



Curriculum Overview for History

NB: See appendix for KS2 2022 /2023 due to reconfiguring of curriculum

	Autumn	Spring	Summer
Nursery	Personal/Family History History through Nursey Rhymes (sing a song of sixpence)	History through Nursey Rhymes (Polly put the kettle on)	History through Nursey Rhymes(Jack and Jill went up the Hill)
Reception	Personal/Family History	People Who Help Us Through the Ages	Time Machine History through images in books (Each Peach Pear Plum/Grandmas House) The Queen's Crown (London)
Year 1	Toys History off the page	Local Area - Schools	Great Explorers
Year 2	The Sinking of the Titanic	Great Fire of London	Significant Person/People She sells sea shells Mary Anning : dinosaur hunter
Year 3	Stone Age to Iron Age		Castles
Year 4	The Romans & Local History Follows Iron Age so pupils don't have to 're-do' the Celts	Anglo-Saxons & Vikings These 2 areas of study have been amalgamated to make the interrelationship between the two much clearer.	
Year 5	Victorians	Ancient Egyptians	Ancient Greece Achievements and legacy. Reason to have it late in the key stage so children can see its influence on other societies they have studied.
Year 6	WWII A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Golden Age of Islam	Medicine Theme in British history that's extends pupils' chronological knowledge beyond 1066

Early Years

Educational Programmes (Statutory)

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Characteristics of Effective Learning

Playing and Exploring

children investigate and experience things, and 'have a go'

Active Learning

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically

children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Nursery (Non-statutory Development Matters)

3-4 year olds will be learning to:

Begin to make sense of their own life-story and family's history.
Talk about what they see, using a wide vocabulary.

Disciplinary Knowledge/Thinking

- Recognise
- Identify
- Describe
- Observe
- Select
- Sequence

Knowledge and Skills

Chronology

Put events in order (personal experiences)

Characteristic features

Comment on images and photos (Nursery Rhymes)

Reception (Non-statutory Development Matters)

Reception aged children will be learning to:

- Comment on images in the past
- Handle artefacts
- Begin to organise events using basic chronology
- Develop an understanding of past and present
- Explore similarity and difference
- Consider how life was different in the past
- Listen to accounts from the past
- Recognise that life was different before they were born
- Compare and contrast characters from stories, including those from the past

Disciplinary Knowledge/Thinking

	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall		
	Knowledge and Skills		
	<table border="1"> <tr> <td>Chronology Put events in order (personal experiences)</td> <td>Continuity and Change Sort pictures into old and modern To say how things have changed To say how things are similar or different from the past to their own lives.</td> <td>Characteristic features Notice if something is old Comment on images from the past</td> </tr> </table>	Chronology Put events in order (personal experiences)	Continuity and Change Sort pictures into old and modern To say how things have changed To say how things are similar or different from the past to their own lives.
Chronology Put events in order (personal experiences)	Continuity and Change Sort pictures into old and modern To say how things have changed To say how things are similar or different from the past to their own lives.	Characteristic features Notice if something is old Comment on images from the past	
Early Learning Goals (ELG) - END of Reception	<p><u>Understanding the World</u> Past and Present Talk about the lives of the 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.</p>		
Vocabulary	past, old , modern, new , first, same , different , order		

Year 1	Autumn	Spring	Summer
NC and additional skills and knowledge	<p>Pupils should be taught about: Changes within living memory.</p> <p><u>Disciplinary Knowledge/Thinking</u> Recognise Identify Describe Observe Compare Categorise Reason Speculate</p> <p><u>During the enquiry pupils will:</u> Describe the toys they play with in the present day.</p>	<p>Pupils should be taught about: Changes within living memory. Significant historical events, people and places in their own locality.</p> <p><u>Disciplinary Knowledge/Thinking</u> Recognise Identify Describe Observe Compare Demonstrate understanding</p> <p><u>During the enquiry pupils will:</u></p>	<p>Pupils should be taught about: - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>Disciplinary Knowledge/Thinking</u> Describe Give reason Give an account Identify</p>

