



JLPS Curriculum Overview for History

Curriculum Intent

At Joy Lane Primary School, we help our pupils to gain a coherent knowledge and understanding of Britain's past, together with the past of the wider world. We foster our children's curiosity to know more about the past, understand their roots and equip them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and justified judgements.

History helps us to understand the complexities of people's lives, the process of forced change and natural evolution, the diversity and multifaceted nature of societies and relationships between different groups, as well as our own identities and challenge of our time. Our aim is to work collaboratively with our children to encourage them to become 'History Detectives' using both primary and secondary sources, developing their enquiry and questioning skills to draw their own conclusions. We adopt an imaginative and creative curriculum, exploring both the treasures our local area and community offer us, including investigating how Whitstable has changed over time, comparisons of local castles (Whitstable, Leeds and Dover) and Whitstable during World War II. Our enquiry extends to the exploration and examination of national events and changes, including the life and times of Queen Elizabeth II, the changing society of England throughout World War II, Victorian invention and Viking raids and Saxon settlements. It then stretches worldwide to include crime and punishment through the ages and an examination of the great civilisations - Egyptians, Romans, Mayans and Ancient Greece. When appropriate, members of the local community are invited to share their experiences with the children. Following the investigation of historical sources and evidence, the children are then able to extend their historical understanding and thinking beyond what is taught in order to compare their new knowledge with their own life experiences.

Our pupils learn key historical facts and concepts alongside skills, which are all placed under the following headings: chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and historical enquiry. Where possible, their learning is linked to exciting learning opportunities whereby the children visit and explore a local place of historical significance first hand, in order to bring their learning to life and deepen their understanding of the world around them.

Our curriculum is structured to enable our children to connect their learning across different units, both within History and through the wider curriculum. In Reception, our children learn to understand the world around them through their family members and wider community whilst developing their own sense of self. These skills are then further honed and developed through our Key Stage One curriculum which intends to examine the history of their own lives, families and town that they live in. This is then further embedded through the study of exciting historical events that lend to cross-curricular learning, such as the lives and achievements of explorers and the examination of famous people in history, such as Queen Elizabeth II and Guy Fawkes. In Key Stage Two, our curriculum is underpinned with a chronological focus. Lower Key Stage Two follow key developments and changes in British history from the Stone Age through to Viking raids and invasion. Following this, the children begin to explore the Mayans as a historical civilisation that lived at the same time as the Vikings in England, giving them an understanding of different historic events occurring at the same time, in different parts of the world. At the end of Year 4 and the beginning of Year 5, children explore two great ancient civilisations, Greece and the Egyptians. In Upper Key Stage Two, our children investigate history through different lenses as they begin to examine crime and punishment through the ages and explore significant individual's actions both within in Britain and the wider world that have helped to shape the diverse world we live in today. In Year 6, our children explore the dynamic time of World War II through learning about the declaration of war, the use of propaganda, and children during the war, resulting in a depth study on Whitstable during World War II. This final unit encourages our students to draw upon and demonstrate their developed historical and enquiry skills to present their own project as a fully-qualified Joy Lane History Detective.

National Curriculum

Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries).
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- Significant historical events, people and places in their own locality.

Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age;
- The Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- A local history study;
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Reception				
Area of Learning				
Birth to three: Children begin to learn about the different roles and jobs people have in society through stories. Children begin to understand their own past through exploring photographs of themselves and their family.		3 and 4 year olds: Children continue to learn about the different roles and jobs people have in society through stories and visits from key workers, including Police, Fire Service and RNLI. Children continue to understand their own past through exploring photographs of themselves and their family. They can talk about the changes they see. Children begin to observe and discuss similarities and differences between things in the past and now through drawing on their own experiences and stories read in class.		Children in Reception: Children continue to observe and discuss similarities and differences between things in the past and now through drawing on their own experiences and stories read in class. Children begin to learn to sequence events chronologically through listening to stories and placing events in a chronological order. Children are introduced to significant figures from the past and begin to understand why they are remembered/celebrated. Children learn how transport and technology has evolved over time by looking at artefacts, photographs and books. Children understand where dinosaurs are now (museums) and begin to understand they were alive a very long time ago. Children think about past celebrations and their importance to their families and communities, through photographs.
<i>Please refer to Development Matters (page 101 onwards) to see example of how to support the above.</i>				
Early Learning Goals:				
Past & Present:				
<ul style="list-style-type: none"> • 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. 				
Year 1				
Chronological Understanding	Historical Interpretation	Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Organisation and Communication
<p>I can understand the difference between things that happened in the past and those that happen in the present.</p> <p>I can describe things that have happened to me and other people in the past. I can order a set of events or objects.</p> <p>I can use a basic timeline to place important events. I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</p>	<p>I can recall some facts about people/events before living memory.</p> <p>I can say why people may have acted the way they did.</p>	<p>I can look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>I can identify different ways in which the past is represented.</p> <p>I can explore events and ask key questions such as "Which things are old and which are new?" or "What were people doing?"</p> <p>I can look at objects from the past and ask questions i.e. "What were they used for?", and try to answer them.</p>	<p>I can sort events or objects into groups (i.e. then and now).</p> <p>I can use timelines to order events or objects.</p> <p>I can tell stories about the past.</p> <p>I can talk, write and draw about things from or about the past.</p>
History Unit				
Terms 1 / 2	Terms 3 / 4	Terms 5 / 6		
<p>History of Me: <i>I wonder what my history is?</i></p> <p><u>Rationale/cross-curricular links:</u> <i>Link to key skills/PHSE all about me, transition.</i></p> <p>Children explore their own lives and compare them with one another as well as with the lives of people in the past (parents and grandparents), considering similarities and differences. They will be introduced to the use of a timeline and create their own simple one from birth to present day. During this unit they will continue to explore the evolution of toys over time, with a particular focus on the different materials used. They will be taught</p>	<p>Explorers: <i>I wonder what Explorers discovered in the past?</i></p> <p><u>Rationale/cross-curricular links:</u> <i>Knowledge and Understanding of Events, People and Changes in the Past</i> <i>Links to geography, continents, habitats.</i></p> <p>Children can talk about the lives of some historical and space explorers: Neil Armstrong, Christopher Columbus, David Attenborough (modern day) and the Wright brothers. The children will learn why some people in history are considered to be significant through learning about their individual discoveries or achievements. They will learn about Neil</p>	<p>Castles: <i>I wonder what life was like in a castle?</i></p> <p><u>Rationale/cross-curricular links:</u> <i>Historical enquiry and interpretation.</i> <i>Links to science, materials and their properties.</i> <i>Working mechanisms in DT.</i></p> <p>Children compare and contrast local housing and castles. Through sharing photographs of their own houses, the children will begin to understand the similarities and differences in design and materials used. Children will learn about the different features of a castle, their use and the people who lived in them. They will also learn about the different roles of the people who lived and worked in a</p>		

<p>about how long toys have existed and what they were made of during Victorian times. They will compare this to what modern toys are made of and how what children play with has changed. Through the children's first exposure to historical artefacts, they will understand how the toys have changed over time and why.</p> <p>Festivals and Celebrations: <i>I wonder how celebrations are different?</i></p> <p>Reason for teaching/ cross curricular links: <i>Links to RE where children will learn how Hindu's celebrate Diwali and why Christian's celebrate Christmas through the Christmas story.</i></p> <p>Children can understand and recall key facts about some significant events including Guy Fawkes and The Gunpowder Plot. They will be taught about key events and facts including the events and people of The Gunpowder Plot. This will support the children in understanding why we celebrate Bonfire Night. They will use a timeline to place the key events in chronological order.</p> <p>Children can understand and recall key facts about some significant events including Remembrance Day, with a specific focus on Captain Tom Moore. The children will learn why we celebrate Remembrance Day, when it is and how this links to armistice. The children will learn about Captain Tom Moore's achievements both as a serving soldier and in recent years during lockdown.</p>	<p>Armstrong becoming the first man to step foot on the moon and position this on a timeline of historic space events. They will be taught about the meaning of 'voyage' and that this word can be used to describe journeys by ship or in space.</p> <p>Children understand how the first aeroplane flight influenced air travel today. They will be taught how the Wright Brothers were the first people to successfully fly in a plane and when this happened through the exploration of photographs, drawings and books. They will learn how the achievement of the Wright Brothers helped shape modern-day aviation.</p>	<p>castle. The children will visit a local castle and take part in a theatre workshop based on castles.</p>
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Key Vocabulary:

