



High Bickington Church of England Primary Academy

History: Legends & Lawbreakers



History

Vision

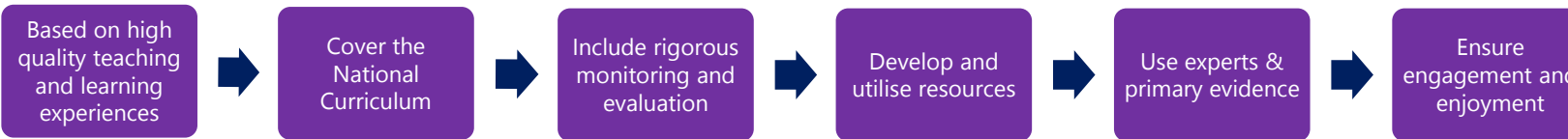
- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

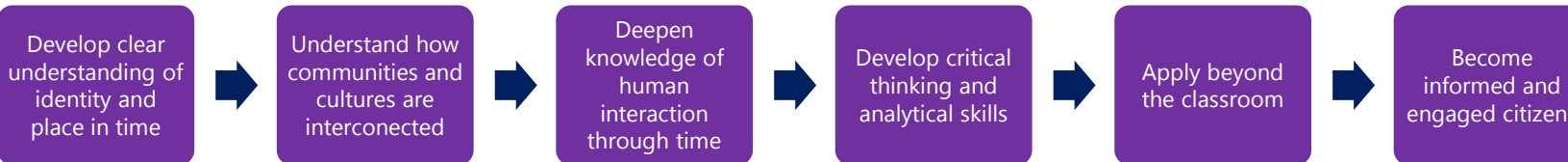


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.

Legends & Lawbreakers

Subject: History / Art

Year: 3/4

Term: Summer 1

National Curriculum Aims

Key Objectives:

- **WALT (We Are Learning To) evaluate if Narmer/Menes was considered a hero or a villain**
- **WALT evaluate if Cleopatra was considered a hero or a villain.**
- **WALT understand why Rosa Parks is considered a hero.**
- **WALT compare the similarities and differences between historical heroes.**
- **WALT understand how different choices can have consequences and place this understanding in a historical context.**

Key Elements

Key Elements History:

- **Leadership and Rule:** Narma/Menes Understanding the role of Narmer/Menes in uniting Upper and Lower Egypt/Cleopatra - political strategies and alliances.
- **Civil Rights and Social Justice:** Rosa Parks/William Wilberforce and Harriet Tubman
- **Empire and Colonialism:** Exploring the concept of empire through the expansion and rule of ancient Egyptian pharaohs.
- **Morality and Ethics:** Analysing the moral and ethical implications of actions and leadership.

Key Questions

Key Questions:

1. What actions and achievements made Narmer/Menes a significant figure in Ancient Egyptian history, and should he be considered a hero or a villain?
2. How did Cleopatra's leadership and alliances shape her legacy, and why is there debate over whether she was a hero or a villain?
3. What role did Rosa Parks play in the Civil Rights Movement, and why is she celebrated as a hero?
4. What were the contributions of William Wilberforce and Harriet Tubman to social justice, and how do their efforts compare to those of Rosa Parks?
5. How do the choices we make in difficult situations reveal our character, and what can we learn from historical figures about making ethical decisions?

Curriculum coherence

Building Learning Power - Prior Learning:

Throughout this school year, the children in our mixed Year 3 and 4 class have embarked on a comprehensive historical journey, covering a variety of significant topics that have greatly contributed to building their learning power.

In the Autumn term, they explored the Romans, learning about settlement, invasion, and empire. They examined Roman invasions, life as a gladiator, and the legacy of Boudicca. Moving on to Emperor and Empires, they investigated daily life in Rome, the Roman Empire's expansion, and the powers of Roman emperors. This reinforced their understanding of how empires grow and decline.

During the Spring term, their geographical studies on Rocks, Relics, and Rumbles introduced them to tectonic plate movements and natural disasters. This was complemented by Misty Mountain Sierra, where they learned about major mountains, map reading, and survival techniques. These lessons enhanced their analytical skills and understanding of Earth's processes.

