



# HISTORY

## VISION

Our history curriculum:

- **Deepens understanding** of the past so we can make thoughtful observations, better understand the world we live in today and make informed decisions.
- Inspires a **curiosity & fascination** and ask critical questions of the past
- Develops a **historical perspective** through growing knowledge of contexts, chronology and connections between local, British and international history

Children are confident in the 5 key historical concepts:

1. Chronology – to know and understand history as a coherent, chronological narrative, from the earliest times to the present day
2. Archeology – to explore and understand material culture and how people have learnt about the past
3. Historiography - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
4. Significance - know and understand significant events and people of the history of the wider world
5. Change – children have an understanding of causation and consequence throughout history and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

## How do we plan and teach History?

History is approached with the 5 key concepts in mind with teachers planning sequences of lessons that make connections with prior learning; with each lesson having one knowledge based (substantive knowledge) objective and one skills based objective (disciplinary knowledge).

**Early Years:** Children observe changes in their personal experience, talk about past and present events in their own lives and build up everyday vocabulary related to time.

**Key Stage One:** The curriculum is planned to develop an awareness of the past, people, events and changes in a chronological framework. It includes opportunities to identify similarities and differences, ask and answer questions and use sources to know and understand key features of the past. The children will develop and use a wide vocabulary of historical terms.

**Key Stage Two:** Learning will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Chronology will be referred to throughout Key Stage 2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' or 'parliament'.

Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each history topic are mapped across each year group and across the school to ensure progression. We also maximise the opportunities that our local community and capital city have to offer in terms of its rich history and vast array of museums and cultural sites.

The curriculum is mapped across each year group to ensure connections and progression; medium term planning sequences learning intentions and learning activities including context, modelling, differentiation, challenge and enquiry.

## How do we evaluate learning in History?

The impact of our History curriculum can clearly be seen in the children's books, by talking with the children and through our environment. Our rich History curriculum is also evident in the texts that we have selected for our children to read and the connections within and across the curriculum. The opportunity to evaluate and reflect on the learning is planned for regularly to enable the children to see how their learning is progressing. Children's progress is tracked through the school's assessment programme and through key samples of work. Each unit of work is assessed using the six key end goals for each topic. This assessment is shared throughout the school so that teachers can plan for progression. The 5 key concepts and surrounding vocabulary are revisited within each history topic to help ensure children's understanding of abstract concepts.

# Chronology

One of the main purposes of National Curriculum for History is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. In order to build a coherent, chronological narrative from the earliest times to the present day, we use a carefully constructed timeline which shows the different areas of study. This allows pupils to gain historical perspective by making connections across short and long timescales and by relating their growing knowledge of periods taught to their chronological context. Using this timeline as a starting point, children sequence events, stories, pictures and periods over time to show how different periods relate to each other and to develop a coherent understanding of the past.