	<p>Compare their toys to toys from the past Recognise, observe, Identify and describe what makes something old. Categorise into old and present. Reason how they know something is from the past. Speculate who would have played with the toys and when.</p>	<p>Observe and Describe what our school was like in the past. Observe, identify, recognise and describe Harpenden using photographs from the past. Compare how schools have changed over time. Demonstrate understanding of time by sequencing the schools in Harpenden. Empathise and recall what school was like in Victorian times.</p>	<p>Recognise Explain Observe Compare enquiry pupils will: Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world’s greatest living explorer; Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time; Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did; Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did; Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully; Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived.</p>
<p>Destination questions</p>	<p>Recap: <i>Do you remember sorting old and new objects in Reception?</i></p> <p>Toys What are our toys like today?</p>	<p>Recap: <i>Can you recall and describe when you first started school?</i></p> <p>Local Focus – Schools</p>	<p>Recap: <i>Do you remember anyone you learned about from the past in Early Years.</i></p> <p>Great Explorers Why is Ranulph in the Guinness World Records?</p>

	<p>What are other people's toys like? How can we tell these toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? How can we set up a Toy Museum?</p> <p>Next Steps: <i>You will learn about and compare artefacts again in Year 2 when you learn about Titanic.</i></p>	<p>What was our school like when it opened for the first time? What can we tell about Harpenden from old photographs? What were schools like in Harpenden in the olden days and how do we know? Which schools have been in Harpenden a very long time? What was a day like at school in Victorian time?</p> <p>Next Steps: <i>You will revisit local history in Year 4.</i></p>	<p>How do Amy's achievements compare with those of Ranulph? Why did Christopher sail across an unknown ocean? Why was Neil's small step also 'a great leap'? Who was the better explorer? Why? (What type of qualities does an explorer need? If time in the unit)</p> <p>Next Steps: <i>You will learn about another significant individual from the past when you study Mary Anning in Year 2.</i></p>
Vocabulary	<p>old new grandparent toys long time ago past present</p>	<p>Harpenden long time ago olden days past present photograph Victorian change</p>	<p>Voyage Explore Pioneer Discrimination New World Navigate Merchant Indigenous Mission Timeline Chronology Empire Monarch Trade Society</p>
Year 2			
NC and additional skills and knowledge	<p>Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</p> <p>Events beyond living memory that are significant nationally or globally</p> <p><u>Disciplinary Knowledge/Thinking</u> Recognise Identify Describe Compare and contrast Offer reasons Explain</p> <p><u>During the enquiry pupils will:</u> Compare and contrast a number of historical sources to enable them to recognise and describe in simple terms some of the stark contrasts that existed in living conditions amongst different sections the population of Britain in 1912; Describe and offer reasons why so many migrants such as Delia left Ireland in the 1900s to start new</p>	<p>Pupils should be taught about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><u>Geography NC Links</u> Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><u>Disciplinary Knowledge/Thinking</u> Identify Describe Observe</p>	<p>Pupils should be taught about: Changes within living memory the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><u>Geography NC Links</u> Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><u>Disciplinary Knowledge/Thinking</u></p>

