



JLPS Curriculum Overview for History

Curriculum Intent

At Joy Lane Primary School, we aim to celebrate History, create a sense of wonder about the past and develop curiosity and empathy towards the lives of others. History perfectly complements our whole-school 'Curiosity' approach, as when teaching History 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. Overall, we aim for children not to leave our school with simply a collection of 'cool' facts but an understanding of what it is to 'think like a historian' and a love of the subject.

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). 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 the key historical skills of: Historical Enquiry, using evidence and communicating about the past. No matter what their History topic, children throughout the school will be using these skills. Their historical framework will be further extended through choosing a concept to focus, particular to each History topic. These concepts are made explicit and shared with children on Knowledge Organisers and these are placed under the following headings: Chronology, Diversity, Change and Continuity, Cause and Consequence, Significance and Historical Interpretation. These key skills underpin all History learning at Joy Lane.

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 history of witchcraft, where pupils can use their understanding of the religious and superstitious Stewart times to make links with their study of Macbeth and enhance their understanding of Shakespeare's witches. Finally, children will study the sinking of the 'Titanic', where they will be challenged to make judgements about the causes and consequences of this significant event.

Throughout their Joy Lane journey, children will have diverse experiences of History as part of our many enrichment days: our evolving celebrations of Black History and Women's History, when a collaboration with the Music Department ensured high engagement; our annual Remembrance Day service on the field, when children from Nursery to Year 6, create and lay wreaths or Poppy Pebbles and our whole school comes together on the field to take part in a respectful and moving service. Our big up-take on all History competitions and projects on Dojo are a healthy sign that more and more of our children are making the most of the opportunities that we offer inside and outside of the classroom.

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 understand their own past through exploring photographs of themselves and their family.	3 and 4 year olds: Children think about past celebrations and their importance to their families and communities, through photographs. They can talk about the changes they see. Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents.	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. Identifying that things have happened in the past, relating to themselves and within living memory. Children understand where dinosaurs are now (museums) and begin to understand they were alive a very long time ago.	
Please refer to Development Matters (page 101 onwards) to see example of how to support the above.			
Reception Key Vocabulary Now, Next, Old, New, Long ago, past			
Year 1			
Enquiry	Evidence	Communication	Chronology
I can explore events and ask key questions such as “Which things are old and which are new?” or “What were people doing?” I can look at objects from the past and ask questions i.e. “What were they used for?” and try to answer them. I can sort some objects / artefacts into new and old; then and now.	I can look at books, videos, photographs, pictures and artefacts to find out about the past. I can start to use stories to distinguish between fact and fiction. I can start to compare two versions of past events.	I can tell stories about the past. I can talk, write and draw about things from or about the past.	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. I can describe memories and changes that have happened in my own life. I can sequence events that are close together in time. Identifying that events and changes have happened in order.
Diversity	Change and Continuity	Cause and Effect	Significance
I can begin to understand why people in the past might act differently than they do today. I can explain that life would be different in the past for different groups of people, eg, rich and poor.	I can begin to identify old and new things across periods of time. I can begin to understand that some things change and some things stay nearly the same.	I can understand that a cause can make something happen. I can explain that historical events are caused by things that happened before them; I can make links between a chain of events. I can understand that an effect or consequence is something that happens because of something else.	Begin to understand what makes someone or something important. I can talk about which events I think were important and why.
History Unit			
Terms 1 / 2	Terms 3 / 4	Terms 5 / 6	
History of Me: <i>I wonder what my history is?</i> <u>Rationale/cross-curricular links:</u> <i>Link to key skills/PHSE all about me, transition.</i> 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 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. Festivals and Celebrations: <i>I wonder how celebrations are different?</i>	Explorers: <i>I wonder what Explorers discovered in the past?</i> <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> 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 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. Children understand how the first aeroplane flight influenced air travel today. They will be	Castles: <i>I wonder what life was like in a castle?</i> <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> 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 castle. The children will visit a local castle and take part in a theatre workshop based on castles.	

