

Curriculum Overview for History at Chorley St Mary's Catholic primary school and Nursery

<u>EYFS Curriculum</u>					
	<u>Yr group</u>	<u>Topic areas</u>	<u>Dev matters links and ELG's</u>	<u>Components</u>	<u>Substantive Concepts</u>
<u>Autumn</u>	Nursery	<p>History - Past and Present: Nursery Rhymes: Comparing different Nursery Rhymes: Wee Willie Winkie, Polly Put the kettle on</p> <p>People in our community celebrate special days: Celebrations: Birthdays, Christmas, Diwali Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p>	<p>DM LINKS: age 3-4: Begin to make sense of their own life-story and family's history.</p> <p>DM LINKS: Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of their own life story and family's history</p>	<p>Comparing different Nursery Rhymes</p> <p><u>Wee Willie Winkie</u></p> <p><u>Talk about similarities and differences between past and present</u></p> <ol style="list-style-type: none"> 1. How are WWW nightclothes different to ours? 2. Why does WWW carry a candle/lantern? <p><u>Polly Put the kettle on</u></p> <ol style="list-style-type: none"> 1. How was the water heated in the past? 2. How are the girls clothes different to ours? <ol style="list-style-type: none"> 1. How do we celebrate Christmas 2. How do we celebrate our birthdays 3. How is Diwali celebrated? 	<p style="color: purple;">Childhood</p> <p style="color: purple;">Chronology</p> <p style="color: purple;">Diversity</p> <p style="color: purple;">Historical enquiry & interpretation</p>

		<p>People who help us Look at different occupations of people who help us starting with fire fighters linked to bonfire night.</p> <p>Police</p> <p>Doctors/Nurses</p>	<p>DM LINKS: Show interest in different occupations</p>	<ol style="list-style-type: none"> 1. How do the Police help us to stay safe? 2. How do Doctors/Nurses help us stay well? 	
	<p>Reception</p>	<p>History - Past and Present: <i>Myself: How have I changed since I was a baby?</i></p>	<p>DM LINKS: Talk about members of their immediate family and community Children talk about past and present events in their own lives and in the lives of family members. Name and describe people who are familiar to them They know about similarities and differences between themselves and others, and among families Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past</p> <p>ELG: 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;</p>	<ol style="list-style-type: none"> 1. What is a timeline? (Once there were Giants by Martin Wadell) then, before, now, next, soon. 2. How have I changed since I was baby? 3. Who is in your family? 4. Who is special to me? 	<p>Chronology</p> <p>Childhood</p> <p>Historical Enquiry & interpretation</p>

		<p>History - past & present: Toys</p>	<p>DM LINKS: Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Continue to develop their ability to compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about the lives of the people around them and their roles in society Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<ol style="list-style-type: none"> 1. What are our toys like today? 2. What are other people's toys like? What was my favourite toy when I was a baby? 3. How can we tell these toys are old? 4. What were our grandparents' toys like and how do we know? 5. What playground games did children used to play? 6. How is my teddy different from the very first teddy bears? How is it the same? 	<p>Childhood</p> <p>Chronology</p> <p>Diversity</p> <p>Historical enquiry & interpretation</p> <p>Seasonal Change</p>
		<p>Celebrate different days: Celebrations: Birthdays, Christmas</p>	<p>DM LINKS: Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Continue to develop their ability to compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Talk about the lives of the people around them and their roles in society</p>	<ol style="list-style-type: none"> 1. Who was Guy Fawkes 2. How does your family celebrate Christmas? 3. How do we celebrate Birthdays? 4. How do people in our community celebrate special days? 	

			<p>ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate.</p>		
<p><u>Summer</u></p>	<p>Nursery</p>	<p>Seasonal change: What do we wear in a day?</p> <p>Time box</p>	<p>DM LINKS: Talk about what they see, using a wide vocabulary. Begin to make sense of their own life story</p>	<p><u>What do we wear at different times of the day?</u></p> <p>To develop self-care routines including wearing/choosing appropriate clothes</p> <ol style="list-style-type: none"> 1. What do we wear in the morning? 2. 2What do we wear at nighttime? 3. What do we wear for Nursery? 4. What do we wear for different activities? <p><u>History Time Box</u></p> <p>Looking back at their year in Nursery</p>	<p>Chronology</p> <p>Similarities & differences</p> <p>Chronology</p>

	<p>Reception</p>	<p>Seaside past and present.</p> <p>What do we wear at different times of the year?</p> <p>Time box</p>	<p>DM LINKS: Children talk about past and present events in their own lives and in the lives of family members Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past ELG: 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;</p> <p>DM LINKS: Understand the effect of changing seasons on the natural world around them. ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<ol style="list-style-type: none"> 1. Have they been to the seaside? What do they do at the seaside? 2. What was going to the seaside like 100 years ago? 3. How do we know what holidays were like 100 years ago? 4. How have seaside holidays changed over the past 100 years? <ol style="list-style-type: none"> 1. What do we wear in spring and summer? 2. How is this different to what we wear in Autumn and winter? <p>History Time box looking back at pictures from Autumn and Winter.</p>	<p>Chronology</p> <p>Similarities and differences</p> <p>Historical Enquiry</p> <p>Childhood</p>
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KS1 & 2 Curriculum Overview for History at Chorley St Marys Catholic Primary and Nursery

'**Substantive Concepts**' are concepts concerned with the subject matter of history, such as childhood, rights, peace, invasion, trade, war, leadership, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum.