questions, find out, collect, information, objects, historians, investigate, same, different, change

<ul style="list-style-type: none"> Artefact Wooden toys Metal toys Plastic toys Victorian Modern 20th and 21st Century The Gunpowder Plot Catholics Protestants Houses of Parliament Guy Fawkes King James I First World War Armistice Front line Trenches Poppy Captain Tom Moore 	<ul style="list-style-type: none"> Explorers Exploration Voyage Space Significant Recent Earth Aviation Travel Transport Neil Armstrong The Wright Brothers Christopher Columbus David Attenborough 	<ul style="list-style-type: none"> Wood Brick Slate House Flat Castle Moat Turret Battlement Tower Jester Knight Soldier Watchman Cook Gardener Candlemaker
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Year 2

Chronological Understanding	Historical Interpretation	Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Organisation and Communication
<p>I can understand and use the words 'past' and 'present' when telling others about an event.</p> <p>I can recount changes in my own life over time. I can understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I can use a timeline to place important events.</p>	<p>I can look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>I can use information to describe the past. I can describe the differences between then and now.</p> <p>I can look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>I can recount the main events from a significant event in history.</p>	<p>I can identify different ways in which the past is represented.</p> <p>I can ask questions about the past.</p> <p>I can use a wide range of information to answer questions.</p>	<p>I can describe objects, people or events in history. I can use timelines to order events or objects or place significant people.</p> <p>I can communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>

History Unit

Terms 1 / 2	Terms 3 / 4	Terms 5 / 6
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London's Burning: *I wonder how the Great Fire of London has impacted on our lives today?*

Rationale/cross-curricular links:
Chronological understanding/historical interpretation/knowledge and Understanding of Events, People and Changes in the Past. Links to English, diary writing, geography of London/landmarks.

Children to investigate and explore facts about the Great Fire of London supported by the use of artefacts and source interrogation, including extracts from Samuel Pepys diary. They will learn when, where and how the fire started. Why it spread so quickly and how it was put out. They will learn how to place the key events in order on a timeline. They will be taught about the different tools used to put out the fire and how these differ to modern day firefighting.

London's Burning: *Significant historical events, people and places in their own locality:*

Children will continue to identify similarities and differences between old and present day buildings. This unit continues to explore how housing impacted on the Great Fire of London. Children will learn about materials used to build houses at the time of the Great Fire of London 1666 and compare them to photographs of modern day houses. The children will visit Whitstable where they will investigate the similarities and differences between the buildings in their own locality.

Brilliant Britain: *I wonder how Queen Victoria and Queen Elizabeth II are different?*

Rationale/cross-curricular links:
Significant individuals. Cross curricular links to geography, countries in the United Kingdom, famous landmarks/British values

Children compare the lives of Queen Victoria and Queen Elizabeth II. The children will be taught about their role, duration of their reign, their residences, their family, hobbies and pets to enable a comparison to be made. They will use a range of sources including books, pictures and photographs.

The children will be able to use information they have learned about Queen Victoria to describe the past and observe the differences between then and now and ask questions about the past.

Heroes: *I wonder what makes a hero?*

Rationale/cross-curricular links:
Significant individuals from the past and historical sources.

