



History Curriculum



Topic – Step Right Up!
Year 1 – Autumn
Subject – History



Prior Learning	In Reception, children will have learnt about historical events such as Remembrance Sunday, Bonfire Night and Black History month. They will look at famous people who made an impact on these and other events. They will compare objects from the present and the past such as cars in their work on transport.
What Comes Next	Children in Year 2 will look at holidays to the seaside and how these have changed over time. They will look at how people dress now and how they did when they went on holidays in the past and how activities have changed
Key Vocabulary	Old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after

Notes and Guidance	Skills	Knowledge
Children will look at how circuses have changed over time. How animals used to be a common sight in circuses but how this is now seen as being unacceptable as it is cruel for the animals. They will look at a famous escape artist of the past and compare him with David Blane from the present day.	<ul style="list-style-type: none">• Use artefacts, pictures and stories to find out about the past.• Recognise some objects that belong to the past.• Spot old and new things in a picture.• Ask questions and find answers to questions about the past.• Ask questions about old and new objects and spot old and new things in a picture.• Explain how they have changed since they were born.• Place events and artefacts in order on a time-line.• Label time-lines with words or phrases such as past, present, older and newer.	<ul style="list-style-type: none">• That there are different types of evidence and sources that can be used to help represent the past.• If a building is old or new and how we can tell. (Look at buildings in the local area.)• The uses of buildings from different time periods.• The similarities and differences between an old circus and a new one.• Who Harry Houdini was, what he did and how he compares to similar people today e.g. David Blaine.

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning

Topic – Turrets and Tiaras

Year 1 – Spring

Subject – History



Prior Learning	In Reception, children will have learnt about historical events such as Remembrance Sunday, Bonfire Night and Black History month. They will look at famous people who made an impact on these and other events. They will compare objects from the present and the past such as cars in their work on transport.
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What Comes Next	Children will look at seaside holidays in the past. They will learn that these were a Victorian invention. They will compare Queen Victoria with Queen Elizabeth II
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Key Vocabulary	Old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after
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Notes and Guidance	Skills	Knowledge
Children will look at the modern-day royal family and then look at kings and queens from the past such as Queen Elizabeth I and William the Conqueror. They will recognise key facts about each and place them on a timeline. They will look at castles, naming the different parts and how they were built. They will go on an educational visit to Warwick Castle.	<ul style="list-style-type: none"> • Use artefacts, pictures and stories to find out about the past. • Recognise some objects that belong to the past. • Spot old and new things in a picture. • Ask questions and find answers to questions about the past. • Ask questions such as what happened? How long ago? • Ask questions about old and new objects and spot old and new things in a picture. • Place events and artefacts in order on a time-line. • Label time-lines with words or phrases such as past, present, older and newer. • Use words and phrases like old, new and a long time ago. • Talk, write and draw about things from the past. • Begin to use role-play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • That there are different types of evidence and sources that can be used to help represent the past. • That there is a royal line of succession and where Prince George's place on that line is. • The names of some key royals in history (Queen Elizabeth I, Queen Elizabeth II, William the Conqueror) and where they fit on a timeline. • Some ways in which today's Royal Family differs from Royals of the past. • Why and where castles were built. • What castles were built from. • How castles compare to buildings of today.

Enrichment
During this topic, the children spend a day at Warwick Castle.



Topic – Yum Yum
Year 1 – Summer
Subject – History



Prior Learning	In Reception children learnt about historical events such as Remembrance Sunday, Bonfire Night and Black History month. They will look at famous people who made an impact on these and other events. They will compare objects from the present and the past such as cars in their work on transport.
What Comes Next	Children will look at famous people connected to the Fire of London such as Samuel Pepys and Thomas Farriner. They will look at why these people acted the way they did. They will also look at the famous people connected to The Gunpowder Plot such as Guy Fawkes and King James I.
Key Vocabulary	Old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after

Notes and Guidance	Skills	Knowledge
Children will look at Christopher Columbus, who he was and what he achieved. They will look at the four major journeys that he went on and the foods that we eat today that he brought back from the New World.	<ul style="list-style-type: none">• Use artefacts, pictures and stories to find out about the past.• Recognise some objects that belong to the past.• Spot old and new things in a picture.	<ul style="list-style-type: none">• There are different types of evidence and sources that can be used to help represent the past.• Who Christopher Columbus was and what he achieved.• Columbus embarked on four major journeys to the New World.• The foods that we eat today that he brought back from the New World.• Parts of the world were undiscovered to late 15th century western civilisations.• There were other explorers who visited the New World.• Ask questions and find answers to questions about the past.• Ask questions such as: What happened? How long ago?• Ask questions about old and new objects and spot old and new things in a picture.• Explain how they have changed since they were born.• Place events and artefacts in order on a time-line.• Label time-lines with words or phrases such as past, present, older and newer.• Use words and phrases like old, new and a long time ago.• Talk, write and draw about things from the past.• Begin to use role-play to communicate their knowledge about the past.

