

Developing an approach to teaching and learning in History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

NC 2014

- Inspiring pupils' curiosity to know more about the past
- Equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement
- Developing a love for history

The teaching and learning of history at Wormley C of E Primary School intends to encourage children to foster a natural curiosity about the past and what impact this has on their lives today. We encourage them to ask questions and to follow their own lines of enquiry using 'living history' experiences with authentic and replica artefacts.

We encourage children to notice carefully, think deeply and demonstrate their learning in a variety of ways. Through a mixture of factual knowledge and skills based enquiry, children will learn to notice changes between different periods of history, explain why these changes happened and make connections with other periods of history to develop a deeper understanding of the past.

This understanding of the world: both past, present and future begins in the Early Years. In the revised EYFS framework (2021), children learn about the past and present by talking about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and develop an understanding the past through settings, characters and events encountered in books read in class.

KEY CONCEPTS

We teach 7 key concepts across KS1 and KS2.

Activities and experiences are planned so that children develop a deeper and more secure understanding of these key concepts over time. These concepts are evidenced within our history topics and enrichment activities. They vary slightly in KS1 to KS2.

KS1

1. CONTINUITY AND CHANGE – Understand some changes in history and suggest reasons for them
2. CAUSE AND CONSEQUENCES – Identify and describe some causes and results of historical events, individuals, situations and changes studied in the past
3. SIMILARITY AND DIFFERENCE – Identify (and suggest reasons for) similarities and differences
4. SIGNIFICANCE – Suggest reasons for some individuals, events, situations and changes in the past being important (and why they might be more important than others)
5. EVIDENCE (historical enquiry) – Question and infer from a range of historical sources understanding that this process is part of finding out about the past
6. HISTORICAL INTERPRETATIONS – Identify different ways in which the past is represented (and suggest reasons for this)
7. MAKING CONNECTIONS – Make links between historical events, individuals, situations and changes studied

1. CONTINUITY AND CHANGE – Understand how and why change occurs in history, how and why things stay the same, and analyse trends
2. CAUSE AND CONSEQUENCES – Identify, describe reasons for and results of historical events, situations and changes studied in the past
3. SIMILARITY AND DIFFERENCE – Identify and explain similarities and differences within and across different past periods and societies
4. SIGNIFICANCE – Understand why some events, individual's situations, changes, societies and periods are considered significant
5. EVIDENCE (historical enquiry) – Understand the methods of enquiry, including how evidence is used to make historical claims
6. HISTORICAL INTERPRETATIONS – Understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed
7. MAKING CONNECTIONS – Identify links across and between different periods and between different categories e.g., economic, political, social

DEVELOPING THE SKILLS/DISPOSITIONS OF A HISTORIAN

We share some key skills/dispositions of historians in order to encourage them to think and behave like a historian.

Curiosity	Be curious about the world and the past. Ask questions and wonder why
Active Listening	Give your full attention to what different people say, taking time to understand the points being made and asking questions as appropriate
Investigative and research skills	Investigate new information for both current and future problem-solving and decision-making
Analytical and interpretive skills	Analyse information gathered in order to interpret what you have found out
Critical Thinking	Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems
Judgment and Decision Making	Consider the positives and negatives of actions to choose the most appropriate one
Collaboration	Work with others to learn and achieve more
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness	Have an interest in human behaviour, culture and society. Recognise that people see things in different ways.
Persuasion	Persuade others to change their minds or behaviour based on your evidence

This is the 'sandwich approach' to historical learning

HISTORICAL ENQUIRY Always engage pupils in a valid historical enquiry or puzzling question

Knowledge Always include knowledge of: <ul style="list-style-type: none"> • People, events and developments • Chronology and features • Historical terms 	Understanding Always include understanding of: <ul style="list-style-type: none"> • Evidence • Interpretation • Cause • Change • Similarity/difference • Significance
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COMMUNICATION Always require pupils to organise and communicate their learning

MASTERY IN HISTORY

We want our pupils to gain some mastery over the history they study. They do so by returning to the key concepts each time they study history, so deepening their understanding of the concepts, e.g. knowing that they can look for causes and consequences. We also want them to attain some mastery of the knowledge in each topic. We do this with a *Time Box* – a time line, a set of cards with the images and dates of time periods studied previously. At the start of the topic, children revisit images from previous studies and talk about what they have learned as they place the images on the time line e.g. recognition of an Egyptian pyramid – recall what they have learned about the pyramids – place the image on the timeline – talk about burial and death in Ancient Egypt. This activity aids discussion about chronology, which is vital for historical understanding and making connections within and across time periods.

KEY FACTS

For each topic, there are ten key facts that we want the children to learn. These are assessed at the beginning and end of a topic using a range of formative assessments appropriate to the age of the child.

COMMUNICATING LEARNING

Children present and communicate their learning to peers and families on our ‘living history’ day when classrooms are set up as museum galleries by the children. Children prepare artefacts, presentations, talks, dances, quizzes, information sheets, food etc. to share knowledge gained through their enquiry. They pose the same enquiry question to their families.

ASSESSMENT

Teachers assess pupil progress against assessment criteria on Arbor. This informs teachers what concepts need further teaching and development.

KEY VOCABULARY

AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer Global Gods / Goddesses Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday

Following are some exemplars for planning ...

Y1 History Toys



Overview

A unit which explores the history of toys with Year 1 pupils as they think about and discuss their favourite toys and then go on to look at what toys were like in the past and how they are different to toys today.
Pupils will add to their class time capsule.

Objectives

- Understand some changes in history by comparing the toys children play with through the ages (CONTINUITY AND CHANGE)
- Identify, and suggest reasons for, similarities and differences in toys of today and the past (SIMILARITY AND DIFFERENCE)
- Suggest reasons for some changes in the past being important. Consider why toys change over time and reflect the world of children (SIGNIFICANCE)
- Question and infer from a range of historical sources - artefacts and images - understanding that this process is part of finding out about the past (EVIDENCE - historical enquiry)
- Identify different ways in which the past is represented by looking at the toys and considering how they might tell us about aspects of the world e.g. toy cars represent actual cars over time (HISTORICAL INTERPRETATIONS)
- Make links between historical changes studied (MAKING CONNECTIONS)

Key Vocabulary

Past, future, decade, century, characteristics, wood, plastic, metal, Lego, dominoes, spinning top, yoyo, Barbie doll,

Key Facts

1. Evidence tells us that children had toys to play with across the world in the past.
2. An old toy means a toy used for a long time or a toy from the past.
3. Different toys suit different age groups.
4. Toys from the past were usually made from clay, wood and metal. It was rare for toys to be made from plastic.
5. Toys were not usually battery operated, they had wind up mechanisms or pull strings.

6. In the past, toys, which poor children played with, were different to toys that rich children played with.
7. Some of our toys are the same as toys in the past, but have changed slightly over time, e.g. made from different materials.
8. One of the oldest toys found in Britain is around 2000 years old.

Cross curricular opportunities

Reading: [Old Bear](#) stories by Jane Hissey - sequencing story events

Writing: Labelling toys

Role Play: Old Bear story basket and role play area

Useful websites / resources

- Books about toys such as **Old Bear stories**

Teaching sequence (outline)

Introduction

- Start by making reference to the class time capsule. What do the children know about the past? What do they remember from their own past?
- Introduce new topic through artefacts / pictures / video / clues

- Think about familiar toys and use a variety of adjectives to describe their characteristics.
- Introduce some of the toys their parents and grandparents might have played with, and ask questions about what they were like. Compare familiar toys with toys from the past. They will start to understand that toys were different in the past. Think about ways to find out what toys used to be like.
- Introduce 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, find out when some popular toys today (such as Lego or Barbie dolls) were first invented.
- Identify which toy is old and which is new from pictures of pairs of toys, giving reasons for their choices. Use appropriate vocabulary to describe both old and new toys, and consider how they can be sorted.
- Order pictures chronologically by looking at the same toy (such as a doll or car) from different time periods. Investigate the clues and describe how to tell which toys are the oldest and which are most recent. Identify what is similar and what is different about the same toys over different periods.
- Consolidate what has been learnt about toys in the past and today by organising the classroom into a toy museum. Sort toys into categories, order them chronologically and use timelines to organise toys.

Assessment questions

Can children describe toys by their characteristics? Can children use appropriate vocabulary to describe their toys?
 Can children make suggestions for how they could find out about what toys were like in the past?
 Do children know that toys in the past were different to toys today? Can children describe toys of the past? Can children discuss toys and ask questions about them?
 Do children understand the term 'decade'? Can children order decades chronologically? Can children identify some of the toys that were popular in particular decades?
 Can children recognise differences between old toys and new toys? Can children describe old and new toys using appropriate vocabulary? Can children sort old and new toys into categories?
 Can children identify similarities between old and new toys? Can children identify differences between old and new toys?

Celebration

Add key aspects of learning to class time capsule

Share with parents as part of a whole school Living History Day or via Google classroom / blog

Y2 History
The Great Fire of London -
An event beyond living memory that is significant nationally



Overview

A unit that explores a significant historic event from the 17th Century. Children carry out an enquiry into the Great Fire of London to consider why the fire spread so quickly (see [teaching sequence](#)). Children contrast fire-safety from the past with today; study the materials of buildings of the period and today; study London in the period and today; study the rhymes and songs of the time, which are still sung today; study St Paul's Cathedral and make sketches and 3D models. Enthused by the famous diarists Samuel Pepys and John Evelyn, children read from diaries and write chronological reports; learn about the origin of the fire; and bake bread. A workshop teaches the children about life in this period of time and engages the children in archaeological study of artefacts. Pupils add to their class time capsule.