In the Summer term, focusing on Ancient Civilisations, the children compared ancient Egypt and Sumer, exploring societal rise, daily life, and social hierarchies. Learning about Howard Carter's discoveries sparked their interest in archaeology.

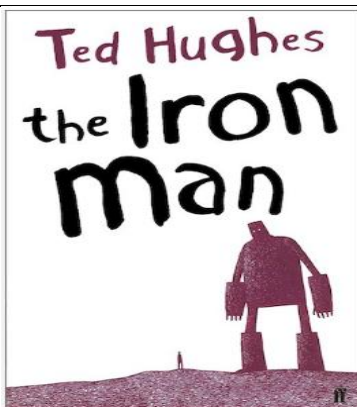
Finally, in Heroes and Villains, they examined characteristics defining heroes and villains, evaluating significant historical figures. This encouraged critical thinking and moral reasoning.

These studies have developed the children's critical thinking, research skills, and sense of chronology, making them inquisitive, informed, and reflective learners.

Building Futures - Future Learning through the project:
 In the coming academic year, Year 3 and 4 students will embark on an exciting and diverse learning journey. Building on their exploration of historical figures in the "Heroes and Villains" topic, they will delve into new themes and historical periods, each offering unique insights and learning opportunities.
 For Year 3 students, their curriculum will focus on "Flow" and "Blue Abyss," studying the significance of water and marine environments, including rivers' impact on settlements and the world beneath the ocean's surface. They will transition to "Traders & Raiders," exploring Anglo-Saxon and Viking settlements in Britain. Following this, "Through the Ages" will cover the Stone Age to the Iron Age, examining early human history and development. Finally, "Urban Pioneers" will introduce them to urbanization and city life, fostering an understanding of modern societal structures.
 Year 4 students will begin with "Maafa," focusing on the transatlantic slave trade and its impact on African history and civil rights. "Frozen Kingdom" will then take them to the polar regions, studying the race to the poles and the extreme conditions faced by explorers. "Peasants, Princes & Pestilence" will cover the Middle Ages, examining life during that period, including the Black Death's effects. "Off with Her Head" will look into Tudor history and the establishment of the Church of England. "Road Trip USA" will introduce them to Native American history and civil rights movements in America. Finally, "Stargazers" will explore the Space Race and Cold War, emphasizing scientific advancements and geopolitical tensions.
 These topics are designed to broaden their historical knowledge and understanding, providing a comprehensive and enriching educational experience.

Vocabulary: Pharaoh, Dynasty, Hero, Villain, Legacy, Civil Rights, Abolition, Timeline, Research, Debate, Evidence, Consequence, Scenario, Annotate, Historical Context, Commemorate, Dilemma, Ethos, Justice, Moral, William Wilberforce, Menes, Harriet Tubman, Rosa Parks, Cleopatra

Key Texts



| Development of Knowledge | Lesson | Content | Substantive knowledge | Disciplinary knowledge |
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| | Lesson 1 | <p>Were all Ancient Egyptian Pharaohs considered heroes? - Narmer/Menes</p> <p>Lesson Objective: WALT (We Are Learning To) evaluate if Narmer/Menes was considered a hero or a villain.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> Activity: Discuss any prior knowledge of Ancient Egypt and its pharaohs. Briefly introduce Narmer/Menes and his significance in Egyptian history. Timeline Activity: Add Narmer/Menes to the class timeline, marking the beginning of the Egyptian dynasties. | <p>Students should understand:</p> <ul style="list-style-type: none"> Children know key facts about Narmer/Menes and his role in unifying Egypt. Children understand the arguments for and against Narmer/Menes being considered a hero. | <p>How do historians make links between different periods of the past?</p> <p>Children can research and evaluate different perspectives on historical figures.</p> <p>Children can engage in structured debates to present and defend their viewpoints.</p> |