| BC (Before Christ)          |   |        |   |   | AD (Anno Domini)                 |                 |  |                 |   |                 |                 |                 |                                    |                  |                  |                  |                                  |                  |                                   |                                     |                                |                                      |                  |                  |                  |  |
|-----------------------------|---|--------|---|---|----------------------------------|-----------------|--|-----------------|---|-----------------|-----------------|-----------------|------------------------------------|------------------|------------------|------------------|----------------------------------|------------------|-----------------------------------|-------------------------------------|--------------------------------|--------------------------------------|------------------|------------------|------------------|--|
| Timeline                    | 8000BC                                    | 3000BC | 1000BC                                  | 0 | 400AD                            |                 |  |                 |   |                 |                 |                 |                                    |                  |                  |                  |                                  |                  |                                   |                                     |                                |                                      |                  |                  |                  |  |
| Century                     |   |        |   |   | 1 <sup>st</sup>                  | 2 <sup>nd</sup> | 3 <sup>rd</sup>                          | 4 <sup>th</sup> | 5 <sup>th</sup>                                     | 6 <sup>th</sup> | 7 <sup>th</sup> | 8 <sup>th</sup> | 9 <sup>th</sup>                    | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> | 13 <sup>th</sup>                 | 14 <sup>th</sup> | 15 <sup>th</sup>                  | 16 <sup>th</sup>                    | 17 <sup>th</sup>               | 18 <sup>th</sup>                     | 19 <sup>th</sup> | 20 <sup>th</sup> | 21 <sup>st</sup> |  |
| Period                      | Ancient Age                               |        |   |   |                                  |                 |  |                 | Medieval Age  |                 |                 |                 |                                    |                  |                  |                  | Early Modern Age                 |                  |                                   | Modern Age                          |                                |                                      |                  |                  |                  |  |
| British History             | <b>Stone Age</b><br>8000BC – 1000BC       |        | <b>Bronze Age</b><br>3000BC – 1000BC    |   | <b>Iron Age</b><br>1000BC – 43AD |                 | <b>Romans in Britain</b><br>55BC – 410AD |                 | <b>Anglo Saxons &amp; Vikings</b><br>410AD – 1066AD |                 |                 |                 | <b>Medieval</b><br>1066AD – 1485AD |                  |                  |                  | <b>Tudors</b><br>1485AD – 1603AD |                  | <b>Stuarts</b><br>1603AD – 1714AD | <b>Georgians</b><br>1714AD – 1837AD | <b>Victorians</b><br>1837-1901 | <b>Contemporary (Living) History</b> |                  |                  |                  |  |
| World History               | <b>Ancient Egyptians</b><br>2900BC – 30BC |        | <b>Ancient Greeks</b><br>800BC – 146 BC |   |                                  |                 |  |                 |   |                 |                 |                 |                                    |                  |                  |                  |                                  |                  |                                   |                                     |                                |                                      |                  |                  |                  |  |
| <b>Benin</b> 900AD – 1897AD |   |        |   |   |                                  |                 |  |                 |   |                 |                 |                 |                                    |                  |                  |                  |                                  |                  |                                   |                                     |                                |                                      |                  |                  |                  |  |

**EYFS Understanding the World**  
**Past and Present; People, Culture and Communities (see RE & The Natural World see Geography) Continuous with termly focus**

- ELG: 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.
- Ongoing throughout the year:**
- Children will share what they have done during the weekend, in the holidays and also in their learning
  - Children will read stories and sing nursery rhymes that support them to understanding and compare things in the past and present
  - Adults will model vocabulary to support children’s understanding of chronology
  - Children will have experiences that allow them to develop their understanding the world around them

| Unit              | Me   | The Wild  | The World   |
|-------------------|--|---|---|
| Historical Skills | <p>Children will:</p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and their relationship to them.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Understand that in the past, they were babies and begin to talk about life cycles.</li> <li>- Be introduced to the word ‘past’ and this will be used throughout story times and topics throughout the year.</li> </ul> <p><b>Significant historical events, people and places: Black History Month celebrations</b></p> | <p>Children will:</p> <ul style="list-style-type: none"> <li>- Understand and use the language of time when talking about past/present in their own lives and lives of others.</li> <li>- Gain a basic understanding of the history of significant events.</li> </ul> <p><b>Significant historical events, people and places: Guy Fawkes, Remembrance Day</b></p>   | <p>Children will:</p> <ul style="list-style-type: none"> <li>- Visually represent their own day on a simple timeline and compare this to a timeline of a child in a different country (rural village in Kenya).</li> <li>- Gain a basic understanding of the history of significant events.</li> </ul> <p><b>Significant historical events, people and places: Mae Jemison, Neil Armstrong</b></p>  |
|                   | <p align="center"><b>Food, Glorious, Food</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Make observations over time (plants, food, caterpillars) and use vocabulary linked to chronology</li> <li>- Compare stories from the past (specifically Jack and the Beanstalk and Little Red Hen)</li> <li>- Compare how food was made in the past and today (windmills)</li> </ul> <p><b>Significant historical events, people and places: Augustus Jackson</b></p>   | <p align="center"><b>Superheroes</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past (uniforms and vehicles).</li> <li>- Recount an event orally, pictorially or with captions using language related to time e.g. first, then, next, after that.</li> </ul> <p><b>Significant historical events, people and places: Florence Nightingale, Mary Seacole</b></p> | <p align="center"><b>UNDER THE SEA</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different (seaside towns).</li> <li>- Recount an event orally, pictorially or with captions using language related to time e.g. first, then, next, after that.</li> </ul> <p><b>Significant historical events, people and places: Ellen Macarthur</b></p> |
| Vocabulary        | <p>Vocabulary will be planned according to the needs of the cohort, however we have planned in core vocabulary that children will require to access future lessons within this domain.</p> <p><b>Core vocabulary:</b> past, present, now, first, next, then, after, history, today, yesterday, tomorrow, birthday, old, new, same, different, change</p>   |   |   |

