



History Map- Long-term planning at St Benedict's C of E VA Junior School, Glastonbury

Local History projects in green Substantive knowledge in blue

Year	Autumn	Spring	Summer
3	<p>Stone Age to Bronze Age</p> <p>Change and continuity, beliefs, attitudes and ways of life</p> <p>Focuses heavily on change and continuity and on how we can know about life 9,000 years ago. Strong links with creativity and thinking skills. Case studies of Star Carr, Skara Brae, Stonehenge, give young children a chance to use visual sources and artefacts and link to the built environment. Strong problem-solving dimension.</p> <ol style="list-style-type: none"> 1 Was Stone Age man simply a hunter and gatherer, concerned only with survival? 2 How different was life in the Stone Age when man started to farm? 3 What can we learn about life in the Stone Age from a study of Skara Brae? 4 Why is it so difficult to work out why Stonehenge was built? 5 How should we remember the Bronze Age? <p>Local History Project – What was the area around Glastonbury like during The Neolithic and Early Bronze Age?</p> <p>Study of how The Sweet Track (3806BC) was constructed using archaeological evidence of The Sweet Track (the oldest ritual monument known from the UK), the tools and items deposited likely for the gods next to it from this era and its importance linking the Polden Hills with Westhay</p>	<p><i>Timebox 1 Short fun sessions to build up pupils' chronological understanding.</i></p>	<p>Ancient Egypt</p> <p>Civilisation, attitudes, beliefs, attitudes and ways of life, society</p> <p>Were there any other ancient societies as advanced as the Egyptians and how similar were they? To satisfy need for overview otherwise we keep our strong and effective cross-curricular links.</p> <ol style="list-style-type: none"> 1 What can we quickly find out to add to what we already know about Ancient Egypt? 2 How can we discover what Ancient Egypt was like over 5,000 years ago? 3 What sources of evidence have survived and how were they discovered? 4 What does the evidence tell us about everyday life for men, women and children? 5 What did the Ancient Egyptians believe about life after death and how do we know? 6 What did Ancient Egypt have in common with other civilizations from that time?

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Iron Age to Romans in Britain

Local History visit to Avalon Archaeology planned for Oct 2025 (working with South West Heritage Trust) to compliment Year 4 studies of History from the Iron Age to the Vikings

Reconstructions from Iron Age, Roman, Saxon and Viking Somerset:

- The Viking Longship
- The Saxon Longhall
- The Roman Villa Dining Room
- Iron Age roundhouse

Iron Age

Change and continuity, beliefs, attitudes and ways of life

- Case studies of Danebury and Maiden castle give young children a chance to use visual sources and artefacts and link to the built environment.

⑤ How much did life really change during the Iron Age and how can we possibly know?

Local History Visit to The Tribunal in Glastonbury to visit the Glastonbury Lake Village museum to study artefacts found during the Iron Age & see the Anglo-Saxon boat found.

Consolidate learning with “Celt Day” - where chn dress as Celts and experience some of life in the Iron Age. They reproduce pots seen at The Tribunal, plant beans, make Iron Age bread, Calynxs and trade as Celts.

⑥ Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery

Romans in Britain

Invasion, Key people, Resistance, Change and Consequence, significance

6 key questions, with an early one exploring nature of Roman Empire and reasons for its spread, including Caesar’s invasions.

① Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar?

② Why did Boudicca stand up to the Romans and what image do we have of her today? – English Unit

③ How were the Romans able to keep control over such a vast empire?

④ How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know?

Central part of the topic and scope for deep enquiry and use of local

Timebox 2 Two further short fun sessions to build up pupils’ chronological understanding ad to keep history vocabulary ‘warm’ during a term when no other history is studied.

Short Local study linked to geography looking at evidence in immediate locality: just a 3 key question enquiry looking at how the local area has changed in the last 100 years using mainly physical evidence. Glastonbury Lake Town – Avalon Marshes King Arthur (linked to English project)– linked to Glastonbury English writing unit on the “Legend of The Holy Grail” linked to Glastonbury. Visit to The Abbey to see the location of the grave of King Arthur

Anglo-Saxons and Vikings

These 2 areas of study have been amalgamated to make the interrelationship between the two much clearer. Great interpretations work on Alfred and reputation of the Vikings. One question on Saxon culture so that comparison with Maya in the following term is more meaningful.

Anglo-Saxons

Invasion beliefs, attitudes and ways of life, society, monarchy, crime and punishment, significance

① Why did the Anglo-Saxons invade and how can we possibly know where they settled?

② What does the mystery of the empty grave tell us about Saxon Britain?

