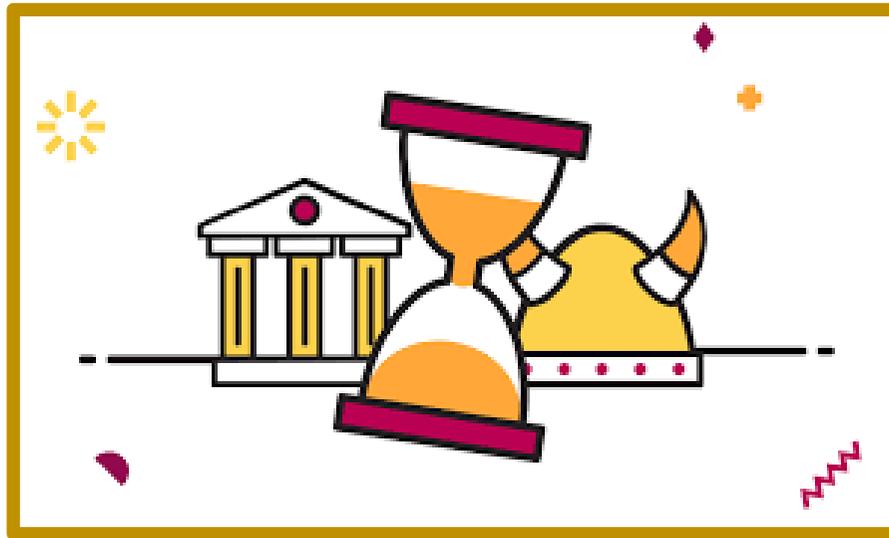


Dunmore

History Curriculum



Scheme of Work EYFS – Year 6

The History curriculum at Dunmore inspires and challenges children to become curious and critical thinkers, developing the skills needed to become historians. Learning is underpinned by a chronological narrative, enabling children to understand people's lives, changes over time and the diversity of societies. Through studying history of the wider world, incorporating evidence from our local area of Abingdon and Oxford, children develop an understanding of their own identities and history.

Golden Threads

- **'Quest for knowledge'** How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time?
- **'Power, empire and democracy'** Who holds power, and what does this mean for individuals at different levels of society? How are people's rights different in different political contexts?
- **'Community and family'** What is life like for people in different societies? How are family or community relationships different at different times and in different places?

EYFS – Understanding the World – Past and Present

Early Learning Goals:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	All about me Harvest Traditional Tales Autumn	Celebrations Dinosaurs Christmas	Winter Chinese New Year Space	Superheroes Spring Easter	Gardens (Plants, Minibeasts, Life cycles)	Bears Summer Holidays
How it is taught in EYFS	<ul style="list-style-type: none"> • Daily timetables and weekly routines. • Using past tense language. • Understanding ‘yesterday’ ‘last week’ and ‘last year’ • Talking about special events and personal memories. • Think about own life story and family history. • Recognise roles in the family. • Sequence of time: show some awareness of the time of day. Understand morning, afternoon, evening etc. 	<ul style="list-style-type: none"> • Understand that we can find out information from different sources (books, videos, internet research) • Children have access to a wide range of information books linked to Dinosaurs. • Adults model how to use the books to find out about life in the past. • Explore images from the past through stories. • Explore key historical events (remembrance, bonfire night, Christmas) • Sequence of time: Use words to sequence, e.g. first, then, next, after that, in the end. 	<ul style="list-style-type: none"> • Understand that we can find out information from different sources (books, videos, internet research) • Children have access to a wide range of information books linked to Space topic. • Adults model how to use the books to find out about life in the past. • Explore images from the past through stories. • Explore key historical events – Chinese New Year • Sequence of time: Know there are days of the week/ seasons, and begin to name these. Talk about events using the present and past tense. Understand the terms before and after. 	<ul style="list-style-type: none"> • Explore the roles people have in society (present and past). • Start to understand the need for these roles. • Explore key historical events – Easter • Sequence of time: Retell my daily routines/ weekly routines in sequence. Name the days of the week/ the seasons of the year 	<ul style="list-style-type: none"> • Understand some changes in the natural world around them – seasons, growth linked to gardens. • Sequence of time: Order the days of the week and sequence the seasons of the year. Understand that there are special dates and times that repeat every year. 	<ul style="list-style-type: none"> • Talk about how we have changed since being in reception. • How we have changed since being a baby. • Compare and contrast old and new looking at bears. • Share personal memories (bears theme and transition) • Sequence key memories that have happened in my life.