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.



Topic – Fire and Ice
Year 2 – Autumn
Subject – History



Prior Learning	In Year 1 Children have studied castles and will be aware that they were residences of rich and powerful people. They have learnt about the birth of a new monarch (George).
What Comes Next	Children will be learning about the Victorians later in the Year and carrying out a comparative study of Queen Elizabeth II and Queen Victoria. In Year 3, they focus on ancient Greece and prehistoric Britain.
Key Vocabulary	Before, after, past, present, decades, centuries, then, now, monarchy, parliament, government, diary, bakery, firebreak, St. Pauls Cathedral.

Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the details of the Great Fire of London and the Gunpowder plot. The Great Fire is simpler in many ways and children should consider why the fire started and was able to spread so quickly – consider the construction of buildings, the materials used to construct buildings, the proximity of buildings to each other, less sophisticated fire service.</p> <p>Children could also consider how we know about the Great Fire – are there any photographs – why not? Much of our information comes from contemporary accounts and paintings. Why is the Great Fire a significant historical event?</p> <p>The Gunpowder Plot is a little more complex – a Catholic plot to assassinate the King after a long period of Catholic oppression. Children could be introduced to the idea that a monarch had much more power in the 17th century than they do now.</p> <p>–Children may recreate the Great Fire of London in the playground to gain a further understanding.</p>	<ul style="list-style-type: none">• Use a range of sources to find out about the past.• Identify some of the different ways the past has been represented.• Start to use stories or accounts to distinguish between fact or fiction.• Observe or handle evidence to ask questions/find answers about the past.• Choose and select evidence to find out about the past.• Label timelines with words and dates.• Recount the life of someone famous who lived in the past (i.e. Samuel Pepys)• Show an understanding of concepts such as monarchy, parliament, government, remembrance and war.• Use drama/role play to communicate knowledge about the past	<ul style="list-style-type: none">• To know that there are different types of evidence sources to represent the past.• Key events and dates of the Great Fire of London (being able to recount them)• To know about the lives of significant figures (i.e. Samuel Pepys, Thomas Farriner, Guy Fawkes)• To know the causes and consequences of the Great Fire of London and the Gun Powder Plot.• To know the key dates of the Gun Powder Plot (being about to recount them)

Enrichment

During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.



Topic – Buckets and Spades
Year 2 – Summer
Subject – History



Prior Learning	In Year 1 Children have studied castles and will be aware that they were residences of rich and powerful people. They have learnt about the birth of a new monarch (George).
What Comes Next	Children will be learning about the ancient civilizations of Greece and prehistoric Britain.
Key Vocabulary	Before, after, past, present, decades, centuries, then, now, monarchy, parliament, government, Victorian, reign, seaside

Notes and Guidance	Skills	Knowledge
<p>Children should compare visiting the beach today with visits in the Victorian period. What did people wear? Why did they go? How did they behave? Children should understand that seaside holidays were novel in the Victorian period. There are some useful resources at http://www.everyschool.co.uk/history-key-stage-1-seaside-holidays.html</p> <p>Children should also carry out a comparison of Queen Elizabeth II and Queen Victoria. Children should ultimately have some insight of how the monarchs symbolised the times of their rule links should be made to the study of Victorian beach trips to support their findings. Children may compare the length of Monarch's reigns. How many children did she have? How do they both dress? How do we know about them, what did they do? Where do they travel and how did they get there? What differences can we see in photographs – how do they pose? How do we see them?</p>	<ul style="list-style-type: none">• To use a range of sources to find out about the past.• Observe or handle evidence to ask questions and find answers about the past.• Choose and select evidence and say how it can be used to find out about the past.• Describe memories and recount changes that have occurred in their own lives.• Label timelines with words and dates.• Sequence pictures from different periods.• Recount the life of someone famous, who lived in the past, and explain what they did earlier and what they did later.• Show an understanding of concepts such as monarchy, civilisation, parliament, democracy, government, remembrance and war.• To use drama and role play to communicate their knowledge about the past.	<ul style="list-style-type: none">• To use a range of sources to find out about the past.• Observe or handle evidence to ask questions and find answers about the past.• Choose and select evidence and say how it can be used to find out about the past.• Describe memories and recount changes that have occurred in their own lives.• Label timelines with words and dates.• Sequence pictures from different periods.• Recount the life of someone famous, who lived in the past, and explain what they did earlier and what they did later.• Show an understanding of concepts such as monarchy, civilisation, parliament, democracy, government, remembrance and war.• To use drama and role-play to communicate their knowledge about the past.