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| | <p>Part 1: Introduction to Narmer/Menes (20 mins): Activity: Present the life and achievements of Narmer/Menes using visual aids and brief descriptions.</p> <p>Task: Students create a split page in their topic books with "Hero" on one side and "Villain" on the other.</p> <p>Part 2: Research and Debate (20 mins): Activity: Students research arguments for and against Narmer/Menes being a hero or a villain using provided materials and the Widgit sheet.</p> <p>Task: In groups, students prepare arguments and participate in a class debate.</p> <p>Adaptation Note for SEND Pupils: Provide simplified texts and visual aids. Use templates for the split page activity with pre-written labels.</p> <p>Conclusion (10 mins): Big Question: Discuss why opinions about historical figures can differ and what evidence supports these views.</p> | | <p>Chronology Focus: Children understand where Narmer/Menes fits into the broader timeline of Ancient Egyptian history.</p> |
| <p>Lesson 2</p> | <p>Were all Ancient Egyptian Pharaohs considered heroes? - Cleopatra Lesson Objective: WALT evaluate if Cleopatra was considered a hero or a villain.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> • Activity: Briefly review the debate on Narmer/Menes and discuss any new thoughts. Introduce Cleopatra and her historical context. • Timeline Activity: Add Cleopatra to the class timeline, marking the end of the Ptolemaic dynasty. <p>Part 1: Introduction to Cleopatra (20 mins): Activity: Present the life and achievements of Cleopatra using visual aids and brief descriptions. Task: Students create a split page in their topic books with "Hero" on one side and "Villain" on the other.</p> <p>Part 2: Research and Debate (20 mins): Activity: Students research arguments for and against Cleopatra being a hero or a villain using provided materials.</p> | <p>Children know key facts about Cleopatra and her role in Egyptian and Roman history.</p> <p>Children understand the arguments for and against Cleopatra being considered a hero.</p> | <p>Children can research and evaluate different perspectives on historical figures.</p> <p>Children can engage in structured debates to present and defend their viewpoints.</p> <p>Chronology Focus: Children understand where Cleopatra fits into the broader timeline of Ancient Egyptian history.</p> |

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| | <p>Task: In groups, students prepare arguments and participate in a class debate. Plot both Pharaohs onto the timeline.</p> <p>Adaptation Note for SEND Pupils: Provide simplified texts and visual aids. Use templates for the split page activity with pre-written labels.</p> <p>Conclusion (10 mins): Big Question: Discuss how Cleopatra's actions and legacy have been interpreted differently by historians.</p> | | |
| Lesson 3 | <p>Comparing heroes throughout history (CM)</p> <p>Lesson Objective: WALT understand why Rosa Parks is considered a hero.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> • Activity: Briefly discuss the outcomes of the debates on Narmer/Menes and Cleopatra. Introduce Rosa Parks and her significance in the Civil Rights Movement. • Timeline Activity: Add Rosa Parks to the class timeline, marking her role in the Civil Rights Movement. <p>Part 1: Introduction to Rosa Parks (20 mins): Activity: Present the life and achievements of Rosa Parks using visual aids and brief descriptions. Task: Students create a fact file or biography about Rosa Parks, highlighting her key actions and impact.</p> <p>Part 2: Research and Evidence (20 mins): Activity: Students research reasons why Rosa Parks is considered a hero using provided materials. Task: Compile evidence and create a detailed fact file or biography in their topic books.</p> <p>Adaptation Note for SEND Pupils: Provide simplified texts and visual aids. Use templates for the fact file or biography with pre-written labels.</p> <p>Conclusion (10 mins): Big Question: Discuss how Rosa Parks' actions contributed to the Civil Rights Movement and why she is remembered as a hero.</p> | <p>Children know key facts about Rosa Parks and her role in the Civil Rights Movement.</p> <p>Children understand the reasons why Rosa Parks is considered a hero.</p> | <p>Children can research and gather evidence about historical figures.</p> <p>Children can create organised and detailed fact files or biographies.</p> <p>Chronology Focus: Children understand where Rosa Parks fits into the broader timeline of 20th-century history.</p> |