Early Years Curriculum	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.					
Key vocabulary	Days of the week, morning, afternoon, evening, night, day.	First, then, next, after that, in the end.	Before and after, seasons, days of the week. Yesterday and tomorrow.	Days of the week, seasons, community, roles.	History, past, celebrations, festivals.	Compare, change, different, the same.

History Curriculum Overview Year 1

Year 1	Term 1	Term 3	Term 5
Big Question	What has changed in our country since King Charles was born?	Were toys from 100 years ago more fun?	What is special about Abingdon's past?
National Curriculum	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant historical events, people and places in their own locality
Thread	Community & family	Quest for knowledge	Community & family
Substantive knowledge (Knowledge about the past)	<ul style="list-style-type: none"> Understand they were babies in the past Start to understand we can show time on a timeline Introduce the idea of a monarchy Know the British monarch is King Charles and this changed in their lifetime (Coronation of King Charles) Compare household objects now with 1940/50s (when King Charles was baby) 	<ul style="list-style-type: none"> Identify differences between modern day toys and toys from living memory – 1940/50s (link back to King Charles' childhood). How has technology changed toys? <i>How</i> do we know about old toys? Know there is evidence for toys in the Ancient Past eg Anglo Saxons (who would have founded Abingdon approx. 900AD) <i>Compare how</i> we know about ancient toys with sources from recent past? <p style="color: orange;">Toys from the past – local visitor</p>	<ul style="list-style-type: none"> The History of Abingdon: know there was an Abbey in Abingdon Investigate life as a monk in Abingdon Abbey Abingdon bun throwing tradition MG car manufacture in Abingdon <p style="color: orange;">Abingdon Museum/Library trip/visitor</p>
Disciplinary Knowledge (how historians study the past)	<ul style="list-style-type: none"> Historians learn about the past by using sources (photos and artefacts) Begin to ask questions about sources Know how to tell whether a source is from the past or present. 	<ul style="list-style-type: none"> Use sources to help ask and answer questions Compare artefacts Use living history (elderly guest speaker to talk about the toys) 	<ul style="list-style-type: none"> Visit historical sites Use sources and evidence to construct the past
Vocabulary	then, now, past, present, history, changes, compare, order, older, nowadays, alive, dead, monarchy, king, queen, royal	modern, ancient, recent, evidence, artefacts, memory, photograph, picture	sources, investigate, tradition, important, local, abbey
Prior learning	EYFS - know the past is a different time to now EYFS - growing and changing	Y1 T1 - the past includes a time before we were born Y1 T1 - we use photos and artefacts to learn about the past	Y1 T4 - Ancient toys – context for timeline Y1 T4 Geography – Abingdon as a town
Assessment	State whether a source shows life in the past or life in the present - photo sort in book	Class debate about the pros and cons of toys from now and the past (recorded in big book)	In book draw 3 pictures showing things that are special about Abingdon's past, with sentences or labels to go with pictures

History Curriculum Overview Year 2

Year 2	Term 1	Term 3	Term 4
Big Question	How has space exploration changed over time?	Are Florence Nightingale and Mary Seacole equally important?	How was London different after 1666?
NC	Changes within living memory The lives of significant individuals in the past who have contributed to national and international achievements	The lives of significant individuals in the past who have contributed to national and international achievements	Events beyond living memory that are significant nationally or globally Compare aspects of life in different periods
Thread	Quest for knowledge	Community and Family Quest for Knowledge	Community and family
Substantive knowledge (Knowledge about the past)	<ul style="list-style-type: none"> • Before we could travel to space, scientists used telescopes to see space • Hundreds of years ago, Galileo (1564 - 1642) used telescopes to look at the moon • A century is 100 years • Space Travel began in Lifetime of King Charles (link to Y1 history) • 1961 Yuri Gagarin was first person in space • 1969 Apollo 11 (Neil Armstrong, Michael Collins, Buzz Aldrin) was first successful mission to the moon • Since then, more people (including Tim Peake and Helen Sharman) have been into space 	<ul style="list-style-type: none"> • Florence Nightingale was from a very wealthy family but Mary Seacole was not. • Mary Seacole was from Jamaica. During this time people from other cultures were not treated with respect. • Florence Nightingale educated herself through reading books whereas Mary Seacole learnt herbal medicines from her mother. • Know what conditions in hospitals were like during the Crimean War • The procedures and treatments the two nurses introduced that changed nursing. • Know why the two nurses were treated differently. • Understand how they changed the role of women at the time and beyond 	<ul style="list-style-type: none"> • What 1660s London was like (Great Plague) • The Great Fire of London started in a bakery in Pudding Lane • It lasted just under five days and destroyed one third of London • The fire spread quickly because most buildings were built close together out of flammable materials; there was a strong wind; fire-fighting equipment was not good enough and relied on ordinary people; and the town mayor did not act quickly enough <ul style="list-style-type: none"> • The Great Fire of London killed 5 people and made 100,000 homeless • After the Great Fire of London, building regulations were introduced, a fire service was established, and a monument to the fire was built • Compare the fire service now with 1660s
Disciplinary Knowledge (how historians study the past)	<ul style="list-style-type: none"> • Know what sources we can use to tell us about the past (books, diaries, paintings, photos, videos, word of mouth) • Know different sources are available from different times in history (Galileo 16th Century vs Neil Armstrong 20th Century) • Identify similarities and differences between ways of life in different periods. • To identify why certain people/events are significant in the wider context of history 	<ul style="list-style-type: none"> • use pictures to help ask and answer questions • understand that laws and rules have changed over time • construct an argument to address key question • sequence and recount from sources 	<ul style="list-style-type: none"> • Primary and secondary sources can tell us about the fire: artefacts, images and texts – such as Samuel Pepys’ diary • Cause and effect surrounding events of the fire. • Place event on a timeline in context of periods in the history of England. • Difference between primary and secondary sources • Interpret the work of artists in recording events