Objectives

- Understand some changes in history and suggest reasons for them by comparing the materials of houses, the street layout in towns, firefighting equipment, communication etc. (CONTINUITY AND CHANGE)
- Identify and describe some causes and results of historical events studied in the past by looking at how the fire may have started and why it spread so quickly (CAUSE AND CONSEQUENCES)
- Identify, and suggest reasons for, similarities and differences in life in London today and the past (SIMILARITY AND DIFFERENCE)
- Suggest reasons for some changes in the past being important. Consider how we try to protect people from fire such as the Great Fire of London from what has been learnt (SIGNIFICANCE)
- Question and infer from a range of historical sources - artefacts and images - understanding that this process is part of finding out about the past (EVIDENCE - historical enquiry)
- Identify different ways in which the past is represented by looking at the images and writing to consider how they might tell us about aspects of the world now and in the past (HISTORICAL INTERPRETATIONS)
- Make links between historical changes and events studied (MAKING CONNECTIONS)

Key Vocabulary

City, London, materials, drought, bakery, fat ball, Catholic, immigrant, diary, artist, fire fighter, monument, century, chronology

Key Facts

- Between 2-5 September in 1666 a fire began in London. The fire was so big that it was called the **Great Fire of London**. The fire lasted four days, and burned down over 13,000 homes, **87 churches and even St. Paul's Cathedral**. Many people went to St Paul's to escape the fire because it was made of stone but the roof was made of wood.
- The fire began in a bakery in Pudding Lane. **The huge fire began early in the morning in a tiny bakery on Pudding Lane** owned by a man called Thomas Farriner. Some believe that he had forgotten to put out the fire in his oven the night before. Because the fire destroyed so much, some people thought that someone meant to start it, not that it was an accident in a bakery. Some blamed a boy for shooting a **fat ball** into the bakery. Some blamed **French and Dutch immigrants** in London because England had been at war with France and Holland. Some blamed the **Catholics** who were supporting the Pope because King Charles was not a catholic.
- Before the fire began, there had been a **drought** in London that lasted for 10 months, so the city was very dry. It was also very windy which caused the fire to spread.
- In 1666, many people had houses made from **wood and straw**, which burned easily. Houses were also built very close together. Houses were unevenly built with the second floor being larger than the first floor.
- We know what happened during the fire because people back then wrote about it in **letters and newspapers** – for instance, Samuel Pepys wrote about it in his **diary**.
- **Artists** who were alive in 1666 painted pictures of the fire afterwards, so we know what it would have looked like if we had been there too.
- **Fire fighters** didn't have fire engines or large fire hoses in the 1660s – water was carried water in leather buckets, water was squirted through a big syringe (like a squirt gun), and burning buildings were pulled down with long metal hooks..
- People whose homes had burned down lived in tents in the fields around London while buildings were rebuilt. They used boats to escape the burning city. People buried their expensive belongings such as wine and cheese underground and some transported their belongings using a horse and cart.
- When the houses and shops that had been destroyed in the fire were being rebuilt, people thought it would also be a good idea to build a **monument** to remember the Great Fire of London. It has a bronze sculpture on the top to look like flames.
- The first proper London Fire Brigade was created in 1866, 200 years after the Great Fire.

Cross curricular opportunities

Reading: The Great Fire of London (Take One Book)

Writing: Chronological report

Music: BBC Teach [The Great Fire of London](#)

Art: Collage and paintings

DT: Model houses

Useful websites / resources

- Books about the [fire of London](#)
- <https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/great-fire-london/story-great-fire-london/>

Teaching sequence (outline)

Introduction

- Start by making reference to the class time capsule. What do the children know about the past? What do they remember from their own past?
 - Show children a timeline. Add today to the timeline, the year children were born and a few other events.
 - Introduce new topic through artefacts / pictures / video / clues
 - Add The Great Fire of London to the timeline
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- Introduce the question – Why is this significant known as the Great Fire of London?

- What do we know about the Great Fire of London? Show the children an artist's impression of the Great Fire of London. Pose some questions to encourage the children to notice carefully. Encourage them to discuss in pairs. Record suggestions from the class. Ask children to annotate the artist's impression with notes
- When did the fire start? Draw children's attention to the fire in the picture. Tell them that there was a great fire in London in 1666. Show this time on a timeline. Work out how many years ago this was.
- Why was the fire so great? Explore the word great – it was such a big fire that had spread so quickly – why? Show the children a photo/s of London today, including the River Thames and St Paul's Cathedral. Pose some questions to encourage the children to notice carefully. Ask the children to notice similarities and differences from the past and present. Show them what they used to fight the fire and what we use today. Draw their attention to the differences. Explain that they are from different times in history – 1666 and today. Compare changes.
- How do we know about the fire? Read an extract from Samuel Pepys' diary. Ask the children to discuss what Samuel has found out. Look up the difficult words to find out what they mean. Re-read.
- Ask children to imagine they are news reporters and role-play reporting Pepys' account.
- Why did the fire spread so quickly? Share some different sources that tell the story of the Great Fire of London (pictures, internet search information, history book etc.) Ask children to identify the similarities to find out how the fire started and spread so quickly – the causes and consequences.
- Replicate the situation with model houses made from boxes. Experiment with using brick houses or gaps between houses. Watch what happens when a fire is started (consider H&S).
- Who was to blame for the great fire? In pairs read the various accounts about who might be responsible for the fire. Share the accounts in small groups – what is your opinion? Debate/ P4C.
- Ask children to write and justify who they think was to blame the fire, using pictures/sentences/quotes from the sources.
- Ask children to write their own imaginary diary entry about witnessing the fire.

Assessment questions

Can children give their opinion about why the event is known as the Great Fire of London? Can they give a reason for their opinion? Can children use appropriate vocabulary to describe the fire? Can children make suggestions for how they could find out more about the great fire?

Do children know how we know about the great fire today? Can children describe the events in chronological order? Can children ask questions about the fire?

Do children understand the term 'past'? Can children order the event on a time line? Can children order other events on a timeline?

Can children recognise differences between houses today and in the past? Can children find similarities and differences in the way fires were fought? Can children sort photos of London today and in the past?

Can children identify similarities between old and new objects?

Celebration

Add key aspects of learning to class time capsule

A Living History day where children organise a museum gallery to teach their peers and families about their enquiries.

Y3 World History

Ancient Egypt



Overview

A unit, which explores the achievements of one of the earliest civilisations - Ancient Egypt. The civilisation spans 3000 years of recorded history, from around 3000 BC to 30 BC. Children carry out an enquiry to consider what they can learn about beliefs about life and death by exploring the tombs of the Ancient Egyptian pharaohs. They learn about worship of the pharaoh as a god-king; a belief in a range of shared gods and an afterlife; archaeology being the key to our knowledge of Ancient Egyptian civilisation; accounts of Ancient Greek travellers to Egypt of what they saw there; the uncovering of the Rosetta Stone by Napoleon's soldiers in 1798 which was a key event, for it contained information written in three different scripts: hieroglyphs, demotic and Greek. In addition, the children learn about the central importance of the Nile, and the great scientific knowledge of the Ancient (astronomy, geometry, engineering and surgery). Children will gain an overview of other ancient civilizations and their significance to history. A workshop teaches the children about life in this period of time and engages the children in archaeological study of artefacts. Pupils will add to their class time capsule.

Objectives

- Know the length of Ancient Egypt's history, including the intermediate periods, when weakness and/or civil war disrupted the kingdom. Understand that during that time, and despite changes and variations, Egypt retained a distinctive and continuous civilisation (CONTINUITY AND CHANGE)
- Identify and describe some causes and results of historical events studied in the past by looking at how the rituals of death were influenced by beliefs about life (CAUSE AND CONSEQUENCES)
- Identify, and suggest reasons for, similarities and differences in life in Egypt today and the past (SIMILARITY AND DIFFERENCE)
- Suggest reasons for how the past is important to today. Consider how we have built upon the scientific, technological, mathematical and engineering knowledge of the Ancient Egyptians. (SIGNIFICANCE)
- Question and infer from a range of historical sources - artefacts and images - understanding that this process is part of finding out about the past (EVIDENCE - historical enquiry)
- Identify different ways in which the past is represented by looking at images, writing and artefacts to consider how they might tell us about aspects of the world now and in the past. How have interpretations differed? (HISTORICAL INTERPRETATIONS)
- Make links between historical changes and events studied and gain an overview of other ancient civilizations. (MAKING CONNECTIONS)

Key Vocabulary

Nile, afterlife, mummification, tomb, pyramid, pharaoh, embalming, sarcophagus, canopic, God-King, obelisk, scarab, papyrus, hieroglyphs, inundation, irrigation, Delta, drought, flooding, shaduf, Archimedes' Screw

Key Facts

- How do we know about Ancient Egypt?

Archaeologists, like Howard Carter, discovered Ancient Egyptian tombs filled with artefacts that tell us a lot about the Ancient Egyptians: mummies, jewellery, furniture, clothing, food, writing, drawings etc.

- Why did the Ancient Egyptians build pyramids?

In the Old and Middle Kingdoms (2628-1638 BC), Egyptian kings were buried in pyramids. The pyramids are the stone tombs of Egypt's kings - the Pharaohs. The tombs were designed to protect the buried Pharaoh's body and his belongings. About 50 royal pyramids have survived. They were built on the desert edge, west of the ancient capital of Memphis. Poor Egyptians were buried in the sand.

- What objects did they put in Egyptian Tombs?