| Year 1: History Curriculum Map |   |  |  |
|--------------------------------|---|--|--|
| Unit                           | Space   | Up, Up and Away  | Dinosaurs  |
| National Curriculum            | <p><b>Chronological Understanding:</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p><i>The lives of <b>significant individuals</b> in the past who have contributed to national and international achievements.</i></p>   | <p><b>Chronological Understanding:</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p><b>Historical Interpretation:</b> Understand some of the ways in which we find out about the past.</p> <p><i>The lives of <b>significant individuals</b> in the past who have contributed to international achievements.</i></p> <p><i>Changes within living memory</i></p> <p><i>Events beyond living memory that are significant nationally or globally</i></p>  | <p><b>Chronological Understanding:</b> They should know where the people and events they study fit within a chronological framework.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Identify similarities and differences between ways of life in different periods</p> <p><b>Historical Investigations:</b> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>Historical Interpretation:</b> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><i>Events beyond living memory that are significant nationally or globally</i></p>  |
| Knowledge Overview             | <ul style="list-style-type: none"> <li>Understand the chronology of the space race and its place in twentieth century history. <b>Chronology</b></li> <li>Know the key countries and events in the Space Race. <b>Chronology</b></li> <li>Understand the global significance of space travel (why did people want to go to space?) <b>Significance</b></li> <li>The children study the experiences and adventures of some of the most significant contributors. (Neil Armstrong, Mae C Jemison) <b>Significance</b></li> <li>They will learn the key events and the impact of one key individual. <b>Change</b></li> <li>Explore key objects from space and think about their interpretation (for example the US flag on the moon). <b>Historiography and Archeology</b></li> </ul> | <ul style="list-style-type: none"> <li>Learn about the chronology of air travel relating to their prior learning about space <b>Chronology</b></li> <li>Learn about the futile attempts to build the first aeroplane. <b>Change</b></li> <li>Learn about the first kites and the drawings of Leonardo da Vinci. <b>Archeology</b></li> <li>The achievements of Amelia Earhart, the first female aviator to fly solo across the Atlantic Ocean and why she is so significant. <b>Significance</b></li> <li>The interpretation and impact of Amelia Earhart and formation of The Ninety-Nines, an organisation for female pilots and the changes in the opinion of female pilots over time. <b>Historiography</b></li> <li>Compare air travel now to early air travel <b>Change</b></li> </ul> | <ul style="list-style-type: none"> <li>Introduction to the idea of pre-history and the concept of millions of years ago. <b>Chronology</b></li> <li>Learn about what the dinosaurs were like and how they are different to animals today. <b>Change</b></li> <li>Learn about how we know about a time so long ago and the work of paleontologists. <b>Archeology</b></li> <li>What we don't know about dinosaurs (e.g feathers or scales). Children will learn how to investigate how to interpret what is left behind. <b>Historiography</b></li> <li>The famous work of Victorian paleontologist Mary Anning and how she helped scientists to discover more about dinosaurs and how this advance was ahead of her time and supported the work of others to come. <b>Significance</b></li> <li>How dinosaurs became extinct. <b>Change</b></li> </ul> |
| Vocabulary                     | Space, space race, travel, moon, Earth, astronaut, country, nations, NASA, Soviet Space Program, rockets  | Aeroplane, flight, pilot, aviation, kites, exploration, achievement, equality, air travel, compare, comparison, ambition, international  | Dinosaur, extinct, herbivore, carnivore, predator, prey, fossil, volcano, marine, paleontologist, paleontology, archaeologist, discovery, pre-history, million   |

