



Enquiry Question

What have the Greeks done for us?

Focus:

Greek life and achievements and their influence on the western world

Be Brilliant
CULTURAL DIVERSITY
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Believe
POSSIBILITIES
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Bebrave
ADVENTURE
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>As historians, we are learning about how long people have lived in Greece, its location in the world, when the Ancient Greek civilization began and ended, and begin to look at city states.</i>	Use the atlases to find out about Greece and complete a fact file.	Gain historical perspective by placing their growing knowledge into different contexts and between short- and long-term timescales
2	<i>As historians, we are learning about the origins of democracy in Ancient Athens and make comparisons with British values</i>	Learn about the invention of Athenian democracy alongside British democracy and answer the question "Which is a fairer system?" with justifications	Understand historical concepts such as cause and consequence and use them to make connections Gain and deploy a historically grounded understanding of abstract terms: democracy
3	<i>As historians, we are learning about how the Ancient Greek Olympics have influenced sport today</i>	Learn about the ancient Olympics through a range of primary and secondary sources. Compete in a mini-Olympic games and compare this with the modern-day Olympics	How Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: achievements and follies of mankind
4	<i>As historians, we are learning to know about the influence of Greek theatre and storytelling on theatre and literature today</i>	Learn about Greek theatre through a range of primary and secondary sources and explore a range of stories through acting and roleplay	How Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: achievements and follies of mankind
5	<i>As historians, we are learning to know a range of significant Ancient Greek figures and their influence on our lives today</i>	Find out about famous thinkers, inventors and mathematicians from Ancient Greece and analyse their influence today.	How Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: achievements and follies of mankind
6	<i>As historians, we are learning to analyse and evaluate the influence of Ancient Greece on the modern world</i>	Pupils will write a non-chronological report on the influence of Ancient Greece, based on additional independent research of the above topics.	Create their own structured accounts

Composite: Children to write a non-chronological report about the influence the Ancient Greeks had on modern society in Britain



Enquiry Question	Why was the Battle of Maldon so important?	Focus:	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
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Be Brilliant Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.	1	<i>As historians, we are learning to evaluate historical evidence and explain what we know about the Vikings.</i>	Complete I see, I think, I wonder grid for Vikings video and discuss	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
	2	<i>As historians, we identify where the Vikings came from and why they came to Britain.</i>	Look at map of how they travelled. Order the reasons why they came and explain them.	Make connections between local and regional and international history
	3	<i>As historians, we are learning explain Danegeld and how it impacted the Battle of Maldon.</i>	Act out the battle in groups and then explain the concept of Danegeld.	Understand cause and consequence.
	4	<i>As historians, we are learning to identify Viking armoury and battle strategy.</i>	Look at Anglo-Saxon and Viking warrior and spot the differences. Introduce berserkers and their purpose.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Similarity and difference.
	5	<i>As historians, we are explaining Viking art and poetry.</i>	Come up with adjectives which describe Vikings. Look at art and poetry and see if it fits our ideas of Vikings.	Discern how and why contrasting arguments and interpretations of the past have been constructed
	6	<i>As historians, we are learning to discuss historical bias and explain our opinion about the Vikings.</i>	Look at a range of sources and decide if they show the Vikings as vicious or not. Oracy boxing match.	Discern how and why contrasting arguments and interpretations of the past have been constructed

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Composite
 Children write a poem based on the Battle of Maldon and recite to the class



Enquiry Question

Was Queen Elizabeth I a good ruler?

Focus:

British history beyond 1066

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Be brave
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	Sequence of lessons	Outcome - from overview	Skills used (NC)
1	<i>As historians, we are learning to research the Tudor period and their relation to other events through the use of a timeline</i>	Children place the Tudor period on a timeline and explore prior knowledge, key vocabulary and key images from the Tudor period. Discuss the term monarch and what makes a good ruler as a basis for answering the enquiry question.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation Gain and deploy a historically grounded understanding of abstract terms: monarch, ruler
2	<i>As historians, we are learning about the reign of King Henry VIII</i>	Children learn what kind of king he was, about his wives, his effect on religion and how he was viewed by his subjects. Discuss if he was a good ruler.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
3	<i>As historians, we are learning to investigate the short reigns of Edward VI and Lady Jane Grey</i>	Children learn how long they ruled for, what they were famous for and the impact they had on our nation. Discuss if they were good rulers.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
4	<i>As historians, we are learning to discover the actions of Queen Mary I and understand how she gained the nickname 'Bloody Mary'</i>	Children learn why she was called her nickname, how long she ruled for and some of her key decisions. Discuss if she was a good ruler.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
5	<i>As historians, we learning about significant events from the reign of Queen Elizabeth I and how she came to be one of our most famous monarchs</i>	Children learn why Elizabeth is so famous, some of her key decisions, how she was viewed by her subjects. Discuss if she was a good ruler.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
6	<i>As historians, we are answering the enquiry question through writing a biography</i>	Children select the Tudor monarch they think was best ruler and write a biography which conveys their most significant reasons for their choice.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Construct their own analyses.

Composite: How is the best Tudor monarch? Children write a persuasive piece of writing (English independent application) in history books