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| | <p>Lesson 4</p> | <p>Comparing heroes throughout history - Rosa Parks, William Wilberforce, and Harriet Tubman</p> <p>Lesson Objective: WALT compare the similarities and differences between historical heroes.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> • Activity: Briefly review the life and impact of Rosa Parks. Introduce William Wilberforce and Harriet Tubman and their significance in history. • Timeline Activity: Add William Wilberforce and Harriet Tubman to the class timeline, marking their roles in the abolition of slavery and the Underground Railroad. <p>Part 1: Introduction to Wilberforce and Tubman (20 mins): Activity: Present the lives and achievements of William Wilberforce and Harriet Tubman using visual aids and brief descriptions. Task: Students create a split page in their topic books with "Similarities" on one side and "Differences" on the other.</p> <p>Part 2: Comparative Analysis (20 mins): Activity: Students research the similarities and differences between Rosa Parks, William Wilberforce, and Harriet Tubman using provided materials.</p> <p>Task: Compile information on the split page and discuss as a class.</p> <p>Adaptation Note for SEND Pupils: Provide simplified texts and visual aids. Use templates for the split page activity with pre-written labels.</p> <p>Conclusion (10 mins): Big Question: Discuss how different historical heroes fought for justice and freedom in different ways</p> | <p>Children know key facts about William Wilberforce and Harriet Tubman.</p> <p>Children understand the similarities and differences in their contributions compared to Rosa Parks.</p> | <p>Children can compare and contrast historical figures.</p> <p>Children can organise and present their findings in a clear and structured manner.</p> <p>Chronology Focus: Children understand where Wilberforce and Tubman fit into the broader timeline of history.</p> |
| | <p>Lesson 5</p> | <p>Could I ever be tempted to act in a villainous way? (CM)</p> <p>Lesson Objective: WALT understand how different choices can have consequences and place this understanding in a historical context.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> • Activity: Briefly review the discussions and comparisons of heroes from previous lessons. Introduce the concept of making choices and facing consequences. | <p>Children know that making choices involves considering potential consequences.</p> <p>Children understand that actions can have both positive and negative outcomes.</p> | <p>Children can analyse scenarios to predict possible outcomes.</p> <p>Children can articulate and describe the consequences</p> |

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| | | <ul style="list-style-type: none"> • Timeline Activity: Review the class timeline to reinforce the chronological context of the figures studied. <p>Part 1: Real-Life Scenarios (20 mins): Activity: Present real-life scenarios where students must decide how to act. Discuss as a class who would do what in different situations. Task: Role-play and create freeze frames to depict different choices and their consequences.</p> <p>Part 2: Annotating and Describing Choices (20 mins): Activity: Students annotate and describe how different choices in the scenarios lead to different consequences. Task: Write short descriptions in their topic books about each scenario and the potential outcomes of different choices.</p> <p>Adaptation Note for SEND Pupils: Provide clear, simplified scenarios with visual aids. Use structured templates for annotating and describing choices.</p> <p>Conclusion (10 mins): Big Question: Discuss how understanding the consequences of actions can help us make better choices in real life. Reflect on the historical figures studied and how their choices had significant impacts.</p> | | of different actions through role-play and writing. Chronology Focus: Children review the timeline to understand the chronological context of the historical figures and events studied. |
| Assess & Review | Lesson 6 | <p>Duration: 30-40 minutes Materials Needed: Assessment sheets, pencils, erasers, coloured pencils or markers.</p> <p>Part 1: Multiple Choice (10 minutes)</p> <p>What is a hero?</p> <ol style="list-style-type: none"> Someone who does bad things. Someone who is very brave and helps others. Someone who likes to read books. <p>What is a villain?</p> <ol style="list-style-type: none"> A person who always tells the truth. A person who does mean or evil things. A person who helps others. <p>Who was William Wilberforce?</p> <ol style="list-style-type: none"> A king of ancient Egypt. A famous queen of ancient Egypt. A British man who worked to end slavery. <p>What is a dynasty?</p> | <p>Key Terms:</p> <ul style="list-style-type: none"> • Hero/Heroine: Someone who is very brave and helps others. • Villain: A person who does mean or evil things. • Legacy: Something special left behind by someone for others. • Civil Rights: The rights that every person should have to be treated equally and fairly. • Abolition: The act of ending something, like slavery. <p>Notable Figures: William Wilberforce: Worked to end slavery in Britain.</p> | <p>Disciplinary Knowledge (Skills and Processes)</p> <p>Critical Thinking: Understanding the characteristics and actions that define heroes and villains.</p> <p>Chronological Understanding: Placing historical figures and events in order on a timeline.</p> <p>Use of Evidence:</p> |