| Year 2: History Curriculum Map |  |   |   |
|--------------------------------|--|---|---|
| Unit                           | The Great Fire of London   | Victorian Childhood   | Medicine: Mary Seacole  |
| National Curriculum            | <p><b>Chronological Understanding:</b> They should know where the people and events they study fit within a chronological framework.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Identify similarities and differences between ways of life in different periods.</p> <p><b>Historical Vocabulary:</b> They should use a wide vocabulary of everyday historical terms.</p> <p><b>Historical Investigations:</b> Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>Historical Interpretation:</b> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><i>Significant historical events, people and places in their own locality.</i><br/><i>Events beyond living memory</i></p> | <p><b>Chronological Understanding:</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Identify similarities and differences between ways of life in different periods.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Choose and using parts of stories and other sources to show that they know and understand key features of events.</p> <p><b>Historical Interpretation:</b> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><i>Significant historical events, people and places in their own locality.</i></p> | <p><b>Historical Interpretation:</b> They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Identify similarities and differences between ways of life in different periods.</p> <p><i>Changes within living memory and aspects of change in national life</i><br/><i>The lives of significant individuals in the past who have contributed to national scientific achievements</i><br/><i>Significant historical people in their own locality.</i></p>   |
| Knowledge Overview             | <ul style="list-style-type: none"> <li>• Situate 1666 on a timeline and compare London then and now. <b>Chronology</b></li> <li>• Explain what happened in 1666 and understand key features of the fire using objects from the time. <b>Archaeology.</b></li> <li>• Who Samuel Pepys was and how we know about the fire. <b>Significance.</b></li> <li>• Explain how the fire of London spread so quickly and caused so much devastation, including materials of London. <b>Archaeology.</b></li> <li>• Explore the different ways the fire was presented/ discussed afterwards, and why there may have been different interpretations. <b>Historiography.</b></li> <li>• What happened after the fire and how it changed London for the better. Compare with London now. <b>Change.</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Who the Victorians were and situate them within a timeline. What was life like for a Victorian child (living conditions). <b>Chronology</b></li> <li>• What schools were like in the Victorian times for rich children and how we know <b>Historiography</b></li> <li>• Learn about children who didn't go to school and what they did. Learn about Thomas Barnardo who set up the first Ragged school. <b>Significance</b></li> <li>• Victorian toys / leisure time comparing to now <b>Archeology</b></li> <li>• Comparing clothing for rich and poor Victorian children. <b>Archeology</b></li> <li>• Comparing life for children now and then. <b>Change</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Introduction into what medicine is and concepts of discovery. How do people find out new things? <b>Change.</b></li> <li>• Identify key medicine discoveries and situate them on a timeline (smallpox, Covid 19). <b>Chronology.</b></li> <li>• The contribution of Mary Seacole and her impact. <b>Significance.</b></li> <li>• A comparison between Florence Nightingale and Mary Seacole and how they are remembered differently. <b>Significance and Historiography.</b></li> <li>• Looking at medical equipment now and then. <b>Archeology and Chronology</b></li> <li>• Changes to medicine now. <b>Change</b></li> </ul> |

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Vocabulary</b> | <p>Fire of London, thatched, wood, building, fire, explosion, heat, parliament, government Samuel Pepys, Wattle and Daub, water squirt, Fire hook, Fire Mark, Fire Engine, bakery, baker, cart, flammable, eye witness, embers, Monument, possessions, old, diary, primary source, secondary source, sequence, Chronological order, timeline, trustworthy, reliable, bias, biased, perspective</p> | <p>Queen Victoria, workhouse, factories, rich, poor, schools, Ragged school, education, charity, experience, leisure, living conditions, slums.</p> | <p>Medicine, immunization, vaccination, anti-viral, antibacterial, discover, equipment, nursing, doctor, discrimination, equality,</p> |
|-------------------|--|---|--|