Ancient Egyptians were buried with their belongings and the tomb walls were painted with scenes from the dead person's life. The objects included furniture, games and even food was placed in the tombs for the long After Life journey!

- What is the afterlife?

The Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so their families would put those things in their graves. Egyptians paid vast amounts of money to have their bodies properly preserved so they could use them in the afterlife. Therefore, they were made into mummies. Egyptians who were poor were buried in the sand whilst the rich ones were buried in a tomb.

- What are mummies?

A mummy is the body of a person (or an animal) that has been preserved after death. Any Egyptian, who could afford to pay for the expensive process of preserving their bodies for the afterlife, could be mummified.

- What was the name of the process the Egyptians used to preserve their bodies?

It was called mummification. Mummification took a very long time, from start to finish; it took about 70 days to embalm a body. The priest in charge would wear the mask of a jackal representing the god Anubis.

The body was washed and purified

Organs were removed. Only the heart remained.

The body was filled with stuffing.

The body was dried by covering it with a substance called natron*. This substance absorbed all the moisture from the body.

After 40 - 50 days the stuffing was removed and replaced with linen or sawdust.

The body was wrapped in strands of linen and covered in a sheet called a shroud.

The body was placed in a stone coffin called a sarcophagus.

The mummy was now ready for its journey to the afterlife.

- What is natron?

Natron is a natural salt, composed of sodium carbonate and sodium bicarbonate with traces of sodium chloride and sodium sulphate. It was used by the ancient Egyptians to dry out the bodies.

- What are canopic jars?

Canopic Jars were used by ancient Egyptians to hold mummified remains. During the mummification process, the organs of the human body were removed and preserved separately in canopic jars. The person's liver, intestines (guts), lungs and stomach were placed in canopic jars. Each organ was placed in a special jar with a top representing an animal or human head. The canopic Jars were decorated with the heads of the four sons of Horus.

- Why did the Egyptians not remove the heart?

The heart was left inside the body because the Egyptians believed that in the afterlife it would be weighed to see whether the person had led a good life. The Egyptians thought the heart was the centre of intelligence and emotion.

- Who was the god of mummification?

Anubis was the god of mummification. He had a human body and the head of a jackal. His job was to prepare the bodies of the dead to be received by Osiris.

Cross curricular opportunities

Reading: The Curse of King Tut's Tomb (MyON)

Writing: Instructional text (How to mummify a pharaoh)

Geography: The central importance of the Nile to settlements in Egypt

Art: Paintings and pottery

DT: Jewellery

Useful websites / resources

- Books about the Ancient Egypt on [MyON](#)
- History Association - [Ancient Egypt](#)

Teaching sequence (outline)

Introduction

- Start by making reference to the class time capsule. What do the children know about the past? What have they learnt so far about the past?
- Introduce new topic through artefacts / pictures / video / clues
- Show children a timeline. Demonstrate the length of Ancient Egypt's history by marking out the different periods, including the intermediate periods, when weakness and/or civil war disrupted the kingdom. The timeline should be a living, growing visual record, with pharaohs and events being added as you study them (see appendices). Add today to the timeline, the year children were born and a few other events.
- Introduce the question – What can we learn about life and the beliefs of the Ancient Egyptians from studying their tombs? Using the Mantle of Expert approach, engage the children in research to become experts and share their learning through a letter inviting them to carry out an excavation and prepare a museum room to teach others about the Ancient Egyptians.
- Investigate who the Ancient Egyptians were? Gather information from what the children already know. Using information books and artefacts encourage children to find out more. Prompt their research with questions: What did the Ancient Egyptians believe? Who were their Gods? What are they best known for? What exists today to tell us about them? Children share their learning.
- Investigate where the Ancient Egyptians lived. Look at maps from Ancient Egypt and today. Locate the Nile - its source/mouth. What is the significance of the Nile to settlement there?
- Dig deeper. Investigate further Ancient Egyptian beliefs and death rituals. Find out about tombs, mummification, the afterlife, pyramids, excavation and interpretation. What can the children find out about the beliefs behind their practices? Children record their research in different ways. Ask the children to build their own pyramid - to list the items they would take into the after-life and why. This helps children to make connections.
- How do archaeologists find out and interpret the past? Engage the children in some activities, which encourage them to behave as an archaeologist. Children search / dig for clues and artefacts and try to

interpret what they can learn about Ancient Egyptian beliefs and rituals linked to life, death and after-life. They use books and websites to help them.

- Children learn about how the Ancient Egyptians communicated their thoughts, ideas and feelings - by looking at hieroglyphics and learning about the Rosetta Stone. Explain how the Rosetta stone was found - a stone with three scripts: hieroglyphs, demotic and Greek. Until this was discovered, no one knew that hieroglyphs were communicating a language. This became a key to interpreting the language of hieroglyph. Children experiment with writing messages in hieroglyphs.
- Think about the Ancient Egyptians' lives. Where did they live? What did they wear? What work did they do? What did they do for pastimes and pleasure? What did they drink? Think about Ancient Egyptian jewellery and its symbolism. Plan for the children to make some jewellery.
- Plan for the children to showcase their learning as a museum room. Children prepare presentations, leaflets, artefacts, games, learning activities to inform visitors when they visit.

Assessment questions

Can children explain what they have learned about life and the beliefs of the Ancient Egyptians from studying their tombs? Were the Egyptians a civilised society? Can they give a reason for their opinion? Can children use appropriate vocabulary to describe the beliefs of the Ancient Egyptians? Can they recall some key facts about the Ancient Egyptians? Can children make suggestions for how they could find out more about Ancient Egyptian life and beliefs?

Do children know how we know about the Ancient Egyptians today? Can children describe the significance of mummification? Can children ask questions about death and the afterlife?

Do children understand the term 'past'? Can children order the event on a time line? Can children order other events on a timeline?

Can children recognise differences between life in Egypt today and in the past? Can children see similarities and differences in the way people live their lives? Can children sort photos of Egypt today and in the past?

Can children identify similarities between old and new artefacts?

Celebration

Add key aspects of learning to class time capsule

A Living History day where children organise a museum gallery to teach their peers and families about their enquiries.

Y4 British History

Stone Age to the Iron Age



Overview

A unit, which explores the changes in Britain between the different ages: Stone Age, Bronze Age and the Iron Age with a focus on the life of the Celts. Children carry out an enquiry to consider what they can learn about the way the Celts lived their lives and whether they were peaceful tribes or fearsome warriors as depicted in modern day accounts. They learn about Celtic settlements and hill forts, the role of women in the tribes, who they worshipped and what daily life looked like. Evidence is sourced from the artefacts discovered and what this may tell us about how they lived their lives, accounts from Roman scholars and modern day opinions. Children will learn that prehistory is difficult to find out about because of the lack of reliable evidence. A local visit to a Celtic camp teaches the children about life in this period of time. Pupils will add to their class time capsule.

Objectives

- Recognise the different periods of history on a timeline and how each age differed from the next. (CONTINUITY AND CHANGE)
- Identify similarities and differences between the Stone Age and Iron Age (SIMILARITIES AND DIFFERENCES)
- Explain the significance of the tribal nature of Celtic life. Look at the symbols for each Celtic tribe and what they mean (SIGNIFICANCE)
- Investigate the mystery of Maiden Castle and why the hillfort is of importance in finding reasons to why the Celtic people were seen as fearsome warriors (CAUSE AND CONSEQUENCES)
- Question and infer from a range of historical sources - identify different artefacts and what they can tell us about how the Celts lived their lives (EVIDENCE - historical enquiry)
- Discuss the reasons for the lack of evidence about the Celtic people - prehistory - and look at the reliability of sources from Roman and Greek writers (HISTORICAL INTERPRETATIONS)
- Make links between historical changes and events studied including other periods of history during this time: Ancient Egypt, Romans, Greeks (MAKING CONNECTIONS)

Key Vocabulary

Celts, roundhouse, hillfort, iron age, tribes, woad, warriors, armour, clans, ancestors, nomadic, harvest, traders, Druids, fearsome, peaceful.

Key Facts

The Celts Are NOT from Ireland or Scotland - Despite the fact that the term 'Celtic' has become synonymous with people of Scottish or Irish origin, the Celts were actually from an entirely different part of Europe originally. The Celts do not really become part of historical record until the 5th Century BC although they were encountered by the Greeks the previous century. By the time they are mentioned in historical texts, the Celts had already spread out across Spain, France and a number of countries in Europe's 'Alpine' region (*Austria and Switzerland among others*). According to many scholars however, the Celts originated from Western Mid-Europe as part of the Urnfield Culture, which began in 1300 BC.

The Celts Did Not Leave Behind Written Accounts

There is little evidence of any Celtic writing system; although there are some fragments of text, there is not any real documentation of past events. In *De Bello Gallico*, Caesar wrote that the druids did not want to trust their learning to writing even though they did use Greek script for their other writings. Instead, the Celts maintained an oral tradition of learning which was maintained by druids and scholars for hundreds of years. In the Celtic world, learning things by heart was deemed to be a great virtue. Archaeologists have found remnants of inscriptions in languages such as Greek and Latin at Celtic settlements however; most of the written accounts of the Celts came from Greek and Roman sources who were naturally biased since they perceived the Celts as the enemy. This is why we have so many documents, which claim the Celts were savages; given the source of this information, we need to take these statements with a pinch of salt. We also get a good idea of what Celtic society is like through artwork.