Children explore and learn about significant women from the past, including Rosa Parks, Florence Nightingale and Mary Seacole. They will learn who these women were and what they are remembered for.

Children will examine photographs, pictures/paintings and artefacts to understand the significance of these women's achievements and why they are heroes.

Key Vocabulary

questions, find out, collect, information, objects, historians, investigate, same, different, change reasons, events, causes, dates, evidence

Pudding Lane
 1666
 St Paul's Cathedral
 Tower of London
 Samuel Pepys
 Thomas Farriner
 King Charles II
 Bakery
 Diary

Nation
 Monarchy
 Parliament
 war
 peace
 Monarch
 Reign
 Head of State
 Coronation
 Jubilee
 United Kingdom
 Empire
 Commonwealth
 Queen Victoria
 Queen Elizabeth
 Prince Charles

Rosa Parks
 Mary Seacole
 Florence Nightingale
 Jamaica
 Crimean War
 British Hotel
 Lady with the Lamp
 Segregation
 Alabama
 Civil Rights

Year 3

Chronological Understanding	Historical Interpretation	Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Organisation and Communication
<p>I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>I can use a timeline to place historical events in chronological order.</p> <p>I can describe dates of and order significant events from the period studied.</p>	<p>I can explore the idea that there are different accounts of history.</p>	<p>I can use evidence to describe the culture and leisure activities from the past.</p> <p>I can use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I can use evidence to describe buildings and their uses by people from the past.</p>	<p>I can use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>I can ask questions and find answers about the past.</p>	<p>I can communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>

History Unit

Terms 1 / 2	Terms 3 / 4	Terms 5 / 6
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Changes in Britain from the Stone Age to the Iron Age: Was it easier for people to survive in the Stone Age or the Bronze Age? Why?

Rationale/cross-curricular links:
 Cross-curricular outdoor learning links.
 Literacy: *Ug* by Raymond Briggs; *How to Wash a Woolly Mammoth* by Michelle Robinson
 Science – food
 DT – making weapons / jewellery
 Art – cave paintings

Children to investigate Stone and Bronze Age life, religion, technology and travel, for example, the religious significance, construction of and travel to Stonehenge.

Children to understand:
 The term 'Pre-History'
 Chronology- the huge amount of time that makes up Pre-History: Stone Age, Bronze Age, Iron Age.
 How did Bronze replace stone?
 What sources will help us answer our questions.

The Roman Empire and its impact on Britain: What Have the Romans Ever Done for Us?

Rationale/cross-curricular links:
 Literacy: *Escape from Pompeii* by Christina Balit; *Roman Diary* by Richard Platt; *A Roman Story* by Leila Rasheed.; *Roman Rampage* by Jeremy Strong
 Roman Books – Non-chronological report on aspects of Roman Life
 DT - Design and make catapults; *Roman Shields*
 Art - Mosaics; make Roman coins
 Geography - Identify Roman Roads; use maps to identify the expansion of the Roman Empire

Children explore the successful invasion by Claudius and conquest, including British resistance.
 Children investigate the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Britain's Settlement by Anglo Saxons: How did daily life change under the Anglo Saxons? Would you have preferred to live during Roman or Saxon times? Why?

Rationale/cross-curricular links:
 Significant People: Who was Alfred the Great?
 Evidence Focus: What was the Mystery of Sutton Hoo?
 Literacy: *Beowulf* by Michael Morpurgo / Rob Lloyd Jones
Legend of King Arthur

Children explore Anglo-Saxon invasions and reasons Anglo-Saxons wanted to settle in Britain.
 How was Anglo-Saxon Britain ruled?
 Investigate settlements- what was life in an Anglo-Saxon village like? Look at: food and drink, houses, clothes, alphabet, religion.
 How do we know about Anglo Saxons? What sources help us answer our questions? How is this different from Pre-historic times? Roman times?