A '**Disciplinary concept**' is the knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. None of them can be taught separately from the substance of history, but effective planning needs to encompass and address them all.

History Substantive Key Concepts:

Childhood	Civilisation & settlements	Invasion & Empire	Crime & punishment	Communication & invention	Equality / Diversity
<u>History Disciplinary Key Concepts:</u>					
<p>Chronology This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics</p>	<p>Historical enquiry asking questions, using sources and evidence to construct and challenge the past, and communicating ideas</p>	<p>Historical interpretation understanding how and why different accounts of the past are constructed</p>	<p>Cause & consequence Cause: selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation Consequence: understanding the relationship between an event and other future events.</p>	<p>Similarity and difference analysing the extent and type of difference between people, groups, experiences or places in the same historical period.</p>	

<u>Year 1</u>								
	<u>NC Focus</u>	<u>Prior knowledge</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Key vocabulary</u>	<u>Composites</u>	<u>Skills progression</u>
<u>Aut 1</u>	The lives of significant individuals in the past: Rosa Parks	Significant individuals associated with Black History (EYFS)	KQ1. Can we work as history detectives to work out what Rosa Parks did to make her famous?	<p>Equality & diversity</p> <p>Civilisation & settlements</p>	<p>Chronology</p> <p>Cause & consequence</p>	African - American activist racism segregation equality justice	<u>By the end of this unit pupils should:</u> begin to recognise issues of injustice and racism;	<p>Know and recount episodes from stories about the past</p> <p>Use stories to encourage children</p>

			<p>KQ2. What can we learn about what sort of person Rosa was from stories of her early life?</p> <p>KQ3. What was life like for black people living in southern USA in the 1950s</p> <p>KQ4. Why do you think Rosa acted as she did on that day that made her famous?</p> <p>KQ5. How did Rosa's action lead to life for black people getting better?</p> <p>KQ5. How should we remember Rosa Parks today?</p>		<p>Historical interpretation</p>		<p>recognise a significant person globally who helped bring about major change.</p>	<p>to distinguish between fact and fiction</p> <p>Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT</p>
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<p><u>Spring 1</u></p>	<p>Events beyond living memory: The Great Fire of London</p>		<p>KQ1 How can we work out why the Great Fire started?</p> <p>KQ2. What actually happened during the Great Fire?</p> <p>KQ3. Why did the Great Fire burn down so many buildings?</p> <p>KQ4. Could more have been done to stop the Fire?</p> <p>KQ5. How did people manage to live through the Great Fire?</p>	<p>Civilisation & Empire</p> <p>Communication & invention</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpretation</p> <p>Cause & consequence</p> <p>Similarity & diff</p>	<p>London, England Pudding Lane River Thames Thomas Farriner Samuel Pepys King Charles II Sir Thomas Bludworth fire hook thatched roof disaster destroyed</p>	<p><u>By the end of this unit, pupils should:</u> be able to explain that there were a variety of reasons for the fire and can suggest the most important ones; Explain how the appearance of London changed after the Fire; how the houses and the street layout changed and that the fire led to better fire service.</p>	<p>Recognise the difference between past and present in their own and others' lives</p> <p>Use stories to encourage children to distinguish between fact and fiction</p>
<p><u>Summer 2</u></p>	<p>Time box</p>	<p>EYFS - toys, Seaside, Celebrations & customs, seasonal change</p> <p>Y1 - Rosa Parks</p> <p>Great Fire of London</p>		<p>Childhood</p> <p>Communication & invention</p> <p>Civilisations & settlement</p>	<p>Chronology</p>			<p>Sequence events in their own life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods.</p> <p>Match objects to people of different ages.</p>

Year 2

	<u>NC focus</u>	<u>Prior knowledge</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Composites</u>	<u>Key vocabulary</u>	<u>Skills progression</u>
<u>Autumn</u> <u>2</u>	<p>Events Beyond Living Memory that are Significant nationally or globally</p> <p>Remembrance Day/WW1</p> <p>(locality walk - soldier's houses)</p> <p>Key Stage History</p>	<p>Commemorating Remembrance Day in school in each year group - how did we Remember?</p> <p>What are we remembering and why?</p>	<p>KQ1. Why are people wearing poppies around this time?</p> <p>KQ2. What are memories?</p> <p>KQ3. Who do we remember on Remembrance Day?</p> <p>KQ4. Why do we have Remembrance Day?</p> <p>KQ5. What happens on Remembrance Day?</p> <p>KQ6. Why is it important to remember?</p>	<p>Civilisation & settlements</p> <p>Invasion & Empire</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpretation</p> <p>Cause & consequence</p>	<p><u>By the end of this unit pupils should:</u></p> <p>Understand the sacrifice of local people who died from fighting wars for their country.</p> <p>Recognise that Susannah Knight was a local teacher who made 'Golden Books' to act as a memoir for Chorley soldiers who had sacrificed their lives in WWI.</p>	<p>Memories</p> <p>Remember</p> <p>Remembrance</p> <p>November</p> <p>Significant</p> <p>WWI</p> <p>World War One</p> <p>Battle</p> <p>Soldier</p> <p>Trench</p> <p>Enlist</p> <p>Memorial</p> <p>Cenotaph</p> <p>Poppy Wreath</p> <p>1914</p> <p>1918</p> <p>Susannah Knight</p> <p>Walter</p> <p>Tull</p>	<p>Use a source - observe or handle sources to answer questions about the past based on simple observations.</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>

