



**Enquiry Question**

How did life change across the ages?

**Focus:**

changes in Britain from the Stone Age to the Iron Age

**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.

Sequence of lessons Cm	
1	<i>As historians, we are learning to investigate where the Stone Age, Bronze Age and Iron Age fit on the timeline of the history of Great Britain.</i>
2	<i>As historians, we are learning to explore how and why Stonehenge was made.</i>

**Outcome - from overview**

Explore the timeline of Great Britain and place the three ages on to it.

Children take a virtual tour of Stonehenge and research information.

**Skills used (NC)**

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day

Make connections between local and regional history, understand cause and consequence

**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.

3	<i>As historians, we are learning to analyse artefacts to discover what life was like in Stone Age Britain</i>
4	<i>As historians, we are learning to compare life in the Bronze Age and Iron Age.</i>

Children explore tools and weapons from the Stone Age.

Children collect information from a variety of sources and use for discussion and presentation.

Understand continuity and change

Understand continuity and change, similarities and difference, note connections, contrasts and trends over time

**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.

5	<i>As historians, we are explore the impact of the materials and tools on society in the Bronze and Iron Age.</i>
6	<i>As historians, we are learning present our understanding of the Stone, Bronze and Iron Ages through a Horrible Histories style sketch.</i>

Children research the impact of advancements in materials and tools and use hot-seating to think about how it would affect everyday lives.

Children create their own sketch based on their learning in the unit.

Understand continuity and change, note connections, contrasts and trends over time, understand cause and consequence

Create their own structured accounts

Composite: Horrible Histories style sketch based on their learning.



**Enquiry Question**

How did the Roman Emperor Claudius change Britain?

**Focus:**

The Roman Empire and its impact on Britain

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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.

**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.




**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 the Romans and their invasions of Britain</i>	Children will order events relating to the invasions of Britain, knowing by the end of the lesson that there were unsuccessful invasions before Emperor Claudius's successful invasion in 43AD.	How people's lives have shaped this nation and how Britain was influenced by the wider world. Gain and deploy a historically grounded understanding of abstract terms such as 'empire'.
2 <i>As historians, we are learning about the timeline of Roman Britain and where this period of history fits into a timeline of other key, historical events.</i>	Children will create their own to-scale timelines of history topics to support chronological understanding.	Know and understand the history of these islands as a coherent, chronological narrative . Gain historical perspective by placing their growing knowledge into different contexts and with short and long-term timescales.
3 <i>As historians, we are learning about the fighting techniques used by the Romans which enabled them to defeat much larger forces (6 soldiers to 1)</i>	Children will use BBC Bitesize to research invasion techniques used by the Romans before re-enacting them within class. In their books, they will create a diagram with explanations of techniques.	Understand significant aspects of ancient civilizations. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history and between military and political history.
4 <i>As historians, we are learning how Romans designed settlements in Britain</i>	Children will learn about key features of Roman towns, looking at archaeological sources. They will annotate and explain key features of Roman settlements.	Understand similarities and differences. Understand significant aspects of ancient civilizations. Gain historical perspective of economic and social history.
5 <i>As historians, we are learning about Roman inventions that have helped to shape the modern world.</i>	Children will look at a range of sources from Roman times and more recent items and discuss how they show influence of the Romans. They will annotate the pictures in their books.	Understand historical concepts such as continuity and change, cause and consequence, and use them to make connections
6 <i>As historians, we are answering the question 'How did the Roman Emperor Claudius change Britain?'</i>	Children will review their learning and write an explanation text to answer the enquiry question	Create their own structured accounts, including written analyses

Composite: To write a newspaper report encompassing all of their learning.



<b>Enquiry Question</b>	How did the industrial revolution impact Cornwall?	<b>Focus:</b>	A local history study
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CULTURAL DIVERSITY	Sequence of lessons	Outcome - from overview	Skills used (NC)
<b>Be Brilliant</b>  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.	1 <i>As historians we are learning to explore our previous knowledge</i> Never heard the word, knowledge organiser quiz and knowledge harvest.	Children make links with what they have learned previously.	
	2 <i>As historians, we are learning to explain what the Industrial Revolution was.</i>	Children learn about the Industrial Revolution. Compare Paddington train station during the 1800s to present day.	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
<b>Believe</b>  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.	3 <i>As historians, we are learning about how life changed in Britain throughout the industrial revolution.</i>	Children learn about life during the industrial revolution and how that changed way of life.	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 explore key figures in railway history.</i>	Children research Richard Trevithick, George Stephenson and Isambard-Kingdom Brunel.	How people's lives have shaped this nation
<b>Bebrave</b>  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.	5 <i>As historians, we are learning to understand how the rail network developed in Cornwall.</i>	Children to explore the rail network and how that impacted mining and tourism in Cornwall.	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 learning about how the Industrial Revolution impacted Cornwall.</i>	Children debate the positives and negatives on the Industrial Revolution for Cornwall.	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.

Composite: Create postcards from Cornwall during the industrial revolution and modern day, showcasing the similarities and differences ad how impacted individuals at the time.