Vocabulary	significant, famous, important, pioneer, sources, chronological, event, century, timeline	research, historians, legacy, influential, impact, improve, compare	artefacts, memorial, 17th century, tudor, rebuilt, interpret, primary sources, rebuilt
Prior learning	Y1 – show time on a timeline Y1 T1 -Space Travel began in living memory (Lifetime of King Charles) Y1 T1, Y1 T2 – comparing time periods	Y2 T1 – understand individuals can be influential	Y2 T1 - Know what a century is Y1 T6 – Know that through history, different things happen in different places Y1 T4 Geography – know London is the capital of UK Y2 T1, T3 – know that people and events can leave a legacy
Assessment	Order a timeline of space exploration as a ‘book shut’ activity	Class debate discussing which nurse was more important Key quotes recorded in floor book. Children to record a sentence in their own book about why each nurse was important. Florence Nightingale was important because..... Mary Seacole was important because.....	‘Book shut’ test (on mini whiteboards) to name 3 different types of sources historians can use (teacher to note who can’t do this) Multichoice quiz in book with teacher reading out the questions, assessing above substantive knowledge.

History Curriculum Overview Year 3

Year 3	Term 2	Term 5	Term 6
Big Question	How did life in Britain change between the Stone Age and the Iron Age?	Why was Rome so powerful?	What impact have the Ancient Romans had on life today?
NC	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire	The Roman Empire and its impact on Britain
Thread	Community and Family	Power, Empire and Democracy	Power, Empire and Democracy
Substantive knowledge (Knowledge about the past)	<ul style="list-style-type: none"> Introduce BC and AD Understand the periodisation of history and DURATION of period (like chapters in a book) Prehistory is the start of recorded history The Stone Age, Bronze Age and Iron Age are different, sequential periods of time Stone Age has three phases: Palaeolithic, Mesolithic and Neolithic Palaeolithic (Old Stone Age) has longest duration of any period Neolithic farming started to replace hunter-gathering. <p style="color: green;"><i>There is evidence of Neolithic activity in Abingdon</i> https://aaahsmap.abingdon.gov.uk/thought-category-period/neolithic/</p> <ul style="list-style-type: none"> Bronze started to replace flint at the start of the Bronze Age. Iron started to replace bronze at the start of the Iron Age. In the late Bronze and Iron age, family groups lived in hill forts and grew into tribes and kingdoms. <p style="color: green;"><i>There are lots of examples of Iron age hillforts in Oxfordshire.</i></p> <p style="color: green;"><i>Medieval - Roman burial site found in Abingdon in 2025</i></p>	<ul style="list-style-type: none"> Rome, a city in the centre of the country of Italy, was founded in 753BC by Romulus. The Romans lived in Rome. The Roman army was organised and disciplined; it was very successful. The Romans invaded and conquered many countries in Europe (before heading to Britain). Rome was ruled by a 'senate' which was composed of about 600 of the most knowledgeable and wise people in Rome, many of whom were from rich and noble families. Farming and trade contributed to the success of the Roman Empire. The Roman Empire exported goods that it had too much of, like food products, and imported goods that it could not make or that it wanted for luxury. 	<ul style="list-style-type: none"> The Celts lived in Britain when the Romans invaded Emperor Claudius successfully invaded Britain in 43AD (Iron age) The Romans introduced roads, public baths, plumbing, amphitheatres and temples, which can be seen around Britain today. The Romans built many of the towns still in Britain today (eg Bath) In 60AD Queen Boudicca rebelled against the Romans 410AD the Romans left Britain <p style="color: orange;"><i>Corinium Museum trip</i></p>
Disciplinary Knowledge (how historians study the past)	<ul style="list-style-type: none"> Our knowledge of this period is from archaeology (limited written sources) and artefacts Analyzing archaeological evidence, such as tools, artifacts, and cave paintings, to draw conclusions about the past. 	<ul style="list-style-type: none"> Importance of the sources available because Romans wrote down their history, literature, and laws 	<ul style="list-style-type: none"> The different viewpoints of Boudicca from different sources