Celtic Language Survived After Roman Conquest

At one time, it was assumed that Celtic tribes had their languages phased out once the Romans conquered them. This is far from the truth as modern versions of Celtic languages are spoken today although Manx and Cornish are no longer extant; Manx for example was classified as being extinct as a first language in 1974. Ancient Celtic languages such as Pictish, Lusitanian, Celtiberian and Lepontic are no longer spoken today but may have survived for several hundred years after Celtic tribes were 'Romanised'. In fact, Celtic languages were spoken until the Middle Ages but began to decline because of the lack of unity between Celtic people. There were a number of disparate groups, which fought each other. As the Celts divided, the united Anglo-Saxons managed to stamp their culture across the Celtic tribes.

The Celts Loved To Trade

In around 600BC, the Greeks established the trading colony of Massalia (*Marseilles*) which paved the way for trading relations with the Celts. The ancient tribes finally got to sample exotic Greek goods such as olive oil and grapes but the most popular import at that time was wine. The Celts probably traded items such as furs, tin, salt and amber, which were gratefully received by the Greeks as these items, were rare in the Mediterranean.

The Celts Created A Road Network Before The Romans

The early Celts created a trading centre of their own near the source of the Danube river in 625BC. It was the most important trading location in the Celtic world for around 150 years; by 450 BC, the Celts expanded their trading network throughout Europe and traded in luxury goods. At this time, the Celts created the famous Tin Road, which began in Massalia and spread to Britain and the Amber Road through the Moravian Gate into modern day Danzig.

Yet this road building skill was not only used for long distance trade; historian Graham Robb analysed the positioning of Celtic towns in Ireland, France and Britain and found the Celts had positioned them deliberately to mirror the paths of their Sun God in what has now been called the 'most accurate map in the ancient world'. The Romans probably based their road building on what the Celts did and with a lack of written language to outline their achievements, what they did was lost in the mists of time (*and Roman propaganda!*)

The Celts Were Not Primitive Savages

As we mentioned above, the Romans, Greeks and other sources depicted the Celts as primitive savages, which is effectively an outright lie. As you can see above, the Celts were able to create a sophisticated and advanced trading network before the Romans themselves achieved such a feat.

While the Romans had the Julian calendar, the Celts had the Coligny Calendar; it was given the name because it was found in Coligny, France in 1897. It is comprised of a variety of metal pieces covered with markings including numbers, lines and holes. It took the world's best scholars approximately a century to unlock the secrets of this Celtic calendar.

In 1989, it was determined that the finding was a lunar-solar calendar, which calculated the time of the year based on moon and sun cycles. The calendar could predict the position of the sun months in advance, in what is a remarkably accurate timepiece. In fact, it is even more accurate than its Roman counterpart, which is 'wrong' by 11.5 minutes every year.

The Celts Were Wealthy

There was a very good reason why Julius Caesar embarked on the Gallic Wars; he wanted money! While the legendary general claimed he was just pushing back barbaric boundaries, historians believe his main goal was to get his hands on the astonishing gold deposits found in Celtic Gaul. Caesar was heavily in debt and this military conquest was perfect as it also boosted his political career. It was once assumed the Celts acquired gold jewellery and coins through trade but they had their own gold mines; there were 400 of them in Gaul alone with countless more dotted across the Celtic landscape.

They Were Well Groomed

Again, Roman sources claimed the Celts had long hair, were unshaven and in general, were very dirty and scruffy. In fact, the Celts did not have a single 'style' as it differed from tribe to tribe. It is believed some Celts wore Mohawk hairstyles,

presumably to frighten opponents while freemen and commoners that owned land did typically have long hair. Archaeological excavations have uncovered a host of hair ornaments including hollow golden balls, combs and hairpins. Yet there is also evidence of Celtic men who were clean-shaven with short hair. In terms of hygiene, it is now believed the Celts introduced soap to the Romans! They regularly bathed and for some tribes, it was mandatory for warriors to have a bath before their evening meal.

They Developed Iron Weapons Before Their Rivals

This is one of the main reasons why they were able to create an empire of sorts in Europe prior to their encounters with the Romans. The Proto-Celtic Hallstatt Culture was among the first groups of people to create swords made of iron; the use of this metal for weaponry became widespread by the 6th Century BC.

Iron replaced bronze, which was an inferior material. We do not really know just how much of an advantage this gave the early Celts as iron swords were in use across Europe by the 5th Century BC. Yet even if their rivals did have iron weapons, they seemingly did not perfect the art to the same extent as the Celts and this probably gave the marauding tribes an early advantage, which they seized.

They Were Excellent Warriors

We already know the Celts liked a fight but it is often assumed they were ill disciplined compared to their Roman counterparts. However, the Celts were actually very well trained and more than a match for any army, they came across. Such was their reputation for fighting that King Ptolemy II of Egypt enlisted the help of Celtic mercenaries during the 3rd Century BC. However, they were a little bit too good for Ptolemy's liking; he feared they would turn on him so he had them shipped to a deserted island in the Nile!

One of the reasons why the Celts ultimately lost to the Romans was due to a lack of unity as opposed to a lack of combat training. It was common for Celtic tribes to fight among themselves and this enabled the unified Romans to band together and defeat a dangerous foe.

The Celts did NOT fight naked! They actually used metal plates, chain mail and leather padding as armour.

Cross curricular opportunities

Reading: Take One Book - The Secrets of Stonehenge/ Harp of Dagda

Writing: Information text on Celtic Life

Geography: locating the different tribes in Celtic times across Europe

Art: weaving, Celtic symbols.

DT: bracelet making

Useful websites / resources

- <https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/stone-age-to-iron-age/> (Log in required)
- Myon - Celtic Myths and Legends
- <https://www.history.com/topics/ancient-history/celts>

Teaching sequence (outline)

- Start by making reference to the class time capsule. What do the children know about the past? What have they learnt so far about the past? Find links between the different periods of time studied so far.
- Introduce new topic through artefacts / pictures / video / clues
- Show children a timeline. Demonstrate the length of this period of time compared to history in the AD. Explain that this period of history is called 'prehistory' as there is little written evidence of this time. Add today to the class timeline, the year children were born and a few other events.
- Introduce the question – The Celts: Peaceful tribes or fearsome warriors? Explore the words peaceful, tribes, fearsome and warriors.
- Investigate who the Celts were. Find out where the Celts came from and use the map of Europe to locate tribes across the continent.
- Explore the importance of the tribal system and their use of symbols. Why were these symbols used and what was their significance?
- Investigate the similarities and differences between the Stone Age, Bronze Age and Iron Age. What stayed the same and what changed? Why did these changes happen?

- Explore images of artefacts from these ages and what they tell us about life at this time. How do historians find out about the past and why is it difficult with the Celts? Discuss how written accounts give historians another view of life at that time.
- Research how the Celts fought and what they wore to battle. Why did they fight so much? How do we know this? Explore the idea that the opinion of Celts as fearsome warriors may be a modern idea and based on Roman accounts who were their enemy.
- Use a local visit to a Celtic camp to experience what everyday life would be like for the Celts.
- The mystery of Maiden Castle - children try to uncover the truth about why so many people died at this Celtic hillfort. They use the clues to try to explain what happened and why.
- Debate whether the evidence demonstrates that the Celts were peaceful tribes and fearsome warriors? Create a written argument about what they believe linking to evidence from the sequence.
- Plan for the children to showcase their learning as a museum room. Children prepare presentations, leaflets, artefacts, games, learning activities to inform visitors when they visit.

Assessment questions

Can children explain what they have learned about the similarities and differences between the Stone Age and the Iron Age?

Can children use different sources of evidence to explain what the Celts were like? Can they explain why some pieces of evidence may not be reliable?

Were the Celts fearsome warriors or peaceful tribes?

Why is it difficult to find out about this period of history?

Do children understand the term 'past'? Can children order the event on a timeline?

Can children order other events on a timeline?

Celebration

Add key aspects of learning to class time capsule

A Living History day where children organise a museum gallery to teach their peers and families about their enquiries.

Y5 World History

Ancient Greece



Overview

A unit, which explores Greek life and achievements and their influence on the western world. It considers the legacy of Greek culture (art, architecture or literature). In this unit, children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations, they find out about the city-states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period.

The second part of the unit focuses on the continuing legacy of Ancient Greeks, and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilizations and societies they have studied.

The emphasis throughout the unit is on developing the children's skills of **historical enquiry** including how evidence is used to make historical claims, and on developing their understanding of historical concepts such **continuity and change**, **similarity and difference**, and **significance**.

There is an article to accompany this unit and written specifically to help teachers who are teaching the Ancient Greeks for the first time: Teaching the Ancient Greeks by Jerome Freeman and Jon Nichol (<https://www.history.org.uk/primary/resource/8683> - on the drive in articles folder)

This unit is structured around 2 sequential history enquiries:

1. How can we find out about the civilization of Ancient Greece?
2. Can we thank the Ancient Greeks for anything in our lives today?

A workshop teaches the children about life in this period of time and engages the children in archeological study of artefacts. Pupils add to their class time capsule.