③ How did people’s lives change when Christianity came to Britain and how can we be sure?

④ How were the Saxons able the see off the Viking threat? This tells the story from 790- 1066

Local History Visit to the Rural Life Museum, Glastonbury for Saxon Somerset workshop - Discover King Alfred and his defence of Wessex against the Vikings, become a Saxon warrior and take part in a fierce battle re-enactment. Learn how ordinary people lived, explore the Museum collections and make your very own Saxon-inspired objects.

Local History Theatre Show and Workshop – Kith and Kin with Leela Bunce

This warm-hearted, interactive play centres on a day in the life of an everyday 9th century Anglo-Saxon woman in Somerset. The Saxon hall and the vibrant community who knew it are brought to life with humour and heart, enriching children’s understanding of how everyday people lived before the modern era. Some parts of the show are in Old English - carefully chosen and performed to aid comprehension - allowing children to hear how people would have spoken here in Somerset 1000 years ago.

⑤ Just how great was King Alfred, really?

examples. Second part places emphasis on use of range of surviving evidence

Local History Visit to Villa Ventorum, The Newt, Bruton – reconstructed Roman Villa - study how Romans in Somerset lived – compare archeological evidence with reconstructed villa and its contents.

- ⑤ Who was Septimius Severus and why did he come to Britain?
- ⑥ How can we solve the mystery of why this great empire came to an end?
- ⑦ How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?

- ⑥ Just how effective was Saxon justice?
- ⑦ So, how dark were the dark Ages, really?

Vikings

Invasion, resistance, beliefs, attitudes and ways of life, society, change through time, diversity and stereotyping, significance

- ① What image do we have of the Vikings?
- ② Why have the Vikings gained such a bad reputation?
- ③ How did the Vikings try to take over the country and how close did they get?
- ④ How have recent excavations changed our view of the Vikings?
- ⑤ What can we learn about Viking settlement from a study of place name endings?
- ⑥ Raiders or settlers: how should we remember the Vikings?

<p>5</p>	<p>Mayan civilization</p> <p>Main focus here is on cultural aspects and how they compared with what was happening in Saxon Britain at same time. Topic starts with exploring why it is important to learn about the Maya and ends with riddle of how this powerful empire could have disappeared quite so suddenly.</p> <p>Civilisation, attitudes, beliefs, attitudes and ways of life, continuity and change</p> <ol style="list-style-type: none"> 1 Why do you think we study the Mayan empire in school? 2 When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? 3 What was life like at the height of the Mayan civilization? 4 How can we possibly know what it was like there 1,000 years ago? 5 If the Maya were so civilized, why then did they believe in human sacrifice? 6 How can we solve the riddle of why the Mayan empire ended so quickly? 	<p>Timebox 3 <i>Two more short fun sessions to further build up pupils' chronological understanding.</i></p> <p>Short Local History Project – Bridgwater Carnival</p> <p>Change over time, legacy</p> <ol style="list-style-type: none"> 1 How does Somerset celebrate 5th November? How Bridgwater Carnival originated – a chronological study of The Carnival between 1605 and 2005 2 Why does Somerset still celebrate? – How did Guy Fawkes celebrations become the traditional Bridgwater Carnival? 	<p>Ancient Greece</p> <p>6 key questions but rather more emphasis on achievements and legacy Even more reason to have it late in the key stage so pupils can see its influence on other societies they have studied. The whole unit is based around pupils in role as tour operators planning a trip, starting in London to show how special life was in Ancient Greece and how much this society influences our lives today.</p> <p>Ideas, beliefs, attitudes and ways of life, significance, continuity and change, democracy, achievements, legacy</p> <ol style="list-style-type: none"> 1 How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? <ul style="list-style-type: none"> • Physical features and climate that feature in Greek Legends • Theseus and the Minotaur – Is there any evidence for the legend? 2 What can we work out about everyday life in Ancient Athens? <ul style="list-style-type: none"> • Buildings, coins, statues and monuments, and archaeological remains. • Ancient Greek vases: the answer lies on the pot • What was life like for women in Ancient Greece? 3 Why was Athens able to be so strong in the 5th & 6th century BC? The Battle of Marathon 4 Building the Parthenon – making Greek democracy come to life. Compare life in Athens and Sparta. 5 What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? 6 In What ways have the Ancient Greeks influenced our lives today? <p>Future Local History workshop – 2026</p> <p>Somerset Myths and Legends (to link local history to world history myths and legends)</p> <p>Discover mythical creatures and legendary tales that have been associated with Somerset for centuries. You will create the crazy 'Hunky Punk' creature and the Stogumber dragon's eye. For a full day mythical experience you will investigate whether King Arthur was a myth or legend and explore the Museum to find ideas for your own Somerset myth or legend.</p>
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Beyond Face Value (Thematic): *New home-grown unit to ensure we keep the strong parts of our Tudor, Victorian and Life in the 30s studies.*