Key Vocabulary
 questions, find out, collect, information, objects, historians, investigate, same, different, change
 reasons, events, causes, dates, evidence
 BC, AD, time period, ancient, century, decade, sources

<ul style="list-style-type: none"> Neolithic Palaeolithic Mesolithic Archaeologist Hunter Gatherer Shelter Knapping Farming Domestic Dweller Weapons Tools Primitive Woolly mammoth Quern stone Carvings Spears Hammerstone Fossil Artefact Sickle 	<ul style="list-style-type: none"> Empire Emperor Romulus and Remus Julius Caesar River Tiber Invasion Celts Iceni Boudicca Legions Centurion Gladiator Toga Mosaic Amphitheatre Aqueduct Baths Shield Villa Slave Chariot Catapult 	<ul style="list-style-type: none"> Settlement Pagan Thatch Augustine Farming Christianity Trading King Athelstan Jewellery Edward the Confessor Coins Beowulf Runes Grendel Iron and bronze Helmet Offa's Dyke Alfred the Great Monk Bayeux Tapestry Sutton Hoo Chronicles Barrow Saint Bede Angles Saxons Jutes Europe East Anglia, Mercia, Northumbria, Wessex, Kent, Essex, Sussex
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Year 4

Chronological Understanding	Historical Interpretation	Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Organisation and Communication
<p>I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>I demonstrate a secure understanding of chronology and order significant events and dates on a timeline.</p> <p>I can describe the main changes in a period in history.</p>	<p>I can look at different versions of the same event in history and identify differences.</p> <p>I understand that people in the past represent events or ideas in a way that persuades others.</p>	<p>I can use evidence to describe what was important to people from the past.</p> <p>I can use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I can describe similarities and differences between people, events and artefacts studied.</p>	<p>I can use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>I can ask questions and find answers about the past</p>	<p>I can communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>

I understand how some historical events occurred concurrently in different locations i.e. the Viking invasions in Britain and the Mayan civilisation.		I can describe how some of the things I have studied from the past affect/influence life today.	
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History Unit

Terms 1 / 2	Terms 3 / 4	Terms 5 / 6
<p>The Viking & Anglo-Saxon struggle for England: Viking Raids and Invasion: Raiders or Settlers- how should we remember the Vikings?</p> <p>Follows chronological order from Saxons Y3 and links to Maya.</p> <p>Transitional unit between Anglo-Saxon and Viking civilisations (400AD - 1066AD). Children to explore the shift between the two eras in Britain and subsequently, the Viking civilisation.</p> <p>Show children need to challenge stereotypes within History. For example, when deciding if 'Raiders' or 'Traders' we need to understand that the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066.</p> <p>Consider story of Lindesfarne plus archaeological evidence from Jorvik Museum and British Museum to help inform view of Vikings as either 'Trader' or 'Raider'</p> <p><u>Cross-curricular links:</u> ICT: Viking Raid Game Horrible Histories Viking Game: Raid and Trade - Free Primary KS2 History Game - Learn about Vikings - BBC Bitesize BBC - History - Ancient History in depth: Viking Quest Literacy: How to Train your Dragon by Cressida Cowell The Last Viking by Terry Deary; Viking Boy by Tony Bradman There's a Viking in my Bed and other stories by Jeremy Strong The Littlest Viking by Sandi Toksvig DT: Dying materials using natural plant syes Make and label detailed model of Viking Longboat using evidence of Gokstad Ship from Oslo Longboat Museum</p>	<p>A Non-European society: The Maya Civilisation: Mysterious Mayans - What was life like at the height of the Mayan Civilisation?</p> <p>Encourage children to compare and contrast two cultures? What could account for the similarities? Establish that all cultures need laws and to punish crimes, most have rulers and writing, all have gods, places to worship them, and stories.</p> <p>Investigate cities and architecture, religion, trade, farming and technology, alphabet and numbers. Consider the legacy of Mayan Civilisation and explore how ancient civilisations are remembered in present day societies.</p> <p>Children to conduct independent research into the regional history of Mayan society. Children to contrast the history of South America and England during the 10th century.</p> <p><u>Cross-curricular links:</u> Geography: compare Britain with Guatemala; establish difficult terrain (mountain and jungle) that Mayans contended with- how did they become so 'civilised'? DT: Design and build Mayan temple Literacy: Rain Player by David Wisniewski Chocolate Tree by Linda Lowery</p>	<p>Early Civilisations - Ancient Egypt: What made the Ancient Egyptians a World Power?</p> <p>Children to investigate the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies. Build on pupils' knowledge of the abstract term 'civilisation'.</p> <p>Evidence Focus: What was discovered inside Tutankhamun's tomb?</p> <p><u>Cross-curricular links:</u> Geography: Why was the River Nile the 'gift' of the Ancient Egyptians? Rivers; Significance of the River Nile Literacy: Secrets of a Sun King by Emma Carroll; The Egyptian Cinderella by Shirley Climo; The Story of Tutankhamun: Patricia Cleveland-Peck</p>