Vocabulary	BC, AD, decade, ancient, century, period, settlers, settlement, archaeologists, excavate, evidence	invaders/invasion, conquer(ed), combat, emperor, senate, import, export, trade	invade, settle, amphitheatre, Latin, Celts, architecture, rebel, rebellion
Prior learning	Y1 – understand history is the past, Y1 T3 Ancient past looking at Anglo-Saxon toys Y2 T1 Concept of a century		Y3 T5 – Roman Empire Y3 T2 – Iron Age
Assessment	Sort pictures (illustrations of life and photos of artefacts) into Stone, Bronze and Iron Age. Sentence writing explaining what the pictures show	Draw a 'book shut' mind map of the Roman Empire, with everything they know about why Rome was powerful (army, senate, trade)	Draw a timeline and divide the timeline into four sections: <i>Britain before the Romans, Romans in Britain, After the Romans</i> . Children to label the timeline with important dates and events. Children to illustrate/write short explanations for each part of the timeline, describing the event or the Roman influence. eg <ul style="list-style-type: none"> • Before the Romans: Celtic warriors, roundhouses, and Celtic symbols. • Romans in Britain: Roman soldiers, ships, and the landing in Britain, Roman roads, villas, amphitheatres, and baths • After the Romans: months, roads, language, architecture

History Curriculum Overview Year 4

Year 4	Term 3	Term 4	Term 6
Big Question	Were the Vikings ruthless killers or peaceful settlers?	How and why has Oxford changed over time?	Why are the Ancient Maya important to history?
NC	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Britain's settlement by Anglo-Saxons and Scots A local history study	A non-European society that provides contrasts with British history
Thread	Power, empire and democracy	Quest for knowledge	Community and Family Quest for Knowledge
Substantive knowledge (Knowledge about the past)	<ul style="list-style-type: none"> After the Romans left England the Angles, Saxons, and Jutes invaded and settled in Britain. Buck County Museum Anglo-Saxon workshop T1 The Anglo-Saxon (living alongside native Britons and Picts) period spans the time after the Romans left England in 410AD and before the Norman Conquest of 1066AD. Vikings first attacked England in 793AD at Lindisfarne and continued to raid Britain for the next century. Vikings began colonising England, gaining control over the northeast by overpowering the Anglo-Saxons. Danelaw was a kingdom in Anglo-Saxon England which was under the rule of Vikings What archaeology tells us about the Vikings in Britain as settlers 	<ul style="list-style-type: none"> In 800AD England was not a united country. It was divided up into separate kingdoms. The best-known Saxon king was Alfred the Great (born in Wantage), who ruled Wessex from 871-886 and all of England from 886-899. Oxford originated in 900s, settled by the Anglo-Saxons as a strong crossing point on the river for trading between Wessex and Mercia (Danelaw) Oxford motte-and-bailey Castle was built by Normans (Robert d' Oilly) following the 1066 Norman victory Oxford University was set up in 1096, compare student life in 1300s to today 	<ul style="list-style-type: none"> The Maya civilisation flourished in Mesoamerica from 250AD to 900AD. Descendants of the Maya live in Central America today The Maya lived in city-states, ruled by kings Maya worshipped multiple gods Maya built step-pyramids and temples, where they sacrificed animals and sometimes humans to honour gods Maya cities had a plaza, temples, a ball court and sometimes an observatory Maya developed a number system and developed the concept of zero Maya were keen astronomers and created calendars Maya developed glyphs (writing)
Disciplinary Knowledge (how historians study the past)	<ul style="list-style-type: none"> Use different viewpoints of the same event at Lindisfarne to build a picture Assess the validity and reliability of different historical sources Use evidence from archaeological finds 	<ul style="list-style-type: none"> Sources from written evidence – university records still taken today in same form Use evidence from local archaeological finds 	<ul style="list-style-type: none"> Discussion about why we know more about some periods of history than others
Vocabulary	overpower, reputation, conquest, raid, colonise, establish, reliability	origin, motte and bailey, trade, burh	civilisation, descendant, city-state, sacrifice, glyphs
Prior learning	Y2 T6, Y3 T6, Use different versions of same event to build a more complete picture Y3 T6 Roman Britain ended in 410AD	Y3 T2 Iron Age hill forts Y3 T6 Roman Britain Y4 T3 Anglo Saxons in Britain	Y3 T5 – Roman Empire concurrent with Maya Y4 T4 – UK split into Anglo-Saxon and Dane kingdoms – Maya city states