	<p>lives in other countries such as the United States of America;</p> <p>Describe and explain the difference between primary sources and secondary sources of historical evidence;</p> <p>Create a simple timeline using equidistant intervals of time to identify, describe and explain the temporal order of the events of the final day of the Titanic April 15th 1912;</p> <p>Create their own historical narrative in the form of a journalistic recount text, which sequences and describes the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did.</p>	<p>Reason Compare and contrast Sequence Justify Synthesise</p> <p>During the enquiry pupils will: Identify and describe from a range of contemporaneous images the main effects of the Great Fire of London in 1666 on the city and its people and give reasons for their observations; Identify and describe from an eyewitness account the location of the start of the fire; Suggest reasons for the cause of the fire and what happened to Thomas Farriner and his daughter after its discovery; Identify, describe, compare and contrast, observe and sequence the most significant events that occurred in the Great Fire of London; Create two graphic novel panel designs incorporating both words and images to depict two events which occurred in the Great Fire of London and give historical reasons to justify their choice of designs; Create two short diary entries in the style of Samuel Pepys which describe, observe and give reasons for two of the most significant events in the Great Fire of London; Describe and explain through comparing and contrasting and synthesising a range of reasons why the Great Fire of London spread so quickly and took so long to extinguish.</p>	<p>Inference Understand Conclude Identify Sequence Recall Explain Classify Select</p> <p>During the enquiry pupils will: Make inferences as to what Mary might have done. Understand that Mary dug up remains of animals from the stone on cliffs and that these were fossils. Conclude that Mary was partly so famous because she was so young when she made discoveries that even older trained scientists hadn't made. Identify that she was the first to discover some important fossils and use sand tray to grasp idea of layer of rock building up over time. Sequence Mary Annings life. Recall names of key figures in Mary's story and explain the role, they played in her life Classify those who were significant and those who weren't in Mary's life. Understand why Mary should be remembered. Select and offer valid ways of recognising Mary's achievements.</p>
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<p>Destination questions</p>	<p>Recap: <i>Do you remember looking at old and new toys in Year 1? Can you describe one of the toys?</i></p> <p>The Sinking of the Titanic- Key Question: Why did Delia buy a new hat? What do hats tell us about the lives of people in Britain in 1912? How do we know there were different living conditions amongst the British population in 1912? Why did so many migrants leave Ireland in the 1900's and go to other countries? Where was Delia and others going on April 10th 1912? What happened on the Titanic between 8.00 am on April 11th and 8.50 am on April 15th 1912? How was the Titanic disaster reported in 1912?</p> <p>Next Steps: <i>You will learn about another significant event in British history in Spring Term.</i></p>	<p>Recap: <i>The Titanic was a significant event in British History. What can you remember about it?</i></p> <p>The Great Fire of London- Key Question: How do we know so much about what happened in the Great Fire of London? How did the Great Fire of London start? What happened in London as the fire spread? Why did the fire spread so quickly and take so long to put out?</p> <p>Next Steps: <i>You will look at significant events in British History in Year 3 when you learn about The Stone Age to the Iron Age.</i></p>	<p>Recap: <i>Do you remember any significant explorers from the past that you studied in Year 1?</i></p> <p>Mary Anning Why do we STILL remember the life of a young girl who was born over 200 years ago? What did Mary do in her life that was so special? What sort of person was Mary that helped her to success in man's world? Which other people were important in Mary's life and why? How do we know about Mary's actions which happened so long ago? How and why should we remember Mary Anning today?</p> <p>Next Steps: <i>You will learn about other significant individuals in British History in Year 3 when you learn about Castles.</i></p>
<p>Vocabulary</p>	<p>Population period poverty maiden voyage Embark disaster upper class third/working class migrant Ireland America</p>	<p>Extinguish firebreak debris diary Eyewitness embers cathedral fire hook water squirt River Thames London Samuel Pepys Thomas Farriner</p>	<p>dinosaur ammonite fossil fossil-hunter ichthyosaurs commemorated statue cliff palaeontologist Mary Anning Lyme Regis</p>
<p>Year 3</p> <p>National Curriculum and additional skills and knowledge</p>	<p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p> <p><u>Disciplinary Knowledge/Thinking</u> Identify Recognise Describe Sequence Explain Evaluate Locate Compare and contrast Reach a judgement Speculate</p>	<p>Pupils should be taught about: -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history.</p> <p><u>Geography NC Links</u> Locational knowledge -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	