Enrichment

During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.



Topic - Prehistoric Britain
Year 3 – Autumn Term
Subject - History



Prior Learning	This is the children's first exposure to Ancient British history. In Year 2, they will have explored areas of British History such as the Great Fire of London, the Gunpowder Plot and the Victorians.
What Comes Next	Later this year children will study Ancient Greece and in Year 4, pupils study the impact of the Roman Empire.
Key Vocabulary	Prehistoric, Neolithic, Mesolithic, Paleolithic, bronze, alloy, bone marrow, earthwork, tribe, iron, flint

Notes and Guidance	Skills	Knowledge
<p>Children can create toilet roll timelines to gain an understanding of chronology and how far in the past this time period is.</p> <p>Children can look at artefacts should as arrowheads and spearheads – what were they used for – children could design and make replica products.</p> <p>Children can create a history podcast to present research on an area of prehistoric Britain.</p>	<ul style="list-style-type: none">• Research in order to find similarities and differences between two or more periods of history.• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Use a timeline with a specific period of history to set out the order that things may have happened.• Use appropriate historical vocabulary to communicate information.• Start to present, communicate and organise ideas about the past using models, drama, role-play computing skills and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.	<ul style="list-style-type: none">• A timeline can be divided into BC (Before Christ) and AD (Anno Domini).• The key ways that the prehistoric way of life changed in Britain from the Stone Age to the Iron Age (tools, homes, farming).• The various ways that Prehistoric people found food and how this compares to life today.• The different tools that Prehistoric people used, what they were used for and what they were made from.• How Prehistoric people have influenced our lives today (farming, metal work, cooking, dogs).• The types of creatures that could be found in Prehistoric Britain and how people interacted with them.• The importance of British sites such as Skara Brae and Stonehenge and what they tell us about life at the time.

Enrichment

During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.

Topic – Ancient Greece
Year 3 - Summer Term
Subject - History



Prior Learning	This is the pupils' first experience of learning about an Ancient civilization. Therefore, careful consideration need to be given to placing Ancient civilizations in the context of time. Previous historical study has focused on The Great Fire of London, The Victorians and Prehistoric Britain
What Comes Next	In Year 4, pupils study the impact of the Roman Empire.
Key Vocabulary	Ruled, reigned, empire, invasion, conquer, kingdoms, ancient, civilization, democracy, city states, legacies

Notes and Guidance	Skills	Knowledge
Ancient Greece – the children will undertake a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences. Begin to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Research in order to find similarities and differences between two or more periods of history. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe events from the past using the dates for when things happened. Use a timeline with a specific period of history to set out the order that things may have happened. Use appropriate historical vocabulary to communicate information. Start to present, communicate and organise ideas about the past using models, drama, role-play computing skills and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. 	<ul style="list-style-type: none"> A timeline can be divided into BC (Before Christ) and AD (Anno Domini). The time of the Ancient Greeks coincided with the end of Prehistoric Britain and the Celts. The legacies of Ancient Greece that influence our lives today including sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas. Ancient Greece was divided into city states and how the landscape of Greece influenced this. How democracy emerged, developed and was used in ancient Athens. The story of Alexander the Great, the empire he built and his legacy. The myths of gods and goddesses of Ancient Greece, and how their religion compares with our religions today. The importance of Ancient Greek writing, art, sculpture, architecture and pottery in helping us to understand their way of life. The history of the Ancient Greek Olympics and how they influenced the games we have today. The story of the Trojan War and the different versions of the event that can be found.

Enrichment

- During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.