		Y4 T1 – Anglo-Saxon workshop	Y4 T3 Vikings in Britain (Danelaw)	
Assessment		<p>Children sort cards with factual details about Vikings into perception the evidence gives us.</p> <p>Either a debate or a written task to say whether they believe the Vikings were ruthless killers or peaceful settlers and give reasons for their answer.</p>	Multi-choice quiz	<p>Children given a selection of pictures of historical artifacts from the Maya. Children to identify what the pictures are and explain their significance (paragraph writing or recorded verbal discussion with teacher).</p>

History Curriculum Overview Year 5

Year 5	Term 2	Term 3	Term 4
Big Question	Was society fair in Ancient Greece?	What impact have the Victorians had on the modern world?	Was Abingdon a good place to live in Victorian times?
NC	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	A local history study focussing on Abingdon
Thread	Power, empire and democracy	Quest for knowledge	Community and family
Substantive knowledge (Knowledge about the past)	<ul style="list-style-type: none"> • Ancient Greek civilization lasted around 1200-323BC • Greeks lived in city-states. • City states were not all the same – comparison of Athens vs Sparta • City-states exported wine and olive oil as well as fine pottery, honey, textiles, and silver. • Ancient Greece is credited as the origins of democracy. The system of government in Ancient Greece, focuses on three tiers of government: Democracy - rule by the citizens of a city; Monarchy - rule by an individual who had inherited power; Oligarchy - rule by a select group of powerful or wealthy individuals. • Ancient Greek warfare was a complex included a variety of types of conflicts, such as battles, sieges, raids, and guerrilla actions. 	<ul style="list-style-type: none"> • Victorian Britain was a very short period but with big impact on modern life • Queen Victoria is our second longest reigning monarch (+63 years), from 1837 - 1901 • The Industrial Revolution changed the economy from agriculture and handicrafts to large-scale industry and mechanized manufacturing. • New machines, power sources (steam) and ways of organizing work increased productivity and efficiency. • Isambard Kingdom Brunel finished building the Great Western Railway in 1851 at a cost of £6.5 million. <p style="color: orange;">Milestones Museum trip</p>	<ul style="list-style-type: none"> • People migrated to cities and towns during the Victorian era • Towns and cities grew rapidly. Factory owners built crowded housing near their factories for the workers. • Victorian children went to work • There was a rapid expansion of Britain's railway network from 500 miles of track to 7,000 miles by 1850. This transformed travel, communication, and the development of towns and cities • The Abingdon Railway opened in 1856, connecting the town to the Great Western Railway at Radley. However, Abingdon's decision to only accept a branch line meant that Reading became the County Town in 1869 • The Abingdon census can be used to answer questions about Victoria life
Disciplinary Knowledge (how historians study the past)	<ul style="list-style-type: none"> • Infer information about Greek wars and warfare from illustrations, maps and stories 	<ul style="list-style-type: none"> • Changes and continuity in way of life, start of Victorians compared to the end, compared to now 	<ul style="list-style-type: none"> • Local visit to see historic sites • Study of the local census
Vocabulary	democracy, monarchy, oligarchy, government, tiers, city-state, allies	industrial, revolution, economy, inventor, rural, urban, manufacture	County town, expansion, census, migration
Prior learning	Y4 T6 - City-states in Maya civilisation, but these were different to those in Ancient Greece Y3 T5 – Roman Empire	Y1 T3 Toys in the past (Victorian toys) Y2 T3 Florence Nightingale – Victorian era	Y1 T4 – Abingdon study Y5 T3 - Victorians