Key Vocabulary
questions, find out, collect, information, objects, historians, investigate, same, different, change
reasons, events, causes, dates, evidence
BC, AD, time period, ancient, century, decade, sources
era, chronology, interpret

Invader Raid Pillaged Settlement Kingdom Northumbria, Mercia, Essex, Wessex, East Anglia, Sussex, Kent Migration Danegeld Longboat Longhouse Lindisfarne	Civilisation Codices Scribe Temple Sacrifices Ritual Drought Maize Cocoa beans Guatemala Yucatan	Civillisation Irrigation Pharaoh Hieroglyphics Cartouche The Rosetta Stone River Nile Embalming Mummification Canopic Jars Tutankhamun Tomb Ra Amun Horus Thoth Isis Osiris Anubis Sekhment
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Year 5

Chronological Understanding	Historical Interpretation	Knowledge and Understanding of	Historical Enquiry	Organisation and Communication
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		Events, People and Changes in the Past		
<p>I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>I can demonstrate a secure understanding of chronology and order significant events, movements and dates on a timeline.</p> <p>I can describe the main changes in a period in history.</p> <p>I can understand how changes in social history have evolved over a sustained period of time.</p>	<p>I can understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I can give reasons why there may be different accounts of history.</p> <p>I can evaluate evidence to choose the most reliable forms.</p>	<p>I can choose reliable sources of information to find out about the past.</p> <p>I can give own reasons why changes may have occurred, backed up by evidence.</p> <p>I can describe similarities and differences between some people, events and artefacts studied.</p> <p>I can describe how historical events studied affect/influence life today.</p> <p>I can make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>I can use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>I can investigate my own lines of enquiry by posing questions to answer.</p>	<p>I can communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>I can plan and present a self-directed project or research about the studied period.</p>

History Unit

Terms 1 / 2	Terms 3 / 4	Terms 5 / 6
<p>Ancient Civilisations - Ancient Greece: <i>How Glorious were the Greeks?</i></p> <p>Children investigate many areas of Ancient Greek life and achievements and their impact on the western world.</p> <p><u>Cross-curricular links:</u> English - writing holiday brochures on Greece. Geography - Tourism in Greece.</p>	<p>Righteous Royals: <i>Which King or Queen would you have felt safest under?</i></p> <p>Children investigate a significant turning points in Tudor Dynasty, examining themes of Monarchy and Power. Thematic study, looking at how the role of the monarch has changed over Tudor times Evidence focus: Exploring why Elizabeth I's portraits seem to show her growing younger as she got older</p> <p><u>Cross-curricular links:</u> Portraits in Art, Biography of Henry VIII in Guided reading, Biography writing about Elizabeth I in English.</p>	<p>Beyond 1066: Crime and Punishment: <i>Were criminals of the past treated fairly?</i></p> <p>Children investigate changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p> <p>Changes in society over time. Develop a chronologically secure knowledge and understanding of British history. Address and devise historically valid questions about change, cause, similarity and difference, and significance. Research significant individuals, such as Ursula Kemp from witch trials and Dick Turpin. Build on prior learning in Anglo Saxon and Tudor topics.</p> <p><u>Cross-curricular links:</u> Crime and Punishment English unit.</p>