	<p><u>During the enquiry pupils will:</u></p> <p>locate move to farming on a simple timeline; identify BIG changes that came in the New Stone Age (Neolithic period); recognise that hunter and gatherers were living alongside early farmers about 5,000 years ago; explain the impact of farming esp. taming wild animals, growing wheat etc; describe relative significance of each change. identify the most significant aspects of Bronze Age culture apply their knowledge of the significant features of the Bronze Age in order to critically evaluate a film speculate as to significance of scenes shown in an artist's impression; make inferences and deductions about possible use of a range of artefacts and visual clues; raise and answer valid historical questions; identify and explain how archaeologists are able to make statements about the past when no written records exist; learn about the types of evidence available to a historian studying the Iron Age. use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened; can come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence; can evaluate the strengths and weaknesses of each theory.</p>	<p><u>Disciplinary Knowledge/Thinking</u></p> <p>Identify Describe Sequence Explain Locate Compare and contrast Reach a judgement</p> <p><u>During the enquiry pupils will:</u> Identify, describe and sequence the events which occurred in Normandy and Sussex on October 13th - 14th 1066; Explain why William the Conqueror decided to invade and occupy England; Recognise, describe, locate, compare and contrast and suggest reasons for the features of a typical Norman Motte and Bailey castle; Explain how and why the design of Norman castles began to change after William gained control over most of England; Describe and explain some of the different purposes of Norman castles; Describe and explain why it was so difficult for the Anglo Saxons to successfully attack a Norman castle; Identify, locate, describe and explain the different parts of a Norman castle keep; Recognise and explain how the lives of children in Norman England were very different depending on the section of society to which they belonged – nobility and commoners; Explain and reach a judgement as to why the remains of Norman castles in modern Britain attract millions of visitors and tourists a year.</p>
<p>Destination questions</p>	<p>Recap: <i>Do you remember looking at other significant events in British History in Key Stage 1? What do you remember? When were they?</i></p> <p>Was Stone Age man simply a hunter and gatherer, concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about life in the Stone Age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How should we remember the Bronze age?</p>	<p>Recap: <i>Do you remember looking at other significant people in British History in Key Stage 1? Can you name them and describe why they were famous?</i></p> <p>Castles Key Question: Why were castles so important to the Normans?</p>

	<p>How much did life really change during the Iron Age and how can we possibly know? Which Iron Age inventions improved people's lives the most? Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery</p> <p>Next Steps: <i>You will learn about the changes within Britain during a time period before 1066 in Year 4 when you learn about the Romans. Do you already know anything about the Romans?</i></p>	<p>Why did William Duke of Normandy invade England in 1066? What were the first Norman castles like? How did the castles that the Normans built change? What was the life like inside a Norman castle and what happened to Geoffrey and Thomas on one day in 1150? Why do so many people visit Norman castles today?</p> <p>Next Steps: <i>You will learn about another time period beyond 1066 in British History and its impact on today's society when you look at The Victorians in Year 5.</i></p>	
Vocabulary	<p>Hunter-gatherer NomadTribe Stone Bronze Iron Roundhouse Hillfort Smelting Druid Domesticate Archaeologist Skara Brae Stonehenge Maiden Castle</p>	<p>Invasion conquer military Normans Medieval feudal system noble Knight serf commoner chronicle William Duke of Normandy William the Conqueror Battle of Hastings Harold II Harold Godwinson,</p>	
Year 4 National Curriculum and additional skills and knowledge	<p>Pupils should be taught about: The Roman Empire and its impact on Britain. A local History Study.</p> <p><u>Disciplinary Knowledge/Thinking</u> Locate Identify Demonstrate understanding Sequence Recall Recognise Explain Compare and contrast Reach informed conclusions Research Analyse Summarise</p> <p><u>During the enquiry pupils will:</u></p>	<p>Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots</p> <p><u>Disciplinary Knowledge/Thinking</u> Interpret Describe Explain Empathise Make a judgement Evaluate Reason Identify</p> <p><u>During the enquiry pupils will:</u> Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever;</p>	<p>Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Disciplinary Knowledge/Thinking</u> Reason Describe Explain Empathise Judge Identify Justify a judgement Compare and contrast Evaluate Justify a decision Observe</p>

Locate the Roman empire
Identify the timescale of the Roman empire
Demonstrate Understanding of why the Celts would have been apprehensive about taking on the Roman army.
Sequence the events of the revolt.
Recall the story of Boudica.
Recognise and **explain** the personal motivation of Boudica.
Compare and **contrast** the way of life between the Celtic lifestyle and that of the Romans.
Reach informed conclusions as to how the Romans have affected our local area.

Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a **judgement** about why the Romans left Britain and the emotions the Emperor may have expressed;
Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and **evaluate** the advantages and disadvantages of living in this way compared with occupying the existing towns;
Identify and describe a number of Anglo-Saxon gods and **explain** why the beliefs and religious practices of the Anglo-Saxons were called pagan;
Describe and explain why Britain converted to Christianity following the visit of Augustine and make a **reasoned judgement** about what the message from Pope Gregory to King Ethelbert might have been;
Recognise and **describe** some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and **evaluate** the costs and benefits for ordinary people compared with those of lords and noblemen;
Identify and **describe** the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, **explain** why they are so important to historians and, using these artefacts, **reach a judgement** as to how the burial would have been constructed and carried out;
Identify, interpret and **make a judgement** about the origin of Anglo-Saxon place names in their own area or region of England.

Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings';
Describe why 'Vikings' is not, in fact, the correct name for these people and **explain** who the attackers really were;
Empathise with the likely feelings of the people of the Kingdom of Northumbria and the **judgements** they might have made as news of the attack spread;
Identify and describe the design features of a longship and **explain** why it was an ideal vessel for Viking raiding parties along the coast of Britain;
Interpret a range of source evidence to **explain** why most Viking Norsemen travelled to Britain in Anglo-Saxon times and **justify their judgement**;
Identify and **describe** the distribution of those areas of Britain settled by Viking Norsemen;
Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and **suggest reasons** for the similarities and differences **observed**;
Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;
Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, **reach a judgement** as to whether he is justifiably 'great' and **justify their decision**;
Describe and **explain** why William, Duke of Normandy, fought the Anglo-Saxon King Harold

			for the English crown at Hastings on 14 October 1066.
Destination questions	<p>Recap: How did the Stone Age, Bronze Age and Iron Age affect the lives of people in Britain? Can you state when these time periods were?</p> <p><i>In Year 1 you learnt about the local history of the school. What can you remember?</i></p> <p>Romans 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?) Should the Celts take on the Romans? Why did Boudicca stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? What evidence from the Romans can be found in the local area? (Local history Study to Verulamium?)</p> <p>Next Steps: You will learn about the changes within Britain during a time period before 1066 next term when you learn about the Anglo-Saxons and the Vikings,</p>	<p>Recap: How did the Stone Age, Bronze Age, Iron Age and Romans affect the lives of people in Britain? Can you state when these time periods were?</p> <p>Why did the Romans leave Britain? Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo-Saxons change after Ethelbert met Augustine? How did converting to Christianity change the lives of people in Britain? What does Sutton Hoo tell us about the Anglo-Saxon world?</p> <p>Next Steps: You will continue to build upon your chronological understanding of British History next term when you learn about The Vikings.</p>	<p>Recap: How did the Romans and the Anglo-Saxons affect the lives of people in Britain? Can you state when these time periods were?</p> <p>What was the 'terror' that appeared in Britain on June 8th 793? Why was the design of their longships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted from Britain? Viking horned helmets- historical fact or myth? Why is Alfred the only king or queen of England to have 'the Great' after their name?</p> <p>Next Steps: You will continue to build upon your chronological understanding of British History within Year 5 and 6 by looking at events past 1066 when you learn about The Victorians, World War 2 and medicine.</p>
Vocabulary	<p>Empire Aqueduct Centurion Emperor Chariot invasion gladiator plebeian Boudicca Italy Claudius Caesar</p>	<p>Angles Saxons invade settlement conquer Pagan Vikings law justice dark Ages Mercia (present day Staffordshire) Edward Confessor Alfred</p>	<p>Vikings pagan Norsemen Invasion longship/longboat migration Myth legacy settlement raid</p>