Objectives

- Learn about the location, physical features and climate of modern Greece / locate Ancient Greece, Athens and Sparta on a map / learn to place Ancient Greece in time
- Know that Ancient Greece consisted of city states and how that changed (CAUSE AND CONSEQUENCES)
- Carry out research using secondary sources of written information (HISTORICAL INTERPRETATION)
- Identify some of the similarities and differences between life in Athens and Sparta (SIMILARITY AND DIFFERENCE)
- Infer information from artefacts / archaeological sites about what life was like in Ancient Greece but considering the utility and limitations of using artefacts in isolation from other historical sources (EVIDENCE - historical enquiry)
- Learn to select and combine information from different sources about life in Ancient Greece

- Produce structured work making appropriate use of dates and terms - selecting and sequencing information to show some understanding that aspects of the past have been represented and interpreted in different ways (HISTORICAL INTERPRETATION)
- Use different sources to identify the most important achievements of Alexander the Great giving reasons (SIGNIFICANCE)
- Use a range of sources to find out about life in Ancient Greek schools and make inferences to describe similarities and differences from the past and give reasons for some of these (SIMILARITY AND DIFFERENCE)
- Use written sources to make inferences about the influence of the Ancient Greek language on modern English (SIGNIFICANCE)
- Use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter (SIMILARITY AND DIFFERENCE)
- Understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today (CONTINUITY AND CHANGE)

Key Vocabulary

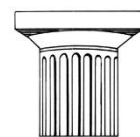
Acropolis (the citadel in ancient Greek towns), Aegean (of or relating to or bordering the Aegean Sea), Aesop (Greek author of fables -circa 620-560 BC), agora (the marketplace in ancient Greece), amphora (an ancient jar with two handles and a narrow neck), aristocracy (a privileged class holding hereditary titles), Aristotle (one of the greatest of the ancient Athenian philosophers), assembly, Athens (named after Athena), citizen, city-state (a state consisting of a sovereign city), classical (characteristic of the ancient Greek culture), colony, (a geographical area controlled by a distant country), column, comedy, Deity (a supernatural being worshipped as controlling the world), democracy (a political system in which power lies in a body of citizens), discuss, drachma (formerly the basic unit of money in Greece), drama, epic (a long narrative poem telling of a hero's deeds), fable (a short moral story), frieze (an ornament consisting of a horizontal sculptured band), Home (ancient Greek epic poet who is believed to have written the Iliad and the Odyssey - circa 850 BC), isthmus (a narrow strip of land connecting two larger land areas), javelin, monarchy, Olympics, Olympus (a mountain peak in northeast Greece near the Aegean coast), oracle (an authoritative person who divines the future) oration (an instance of formal speaking), orator (a person who delivers a speech), peninsula, Pericles (Athenian statesman whose leadership contributed to Athens' political and cultural supremacy in Greece; he ordered the construction of the Parthenon - died in 429 BC), phalanx (a body of troops in close array), philosophy, Plato (ancient Athenian philosopher), polytheism (belief in multiple gods), slavery, Socrates (ancient Athenian philosopher; teacher of Plato), Sparta (an ancient Greek city famous for military prowess), symposium (a meeting for the public discussion of some topic), temple, tragedy, tyrant (in ancient Greece, a ruler who had illegally seized power)

1. The first great civilization in Greece was the **Minoan** culture on the island of **Crete**, around 2000 B.C. In 1450 BC the **Minoans** were conquered by the **Myceneans** from the mainland. We mainly focus in on the period known as the 'Classical Golden Age', 500 BC to 323 BC, which marked the height of Ancient Greek civilization and power. The Ancient Greek Empire spread from Greece through Europe as the Greeks started to split their land into city-states, each with its own laws, customs and rulers.
2. During ancient times, the country was divided into city-states ruled by noblemen. The largest were **Athens**, **Sparta**, Thebes and Corinth. Each state controlled the territory around a single city, and they were often at war with each other. Athens became the most powerful city-state and in 508 BC, the people instituted a new system of rule called democracy. During that time, only men were allowed to vote, however, **democracy** in ancient Greece served as one of the first forms of self-rule government in the ancient world. The



system and ideas employed by the ancient Greeks had profound influences on how democracy has developed in the world.

3. The Ancient Greeks had many stories to help them learn about their world. The gods featured heavily in these tales, and so did mythological monsters – like **Cerberus**, a three-headed dog that guarded the gates to the underworld; **Medusa**, a slithery sorcerer whose look could turn people to stone; and the **Cyclops** who had one eye in the middle of its forehead. These tales are known as Greek mythology.
4. The Ancient Greeks held many festivals in honour of their gods. To celebrate the god **Zeus**, for example, the first **Greek Olympics** were held in the city of Olympia in 776 BC and are thought to have inspired our own Olympic Games. The city-states were often at war, but just before the Olympics, a truce would be called so that everyone could travel to Olympia safely. Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. But those taking part in the wrestling event had to be the toughest, as there were hardly any rules – and they had to compete naked. The winners of each event were given a wreath of leaves, and when they returned home, they would be given free meals and the best seats in the theatre.
5. Greek pots, statues and friezes are important because they tell us so much about how life was in Ancient Greece. Pots came in all sorts of shapes and sizes depending on their purpose, and were often beautifully decorated with scenes from daily life. Sometimes these scenes reflect what the pot was used for. The Greeks believed that the goddess **Athena** invented the potter's wheel.
6. A famous legend tells how, in 1180 BC, the cunning Greeks conquered the city of **Troy** – by hiding inside a giant wooden horse! The horse was left outside the city's walls and, thinking it a gift, the people of Troy wheeled it inside... only for the sneaky Greek soldiers inside to creep out and seize the city!
7. The way children were educated was different in each city-state. In Sparta, reading and writing was unimportant. Boys learned to be good fighters. In Athens, citizens had to be educated to take part in voting in the Assembly. Athenian boys also went to 'wrestling school' each day, to learn many sports, not just wrestling. They had to be fit, to fight in the army. Greek schools were small. They had only one teacher and about ten or twenty boys. The schools were not free and so only the rich could really afford to send their children to school. The children did not need much school equipment, as they had to learn everything off by heart. When they needed to, they wrote on wooden boards covered with layers of wax. They used a wooden pen called a stylus with a sharp end for writing and a flat end for 'rubbing out'. The wax was melted and reapplied from time to time. Education was also different for boys and girls. Boys were educated to become good citizens and take part in the public life of the city-state. Girls were educated in housekeeping and how to look after the family.
8. The Ancient Greeks had a unique style of architecture that is still copied today in government buildings and major monuments throughout the world. Greek architecture is known for tall columns, intricate detail, symmetry, harmony, and balance. The Greeks built all sorts of buildings. The main examples of Greek architecture that survive today are the large temples that they built to their gods. The Greeks built most of their temples and government buildings in three types of styles: Doric, Ionic, and Corinthian. These styles were reflected in the type of columns they used. Most all of the columns had grooves down the sides called fluting. This gave the columns a feeling of depth and balance. Doric - **Doric** columns were the simplest and the thickest of the Greek styles. They had no decoration at the base. Doric columns tapered so they were wider on the bottom than at the top. Ionic - **Ionic** columns were thinner than the Doric and had a base at the bottom. The capital at the top was decorated with scrolls on each side. **Corinthian** - The most decorative of the three orders was the Corinthian. The capital was decorated with scrolls and the leaves of the acanthus plant. Greek temples were grand buildings with a simple design. The outside was surrounded by a row of columns. Above the columns was a decorative panel of sculpture called the frieze. Above the frieze was a triangle shaped area with more sculptures called the pediment. Inside the temple was an inner chamber that housed the statue of the god or goddess of the temple. The most famous temple of Ancient Greece is the Parthenon located on the Acropolis in the city of Athens. It was built for the goddess Athena. The Parthenon was built in the Doric style of



DORIC



IONIC



CORINTHIAN

architecture. It had 46 outer columns each 6 feet in diameter and 34 feet tall. The inner chamber contained a large gold and ivory statue of Athena.

9. Ancient Greeks invented the theatre. They loved watching plays, and most cities had a theatre – some big enough to hold 15,000 people. Only men and boys were allowed to be actors, and they wore masks, which showed the audience whether their character was happy or sad. Some of the masks had two sides, so the actor could turn them around to change the mood for each scene.
10. The Greeks had some strange superstitions about food – some would not eat beans as they thought they contained the souls of the dead! The land in Greece was not very good for farming so they had to make sure they grew a lot in the small plots. Most of the population were farmers who had their own holdings. They would grow enough for their families to survive, and trade or sell any extras in the local markets. These plots of land would be passed down to the sons in the family. Wheat and barley were the most commonly grown crops for making porridge and bread. Olive trees were grown and pressed for olive oil. In addition, grape vines were farmed to make wine. Wheat, barley, olives, and grapes were four of the top crops of ancient Greece. However, they grew a variety of fruits and vegetables, too.

Cross curricular opportunities

Reading: Read Greek myths and legends / non-fiction books on MyON e.g. The legend of Troy, Jason and the Argonauts; Theseus and the Minotaur; Pandora's box; Persephone in the Underworld.

Writing: Write non-chronological reports

Maths: Thales studied geometry and discovered theories (such as Thale's theorem) about circles, lines, angles, and triangles. Another Greek named Pythagoras also studied geometry. He discovered the Pythagorean Theorem which is still used today to find the sides of a right triangle. Read more at:
https://www.ducksters.com/history/ancient_greece/science_and_technology.php

Science: The Greeks applied their skills in math to help describe the stars and the planets. They theorized that the Earth may orbit the Sun and came up with an accurate estimate for the circumference of the Earth. They even developed a device for calculating the movements of the planets, which is sometimes considered the first computer.

Read more at: https://www.ducksters.com/history/ancient_greece/science_and_technology.php

The Greeks loved to study the world around them and this included living organisms. Aristotle studied animals in detail and wrote down his observations in a book called the History of Animals. He heavily influenced zoologists for years by classifying animals according to their different characteristics.

