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| World History Core Subject: Year 1 | | |
| National Curriculum: Pupils should be taught about: | | |
| * Significant historical events, people and places * Events beyond living memory that are significant nationally or globally * 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 | | |
| Historical Era: | Medieval Period | |
| Specific Focus: | Societal Structure before and after the Battle of Hastings | |
| Project Question: | Did Life Change After the Battle of Hastings? | |
| Key Themes | Invasion War Settlement Society Kingship Continuity and Change | |
| Declarative Knowledge: | | Procedural Knowledge |
| **General**   * **Know** history is the study of the past (events that have already happened) * **Know** BCE – Before the Common Era is a secular term(religiously neutral term) * **Know** CE –Common Era is a secular term (religiously neutral terms) * **Know** the historical time line is divided into historical eras (centuries, reigns, economic systems etc.). * **Know** about significant events and people on the chronological time line in the context of the local area   **Specific**   * **Know the Medieval Period spans (circa 475 to 1453)** * **Know** and rank the social orders of the feudal system * **Know** the Pope was powerful and could sanction crusades * **Know** the Battle of Hastings occurred in (1066) * **Know** King Harold was King from (January to October 1066) * **Know** William the Conquer/King William of England (1066-1087) * **Know** William the Conquer (Norman Invaders/France) * **Know** King Harold – King Harold of England believed killed by an arrow in his eye as shown in the Bayeux Tapestry * **Know** life for the lower orders did not improve as a result of the regime change * **Draw upon the knowledge learned to answer the question** | | **Generic**   * **To be able** to use knowledge derived from a range of historical sources to construct and establish a clear historical narrative. * **To be able** to select and organise key historical information when researching a historical period. * **To be able** to contextualise historical eras on the historical time line.   **Specific**   * **To be able** to place key historical figures n the context of the historical time line. * **To be able** to demonstrate a chronologically secure knowledge of the events leading up to the Battle of Hastings * **To be able** to select and organise key historical information when researching the events leading up to and during the Battle of Hastings * **To be able** to establish a clear historical narrative recount about the events leading up to the Battle of Hastings |
| Cross Curricular Links |
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| Historical Vocabulary (Non exhaustive) | | |
| History, past, present medieval, Time line, dates, kings, knights, serfs, 1066 Normandy, William the Conqueror, Edward the Confessor, Pope, crusade France, Battle, Hastings, Bayeux Tapestry, French language, | | |
| Prior Learning | Historical Skills | Future Learning |
| EYFS  Year A & B   * Children know about their own life story and family history about the lives of the people around them * Children know about continuity (traditions) and change | * Ask historically valid questions. * Develop critical thinking * Evaluate the difference and significance between Primary and Secondary Sources * Identify historical themes * Evaluate primary sources as historical evidence * Evaluate secondary sources as constructed narratives drawn from primary sources * Construct an **objective** historical narratives draw from a range of evidence | * Year 2 The Great Fire of London * Year 3 Vikings (Invasion) * Year 4 The Tudors * Year 5 Post War Britain (Childhood) * Year 6 Ancient Greece (Democracy) |
| Historical Writing |
| * Write a chronological report/recount * Write a non-chronological report * Use subject specific vocabulary * Use time connectives to drive the narratives |
| Local Connections |  | |