<p>Year 5</p> <p>National Curriculum and additional skills and knowledge</p>	<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Disciplinary Knowledge/Thinking</u></p> <p>Identify Describe Explain Empathise Compare and contrast Critically evaluate Infer Draw conclusions Summarise arguments Summarise Conclude Evaluate</p> <p><u>During the enquiry pupils will:</u></p> <p>Identify 3 major changes that took place in the Victorian period Describe how this was a period of rapid change. Identify a range of problems that children faced working in the factories. Give reasons why factory owners and workers might not tell the truth. Explain a range of reasons why people moved to the towns in the 19th century Empathise with how different family members felt about moving to towns. Identify a range of features of a typical Victorian town Compare and contrast an extract from Dickens with a contemporary etching Critically evaluate a painting as a piece of historical evidence Infer from a range of sources Draw conclusions from sources about life in Victorian workhouses Summarise arguments for and against workhouses</p>	<p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p><u>Disciplinary Knowledge/Thinking</u></p> <p>Identify Describe Explain Make judgements Justify Reason Critique Evaluate Hypothesise</p> <p><u>During the enquiry pupils will:</u></p> <p>Describe the discovery made by the archaeologist Howard Carter in Egypt in 1922 and explain its historical importance; Explain who the pharaoh Tutankhamun was and identify and describe some of the many artefacts found by Carter in Tutankhamun's tomb and make judgements and justify their opinion as to their purpose and what they indicate about life in Ancient Egypt; Make a judgement as to which of the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun and justify their views; Consider the evidence of how ancient Egyptians portrayed the stages of entry into the afterlife in a number of murals and make a reasoned and justified judgement as to what they might represent; Describe and explain the most likely cause of Tutankhamun's death at just eighteen years of age</p>	<p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><u>Disciplinary Knowledge/Thinking</u></p> <p>Locate Identify Recognise Infer Deduce Speculate Explain Classify Compare Demonstrate an understanding Draw informed conclusions</p> <p><u>During the enquiry pupils will:</u></p> <p>Locate Ancient Greece, Crete, Athens and Sparta on a map. Identify Ancient Greece on a timeline. Recognise the importance of archaeological evidence as well as written and spoken. Identify and recognise that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots Draw inferences from evidence on pots going beyond the literal. Make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots. Explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, Compare different versions of the Battle of Marathon Demonstrate an understanding of the importance of the victory over Persia in opening up opportunities to focus on domestic issues. Understand that the Olympics were not just athletic events Draw informed conclusions from images.</p>
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	<p>Summarise the achievements but also the 'downside' of Victorian times Conclude which piece of evidence is the most significant Evaluate the different perspectives in the past</p>	<p>and make and justify a judgement as to most plausible explanation; Understand through explanation and reasoning why the cause of the death of Tutankhamun is a contentious issue through critiquing the available evidence and evaluating the conflicting arguments; Present their hypothesis as to what may have happened to cause the death of Tutankhamun in the form of a piece of historical fiction which demonstrates the conventions of that genre of writing.</p>	
<p>Destination questions</p>	<p>Recap: <i>What can you remember about British history from 1066?</i> <i>Can you state when these significant events were; The Great Fire of London, Titanic?</i> Victorians What were the main changes that took place during the Victorian era? Children working in Victorian factories: was it as bad as they tell us? If life was so hard for families in the towns why did so many leave the countryside and move to the towns in Victorian times? What was life like in Victorian cities? Victorian poor and the workhouse; what does Martha's story tell us? The Victorian Era: Dark Age or Golden Age?</p> <p>Next Steps: <i>You will learn about another time period beyond 1066 in British History and its impact on today's society in Year 6</i></p>	<p>Recap: <i>This is your first Early civilisation unit that is not with British History.</i> <i>What periods of history have you learnt so far at school? Can you place them on a timeline?</i></p> <p>Ancient Egyptians Key Question: What happened to the boy behind the golden mask? What were the 'wonderful things' that Howard discovered in 1922? Who was Tutankhamun and what did the contents of his tomb reveal about the life of a pharaoh and the beliefs of the Ancient Egyptians? Why did Tutankhamun's life end so suddenly?</p> <p>Next Steps: <i>You will be learning about another Ancient time period in Summer term when you look at The Ancient Greeks. Do you know any facts about the Greek period of history?</i></p>	<p>Recap: <i>What do you remember about how the Ancient Egyptians lived?</i></p> <p>Ancient Greeks How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time? What was so special about life in 5th Century BC Athens that makes us study it? What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? In what ways have the Ancient Greeks influenced our lives today?</p> <p>Next Steps: <i>You will learn about another Early civilisation in Year 6 when you learn about the Golden Age of Islam.</i></p>
<p>Vocabulary</p>	<p>factory workhouse industrialisation</p>	<p>Pharaoh artefact sarcophagus Embalming forensic archaeologist tomb canopic jar mummification</p>	<p>Democracy Acropolis Parthenon Marathon Olympics Citizen Column Athens</p>