Geography: Looking at maps of Ancient Greece and Greece today

DT/Art: Make pots from clay or papier mache

Inventions: While the Greeks loved to observe and study the world, they also applied their learning to make some practical inventions. Here are some of the inventions that are typically attributed to the Ancient Greek: Watermill - A mill for grinding grain that is powered by water. The Greeks invented the waterwheel used to power the mill and the toothed gears used to transfer the power to the mill. Alarm Clock: The Greek philosopher Plato may have invented the first alarm clock in history. He used a water clock to trigger a sound like an organ at a certain time. Central Heating: The Greeks invented a type of central heating where they would transfer hot air from fires to empty spaces under the floors of temples. Crane: The Greeks invented the crane to help lift heavy items such as blocks for constructing buildings. Archimedes' Screw: Invented by Archimedes, the Archimedes' screw was an efficient way to move water up a hill.

Computing: Create presentations / films to inform people about the Ancient Greeks

Music: Greek music

Useful websites / resources

- Books about the Ancient Greeks - MyON
- History Association - Article: Teaching the Ancient Greeks

- Images of modern Greece e.g. maps, postcards, brochures and/or access to some preselected Internet sites.
- A large timeline covering the chronological framework for KS2 history.
- A large map of Ancient Greece and surrounding countries. Information about life in Athens and Sparta e.g. BBC Schools Primary History website (Ancient Greece) or the British Museum website for Ancient Greece
- Photographs of Ancient Greek pottery and statues
- Photographs and plans of Ancient Greek archaeological sites such as temples, theatres.
- British Museum Online Resources <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece> BBC Primary History Teacher's Resources http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/greek_world/teachers_resources.shtml
- BBC Bitesize website: CLIP - What did the Greeks do for us? <https://www.bbc.com/bitesize/clips/z9kmhv4>
- Greeks and maths <https://www.youtube.com/watch?v=y1IldkoIn0Y> <http://www.mathematicshed.com/maths-myths-and-legends-shed.html>
- Copies of the story of Alexander the Great / images of Alexander the Great from Ancient Greek statues, friezes, and pottery.

Teaching sequence (outline)

- Start by making reference to the class time capsule. What do the children know about the past? What have they learnt so far about the past? Find links between the different periods of time studied so far.
- Introduce new topic through artefacts / pictures / video / clues

Part 1

- **Who were the Ancient Greeks?** The purpose of these activities is to put Ancient Greece into its proper geographical and historical context and help the children understand how this ancient civilisation fits into the broader chronological framework they have been studying during KS2.
- Start by giving the children sources containing images of modern Greece e.g. maps, postcards, brochures. Ask them what these images tell us about some of the key features of Greece and its location – mainland Greece and its numerous islands, the physical features, climate etc.
- Ask the children to locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied. Also use this to get across the longevity of Ancient Greece and then focus in on the period known as the 'Classical Golden Age', 500 BC to 323 BC that marked the height of Ancient Greek civilisation and power. Discuss or recap BC and AD. Get them to locate Ancient Greece on a map and consider why its position was significant e.g. proximity to Europe, the Middle East, North Africa.
- Ask them to locate the city-states of Athens and Sparta. Tell the children that these two city-states had their own laws, money, rulers, and were rivals. In small groups, ask them to carry out research into the similarities and differences between the two city-states –and report their findings under the following headings: how they were ruled, the lives of men, women and children, warfare, slaves, culture, religion. Discuss some of the key terminology that emerges from this activity e.g. democracy, civilisation, culture, laws, justice.
- **What do artefacts tell us about what life was like in Ancient Greece?** Having established the historical context of Ancient Greece, children engage with a variety of sources to increase their knowledge and understanding of this ancient civilisation and develop their skills of historical enquiry.
- Provide the children with photographs of Ancient Greek pottery and statues. These should include illustrations/representations of different aspects of Ancient Greek life including soldiers, ships, gods and goddesses, rulers, writing, everyday life. Ask them in small groups to look at specific photographs and record the details they see both in writing and through making accurate drawings. Ask them to record what the object is, what it might have been used for, what information it provides us about an aspect of life in Ancient Greece. Prompt them further by asking them questions such as What made the Ancient Greek fighters so powerful? How their boats might have attacked enemy boats? How was religion in Ancient Greece different to Christianity or other religions? How can we tell that a particular ruler was so important? What can we learn about everyday life?

- Get each group to report their findings and use these to build up a picture of life in Ancient Greece. Get the whole class to identify the key characteristics. Finally get the class to speculate about what other sources they might need to get a fuller picture about life in Ancient Greece.
- **What do archaeological sites tell us about what life was like in Ancient Greece?** Provide the children with photographs and plans of Ancient Greek archaeological sites such as temples, theatres e.g. the Greek theatre at Ephesus, The Temple of Apollo at Delphi, the Parthenon in Athens.
- Ask them in small groups to investigate a specific site and record their findings both in writing and through making accurate drawings. Ask each group to devise a tour guide for use at their site – it might help to provide the groups with a simple template or criteria for this activity. Ask them to select some pictures of the artefacts from the previous subsection to enhance their guides. Get each group to share their tour guides and/or to take the rest of the class on a tour of their site.
- **Can we learn anything from Greek myths and legends?** Explain the meaning of the terms myths and legends. Explain why these were so important in Ancient Greece. Read one Ancient Greek myth to the class and ask them what it tells us about life in Ancient Greece.
- Divide the class into small groups and give each group a photocopied text of a Greek myth/legend to read. Ask them to underline the key points of the story and discuss why they have chosen these. Each group could then retell their stories to the rest of class or re-enact it using drama. Each group then has to answer the question – What evidence is there to prove that their myth/legend might be true? – By carrying out research using a range of sources including photographs of artefacts, archaeological sites, and where helpful, secondary sources. They could also identify which parts might not have been true and give simple reasons. As an extension activity, you could give some children different versions of the same myth/legend and ask them to make comparisons and speculate as to why there are differences. In a final presentation to the whole class, each group has to answer the question: Can we learn anything from Greek myths and legends?
- **What do we know about the achievements of Alexander the Great?** (optional)
- Read the story of Alexander the Great to the class. Provide the pupils with a copy of the story along with a map of the Ancient Greek Empire and images of Alexander the Great from Ancient Greek statues, friezes, and pottery.
- Ask the pupils in pairs to use these sources to identify and record the main achievements of Alexander the Great, put them in the correct chronological sequence, and then to select what they believe to be his most important achievements and provide some reasons.
- Get each pair to design a plaque for a statue of Alexander the Great that includes what they believe to be his most important achievements. To finish, get each pair to share with the rest of the class what they have chosen for their plaques. The class could then vote on which they think were the most important reasons.
- **How can we find out about the civilisation of Ancient Greece?** This final activity provides the children with the opportunity to reflect on the enquiry question How can we find out about the civilisation of Ancient Greece? And show what they have learnt throughout the enquiry. Ask the children What sources should we include in a museum display on the life and achievements of the Ancient Greeks?
- The children create a class museum display on life in Ancient Greece. Through class discussion, get them to decide which aspects of life in Ancient Greece to include in the display. Divide the class into small groups and allocate an aspect of Ancient Greek life to each one. Ask each group to select which sources they are going to include for their part of the display – try to limit them to a small number so that they have to think about which sources are most useful. Get them to produce a label for each source describing it and explaining what it tells us about life in Ancient Greece.

Part 2

- **What are the similarities between our school and schools in Ancient Greece?** This enquiry is designed to follow on from the previous enquiry and build on the knowledge and understanding of Ancient Greece that the children have already acquired. As well as introducing the children to new content, some aspects of Ancient Greek society from the first enquiry are revisited in more depth.

- Provide the children with a range of primary (e.g. photographs of artefacts) and secondary sources (e.g. school library books, appropriate websites) which provide evidence of life in Ancient Greek schools. Ask children to use these sources to carry out research and record their answers in a table that is divided into 4 columns with the following sub-headings – key features of school life, school life in Athens, school life in Sparta and school life today. The table should also be divided into rows – each one assigned to an aspect of school life e.g. boys, girls, rich, poor, slaves, age when children start school age when children leave school, subjects taught at school, sports played at school, other activities, equipment used at school, school buildings.
- As a whole class, start to identify some of the similarities and differences between then and now, before going on to explore some of the differences between schooling in Athens and Sparta. Finally, ask the children to write two paragraphs – one describing the differences between schools in Ancient Greece and today, and one explaining the differences between schools in Athens and Sparta.
- **What can we learn from our language about Ancient Greece?** Start by showing the children a short clip from the BBC Bitesize website entitled What did the Greeks do for us?
- Ask the children what the clip tells them about the continuing influence of Ancient Greece on life today. What in particular does it tell us about Greek writing and its importance? Provide the children with a copy of the Greek alphabet with the names of the letters and how they are pronounced. In pairs, ask them to identify, which letters are the same as we use today and which are different. Ask them to use the Greek alphabet to work out where the word ‘alphabet’ comes from.
- Give the children a sheet containing examples of Ancient Greek prefixes and suffixes and tell them that we can use these to identify the origins of words. Ask them to write down as many school subjects they can think of and then to see which ones have these prefixes or suffixes. In pairs, get them to use a dictionary to find as many words with Ancient Greek origins as possible. What does this tell them about our language?
- **What do some of our buildings tell us about how we view Ancient Greece today?** Provide the children with some pictures of Ancient Greek buildings along with some sticky labels denoting the key features. In pairs, ask them to match the labels to the buildings.
- Provide them with pictures of well-known national, and where appropriate, local buildings that have been built in the classical style. Ask them to identify which features are similar to the ones used by the Ancient Greeks. Ask them what these contemporary buildings have in common and what this tells us about what people think about Ancient Greek architecture.
- **How were the Ancient Greeks governed and are there any similarities with how we are governed today?** Refer the children back to the work they did in the previous enquiry on how the Ancient Greeks were ruled and the differences between Athens and Sparta. Ask them whether the word ‘democracy’ has Ancient Greek origins – ask them to look at the Ancient Greek prefixes and suffixes they used previously if necessary.
- In small groups, ask the children to answer the following questions either using information they gained from the previous enquiry or through additional research using school library books or an appropriate website: Who was allowed to vote in Ancient Athens? Who ruled in Ancient Athens? The groups should then go on to carry out research into who is allowed to vote today and who governs using sources provided e.g. images of Parliament, 10 Downing Street, the Prime Minister, local council offices, people voting, access to a web page showing who is eligible to vote.
- Encourage them to make comparisons between then and now. You might also want to take the opportunity to let the children experience ‘democracy’ in action through setting up a class debate and vote on an issue that is relevant to them – perhaps on an aspect of school life or on an issue of relevance to their local community.
- **How have the Olympic Games changed since they were first held in Ancient Greece?** Provide the children with images and film clips of London 2012 or recent Olympics (2021). Ask them to design and write a short chapter for a school history book summarising the events from these Games – What sports were played? What were the main venues? How many countries were involved? How did the games open and close? What were the most memorable moments?

