint, Smelting, Beaker people, Oppidum (large settlement), Hillfort, Chariot, Ring of Brodgar, Weaving ***Abstract Vocabulary*** *Survival, belief, discovery, teamwork, progress, tradition, mystery*	c) She fought in a famous battle called the Battle of Watling Street but lost d) she survived the battle but poisoned herself to stop the Romans catching her ● **The Romans Brought New Ideas and Inventions** a) They introduced writing (Latin) b) money c) new foods like grapes, onions and herbs that we still use today. ● *Roman Influence Can Still Be Seen Today* *Many of our roads, place names and even some buildings have Roman origins, showing how they shaped Britain forever.* **Key Vocabulary** Empire, Conquest, Legacy, Legion, Centurion, Fort, Milecastle, Garrison, Housesteads, Turret, Barracks, Frontier, Picts, Aqueduct, Amphitheatre, Latin, Denarius, ***Abstract Vocabulary*** *Power, invasion, resistance, influence, belonging, identity, legacy, innovation*	**Key Vocabulary** Civilization, Pharaoh, Hieroglyphics, Tomb, Fertile, Silt, Canopic Jars, Mummification, Sarcophagus, Valley of the Kings, Afterlife, Sphinx, Amulet, Cartouche, Obelisk, Scarab ***Abstract Vocabulary*** *Power, belief, journey, tradition, invention, symbolism*
Key Theme	Society and Civilization and Chronology	Society and Civilization and Chronology Culture and Religion	Society and Civilization and Chronology Technology and Innovation
Topic	**The Anglo Saxon and Scots**	**The Vikings in Britain**	**Early Islamic Civilisation - Baghdad AD 900**
LKS2 Cycle B	**How did the Anglo-Saxons shape Britain?** - Explore why the Anglo-Saxons came to Britain. - Study their settlements, culture and legacy. - Local link: Investigate Northumbrian history and King Oswald of Bamburgh. **Make a Fuss!** ● **The Anglo-Saxons Came to Britain in 410 AD** a) They were made of 3 tribes - Angles, Saxons and Jutes from parts of Germany and Denmark. b) They invaded after the Romans left as they thought Britain would be weak.	**What impact did the Vikings have on Britain?** - Explore Viking raids, invasions and their impact on Britain. - Focus on Lindisfarne and Viking links to Northumberland. - Compare Viking life with Anglo-Saxon society. **Make a Fuss!** ● **Viking Raids first landed at Lindisfarne in 793AD** a) The invasion shocked the Anglo Saxons because they were vicious against the unarmed monks at Lindisfarne and took gold and other riches. b) Over time, they invaded and settled in parts of Britain, especially in the North and East. ● **Vikings were very warriors and traders**	**Why was Baghdad one of the most important cities in the world around AD 900?** - Study the achievements of early Islamic civilization. - Compare with Britain at the same time. - Explore contributions in science, medicine and education. **Make a Fuss!** ● **Baghdad was a centre of trade, culture and knowledge** a) I can locate Baghdad on a map and understand its geographical significance. b) River Tigris was important for trade networks. c) Traders and scholars were drawn to Baghdad because of the wealth, wisdom, Silk Road and

	c) They were invited to help fight the Scots. d) They came to farm and set up new family homes. ● **Anglo-Saxon Settlements Were Simple but Effective** a) They built villages with wooden houses and were skilled farmers, hunters and craftsmen, creating communities that grew over time. b) Children didn't go to school but learnt skills off parents c) Christianity was the main belief amongst Anglo Saxons. ● **King Oswald of Bamburgh Was an Important Leader** a) Oswald is known as a Saint., b) Oswald was a Northumbrian king who helped spread Christianity in the North of England and Bamburgh Castle became an important centre for his kingdom. c) He was a very generous king to his people d) He died in the Battle of Maserfield ● **The Battle of Hastings was on 14th October, 1066 and ended the Anglo-Saxon rule in Britain** a) One of the most famous Battles in history. b) It was fought between William of Normandy and King Harold – the King of England – and it was the English throne that was at stake. c) William entered the battle with an army of 15,000 soldiers. King Harold had an army of 5,000, and most of the men were farmers, not soldiers. d) On Christmas Day 1066, William of Normandy was crowned King of England. ● **Beowulf is an important piece of Anglo Saxon writing** a) Helps us understand culture b) It shows the structure of old English	a) Vikings travelled in longships which they used for travelling many miles across the seas b) They were fantastic explorers and traded in many areas of the world. c) Their skilled warriors raided a number of locations, mostly eastern Britain and created towns and villages. ● **Viking Life Was Different from Anglo-Saxon Life** a) While the Anglo-Saxons lived in villages with wooden homes, the Vikings built homes in