**Newquay Junior Academy – Spring Sequence – History**

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| Logo  Description automatically generated |  | **YEAR 3**  **Prior knowledge…** Pupils will have learnt about Cradles of Civilisation.  Indus Valley Civilisation |  | **YEAR 4**  **Prior knowledge…** Pupils will have learnt about the Roman Republic and the Roman Empire  Roman Britain | |  | **YEAR 5**  **Prior knowledge…** Pupils will have learnt about the Roman Republic and the Roman Empire  Roman Britain | **YEAR 6** | **YEAR 6**  **Prior knowledge…** Pupils will have learnt about the Roman Republic and the Roman Empire  Roman Britain |
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| **INTENT** |  | Disciplinary focus: evidential thinking  How do we know about the Indus Valley civilisation? |  | Disciplinary focus: evidential thinking  What kinds of knowledge about Roman Britain have historians been able to build from the sources? | |  | Disciplinary focus: evidential thinking  What kinds of knowledge about Roman Britain have historians been able to build from the sources? |  | Disciplinary focus: evidential thinking  What kinds of knowledge about Roman Britain have historians been able to build from the sources? |
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| **VOCABULARY / STICKY KNOWLEDGE** |  | Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.  Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation? |  | The ancient Britons – a land of diversity, a land of migrants (eg Celts).  Celtic language, Celtic culture.  Rebellions: Caractacus, Boudicca.  Roman town: Aquae Sulis  Life on the frontier: Hadrian’s Wall Black Romans in Britain | |  | The ancient Britons – a land of diversity, a land of migrants (eg Celts).  Celtic language, Celtic culture.  Rebellions: Caractacus, Boudicca.  Roman town: Aquae Sulis  Life on the frontier: Hadrian’s Wall Black Romans in Britain |  | The ancient Britons – a land of diversity, a land of migrants (eg Celts).  Celtic language, Celtic culture.  Rebellions: Caractacus, Boudicca.  Roman town: Aquae Sulis  Life on the frontier: Hadrian’s Wall Black Romans in Britain |
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| **SEQUENCE OF LESSONS** |  | 1. The dancing girl 2. So many puzzles! 3. Bricks, buildings and baths 4. Making beautiful things 5. Boats and barter, trade and travel. 6. Two more puzzles: rulers and religion. |  | 1. The Romans invade Britannia  2. Caratacus fights back  3. Boudicca’s revolt against the Romans  4. The Roman town of Aquae Sulis  5. Hadrian’s Wall and life on the frontier  6. Black Romans in Britain | |  | 1. The Romans invade Britannia  2. Caratacus fights back  3. Boudicca’s revolt against the Romans  4. The Roman town of Aquae Sulis  5. Hadrian’s Wall and life on the frontier  6. Black Romans in Britain |  | 1. The Romans invade Britannia  2. Caratacus fights back  3. Boudicca’s revolt against the Romans  4. The Roman town of Aquae Sulis  5. Hadrian’s Wall and life on the frontier  6. Black Romans in Britain |
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| **OUTCOME / COMPOSITE** |  | Explain what we have learned about the Indus Valley.  Invite parents in prior to collection to share their learning. |  | | Explain the knowledge of Roman Britain that has been found in sources.  Children create a quiz for a different year group. |  | Explain the knowledge of Roman Britain that has been found in sources.  Children create a Roman style dance with freeze frames – their own version of the dancing girl. |  | Explain the knowledge of Roman Britain that has been found in sources.  Children record a podcast about the Romans. |