| Year 3: History Curriculum Map |   |   |
|--------------------------------|---|---|
| Unit                           | Stone, Bronze and Iron Ages in Britain<br>(2 half terms)  | Ancient Egypt: Cleopatra<br>(2 half terms)  |
| National Curriculum            | <p><b>Chronological Understanding:</b> Continue to develop a chronologically secure knowledge and understanding of British and world history establishing clear narratives within and across the periods they study</p> <p><b>Concepts and Historical Vocabulary:</b> Develop the appropriate use of historical terms.</p> <p><b>Historical Investigations:</b> Regularly address and sometimes devise historically valid questions.<br/>Pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><i>Changes in Britain in Early Britain (from the Stone Age to the Iron Age)</i></p>   | <p><b>Chronological Understanding:</b> Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</p> <p><b>Concepts and Historical Vocabulary:</b> Develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'civilisation'.</p> <p><b>Historical Interpretation:</b> Pupils should understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i></p>   |
| Knowledge Overview             | <ul style="list-style-type: none"> <li>Children will learn that people have been living in Britain for a very long time. They will investigate changes that occurred over a time span of 10,000 years during the three main periods in 'pre-history': the Stone age, Bronze age and Iron age. <b>Chronology</b></li> <li>How do we learn about the pre-historic age if we don't have any writing? Exploring material cultures, archeological evidence and interpretation. <b>Historiography and Archeology</b></li> <li>The Neolithic Revolution and the change from hunter-gathers to farmers. <b>Chronology and Change</b></li> <li>Investigation into Skara Brae. What was found, what it tells us about the Stone Age and why it is an important place? <b>Archeology and Significance</b></li> <li>How did people live during the Stone Age compared to now? Looking at tools and weapons. <b>Archeology and Change</b></li> <li>What happened at Stonehenge and it's different interpretations. <b>Historiography</b></li> <li>What happened after the Stone Age and Why? Learning about the Beaker People. <b>Archeology and Change</b></li> <li>Who was the Amesbury Archer and what can we learn from their remains? <b>Significance</b></li> <li>Investigate the chronology from the Bronze Age to the Iron Age and the differences is brought? <b>Change</b></li> <li>How people lived during the Iron Age. Investigating hill forts. <b>Archeology</b></li> <li>How did life change in the Iron Age and how we know? Looking at tools and other artefacts. <b>Archeology</b></li> <li>Comparing the Stone, Bronze and Iron Age and where pupils would want to live and why? <b>Historiography and Chronology</b></li> </ul> | <ul style="list-style-type: none"> <li>Explore the length of the Ancient Egyptian civilisation and compare to prior history learning. <b>Chronology</b></li> <li>Learn about the unification of the Egyptian empire and the need for one common language; hieroglyphs. <b>Historiography</b></li> <li>The idea of trade across the civilization. <b>Change</b></li> <li>Learn about the Pyramids and The Sphinx as Ancient Egypt's great achievements. <b>Archeology and Significance</b></li> <li>God and Goddesses and comparing to modern beliefs and how we know about them. <b>Archeology</b></li> <li>Why Hatshepht was so significant? <b>Significance</b></li> <li>The Valley of the Kings and how Ancient Egypt developed into a Kingdom. <b>Chronology and Change</b></li> <li>What were mummies; why and how were they made? <b>Archeology</b></li> <li>The Boy King (King Tut); his life story and why he was significant? <b>Significance</b></li> <li>The excavation of King Tut and the hidden people behind Howard Carter's achievement. <b>Historiography and Archeology</b></li> <li>Egypt Mania and the legacy of King Tut. <b>Historiography</b></li> <li>The end of the Egyptians focusing on Cleopatra and the start of Roman Empire. <b>Chronology and Change</b></li> </ul> |



Vocabulary

depiction, discovery, conservation, prehistoric, preservation, artefact, expert, age, carbon dating, neolithic, Mesolithic, paleolithic, stalactite, stalagmite, flint, Stonehenge, Beaker People, Amesbury Archer UNESCO world heritage site, hillforts, roundhouse, smithing, alloy, hunter-gatherer, domestic animals, tools,

Pharaoh afterlife sarcophagus mummies possessions symbols, Mummification, preserved, Canopic jars organs natron sarcophagus, Gods Goddesses worship deities statues, myths, Hieroglyphics Rosetta Stone symbols, Archaeologist tomb ethical, Tutankhamun Howard Carter