- Ask them to select two or three images that best encapsulate London 2012 or recent Olympics and include them in their work.
- Tell the children that the Olympic Games originate from Ancient Greece. Set out the historical context and stress the religious significance of the Games. Following on from this ask the groups to design a 5-day programme for the Ancient Olympic Games working from pictorial sources and writing an explanatory caption for each used. Get them to present their programmes to the rest of the class. Finally, as a whole class make comparisons between the Ancient and modern Olympic Games teasing out the similarities and differences.
- **Which is the most important legacy of the Ancient Greeks?** (significance) This final activity provides the children with the opportunity to reflect on the enquiry question What is the most important legacy of the Ancient Greeks? And show what they have learnt throughout the enquiry.
- Divide the class into groups and assign one of the main legacies covered in this enquiry to each group. Ask them to write a paragraph summarising the legacy and one setting out reasons why it was the most important – you might want to provide criteria to help the children articulate their reasons e.g. How have people's lives been affected? Who has been affected? How many? Finish off with a class debate where the class has to vote on which one was the most important.

Children can add this to their museum room to teach others about the legacy of the Ancient Greeks

Assessment questions

- Can children explain what they have learned about the Ancient Greeks from different sources? Can they locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance? Can they identify some of the similarities and differences between life in Athens and Sparta? Were the Ancient Greeks a civilised society? Can they justify their opinion? Are children beginning to show an understanding of key terms such as democracy, civilisation, culture, laws and justice? Can children use appropriate vocabulary to describe the Ancient Greeks and their culture? Can they recall some key facts about the Ancient Greeks? Can children make suggestions for how they could find out more about Ancient Greeks and their lives?
- Do children know how we know about the Ancient Greeks today? Can they infer information from artefacts about what life was like in Ancient Greece? Can children describe the significance of Ancient Greek lives and traditions? Can children ask questions about Ancient Greeks beliefs? What is the most important legacy of the Ancient Greeks? Can children give reasons for their choice?
- Do children understand the term 'past'? Can children order the event on a timeline? Can children order other events on a timeline?
- Can children see similarities and differences in the way people live their lives? Can children identify similarities between old and new artefacts?

Celebration

Add key aspects of learning to class time capsule

A Living History day where children organise a museum gallery to teach their peers and families about their enquiries.

Y6 History

Vikings



Overview

A unit, which explores The Vikings arrival / settlement in Britain. This allows for a range of historical concepts to be explored such as chronology, change, causation, significance, similarity, difference, and historical evidence. Children learn about the reasons for their movement to and settlement in Britain and consider whether Vikings should be remembered as raiders or traders. They learn about many myths and legends about the Vikings, for example, Vikings were bloodthirsty but they had a settled domestic life as well and achieved a great deal because of their technical prowess, e.g. in navigation. They discover that Vikings in Britain were not isolated; Vikings went to many other areas of the world trading as far as Newfoundland and Constantinople. Children consider evidence from places such as Jorvik (York) which shows that they were also skilled craftspeople, e.g. making jewellery. If possible, children visit the Jorvik Centre in York to see evidence first hand. They learn that Vikings did not have horns on their helmets!

Children also read about Viking invasion locally (Ware)

A workshop teaches the children about life in this period of time and engages the children in archaeological study of artefacts. Pupils add to their class time capsule.

Objectives

- Know about the reasons for Viking settlement in Britain. Know where Vikings appear on the timeline of Britain and the chronology of the Viking world beyond Britain. Understand how long the Viking influence lasted
- Assess the changes that the Vikings brought including their longer-term legacy. Knowing which changes were short term and which lasted longer (CONTINUITY AND CHANGE)
- Make links between historical changes and events studied (MAKING CONNECTIONS)
- Know why the Vikings were able to achieve what they did and what prevented them achieving more. Understanding their motivation to invade and settle in Britain (CAUSE AND CONSEQUENCES)
- Know what the most important achievement of the Vikings was and what we remember most about the Vikings (SIGNIFICANCE)
- Know some similarities and differences between other societies which children have studied (e.g. Saxons, Romans), including aspects such as the roles of women and children, food, leisure and technology (SIMILARITY AND DIFFERENCE)
- Question the many myths and misconceptions about the Vikings (HISTORICAL INTERPRETATION)
- Know our main sources. How does the surviving evidence limit our knowledge? (EVIDENCE - historical enquiry)

Key Vocabulary

Vikings, Baltic, Iceland, fighting, barbarian, Europe, England, Britain, Ireland, Scandinavia, empire, plunder, attack, battlefield, brutal, brutality, anvil, helmet, King, medieval, myth, sail, savage, armies, enemy, expedition, Gods, loot, lands, navigation, coastal, combat, invade, invader, pillage, seas, challenge, destroy, health, raids, settlements, compass, conquest, shield, voyage, ships, warfare, foreign, century, fierce, travel, saga, descendants, immigrants

Key Facts

The Vikings were famous for sailing huge distances from their home in Scandinavia between AD 800 and 1066 to raid and plunder, but they also traded with people from other countries.

Coming from Denmark, Norway, and Sweden, Vikings struck repeatedly along the coasts of Great Britain and Ireland from around 800 AD until finally defeated in 1066 AD. Often the sight of their longboats coming over the horizon inspired terror in the villages along the coast. Throughout their history with Britain, the Vikings raided villages, held territory, and even sat on the throne of England. With such a long involvement with England, Ireland, Scotland, and Wales, there are plenty of interesting facts about these Norse invaders and their impact on the future United Kingdom.

1. THE MEANING OF VIKING

Vikings actually never referred to themselves by that term. “Viking” actually means “a pirate raid” in the Old Norse language.

2. THE FIRST RAID

The very first encounter between the English and the Norsemen is actually depicted in the Anglo-Saxon Chronicle and took place in 787 AD. The Vikings fought with the locals and sailed away. It would be the first of many encounters over the next couple hundred years as more regular invasions began in 793.

3. BECOMING PART OF BRITAIN

Nearly 100 years later, King Alfred the Great would actually defeat the Vikings at the Battle of Edington, and the subsequent Treaty of Alfred and Guthum carved out a section of the Kingdom of Mercia for the Danes that became known as Danelaw. The term “Danelaw” denoted parts of England where the Danes law was superior to that of the Anglo-Saxons. Danelaw included parts of the shires of York, Nottingham, Derby, Lincoln, Essex, Cambridge, Suffolk, Norfolk, Northampton, Huntingdon, Bedfordshire, Hertfordshire, Middlesex, and Buckinghamshire.

4. SETTLEMENTS

As Vikings continued to come to Britain, many settled along the east coast, looking to make their homes in England as set up farms for the good soil. After the Viking Age ended in 1066, many remained and eventually blended into British society.

5. WRONG TURNING, FIXING THE BORDER

Alfred the Great who died on 26th October 899 is best remembered for the enduring legend of the burning the cakes when he was on the run from Viking forces in Somerset. However, one of his abiding legacies must be in establishing the River Lea as the established western border of Essex. It remained so until 1965.

The Anglo-Saxon Chronicles describe that in 895, a substantial force of Danish (Viking) raiders abandoned their encampment on Mersea Island off the Essex coast in the Blackwater Estuary and took to their long ships and sailed south towards to the Thames Estuary. Their objective was to overrun and destroy London and with it the authority of Alfred, the Anglo - Saxon King. Also, London was a very wealthy city holding out the prospect of much booty for the invaders. The Danish force consisted of around 3000 warriors and a fleet of at least 100 vessels of all shapes and sizes.

After pausing at Shoebury to regroup and obtain supplies and fresh water, the fleet turned west into the River Thames and headed towards London. They passed the ruins of the camp at Benfleet, which three years earlier had been one of their principal raiding bases until it was destroyed by the Saxons in a surprise attack.

Progress up the Thames was difficult and slow. Whilst the Viking long ships were flexible and manoeuvrable, they were weighed down with fighting men, weapons and armour. Although most of the ships were under sail, a great deal of physical effort was still needed to make headway, especially against the outgoing tide. Many of the vessels in the fleet had seen a lot of action. Some were the battered survivors from other Danish fleets that had already suffered defeat at the hands of King Alfred, or had retreated from forays into France. Quite a few had been patched up and were barely seaworthy.

At Tilbury lookouts reported their progress. As they travelled further upstream, King Alfred’s pickets kept a more intense watch. In London Alfred, now fully aware of the threat, hastily put plans in place to counter the incursion. Realising that he did not have enough men to fight the Danes head on, he cautiously moved his forces down river, whilst making allowance for a speedy retreat should it become necessary.