Key Vocabulary

questions, find out, collect, information, objects, historians, investigate, same, different, change
reasons, events, causes, dates, evidence
BC, AD, time period, ancient, century, decade, sources
era, chronology, interpret, continuity

<p>Spartan Athens Olympics Mount Olympus Acropolis Ancient Civilisation Greek Gods Civilisations States</p>	<p>Heir Monarch Dynasty Reign Throne Successor</p>	<p>Trial Victim Treason Ordeal Crime Punishment Jury Judge Deterrent Execution Highwaymen Bobbies Peelers</p>
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Year 6

Chronological Understanding	Historical Interpretation	Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Organisation and Communication
<p>I can order significant events, movements and dates on a timeline.</p> <p>I can identify and compare changes within and across different periods.</p>	<p>I can evaluate evidence to choose the most reliable forms. I can understand that people both in the past have a point of view and that this can affect interpretation.</p>	<p>I can choose reliable sources of information to find out about the past. I can give reasons why changes may have occurred, backed up by evidence.</p>	<p>I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to</p>	<p>I can communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>I can plan and present a self-directed project or</p>

I can understand how a historical event occurred concurrently in different locations.	I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	I can describe similarities and differences between some people, events and artefacts studied. I can describe how some of the things studied from the past affect/influence life today. I can make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	sites to collect evidence about the past. I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. I can investigate my own lines of enquiry by posing questions to answer.	research about the studied period.
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History Unit		
Terms 1 / 2	Terms 3 / 4	Terms 5 / 6

<p>British History beyond 1066 – WWII: What was life like for children on the Home Front?</p> <p><u>The declaration of War</u> Children investigate the events leading up to the declaration of war (WW2) and examine a changing society through a variety of sources including propaganda. 1939 1st September German troops invade Poland. 3rd September Britain and France declare war on Germany.</p> <p><u>The Home Front.</u> Children continue to examine and contextualise WW2 throughout the examination of a variety of artefacts and sources. Children are encouraged to view WW2 from the political stand points of both Germany and Britain. 1940 7th September: The Blitz begins</p> <p><u>Women's History Month:</u> Changing Role of Women during WW2 Before the war, most women stayed at home and didn't go out to work. Those who did work were paid less than men and were generally restricted to 'women's jobs', such as nursing or working as a shop assistant. However, when men were called up for active service, women were needed to do jobs such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves. After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could carry on leading more independent lives Violette Szabo: <i>What can we learn about 'bravery' from Violette Szabo?</i></p> <p><u>Cross-curricular links:</u> Pupils can empathise with the trauma of evacuation, whilst learning that children had diverse experiences. English: Letters to the Lighthouse by Emma Carroll Local history and the Battle of Graveney Marshes</p>	<p>British History beyond 1066: Depth Study based on a Local Area</p> <p>Children continue to investigate England post 1066AD and turn their attention to the examination of sources. This investigation is multifaceted and includes identification of primary and secondary sources and encourages children to question their reliability in the deduction of accurate historical information.</p>
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<p>Key Vocabulary</p> <p>questions, find out, collect, information, objects, historians, investigate, same, different, change reasons, events, causes, dates, evidence BC, AD, time period, ancient, century, decade, sources era, chronology, interpret, continuity Enquiry, legacy</p>

Allies Axis Nazi Party Adolf Hitler Neville Chamberlain Winston Churchill Evacuee Evacuation Billeting Officer Rationing Blitz Home Front Kindertransport Refugee	Primary and secondary sources Enquiry Deduce Reliable
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