| Year 4: History Curriculum Map |  |  |
|--------------------------------|--|--|
| Unit                           | Ancient Greece   | The Roman Empire and Roman Britain   |
| National Curriculum            | <p><b>Chronological Understanding:</b> To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p><b>Historical Investigations:</b> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Historical Interpretation:</b> They should understand how our knowledge of the past is constructed from a range of sources</p> <p><b>Concepts and Historical Vocabulary:</b> Develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'civilisation'.</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>   | <p><b>Chronological Understanding:</b> To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p><b>Concepts and Historical Vocabulary:</b> Develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire'.</p> <p><i>The Roman Empire and its impact on Britain.</i></p>                       |
| Knowledge Overview             | <ul style="list-style-type: none"> <li>Who were Ancient Greeks. Putting Ancient Greece into geographical and historical context and how this ancient civilisation fits into the broader chronological framework they have been studying. Ancient Greek society and how it was structured. <b>Chronology</b></li> <li>Learning from Ancient Greek artefacts and comparing statues/sculpture starting from Ancient Egypt to Ancient Greece to the present day. <b>Archeology and Change</b></li> <li>Life in classical Athens. What did they do in their free time that we still do today and how we know focusing on the theatre. <b>Archeology and Change</b></li> <li>Life in classical Athens. What did they do in their free time that we still do today and how we know focusing on sport and the Olympics. <b>Archeology and Change</b></li> <li>How the Ancient Greeks were governed and are there any similarities and differences with how we are governed today? Was Ancient Greece really a democracy? <b>Historiography</b></li> <li>What do some of our buildings tell us about how we view Ancient Greece today? The significance of classical Greek architecture then and now. <b>Significance.</b></li> </ul> | <ul style="list-style-type: none"> <li>Who were the Romans and when and where did their empire begin? Putting the Roman Empire into geographical and historical context and how this links to Ancient Greece and Ancient Egypt (e.g. Cleopatra). <b>Chronology</b></li> <li>Why the Romans wanted to invade Britain, including Julius Caesar and his failed attempt. <b>Change.</b></li> <li>Claudius's successful attempt and the archaeology of Hadrian's wall, focusing on the soldiers' barracks including the Afro-Roman soldiers. <b>Archaeology.</b></li> <li>Boudicca, the British resistance and her impact. <b>Significance.</b></li> <li>Explore whether Britain was ever actually "Romanised" or not, looking at various sources. <b>Historiography.</b></li> <li>The fall of the Roman Empire. <b>Change and chronology.</b></li> </ul> |
| Vocabulary                     | Sculpture, art, architecture, pottery, imitation, inspiration, classical, neo-classical, democracy, ostracism, slavery, citizen, non-citizen, Olympic, sport, theatre, arena, temple, Acropolis, gymnasium, Doric, Ionic and Corinthian columns  | Empire, civilisation, invasion, settlement, army, emperor, resistance, Romanisation,   |

| Year 5: History Curriculum Map |   |  |
|--------------------------------|---|--|
| Unit                           | Our Rights  | Early Britain: The Anglo Saxons and The Vikings<br>The Vikings (2 half terms)  |
| National Curriculum            | <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p><b>Historical Investigations:</b> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p><b>Historical Interpretation:</b> They should understand how our knowledge of the past is constructed from a range of sources</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>  | <p><b>Chronological Understanding:</b> To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><b>Historical Interpretation:</b> Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p><b>Concepts and Historical Vocabulary:</b> Develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'civilisation'.</p> <p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>  |
| Knowledge Overview             | <ul style="list-style-type: none"> <li>Investigate the chronology of voting rights, comparing the history of men's and women's rights, as well as ethnic minorities. <b>Chronology</b></li> <li>To explore the suffragists and the suffragettes, comparing sources on the actions of Emily Wilding Davison. Curriculum links with literacy. <b>Archaeology and Historiography.</b></li> <li>To consider the life and work of Martin Luther King Jnr and what makes him significant. <b>Significance.</b></li> <li>The compare MLK Jnr and Malcom X, and compare and contrast how they were portrayed in the media. <b>Historiography.</b></li> <li>To consider events that change rights, and what causes change, focus on Greta Thunberg and school strikes for climate change. <b>Change.</b></li> <li>To learn about how the UK is governed, comparing past and present. <b>Change.</b></li> </ul> | <ul style="list-style-type: none"> <li>Understanding why the Romans left Britain, and situate Early Britain within a timeline, linking to prior learning. <b>Chronology and change.</b></li> <li>To consider why Britain was a significant place to invade, and map out early British invasions. <b>Significance.</b></li> <li>To identify features of early British life and investigate the archaeological evidence. <b>Archaeology.</b></li> <li>To explore the invasion of Lindisfarne and compare primary and secondary sources, answering the question of whether it was a welcome invasion. <b>Historiography.</b></li> <li>Explore the material culture of Early Britain making links between the Anglo-Saxons, the Britons, and the Vikings. <b>Archaeology.</b></li> <li>Beowulf and early British legends, and their continuing inspiration. <b>Significance.</b></li> <li>Explore the chronology of the Viking raids on Britain and explore different perspectives. <b>Chronology and Historiography</b></li> <li>Explore law and justice in Viking times including looking at runes. <b>Archaeology</b></li> <li>Explore Danegeld and use historical sources to identify the problems. <b>Historiography</b></li> <li>Explore Viking artefacts focusing on their longboat designs and why they were significant. <b>Significance</b></li> <li>Comparing Viking and Anglo-Saxon language and exploring how it links to our language today. <b>Change</b></li> <li>To explore the fall of the Anglo-Saxons and the rise of Edward the Confessor. <b>Change</b></li> </ul> |
| Vocabulary                     | Rights, government, parliament, suffragists, suffragettes, equality movements, protests, civil rights, reform, disenfranchisement, segregation, action, voting.   | Raid, invade, settle, loot, migrate, treasure, justice, law, fair, penalty, punishment, Thing, Danegeld, army, agreement, language, etymology, runes, scripts, Old Norse, sagas, longboat, 1066  |