Topic – Roman Empire
Year 4 – Autumn Term
Subject – History



Prior Learning	In Year 3 pupils have learnt about the Ancient Greek civilization so will be aware of some of the features of Ancient civilizations that are present in today's society.
What Comes Next	The children will study the Vikings in Year 5 and learn about later groups to settle in Ancient Britain.
Key Vocabulary	Dates, time period, era, change, chronology, Roman Empire, Picts, legion, emperor, Celts, Iceni, Caledonia, Julius Caesar, Boudicca

Notes and Guidance	Skills	Knowledge
<p>Pupils should learn about the structure and influence of the Ancient Roman civilization. What aspects of that civilization were novel? Children should learn that the Roman Empire began to form during the 3rd century BC as the Roman Republic annexed large territories. The reign of Augustus 27BC -14AD led to the Classic period of peace and the formation of the values, some of which have continued to this day. Investigate the importance to Roman society of the arts, religious beliefs, recreation and education.</p> <p>Note: Pupils can be introduced to the fact that 35% of people in the empire were slaves. This will provide a contrast with today's society and illustrate that although many Roman ideas are recognisable it was a very different society to ours.</p> <p>Pupils might work historically by drawing information from a range of source materials – written texts, pictures, pottery</p> <p>Note: Children may begin to understand why study of ancient civilisations is limited by the range of source materials available. Children to play Jenga to understand the fall of the Roman Empire, each block representing a feature that may have implicated the decline.</p>	<ul style="list-style-type: none">• Suggest causes and consequences of the main events and changes• Explain how artefacts can be used to create a picture of life in the past (use more than one source)• Begin to complete own research• Place events, artefacts and historical figures on a timeline using dates• Use dates and terms to describe events• Understand concept of change and use evidence• Use appropriate vocab: date, time period, era, change, chronology• Present ideas using models, drama, role-play, letters, recounts, poems, adverts, diaries etc.	<ul style="list-style-type: none">• The Roman rule of Britain was after the prehistoric era and Celts• Romulus and Remus story• The Roman empire formed during 3rd century• The reason why Romans invaded Britain• The Roman invasion began with Julius Caesar and was completed by Emperor Claudius• The changes that the Romans brought to Britain and compare to today• What the everyday lives of Roman people were like• Why the Romans left Britain

Enrichment

During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.

Topic – Rainforests
Year 4 – Summer Term
Subject – History



Prior Learning	Children will have previously studied the Ancient Greek civilization in Year 3.	
What Comes Next	The children's next study of an ancient civilization is of Shang Dynasty of China in Year 6	
Key Vocabulary	Civilisation, drought, ritual, sacrifice, maize, codices, scribes, jaguar, cacao beans	
Notes and Guidance	Skills	Knowledge
<p>This history element forms only a small part of the topic and should not be viewed as a major analysis of the Mayan civilization. The Mayans were largely agricultural but established significant city-states at Caracol, Tikal, Palenque, Copan, Xunantunich and Calakmul. Their agricultural methods featured some of the first use of organised growing beds using canal systems to irrigate crops. Remains of cities still exist, particularly their pyramids. Children may study the Mayans interest in Celestial bodies, which led them to invent the Mayan calendar, which formed an early basis for our own. The Mayan belief systems are also of interest. Resources aren't plentiful but have a look at http://mayas.mrdonn.org/ which provides some child friendly information.</p>	<ul style="list-style-type: none"> • Explain how historic items and artefacts can be used to build up a picture of life in the past • Use more than one source of evidence • Construct informed responses about on aspect of life or a key event in the past • Place events, artefacts and historical figures on a timeline • Use dates and terms to describe events • Use appropriate historical vocabulary to communicate • Start to present, communicate and organise ideas about the past 	<ul style="list-style-type: none"> • The different periods of world history that it coincided with • The religious beliefs of the Mayans and the ways in which they practised their religion • The Mayans had their own writing system and number system and how it compares to other civilisations – ancient Greeks and Romans • The Mayans were fascinated by Celestial bodies and it let them to invent the Mayan calendar • The Mayans were largely agricultural but established significant city states at Caracol, Tikal, Palenque, Copan, Xunantunich and Calakmul • Their agricultural methods features some of the first use of organised growing beds using canal systems to irrigate crops • The last remnants of the Mayan civilisation were eventually destroyed by the Spanish in the 1500s • The remains of some of their cities still exist and more have been discovered recently
<p>Enrichment</p> <p>During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience</p>		