small, fortified settlements. b) They had their own gods, language and way of life, which influenced Britain. ● **Vikings believed in many different Gods** a) Vikings carried out different rituals for their Gods. b) More famous Gods included Odin, Thor and Freya. c) Valhalla was a big part of Viking life (Viking heaven) ● **Viking Influence Can Be Seen in Northumberland today** a) Many place names and customs in the North East of England have Viking origins and Viking archaeology can be found throughout the region, particularly in coastal areas. b) Believe that the 3 Gods are linked to our days of the week Odin (Wednesday) Thor (Thursday) Freya (Friday). **<u>Key Vocabulary</u>** Raids, Settlement, Conquest, Trade, Monastery, Coastline, Trader, Blacksmith, Craftsman, Fortified settlement, Clan, Paganism, Odin (God of Wisdom), Thor (God of Thunder), Freya (Goddess of Love), Valhalla (Viking Heaven), Ritual, Mythology, Lindisfarne, Northumbria, Danelaw (Viking-controlled land), Jorvik (Modern-day York), Archaeology, Rune stones, Old Norse (Viking language) ***<u>Abstract Vocabulary</u>*** *Pillage, culture, trade, ritual, exploration, alliance, fortification, barbaric*	trading ● **The House of Wisdom was about knowledge and learning.** a) Famous scholars like Al-Khwarizmi (algebra) and Ibn Sina (medicine books) b) Subjects studied, including mathematics, astronomy and medicine. ● **Baghdad was a vibrant, bustling city with diverse cultures.** a) Baghdad Was a Centre of Learning and Knowledge b) There was a social structure: Caliphs, scholars, traders, artisans and farmers. c) It had a Grand Mosque. d) They had different types of homes and gardens. ● **Islamic art is often geometric and intricate** key architectural features included domes, arches and mosaics ● **Trade brought wealth and knowledge to Baghdad** a) The Silk Road was a famous and important route b) Goods to sell included silk, spices and glass ● **Baghdad's knowledge and culture influenced the world** a) Science and medicine were key discoveries in Baghdad. b) Established some of first hospitals c) Early medicine discovered by using herbal remedies d) Understood light and reflection **<u>Key Vocabulary</u>** Baghdad, Trade Routes, River Tigris, Caliphate, Merchant, House of Wisdom, Scholar, Al-Khwarizmi, Ibn Sina, Astronomy, Medicine, Caliph, Artisan, Mosque, Bazaar, Caravan, Calligraphy, Geometric Patterns, Mosaic, Minaret, Silk Road, Caravanserai, Spices, Merchant, Export, Import, Dome, Legacy, Invention, Medicine, Astronomy, Algebra ***<u>Abstract Vocabulary</u>*** *Civilisation, influence, network, synthesis, prestige, scholarship, prosperity, philosophy*

	and how this has been changed over the years into modern English **<u>Key Vocabulary</u>** Invasion, Settlement, Kingdom, Tribe, Legacy, Pagan, Northumbria, Saint, Monastery, Craftsman, Community, Paganism, Monks, Missionary, Battle of Maserfield, Battle of Hastings, Norman Conquest, King Harold, William of Normandy, Beowulf, Old English, Runes ***<u>Abstract Vocabulary</u>*** *Invasion, Kingdom, battle, unity, divided, myth, ruthless, sovereignty, valour, exile, conquest, heritage*		
Key Theme	Society and Civilization and Chronology Technology and Innovation	Society and Civilization and Chronology Culture and Religion	Society and Civilization and Chronology Culture and Religion
Topic	**The Victorians**	**The Maya Civilisation (AD 900)**	**Ancient Greece - A study of Greek Life & Achievements**
UKS2 Cycle A	**How did the Victorians change Britain?** - Explore Queen Victoria's reign and the Industrial Revolution. - Investigate how life changed for children, workers and families. - Local focus on Northumberland's role in coal mining and railways. **<u>Make a Fuss!</u>** ● **The Victorian era (1837-1901) was a time of massive change** ● **The Industrial Revolution turned Britain into a factory-powered nation, changing how people lived, worked, and travelled forever. (Coal Mining/Railways)** ● **Victorian Britain was a land of extreme contrasts** a) Rich lived in luxury b) Many poor children worked long hours	**What can we learn from the achievements of the Maya?** - Study the achievements of the Maya, including their writing, calendars and cities. - Compare with Britain at the same time (Anglo-Saxons and Vikings). - Explore reasons for the decline of the Maya. **<u>Make a Fuss!</u>** ● **The Ancient Maya lived in Mesoamerica from around 2000 BCE to 1500 CE.** ● **Most Ancient Mayans were farmers who farmed Maize.** ● **The most important Mayan god was Itzamna who was the God of Creation.** ● **The Maya's writing system was made up of hieroglyphs.** ● **The Maya left behind their advanced calendar systems, remarkable pyramids, and knowledge of astronomy.**	**How have the Ancient Greeks influenced the modern world?** - Study Greek democracy, culture and the Olympics. - Investigate Greek gods, myths and their influence on modern society. - Compare Athens and Sparta. **<u>Make a Fuss!</u>** ● **Ancient Greek civilization existed (c. 800 BC – 146 BC) on a timeline.** ● **Democracy is the Ancient Greek idea that people should have a say in how they are ruled** ● **Greek myths weren't just stories—they helped explain the world** ● **The Ancient Greeks created the Olympic Games** ● **Ancient Greek philosophers taught people to question everything, and their ideas still influence science, maths, and politics today**