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| | <p>a. A special gift left by someone. b. A family of rulers who have power for a long time. c. A lesson about right and wrong.</p> <p>What does commemorate mean? a. To forget about something. b. To add notes to something written. c. To remember and show respect for someone or something important.</p> <p>Part 2: Short Answers (10 minutes) Name one hero you learned about and what they did. Example Answer: Rosa Parks, she helped change unfair laws by refusing to give up her seat on a bus.</p> <p>Name one villain you learned about and what they did. Example Answer: (Provide context for a villain discussed in class if applicable).</p> <p>What is a moral? Answer: A lesson about what is right and wrong that we learn from stories or experiences.</p> <p>What does evidence mean? Answer: Facts or information that show if something is true or false.</p> <p>Part 3: Scenario and Drawing (10-15 minutes)</p> <ul style="list-style-type: none"> • Scenario: Imagine you are a hero or heroine in a story. What would your special power be, and how would you use it to help others? • Draw a picture of yourself as this hero or heroine and write a few sentences about your special power and how you help people. • Drawing: Use coloured pencils or markers to draw yourself as a hero or heroine. <p>Writing: Write 3-4 sentences about your special power and how you use it to help others. For example, "My special power is being able to talk to animals. I use my power to help rescue animals in danger and find them safe homes."</p> <p>Part 4: Reflection (5 minutes) Reflection Questions:</p> <ul style="list-style-type: none"> • What did you enjoy most about learning about heroes and villains? • What is one thing you learned that you think is important? <p>Instructions for Teachers:</p> <ul style="list-style-type: none"> • Provide the assessment sheets to each student. • Allow students to work independently but be available for assistance. • Encourage students to do their best and remind them that this is a review of what they have learned. • Collect the assessment sheets at the end of the session. | <p>Harriet Tubman: Helped many slaves escape to freedom. Rosa Parks: Helped change unfair laws in America. Cleopatra: Famous queen of ancient Egypt.</p> | <p>Identifying and using evidence to support statements about historical figures. Reflective Thinking: Reflecting on personal learning and articulating thoughts about heroes and villains.</p> |
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Glossary

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| Pharaoh | A Pharaoh was a king or queen of ancient Egypt who ruled the land and was considered very powerful and important. |
| Dynasty | A family of rulers who have power over a country for a long time. For example, kings and queens from the same family. |
| Hero | Someone who is very brave and does great things to help others, like rescuing people or standing up for what is right. |
| Heroine | A brave girl or woman who does great things to help others, like rescuing people or standing up for what is right. |
| Villain | A bad person in stories who does mean or evil things to others. |
| Legacy | Something special that a person leaves behind for others after they are gone, like important memories or achievements. |
| Civil Rights | The rights that every person should have to be treated equally and fairly, no matter who they are. |
| Abolition | The act of ending something, like when people worked to stop slavery. |
| Timeline | A line that shows important events in the order they happened. |
| Research | Finding out new things by looking up information, reading books, or asking questions. |
| Debate | A discussion where people talk about different opinions on a topic to understand different sides. |
| Evidence | Facts or information that show if something is true or false. |
| Consequences | The results of something you do, which can be good or bad. |
| Scenario | A made-up story or situation that helps us think about what could happen. |
| Annotate | Adding notes or comments to something written, like a book, to explain it better |
| Historical Context | Understanding what was happening in the world at the time of an event to understand it better. |
| Commemorate | To remember and show respect for someone or something important from the past. |
| Dilemma | A difficult situation where you have to make a tough choice between two things. |
| Ethos | The beliefs and values of a group of people that guide their actions and decisions. |
| Justice | Making sure people are treated fairly and get what they deserve. |
| Moral | A lesson about what is right and wrong that we learn from stories or experiences. |
| William Wilberforce | A British man who worked very hard to end slavery. |
| Menes | An ancient Egyptian king who is said to have united Egypt. |
| Harriet Tubman | A brave woman who helped many slaves escape to freedom |
| Rosa Parks | A woman who helped change unfair laws in America by refusing to give up her seat on a bus. |
| Cleopatra | A famous queen of ancient Egypt known for her intelligence and beauty. |



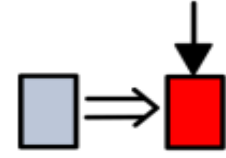
Heroes & Villains



Ally



Commemorate



Consequence



Crime



Dilemma



Ethos



Heroic



Heroine



Justice



Moral



Origin



Menes



Harriet Tubman



Rosa Parks



Cleopatra



William Wilberforce