Topic – Blackheath and the Blitz
Year 5 – Autumn Term
Subject – History



Prior Learning	In Year 4, pupils study the impact of the Roman Empire. They will be aware that there have been settlers in Britain from various nations.	
What Comes Next	This will be the children's final exposure to British history at Primary school. In Year 6, children will study the Shang Dynasty of Ancient China.	
Key Vocabulary	Conflict, Dunkirk, D-Day, Pearl harbour, Blitz, Holocaust, propaganda	
Notes and Guidance	Skills	Knowledge
<p>Children learn the causes and key facts about World War Two. They will become familiar with some of the key events of the war, e.g. the D-Day Landings and will also learn about the Holocaust and how Jewish people were treated at this time.</p> <p>Year 5 will also focus on the area that they live in and how the local area was affected by the war. This will include living history examples where possible and drawing on the experiences of the children's own families.</p>	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past• Seek out and analyse a wide range of evidence in order to justify claims about the past• Show an awareness of the concept of propaganda• Start to understand the difference between primary and secondary evidence and the impact of this on reliability• Begin to evaluate the usefulness of different sources• Recognise when they are using primary and secondary sources of information to investigate the past• Use a wide range of different evidence to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites• Select relevant sections of information to address historically valid questions and construct detailed, informed responses• Draw a timeline with different historical periods showing key historical events or lives of significant people• Describe the main changes in a period of history using terms such as social, religious, political, technological and cultural• Identify periods of rapid change in history and contrast them with times of relatively little change• Use dates and terms accurately to describe events• Use appropriate historical vocabulary to communicate including dates, time period, era, chronology, change, century and decade• Begin to present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as accounts, diaries, letters, information/travel guides, posters/ news reports• Talk about events of the past with increasing confidence and accuracy	<ul style="list-style-type: none">• WW2 currently remains within living memory and where it is placed on the timeline of British History• The reasons why WW2 began and the key figures involved in the conflict (Churchill, Hitler, Stalin, Chamberlain etc.)• The key events of the war and their chronology (Germany invading Poland, Dunkirk, Battle of Britain, Pearl Harbour, D-Day)• The methods of propaganda used to persuade people to fight, grow their own food and follow blackout rules• The reasons why children were evacuated from cities and what their experiences would have been like• How the people of Blackheath and surrounding areas lives were changed by the war• What life would have been like in the local area during the war, and how it compares to before the war and the present day• How the war changed the lives of the people of Blackheath in the Years after the war• What the Holocaust was and why it happened
<p>Enrichment</p> <p>During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.</p>		



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – History



Prior Learning	In Year 4, pupils study the impact of the Roman Empire. They will be aware that there have been settlers in Britain from various nations.
What Comes Next	In Autumn term in Year 6, children will study the Vikings and will make direct comparisons to the Saxons.
Key Vocabulary	Time period, era, chronology, change, century, decade, Saxons, archaeology, kingdom, settlement, invasion, Christianity

Notes and Guidance	Skills	Knowledge
In this unit, the children will study Britain's settlement by Anglo-Saxons. They will also look also explore the Saxon way of life and the archaeological finds that have helped historians discover more about the era.	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past• Seek out and analyse a wide range of evidence in order to justify claims about the past• Show an awareness of the concept of propaganda• Start to understand the difference between primary and secondary evidence and the impact of this on reliability• Begin to evaluate the usefulness of different sources• Recognise when they are using primary and secondary sources of information to investigate the past• Use a wide range of different evidence to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historical statues, figures, sculptures, historical sites• Select relevant sections of information to address historically valid questions and construct detailed, informed responses• Draw a timeline with different historical periods showing key historical events or lives of significant people• Describe the main changes in a period of history using terms such as social, religious, political, technological and cultural• Identify periods of rapid change in history and contrast them with times of relatively little change• Use dates and terms accurately to describe events• Use appropriate historical vocabulary to communicate including dates, time period, era, chronology, change, century and decade• Begin to present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters/ news reports• Talk about events of the past with increasing confidence and accuracy	<ul style="list-style-type: none">• The era of the Anglo-Saxons followed the end of Roman Britain.• Who the Anglo-Saxons were, where they came from and why they might have come to settle in Britain (to fight, to farm, to make new homes, they were invited)?• How life in England changed under the Saxons (religion, settlements, law and punishment, weapons, jewellery, kingdoms etc.)• That archaeology (such as the discoveries at Sutton Hoo) provides vital evidence about the Saxons producing a range of finds including combs, coins, jewellery and weaponry.• What every day Saxon life was like and how it compared to life in Roman Britain.• The legacy that the Saxons left in Britain.• Who Alfred the Great was and why he is remembered?• How the Anglo-Saxon era came to an end with the Norman conquest of 1066.