	urbanisation railways parliament Charles Dickens	jackal Book of the Dead Howard Carter Tutankhamun River Nile Valley of the Kings	
Year 6 National Explain Curriculum and additional skills and knowledge	<p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Disciplinary Knowledge/Thinking</u></p> <p>Understand Explain Identify Demonstrate understanding Investigate and explain Compare Give reasons Critique Recall Describe Justify</p> <p>During the enquiry pupils will: Understand how the actions of Hitler threatened European peace. Understand what is meant by the term appeasement Explain why Chamberlain ultimately took the decision to go to war. Identify and describe the dilemma facing Chamberlain and other appeasers. Demonstrate understanding that this would be a war in the air and that there would be vastly more civilian damage than in the First World War. Investigate and explain the reasons for fluctuating numbers being evacuated Compare different evacuees experiences Give reasons why the government's portrayal was so positive. Critique a websites interpretation. Recall examples of how the government prepared to withstand the Blitz and to keep up morale.</p>	<p>Pupils should be taught about: A non European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad circa AD 900.</p> <p>Geography NC Links</p> <p>Locational knowledge</p> <p>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><u>Disciplinary Knowledge/Thinking</u></p> <p>Identify Describe Sequence Explain Locate Compare and contrast Reach a judgement Justify</p> <p>Evaluate</p> <p>During the enquiry pupils will: Interpret original written historic sources to draw a representation of what Abu Jafar al Mansur's 'city of peace' might have looked like in AD 766 – making a judgement, justifying their views and evaluating the accuracy of their conclusions;</p>	<p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Disciplinary Knowledge/Thinking</u></p> <p>Describe Explain Compare and contrast Reach a judgement Justify Evaluate Sequence</p> <p>During the enquiry pupils will: Describe and explain what the term <i>life expectancy</i> means and what change occurred in the average length of time a baby would be expected to live about 11,000 years ago; Compare and contrast sources of evidence to reach a judgement as to why life expectancy in Britain fluctuated greatly during the period 1500-1840 and justify their views and opinions; Evaluate a range of original sources and reach a judgement regarding what people in Britain in 1665 considered to be the cause of the Great Plague and the actions they could take to cure those who had already contracted the disease and prevent others from catching it; Describe what Edward Jenner discovered in 1796 and explain and evaluate the implications of his discovery for the future medical health of the people of Britain; Identify, describe and sequence the main milestones in the history of medicine in Britain and explain and justify their ordering;</p>