The vanguard of the Danish fleet reached Bow Creek, opposite the present day O2 Arena, and then for some inexplicable reason turned north into the River Lea where they proceeded to head up stream. The rest of the Danish fleet obediently

followed. The landscape of the River Lea was very different 1000 years ago to what it is today. Whilst most of the land bordering the lower Lea and Thames was unattractive marsh, the middle and upper reaches of the Lea were lush and enclosed by dense forest.

The Danes pressed on and followed the course of the River Lea through the middle of the area that is today's Olympic Park at Stratford, on past Stoke Newington, Tottenham, Walthamstow, Enfield and Waltham Abbey. At Ware, in Hertfordshire, 20 miles distant from the River Thames, it was impossible for the Danish ships to navigate any further. Ware itself was a border town between Anglo-Saxon Wessex and the Viking controlled, Danelaw. Danelaw was simply a historical name given to the part of England in which the laws of the Danes (or Vikings) held sway. The River Lea was part of the frontier, which may have explained why the Danish captain chose that route. The Danes remained at their base in Ware for six months unmolested.

Sensing an opportunity Alfred, with an army of Londoners, followed the Danes up the River Lea. Throwing his customary caution to the wind he attacked the Vikings in their newly fortified compound. It was a disaster. His forces were defeated and many of his senior commanders were killed.

Alfred retreated to Waltham Abbey and deployed his remaining forces to protect the gathering of the summer harvest which, should it have fallen into the hands of the Danes, would have had dire consequences for Londoners. Then, using tactics once employed by the Danes, he set to work diverting the course of the River Lea. He also built a series of fortifications on either side of the bank at strategic points. The Danes were trapped. They had sailed into a bottleneck and then Alfred had sealed it with a cork. An 18th century historian speculated that the 'works' carried out by Alfred's forces to block the Dane's escape were built across the River Lea in Tottenham.

The outcome of these actions resulted in a stalemate. The Danish forces were not strong enough to attack London overland. Alfred, in a similar plight, did not have the resources to penetrate their stronghold. It developed into a waiting game. With the onset of winter, the Danish fighting men decamped. As they were unable to use their ships, they simply abandoned them and marched west across the country to the River Severn.

Their women, children and the sick were left behind in Ware along with much of their plunder. At the River Severn, the Danes intention was to link up with their fellow compatriots who were based there and form a stronger force, which could perhaps attack Alfred from the south-west.

Soon after the Danish departure, a jubilant Anglo-Saxon army of Londoners marched into the Danish camp. They seized whatever of value remained and returned to London in triumph. Some of the Danish ships were still seaworthy or could easily be repaired were towed back to London. The rest were burnt. There are no records as to the fate of the Danish women and children.

There had been almost 30 years of continuous warfare, which was followed by nearly a hundred years where the Danes posed little threat and there was relative peace. It seemed in the meantime the River Lee became the western border of the county of Essex.

(Extracted from London's Metropolitan Essex - Wrong Turning © Essex Hundred Publications)

6. VIKINGS AND MONASTERIES

Are particular target of Viking raids were monasteries as they were likely to have gold, jewels, and food as well as being relatively defenceless. The Holy Island of Lindisfarne was home to the Lindisfarne Priory, which was a shrine to St. Cuthbert and where he was buried. Vikings raided the island in 793 AD, marking the true beginning of the Viking Age in Great Britain and forced the monks to flee. They would not return to Lindisfarne until after the Norman Conquest, where they remained as a holy order until King Henry VIII's Dissolution of the Monasteries.

7. VIKING LEFTOVERS

There are plenty of museums, artefacts, burial mounds, and festivals dedicated to the Vikings all over the UK, concentrated primarily in areas such as Northumberland, York, Norfolk, and Nottingham. Additionally, plenty of reenactors in Norse garb recreate the legendary raids and battles against the Anglo-Saxons.

8. THE GREAT VIKING KING

Canute the Great is the one Viking king who ruled England. Canute, also known as Cnut, was descended from Norse royalty, being the son of Danish Prince Sweyn Forkbeard and the grandson of King Harald Bluetooth. He landed in Wessex in 1015 and proceeded to lay siege to London, eventually capturing it by treaty and being proclaimed King of England in 1016. He later became the king of Denmark, Norway, and parts of Sweden, establishing the Great North Sea Empire. Cnut ruled England for nearly twenty years and was succeeded by his son, King Harold I in 1035.

9. THE END OF THE VIKINGS

The end of the Viking Age in Britain was marked by the Battle of Fulford on 20 September 1066. Norse invaders took advantage of the death of King Edward the Confessor to invade near the village of Fulford. The newly crowned King Harold of Wessex marched his army north from London and was successful in driving off the invaders at the Battle of Stamford Bridge—but at a price. At the same time, William of Normandy invaded from the south to challenge Harold's claim on the throne. Harold's army was then forced to march down to Hastings to meet William's, so they arrived at the fateful battle already tired from Stamford Bridge and the long march. The rest was history.

10. THE NORMANS

William and the Normans who invaded in 1066 were actually the descendants of Vikings themselves. Originally from Norway, they settled in Northern France, giving the province the name of Normandy.

Cross curricular opportunities

Reading: Read Beowulf (link with English)

Writing: Write a discussion text - Vikings: Raiders or Traders?

Geography: Looking at Viking migration

DT: Nordic crafts

Useful websites / resources

- Books about the Vikings - MyON
- History Association - Article: [The Vikings: ruthless killers or peaceful settlers?](#)
- [BBC Bitesize](#)

Teaching sequence (outline)

Introduction

- Start by making reference to the class time capsule. What do the children know about the past? What have they learnt so far about the past?
- Introduce the new topic by showing children some Anglo Saxon artefacts / pictures / video / clues. Who did they belong to? What do you know about Anglo-Saxons? Where do they fit on a timeline of British History? Use books to find out more.
- **Who were the Anglo Saxons?** Carousel teaching: What do we know about the Anglo-Saxons? Set the scene using the [Mantle of Expert approach](#) – we are museum curators and we need to share our Anglo-Saxon knowledge. How is it best to present this? Children follow a line of enquiry based on one of the question groups (or their individual choice) and present their information and teach other groups
- **Why is the Anglo Saxon grave empty?** Organise children into groups to investigate [Sutton Hoo](#). Who was buried there? What do we know about them?
- **Who were the Vikings?** Using maps find out more about the Vikings, including where they came from and where they travelled to and settled. Place these migrations on the timeline. Consider what happened in Britain before their arrival and after. Role-play: Children - as Saxon spies - discover a Viking longboat. What can the children find out about the Vikings from the clues in the longboat? Start to compile a fact file with interpretations.
- **Why did the Vikings come to Britain?** Begin by thinking about why anyone might come to Britain. What are the reasons for migration? Children learn about the Vikings' desire for more land to farm, places to trade and the lure of treasure to be found in Anglo-Saxon monasteries. Children think about the Vikings' arrival in terms of invaders and settlers. Discuss perceived differences. Encourage children to have an awareness of different viewpoints relating to the Vikings' arrival and that not all people would necessarily share the same views. Play a trading game to help children make connections.
- **How can we find out about the Vikings?** Remind children whenever they study any historical event or aspect of the past to ask themselves how they know about these events. What sources of information tell us about life at the time?
- Plan for the children to showcase their learning as a museum room. Children prepare presentations, leaflets, artefacts, games, learning activities to inform visitors when they visit. Discuss the first invasion at [Lindisfarne](#). Introduce the Anglo-Saxon Chronicle. Consider which sources might be reliable and which might be biased.
- **What did the Vikings trade?** Explore trade as an essential part of Viking life. In pairs, children could work with a given picture of original/replica artefacts: (e.g. fabric, shoe, jewellery, sword, shield, longboat, coins, cooking pot etc.), describing what they can see, identifying their artefact and reporting to others. Children should be encouraged to share what they have found out by writing a job advert for the person who had made their artefact. This would enable their understanding of different roles to be assessed.

- **Was Wormley an Anglo-Saxon or Viking settlement?** Explain Anglo-Saxons and Vikings settled nearby - that the divide was the River Lea – show on map. Let the children realise how close this is to school. Tell the story of Vikings in Ware.
- **Vikings: Raiders or Traders?** Divide class in half: Anglo-Saxons and Vikings. Each group to build an argument for either ‘raider’ or ‘trader’ using historical evidence and drawing on knowledge so far. Adults hot seat key characters for each side
Provide sentence starters to support the rehearsal of verbal argument. Class debate. Split class into 2 sides. Capture arguments for and against on flip chart paper. Children write a discussion text.
- Celebrate learning by asking children to prepare a museum room to teach others about Vikings.

Assessment questions

Can children explain what they have learned about the Vikings from the different sources? Were the Vikings raiders or traders? Can they justify their opinion? Can children use appropriate vocabulary to describe the Vikings and their culture? Can they recall some key facts about the Vikings? Can children make suggestions for how they could find out more about Vikings and their lives in Britain?

Do children know how we know about the Vikings today? Can children describe the significance of Viking longboats and navigation skills? Can children ask questions about Viking beliefs?

Do children understand the term ‘past’? Can children order the event on a time line? Can children order other events on a timeline?

Can children recognise differences between life in Britain today and when the Vikings arrived in Britain in the past?

Can children see similarities and differences in the way people live their lives? Can children sort photos of Vikings and their traditions?

Can children identify similarities between old and new artefacts?

Celebration

Add key aspects of learning to class time capsule

A Living History day where children organise a museum gallery to teach their peers and families about their enquiries.