*It is a six-session study of 3 case studies (1. How Tudor portraits
2. Images of Victorian factories and
3. World War Two propaganda re. Evacuation and the Blitz) showing that images can only be understood if we grasp the purpose of the image. Great life skill and sending Y6 to secondary school with great historical skills.*

Ideas, beliefs and attitudes, continuity and change, significance, reasons for and results of, chronology

- ① Would the real Henry VIII please stand up?
- ② Portraits of Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?
- ③ Why is it so difficult to work out what Victorian factory conditions were really like?
- ④ Why do we need to be careful when using paintings to find out about Victorian life?
- ⑤ Were the evacuees as happy as they were shown?
- ⑥ Did people believe all the propaganda during the Blitz?

Timebox 4 *Short fun sessions to conclude build our building pupils' chronological understanding with additional material on Tudors, Victorians and Britain since the 30s.*

Crime and Punishment (Thematic)

This post-1066 thematic unit has been produced to meet demand for teaching crime and punishment. A topic that is genuinely relevant and up-to-date for top juniors: something for them to get their teeth into and to voice their own opinions. By providing pupils with a broad chronological sweep of nearly a thousand years it makes a significant contribution to pupils' grasp of the long arc of time. With all enquiry questions the object has been to open up informed debate, relating issues to the present day wherever possible. In this way the topic makes a major contribution to pupils' citizenship education. Above all the topic helps pupils to develop a deeper understanding of crucial historical concepts: change continuity, turning points.

Ideas, beliefs and attitudes, continuity and change, significance, chronology

- ① How were criminals punished 800 years ago, and how do we know?
- ② What does the legend of Robin Hood tell us about medieval justice?
- ③ More of the same? How did crimes and punishments change between 1500 and 1750?
- ④ Why did punishments become so bloody in the 18th century?
- ⑤ Why did so much change happen in the 19th century?
- ⑥ Has the way we catch and punish

Local History Project:

How did Glastonbury Abbey influence changes in Glastonbury?

Ideas, beliefs and attitudes, continuity and change, legacy

① **What put Glastonbury on the map?**

Local Heritage walk, buildings timeline, features of different building to help identify their age, find out why some buildings are not as old as they look.

② **How has Glastonbury changed over time?**

Compare maps of Glastonbury over different time periods, from Roman settlements- 1800s-Today centered on The Abbey. Look at how the needs of the people of Glastonbury have changed seeing changes in farm land, housing, shops and trade and industry

③ **Why was The Abbey built in Glastonbury?**

Study the history of Glastonbury through the development of The Abbey and why it became so important to Christians; Why The Abbey is located where it is, how it became the holiest place in Britain, why St Dunstan and St Benedict were so influential on The Abbey, consider archaeological evidence to support or otherwise the stories and legends of St Joseph of Arimathea, the Virgin Mary and King Arthur and why these figures were important to the success of The Abbey.

Visit to The Abbey to consolidate learning

The next series of lessons were formed in conjunction with The Red Brick Building Local Heritage Project on Morlands and Baily's Sheepskin industry in Glastonbury

- ④ *How has industry changed over time in the Glastonbury area? A chronological study of industry over time from 10th Century to 2013*
- ⑤ *Why was Glastonbury a good place to have a sheepskin industry? How has industry changed over time and what has stayed the same?*
- ⑥ *How were Morlands and Baily's connected to the wider world?*
- ⑦ *Why were Morlands and Baily's important local employers?*

		criminals improved that much in the last 100 years?	
All year groups	Additional activities through the year		<p>VE Day 80 Celebrations</p> <p>① <i>Create peg soldiers for whole school display to represent soldiers in WWII from each family</i></p> <p>② <i>Whole School celebration for VE Day 80 involving local businesses, Burns the Bread, Knights Fish and Chips and St Benedict's Nursing Home</i></p> <p>Somerset Celebrations</p> <p>Y6 visit to Rural Life Museum - <i>Experience traditional Somerset festivities through this fun-filled and hands-on workshop. Mull your own non-alcoholic cider using ancient Somerset techniques and discover the story behind traditional wassailing in our orchard. Explore our museum collections to help create your own banner inspired by our very own Seavington Friendly Society banner!</i></p>