| Year 6: History Curriculum |   |   |  |
|----------------------------|---|---|--|
| Map                        |   |   |  |
| Unit                       | Monarchy and Change   | Benin   | World War II and Windrush (2 half terms)   |
| National Curriculum        | <p><b>Chronological Understanding:</b> To develop a chronologically secure understanding of British history,</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p><b>Historical Investigations:</b> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p><i>A theme that expands pupils' knowledge beyond 1066 - the changing power of monarchs.</i></p>   | <p><b>Chronological Understanding:</b> To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p><b>Concepts and Historical Vocabulary:</b> Develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'kingdom'.</p> <p><i>A non-European study that provides a contrast with British history – Benin (West Africa) c AD900 – 1300</i></p>   | <p><b>Chronological Understanding:</b> To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p><b>Historical Investigations:</b> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p><b>Knowledge and Understanding of Events, People and Changes in the Past:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms. An aspect of history that is significant in the locality.</p> <p><i>A local history study, an aspect of history and a site dating from a period beyond 1066 that is significant in the locality</i></p>   |
| Knowledge Overview         | <p>The topic will begin with 1066 and subsequent power struggles within the royal families. By now the children will have a secure knowledge of the 5 key concepts. Therefore, children will be encouraged to think about how each concept relates of each of these events. Depending on teacher and pupil preference as well as links to current events and anniversaries, learning should focus on major changes within the monarchy for example:</p> <ul style="list-style-type: none"> <li>● King John and the Magna Carta</li> <li>● The War of the Roses</li> <li>● Henry VIII and the dissolution of the monasteries</li> <li>● Elizabeth I and Mary Queen of Scots</li> <li>● The English Civil War</li> <li>● Queen Anne and the unification of the United Kingdom</li> <li>● The abdication of Edward the VIII</li> </ul> <p>The topic will end with a lesson debating current issues with monarchy and its future.</p> | <ul style="list-style-type: none"> <li>● When and where was the Kingdom of Benin and how it was organised. <b>Chronology</b></li> <li>● The key feature of Benin and the archeology of the royal palaces. <b>Archeology</b></li> <li>● A comparison study of Benin with another previously studied civilisation studied e.g. Ancient Greece, Ancient Egypt. <b>Chronology and Change</b></li> <li>● The British Empire and the sack of the Kingdom of Benin. <b>Archeology</b></li> <li>● The repatriation of the Benin Bronzes and should the British Museum give them back? <b>Historiography</b></li> <li>● Why we should study Benin and what it tells us about Britain. <b>Significance</b></li> </ul> | <ul style="list-style-type: none"> <li>● World War I and the after effects of the war. <b>Chronology and Change.</b></li> <li>● The who/ when/ why of the start of WWII. <b>Chronology and Change.</b></li> <li>● German invasion of France, it's impact and significance. <b>Significance.</b></li> <li>● The Blitz, its significance, impact and material culture. <b>Significance and Archaeology.</b></li> <li>● The impact of the war on Britain, including evacuation and rationing, looking at material culture from the time. <b>Archaeology</b></li> <li>● The role of women in Britain and different perspectives on their role. <b>Historiography.</b></li> <li>● Life in Nazi Germany, including the holocaust (age appropriate level of detail). <b>Change.</b></li> <li>● The role of Russia and the allied forced. <b>Significance.</b></li> <li>● D Day and the end of the war. <b>Chronology and Change.</b></li> <li>● The Caribbean participation in the war effort. <b>Archaeology.</b></li> <li>● The Windrush journey. <b>Significance.</b></li> <li>● Life in Britain for the Windrush generation and its legacy. <b>Change.</b></li> </ul> |
| Vocabulary                 | Subject related vocabulary including accounts, continuity, religious, political, technological, cultural, social and topic related vocabulary   |   |  |