	in terrible conditions just to survive.. ● **Queen Victoria was Britain's longest-serving monarch at the time, ruling for 63 years, and her reign shaped Britain into a modern, powerful nation.** ● **Victorian inventions still influence how we live today.** ● *At its height, the British Empire controlled a quarter of the world* **Key Vocabulary** Victorian, monarchy, reign, industrial, revolution, invention, empire, poverty, workhouse, factory, steam engine, parliament, class system, innovation, legacy. ***Abstract Vocabulary*** *Transformation, social mobility, inequality, injustice, exploitation, suffrage, progression*	**Key Vocabulary** Maya, civilization, glyphs, codex, pyramid, temple, maize, astronomy, sacrifice, city-state, priest, calendar, jade, cacao, legacy. ***Abstract Vocabulary*** *Transformation, social mobility, inequality, injustice, exploitation, suffrage, progression*	**Key Vocabulary** Ancient, democracy, philosopher, mythology, Olympics, city-state, Athens, Sparta, empire, citizen, gods, temple, theatre, warfare, legacy. ***Abstract Vocabulary*** *Philosophy, citizenship, justice, influence, wisdom, inquiry, debate*
Key Theme	Society and Civilization and Chronology	Democracy and Leaders Culture and Religion	
Topic	**A Turning Point in British History - WW2 & the Home Front (Local History; Dunstanburgh Castle's military observation post)**	**The Changing Power of Monarchs - Tudors and Stuarts**	**20th Century Conflict - The Impact of WW1 or Modern?**
UKS2 Cycle B	**What was life like for people in Britain during World War II?** - Study the causes, key events and impact of WWII. - Investigate life on the Home Front, including rationing and evacuation. - Local focus on how the war affected Northumberland. - Explore the role of Bletchley Park and technological advancements. **Make a Fuss!** ● **World War II Was a Global Conflict** a) The war, which lasted from 1939 to	**How did the Tudors and Stuarts change the role of the monarchy?** - Study Henry VIII and the Reformation's impact on Britain. - Investigate the Spanish Armada and Elizabeth I's reign. - Local focus on Northumberland's role in the English Civil War and castles like Warkworth and Alnwick. **Make a Fuss!** ● **Henry VIII Changed the Church and the Monarchy** Henry VIII's decision to break away from the Roman Catholic Church and create the Church of England had a huge impact on Britain's religion, politics and the power of the monarchy.	**How did World War I change Britain and the world?** - Explore the causes, key events and consequences of WWI. - Investigate trench warfare and the role of soldiers. - Local link: Northumberland soldiers in WWI and the impact on rural communities. - Discuss the Treaty of Versailles and its impact on future conflicts. **Make a Fuss!** **World War I was caused by long-term tensions between countries, not just one single event** This lesson should unpick the causes of WWI in a clear,

	1945, was fought between the Allies (including Britain) and the Axis powers (including Germany, Italy, and Japan). b) It was caused by political tensions, territorial disputes and the rise of dictatorships. ● **Life on the Home Front Was Very Challenging** a) People in Britain faced many difficulties, such as food rationing, air raids and the evacuation of children from cities to the countryside for safety. b) Life changed dramatically for everyone. ● **Northumberland (Embleton) Was Affected by the War** a) Northumberland played a key role during WWII, with military bases, airfields and coastal defences in the region. b) The area also saw evacuations and other wartime activities that shaped the local community. ● **Bletchley Park Was Vital to Winning the War** a) Alan Turing helped to crack a code b) The work done at Bletchley Park, particularly by Alan Turing and his team, was essential in decoding enemy messages (like the Enigma code), helping the Allies to win the war. ● **Technological Advancements Came from the War** WWII led to huge technological advancements, such as radar, medical breakthroughs and the early development of computers, which have had a lasting impact on the modern world. **<u>Key Vocabulary</u>** Allies, Axis Powers, Dictatorship, Invasion, Propaganda, Rationing, Evacuation, Air Raid, Blackout, Anderson Shelter, Military Base, Evacuees , Codebreaking, Enigma