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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
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| 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
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| 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  |
| EYFSYear 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)
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| Historical Writing |
| * Write a chronological report/recount
* Write a non-chronological report
* Use subject specific vocabulary
* Use time connectives to drive the narratives
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| Local Connections |  |