<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>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>	
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Y1 Key Vocabulary
 Event, objects, same, different, change, King, Queen
 Phrases: 'When I was little...'; A long time ago..... Before I was born...;

<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 Government Guy Fawkes King James I King; ruler First World War Armistice Front line Trenches Poppy Peace 	<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 Building Church city House Flat Castle Moat Turret Battlement Tower Jester Knight Soldier Watchman Cook Gardener Candlemaker
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Year 2

Enquiry	Evidence	Communication	Chronology
<p>I can observe or handle evidence to ask simple questions about the past.</p> <p>I can ask questions about the past, such as: <i>How people find out about the past?</i> <i>What was it like for people? What happened? How long ago?</i> <i>What does this picture tell you about the past?</i></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 explain that there are different types of evidence and sources, such as photographic and written, that can be used to represent the past.</p> <p>I can look at evidence and ask simple questions about the past. I can use some evidence to explain key features of events.</p>	<p>I can understand and use the words 'past' and 'present' when telling others about an event.</p> <p>I can use information to describe the past.</p> <p>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 sequence artefacts and pictures from different periods of time.</p> <p>Using phrases and words to describe the passing of time, e.g. 'past' 'before' 'now' 'then' 'present' future, 'period'; old, new, earliest, latest, old, modeern, century</p> <p>I can recount changes in my own life over time.</p> <p>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>
Diversity	Change and Continuity	Cause and Effect	Significance
<p>Identifying that the past is remembered or 'constructed' in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times</p>	<p>Identifying that changes throughout history have had important consequences</p> <p>Identifying WHY some things have stayed the same throughout history</p>	<p>Identifying that certain events and individuals have had major consequences in history</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them</p>	<p>Identifying how events from history are so significant that they are remembered each year</p>

History Unit

Terms 1 / 2		Terms 3 / 4		Terms 5 / 6	
<p>London's Burning: <i>I wonder how the Great Fire of London has impacted on our lives today?</i></p> <p><u>Rationale/cross-curricular links:</u> Chronological understanding/historical interpretation/knowledge and Understanding of Events, People and Changes in the Past. Links to English, diary writing, geography of London/landmarks.</p> <p>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.</p> <p>London's Burning: <i>Significant historical events, people and places in their own locality:</i> 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.</p>		<p>Brilliant Britain: <i>I wonder how Queen Victoria and Queen Elizabeth II are different?</i></p> <p><u>Rationale/cross-curricular links:</u> Significant individuals. Cross curricular links to geography, countries in the United Kingdom, famous landmarks/British values</p> <p>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.</p> <p>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.</p>		<p>Heroes: <i>I wonder what makes a hero?</i></p> <p><u>Rationale/cross-curricular links:</u> Significant individuals from the past and historical sources.</p> <p>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.</p> <p>Children will examine photographs, pictures/paintings and artefacts to understand the significance of these women's achievements and why they are heroes.</p>	
<p>Year 2 Vocabulary timeline, historical event, empire Reasons, causes, earlier, later, similarities, differences, monarch Phrases: <i>When I was younger, when my grandparents were younger,</i></p>					
Pudding Lane 1666 St Paul's Cathedral Tower of London River Thames Samuel Pepys Thomas Farriner King Charles II Bakery Diary Monument		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					
Enquiry		Evidence		Communication	
I can ask questions and find answers about the past, eg. How much did the Romans really impact Britain? Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify		Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages		Using phrases and words to describe the passing of time, e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD; 'empire' 'emperor'	
				Chronology	
				I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). I can use a timeline to place historical events in chronological order. Placing Stone, Bronze and Iron Ages into wider chronological contexts Developing an understanding of concurrence of civilisations around the world during these times Placing previously learnt periods into historical context	

Diversity	Change and Continuity	Cause and Effect	Significance
I can explore the idea that there are different accounts of history.	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs 	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain

History Unit		
Terms 1 / 2	Terms 3 / 4	Terms 5 / 6
<p>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?</p> <p><u>Rationale/cross-curricular links:</u> Cross-curricular outdoor learning links. <i>Literacy: Ug by Raymond Briggs; How to Wash a Woolly Mammoth by Michelle Robinson</i> <i>Science – food</i> <i>DT – making weapons / jewellery</i> <i>Art – cave paintings</i></p> <p>Children to investigate Stone and Bronze Age life, religion, technology and travel, for example, the religious significance, construction of and travel to Stonehenge.</p> <p>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.</p>	<p>The Roman Empire and its impact on Britain: What Have the Romans Ever Done for Us?</p> <p><u>Rationale/cross-curricular links:</u> <i>Literacy: Escape from Pompeii by Christina Balit; Roman Diary by Richard Platt; A Roman Story by Leila Rasheed.; Roman Rampage by Jeremy Strong</i> <i>Roman Books – Non-chronological report on aspects of Roman Life</i> <i>DT - Design and make catapults; Roman Shields</i> <i>Art - Mosaics; make Roman coins</i> <i>Geography - Identify Roman Roads; use maps to identify the expansion of the Roman Empire</i></p> <p>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.</p>	<p>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?</p> <p><u>Rationale/cross-curricular links:</u> <i>Significant People: Who was Alfred the Great?</i> <i>Evidence Focus: What was the Mystery of Sutton Hoo?</i> <i>Literacy: Beowulf by Michael Morpurgo / Rob Lloyd Jones</i> <i>Legend of King Arthur</i></p> <p>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?</p>