Machine, Cipher, Alan Turing, Radar, Sonar, Atomic Bomb	● **Elizabeth I Defended England Against the Spanish Armada** a) In 1588, Queen Elizabeth I led Britain to victory over the Spanish Armada b) This victory strengthened her reign and showed the power and influence of the English monarchy. ● **The Tudors Strengthened the Power of the Monarchy** a) Under the Tudors, the monarchy became more powerful and central to life in Britain, They controlled religion and the military. ● **The English Civil War Was a Turning Point** a) The English Civil War (1642-1651) between the monarchy and Parliament changed the way Britain was governed. b) The conflict led to the temporary overthrow of the monarchy and the rise of the Commonwealth. ● **Northumberland Played a Key Role in the English Civil War** a) Castles like Warkworth and Alnwick were important during the English Civil War, with Northumberland being a significant location for royalist supporters. b) The conflict affected local families and communities in the region. **<u>Key Vocabulary</u>** Reformation, Monarchy, Catholicism, Protestantism, Annulment, Dissolution of the Monasteries, Armada, Sir Francis Drake, Golden Age, Heir, Absolute Monarch, Parliament, Royal Court, Execution, Treason, Divorce, Succession, Civil War, Royalists, Parliamentarians, Commonwealth, Republic, Oliver Cromwell, Siege, Fortifications ***<u>Abstract Vocabulary</u>*** *Authority, loyalty, conflict, rebellion, faith, reputation, reform, tyranny, strategy, unity*	child-friendly way. Explore how countries in Europe had built up rivalries over time through alliances, competition for power and growing nationalism. Introduce the assassination of Archduke Franz Ferdinand as the *spark*, but emphasise that it was not the only cause—it simply triggered a much bigger problem. Children should begin to understand that wars often happen because of a combination of factors rather than one simple reason. You can use diagrams or simple maps to show how alliances pulled multiple countries into the conflict very quickly. **Life in the trenches was difficult, dangerous and affected soldiers physically and mentally** Focus on what trench warfare actually looked like and how it felt for soldiers. Explore the structure of trenches, the conditions (mud, rats, disease, cold) and the constant threat of attack. Children should develop empathy and understanding of the human experience of war, not just the events. Introduce key vocabulary such as *no man's land*, *front line* and *shell shock*. This is a great opportunity to use sources such as photographs, letters or diary extracts to help pupils understand how brutal and exhausting trench life was. **Soldiers in WWI showed resilience in extremely challenging conditions** This lesson zooms in further on the role of soldiers, focusing on their daily lives, duties and emotions. Explore how soldiers spent long periods waiting, maintaining trenches and preparing for attacks. Balance the narrative by discussing both bravery and fear—help pupils understand that soldiers were not just heroes, but ordinary people in extraordinary circumstances. You could explore recruitment posters and discuss why men signed up, then compare this to the reality of trench life. This lesson helps pupils understand the personal impact of war. **World War I affected people at home as well as those fighting abroad** Bring the war closer to home by exploring its impact on Britain and specifically rural communities like those in Northumberland. Discuss how many men left villages to fight, how this affected families and farming, and the role of

	Abstract Vocabulary *Conflict, resistance, sacrifice, courage, morale, solidarity, deception, secrecy, unity, oppression*		women stepping into new jobs. You could explore war memorials, local records or stories of Northumberland soldiers to make the learning more meaningful. Children should understand that war changes everyday life, even for those not on the battlefield, and that its impact can be felt across entire communities. **The end of WWI led to decisions that caused future conflict** This lesson focuses on the consequences of WWI, particularly the Treaty of Versailles. Explain how the war ended and how Germany was punished through the treaty (loss of land, money and military power). Encourage pupils to consider whether the treaty was fair and to explore how these decisions may have contributed to future conflicts, including World War II. This is a great opportunity for discussion and simple debate, helping pupils to understand that the consequences of war can last for many years. **Key Vocabulary:** Alliance, empire, assassination, nationalism, militarism, trench, no man's land, armistice, propaganda, recruitment, rationing, front line, shell shock, infantry, artillery, casualty, treaty, reparations, Treaty of Versailles, commemoration