Enrichment

During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.



Topic – Survival of the Fittest
Year 6 – Autumn Term
Subject – History



Prior Learning	In Year 5, children studied the Anglo-Saxon settlement of Britain and explored their way of life and impact on British history.
What Comes Next	In Key Stage 3, children will continue to consolidate their knowledge.
Key Vocabulary	Time period, era, chronology, continuity, change, century, decade, legacy, Vikings, raider, travellers, long boats, traders, beliefs, society, significance, conquerors, settlement, archaeological evidence, achievement, craftsman, legacy, Danegeld

Notes and Guidance	Skills	Knowledge
Children should explore the Viking raids on and eventual settlement in Britain. They will learn about the early attacks on monasteries and the eventually formation of the Danegeld. Direct comparisons of their way of life will be made with the Saxons who the children studied in Year 5.	<ul style="list-style-type: none">• Select suitable sources of evidence, giving reasons for choices.• Understand that no single source of evidence gives the full answer to questions about the past.• Consider different ways of checking the accuracy of interpretations of the past.• Know that people in the past represent events or ideas in a way that may be to persuade others.• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.• Investigate their own lines of enquiry by posing historically valid questions to answer.• Summarise the main events form a period of history, exploring order of events and what happened.• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.• Use dates and terms accurately in describing events.• Use a range appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy.• Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.• Talk about events in the past with confidence and factual accuracy.• Plan and present a self-directed project or research about the studied period.	<ul style="list-style-type: none">• That the Vikings came mainly from Norway and Denmark and travelled in long ships.• That the Vikings were great travellers and traded, raided and settled in other parts of Europe too.• How and why they began raiding the coasts of Britain, attacking monasteries such as Lindisfarne.• What the Danegeld was and why the Vikings began to settle in England.• What every day Viking life was like and how it compared to the Saxons.• What the Viking's religious beliefs were and how these compared with the Saxons.• How the Saxons viewed the Vikings and why this might not have been accurate.• The legacy that the Vikings left in Britain

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored.



Beyond the Great Wall
Year 6 – Spring Term
Subject – History



Prior Learning	In Years 3 and 4 pupils study the impact of the Roman Empire and Ancient Greece. They have also studied a non-European Ancient civilization, the Mayans.	
What Comes Next	This will be the children's final exposure to history at Primary school	
Key Vocabulary	Shang Dynasty, civilisation, nobility, peasant, contrast, ancestors, artefacts, ceramics, rapid change and continuity, legacy.	
Notes and Guidance	Skills	Knowledge
<p>The Shang Dynasty ruled from 1500–1100BC (exact dates are not known). They did not rule the whole of China, but the area around the Yellow River.</p> <p>http://china.mrdonn.org/shang&chou.html</p> <p>http://www.theschoolrun.com/homework-help/shang-dynasty</p>	<ul style="list-style-type: none">• Select suitable sources of evidence, giving reasons for choices.• Understand that no single source of evidence gives the full answer to questions about the past.• Consider different ways of checking the accuracy of interpretations of the past.• Know that people in the past represent events or ideas in a way that may be to persuade others.• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.• Investigate their own lines of enquiry by posing historically valid questions to answer.• Summarise the main events form a period of history, exploring order of events and what happened.• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.• Use dates and terms accurately in describing events.• Use a range appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy.• Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.• Talk about events in the past with confidence and factual accuracy.• Plan and present a self-directed project or research about the studied period.• Place events in history on a timeline making connections between other civilisations studied.	<ul style="list-style-type: none">• The Shang Dynasty ruled from 1500–1100 BC at the same time as the Bronze Age in Britain, the early Mayan civilization and prior to the Ancient Greek and Roman civilisations.• The Shang Dynasty ruled an area of China around the Yellow River.• What was discovered in Fu Hao's tomb and how this has impacted our understanding of the Shang Dynasty?• The contrast between the lives of the nobility with those of peasants and the contrast of their society with ours today.• Shang people worshipped their ancestors and how they practiced their religion.• How the Shang Dynasty began and how it ended.• What the notable inventions of the dynasty were.
<p>Enrichment</p> <p>During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.</p>		