Year 3 Key Vocabulary
BC, AD, century, ancient, archaeologist, excavate, evidence, settlers, settlement, invaders,
Phrases: Shape our lives, way of life

<ul style="list-style-type: none"> Palaeolithic Mesolithic Neolithic Neanderthal Hunter-gatherer Shelter Knapping 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"> 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			
Enquiry	Evidence	Communication	Chronology
I can ask questions and find answers about the past Enquiry using a range of primary and secondary sources	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	I can use evidence to describe what was important to people from the past. Using phrases and words to describe the passing of time - e.g. 'period'	I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). I demonstrate a secure understanding of chronology and

Make independent decisions and using evidence to justify	sites to collect evidence about the past. Questioning the validity of sources Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	'during this time' 'previously' 'compared to'	order significant events and dates on a timeline. I can describe the main changes in a period in history. I understand how some historical events occurred concurrently in different locations i.e. the Viking invasions in Britain and the Mayan civilisation.
Diversity	Change and Continuity	Cause and Effect	Significance
I can look at different versions of the same event in history and identify differences.	I can describe similarities and differences between people, events and artefacts studied. Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	I can describe how some of the things I have studied from the past affect/influence life today. Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Identifying that one event can have multiple effects – invasions of Britain by AS and V	I understand that people in the past represent events or ideas in a way that persuades others. I can use evidence to describe what was important to people from the past Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?

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>

Year 4 Key Vocabulary

Influence, impact, interpretation, civilisation, significant, continuity, calendar, agriculture, monastery

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

Enquiry	Evidence	Communication	Chronology
<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>Making independent decisions using a range of evidence to justify</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 understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I can evaluate evidence to choose the most reliable forms.</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>	<p>I 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 order significant events, movements and dates on a timeline.</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p>

Diversity	Change and Continuity	Cause and Effect	Significance
<p>I can give reasons why there may be different accounts of history.</p>	<p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs <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>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Independent selection of sources, arguments and evidence to justify opinion.</p> <p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation.</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.</p> <p>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>

Year 5 Key Vocabulary
Comparison, values, role, democracy, court, architecture, legacy, successor, succession

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

Enquiry	Evidence	Communication	Chronology
<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>Independently identifying important achievements from the Victorians – critical thinking, reasoning, research and debate</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 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 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>	<p>I 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 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 understand how a historical event occurred concurrently in different locations.</p>
Diversity	Change and Continuity	Cause and Effect	Significance
<p>I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>I can give 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 some of the things studied from the past 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>Independent selection of sources, arguments and evidence to justify opinion,</p> <p>To know how individual historians decide what is significant and that this can change.</p> <p>Independent enquiry on the effect of WW2 on Whitstable to understand how global events were significant for our local area.</p>

History Unit

Terms 1 / 2	Terms 3 / 4	Terms 5 / 6
<p><i>Geography focus</i></p>	<p>History of Witchcraft: Why were people in the 16th and 17th Century so scared of witches? Children learn about who was likely to be accused of being a witch, how they were treated and why. We ask why people might have been more superstitious in the past. Use this knowledge to deepen their understanding of Shakespeare's use of witches in Macbeth.</p>	<p>How did World War Two impact Whitstable? Children will start investigating global events and look at when and where World War Two took place, who was involved and why war broke out. Children move their attention to look at Britain's home front and learn about the significance of the Blitz, including why Britain was targeted by the Luftwaffe. They will then focus on Kent and Whitstable, looking at a range of sources, including maps and interviews, to assess what bombing they might have experienced growing up in Whitstable during WW2. Children will then use oral testimonies from evacuees, parents and host families to look at people's different experiences of evacuation. Children will use what they learn about rationing to investigate what their family would have survived on for a week. The last part of the unit will have a strong local history focus as we discover the purpose of the Maunsell Forts and the events and significance of the Battle of Graveney. We will walk to the Sportsman Pub to see commemorative plaque.</p>

Year 6 Key Vocabulary

Enquiry, society, class, government, primary source, secondary source

<p>Coven Witchmark Familiar Cauldron Superstitious Dark Arts</p>	<p>Southampton Atlantic Captain Edward J Smith White Star Line Bow Stern Hull</p>	<p>Primary and secondary sources Enquiry Deduce Reliable</p>
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