Assessment	'Yes / No' table in response to enquiry question	Essay on the enquiry question title, picture prompts as needed	Imagine you have just moved from London to Abingdon, in 1860s. Write a letter to a friend in London explaining what life is like in Abingdon (pros and cons)	
-------------------	--	--	--	--

History Curriculum Overview Year 6

Year 6	Term 2	Term 4	Term 5
Big Question	How do we know so much about Ancient Egypt?	How did World War Two affect children?	
NC	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	
Thread	Power, empire and democracy Quest for Knowledge	Power, empire and democracy Community and family	
Substantive knowledge (Knowledge about the past)	<ul style="list-style-type: none"> • Annual flooding of the Nile makes land on its banks very fertile so they could grow important crops like wheat, barley and flax. • The pharaoh was the most powerful person and leader in battle, they were also gods descended directly from Re or Amun. Pharaohs provided leadership and helped people work together. • Pyramids were built close to the banks of the River Nile as this was the only lush and fertile area due to annual flooding, which gave the Egyptians mud to make pots and bricks. • Only some of the first pharaohs had pyramids. Most were buried in tombs cut in the rock in the Valley of the Kings. • Workers such as farmers built the pyramids - probably 5,000 worked on the Great Pyramid for 20 years. • Egyptians worshipped many different gods (polytheistic) and believed in the afterlife. • The Book of the Dead’s papyrus pages contain prayers and magic spells as well as illustrations. There are also objects such as sarcophagi and canopic jars. • ~200 years ago, a stone tablet called the Rosetta stone was discovered which allowed historians to work out exactly what the hieroglyphs meant. 	<ul style="list-style-type: none"> • Germany had been a powerful country that lost a lot of its land in WW1. It was forbidden to have a large army, navy or air force, had to pay harsh penalties and the Great Depression brought shortages of money, jobs and food. • Many Germans were desperate and angry and hoped that Adolf Hitler could make life better. He believed that the German Race was superior, spread hatred and killed minority groups just because of who they were. • When Hitler invaded Poland and refused to withdraw his troops, Britain declared war at 11:15am on Sunday 3rd September 1939. Britain and France had made an agreement to defend Poland • Cities were targeted for bombing because: dense populations; government and leaders based there; important buildings and landmarks; ammunition factories producing weapons.... • Targeted cities included London, Liverpool, Birmingham, Coventry, Bristol • During ‘Operation Pied Piper’ at the start of the war, one and a half million children, pregnant mothers, blind and disabled people were evacuated to the countryside. The countryside was safer, away from bombing. • The Government made leaflets and posters to persuade parents to ‘do the right thing’ and send their children away. • ‘Blitzkrieg’ translates as ‘Lightning War’ – it was the sustained campaign of aerial bombing attacks on British cities and towns by the Luftwaffe (German Air Force). It lasted from September 1940 to May 1941. Cities were bombed relentlessly • Children had to be brave and put on a positive face when being evacuated; some evacuees helped on farms. Adults kept all jobs 	

		<p>going. Men went to fight. Women took on all the male roles in factories, on buses and trains, as engineers, in shops, delivering post etc. People kept calm and positive and followed the rules of using shelters, gas masks, rationing, blackouts. Adults also took on additional voluntary jobs such as ARP wardens, fire watchers, first aiders. (also evidenced in English books)</p> <p>Ufton Court Museum trip</p>
Disciplinary Knowledge (how historians study the past)	<ul style="list-style-type: none"> • Role of archaeology; archaeologists describe, classify, and analyse the artifacts they study, and then place them in historical context. • Realise that archaeology is ongoing and we are still making new discoveries about the past • Modern archaeology vs older techniques 	<ul style="list-style-type: none"> • Understand 'propaganda' and explore examples of messages that WW2 propaganda posters communicated
Vocabulary	hieroglyphics, Pharaoh, sarcophagi, canopic jar	prime minister, declare, superior, evacuation, propaganda, ammunition, aerial
Prior learning	Y3 T5 Ancient Rome Y4 T6 Ancient Maya; pyramids, glyphs, multiple gods Y5 T2 Ancient Greece	Y2 T4 Great Fire of London - UK capital – historic importance Y4 T3 Conflict between Vikings and Anglo Saxons Y5 T3 Victorian Britain
Assessment	Explanation on the different sources historians have used to gain knowledge of Ancient Egypt	Answer summative questions to address inquiry question