	<p>Identify key features of resistance to German invasion: Trying on gas masks Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters</p> <p>Describe a range of roles adults played on the Home Front which were unique to that time.</p> <p>Describe how VE Day was typically celebrated. Explain and justify why depictions of VE Day parties might vary.</p>	<p>Evaluate a range of historical sources and explain why Baghdad had become one of the most important trading centres in the world by AD 900; Analyse a number of historic sources to make and justify a judgement as to the function of the Bayt al – Hikma in central Baghdad at the height of the Golden Age of Islam;</p> <p>Identify and describe those areas of the modern world that were known to the people of Baghdad in AD 900 and reach a judgement to explain why they think they knew little about lands beyond Asia, North Africa and Europe;</p> <p>Describe, explain and evaluate the impact of the work of inventors, designers and engineers of the Golden Age of Islam such as Al-Jazari and reach a judgement regarding the impact they have had on modern life;</p> <p>Describe the events which occurred in Britain on August 1st AD 937, compare and contrast them with life in Baghdad, explain why they were of such great significance in the history of Britain and evaluate their importance.</p>	<p>Create their own timeline of medical advances in Britain by designating appropriate equidistant intervals of time along a scale and recording the correct temporal order in which the events occurred;</p> <p>Structure a piece of discursive writing to give meaning to their timeline through describing, explaining and evaluating the importance of the events that occurred and reaching a judgement which justifies their opinion about which they feel to have been the most significant.</p>
<p>Destination questions</p>	<p>Recap: <i>What can you remember about British history from 1066?</i> <i>Can you state when these significant events were; The Great Fire of London, Titanic?</i></p> <p>World War II Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated and what was evacuation really like? How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know? Why is it so difficult to be sure what life on the Home Front was really like? What was VE day really like? Who fought locally and what happened to them? Need to research before leaving in. Use of war graves commission – understanding what the signs on cemeteries mean</p>	<p>Recap: <i>Can you describe any similarities between how the Greeks and Egyptians lived?</i></p> <p>Golden Age of Islam Key Question: What was life like in Baghdad during the Golden Age of Islam? What did Abu Jafar al Mansur’s ‘city of peace’ look like? Why was Baghdad in AD 900 called ‘the cross roads of the universe?’ What was the Bayt al-Hikma so important? What can we learn about what the people of Baghdad knew of the world from the travels of Ibn Hawqal? Which of Al-Jazari’s great inventions is vital to our everyday life? Why was August 1st AD 937 a significant turning point in British history?</p>	<p>Recap: <i>=Can you describe any of the ways in which the Ancient Greeks influenced our lives today?</i></p> <p>Medicine Key Question: How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?</p> <p>What did families in Britain gain for the first time around 11,000 years ago? Why was life expectancy in Britain still only forty years in 1840 – 10,840 years later!? What did people believe about what caused plague and how they could avoid catching it? How did Edward’s discovery result in saving more lives than any discovery in history? How have the biggest medical milestones of the last 250 years changed life in Britain?</p>

	Next steps: Next time you learn British History will be in Summer term.	Next steps: As a historian which key skills should you use in KS3?	Next steps: In KS3 you will learn about the development of Church, state and society in Medieval Britain 1066-1509
Vocabulary	Prime minister Reich allies policy Nazi appeasement Treaty of Versailles hierarchy House of Commons evacuation propaganda evacuee Home front resistance Battle of Britain rationing commemorate Adolf Hitler Winston Churchill Dunkirk The Channel Islands Germany	Islam Muslim Sultan Philosopher Caliph Abu Jafar al Mansur Muhammad Al-Khatib al-Baghdadi River Tigris Golden Gate Palace Baghdad Iraq Al-Yaqubi	Disease sanitation hygiene Epidemic bacteria virus antiseptic Epidemic bacteria virus antiseptic Antibiotic vaccination life expectancy The Great Bubonic Plague Edward Jenner Louis Pasteur Alexander Fleming Marie Curie Florence Nightingale John Snow James Lister

Historical Second Order concepts that run through all our history teaching are:

- Continuity**
- Causation**
- Significance**
- Similarity and difference**
- Perspective**
- Sources**
- Chronology**
- Empathy**

APPENDIX

Due to reconfiguring of the curriculum there are 2 year groups which would miss periods of History if they followed the new long term plan therefore please note the adjusted plan below which ensures coverage.

2022 - 2023

	Autumn	Spring	Summer
Year 3	Stone age to iron age		Castles
Year 4	The Romans and Local history	Anglo Saxons and Vikings	
Year 5	Anglo Saxons and Vikings (due to move to Y4 Will miss Local Area but NC covered by Romans in Y4 Will miss Egyptians but NC covered in Y4)		Ancient Greece
Year 6	World War II	Anglo Saxons and Vikings (due to move to Y4 will miss Golden Age of Islam but NC covered by Mayans previously in Y3)	