			<p>KQ7. Who should we remember locally?</p> <p>KQ8. What helps us to remember the war dead in our local area?</p>					
<p>Spring <u>1</u></p>	<p>Events Beyond Living Memory that are Significant Nationally or Globally</p> <p>The Titanic</p> <p>Key Stage History</p>	<p>Seaside transport & travel (EYFS)</p>	<p>KQ1) What do we already know about the Titanic and what can we work out from a picture?</p> <p>KQ2) What was so special about the Titanic and life on-board?</p> <p>KQ3) Where were they going, how long did it take and where did the passengers come from?</p> <p>KQ4) What would you take on board?</p> <p>KQ5) Why and how did the</p>	<p>Civilisation & settlements</p> <p>Communication & invention</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & differences</p>	<p>By the end of this unit, pupils should be able to:</p> <p>Explain why the Titanic is still so famous</p> <p>2. Describe life on board for ALL groups of passengers</p> <p>3. Explain why the unsinkable sank, including why Captain Smith was blamed</p>	<p>bow crew funnel hull stern</p> <p>collision iceberg distress signal maiden voyage liner rescue</p>	<p>Sequence artefacts closer together in time;</p> <p>Sequence photographs etc. from different periods</p> <p>Describe memories of key events in their lives</p> <p>Use a source - observe or handle sources to answer questions about the past through simple observations.</p>

			<p>unsinkable Titanic sink?</p> <p>KQ6) Why weren't more people saved from the Titanic?</p> <p>KQ7) How would they stop a disaster such as the sinking of the Titanic ever happening again?</p>					
<p>Summer <u>2</u></p>	<p>Famous significant people</p> <p>Topic: Explorers</p> <p>Grammarsaurus</p>	<p>Significant people - Black History month</p> <p>TITANIC</p>	<p>KQ1: How can we find out about the past?</p> <p>KQ2: Why do people explore?</p> <p>KQ3: Who are the important explorers from the past?</p> <p>KQ4: What are the famous explorations of the past?</p> <p>KQ5: Can we compare different explorations?</p>	<p>Civilisation & settlement</p> <p>Communication & invention</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & differences</p>	<p>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</p>	<p>after, astronaut, before, change, continuity, different, exploration, explore, explorer, mountaineer, monument, now, oceanographer, past, present, same, significant, then</p>	<p>Communicate their knowledge through: Discussion; drawing pictures; Drama/role play; Making models; writing; using ICT.</p> <p>Compare 2 versions of a past event; Compare pictures or photographs of people or events in the past; Discuss reliability of photos/ accounts/stories</p>

			<p>KQ6: How have explorations changed over time?</p>			<p>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 ways in which we find out about the past and identify different ways in which it is represented.</p>		
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Year 3								
	<u>Title/ NC Focus</u>	<u>Prior knowledge</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Key vocabulary</u>	<u>Composites</u>	<u>Skills progression</u>
<u>Autumn</u> <u>1</u>	Local History unit based on Chorley (incorporate a locality visit if possible)	Y2 Remembrance/ locality walk	KQ1.) What do you already know about our local area and what is in it? (landmarks) QK2) Are there any significant	Civilisation & settlement	Chronology Historical enquiry Similarities & diff	Chorley, Lancashire Myles Standish, Sir Henry Tate, Bill Beaumont, Charles Lightoller Settlement Decade	By the end of this unit, pupils should be able to make some links between and across periods, such as the differences	Find out about every day lives of people in time studied Compare with our life today

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<u>Spring</u> <u>1</u>	<p>What lies underground?</p> <p>Ancient Britain:</p> <p>Stone Age - Iron age</p> <p>13,000BC-43AD</p>	Chronological time line work	<p>KQ1) Is it true to say that Stone Age man was just a hunter-gatherer only interested in food and shelter?</p> <p>KQ2) How much did life change when man learned how to farm?</p> <p>KQ3) What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>KQ4): How should we remember the Bronze Age?</p> <p>KQ5) What was life like in the Iron Age and how do we know?</p> <p>KQ6) Who killed the 52 people at Maiden Castle?</p>	<p>Civilisation & settlement</p> <p>Communication & invention</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>	<p>Archaeologists</p> <p>artefacts</p> <p>barrow</p> <p>BC/AD</p> <p>Forge</p> <p>Henge</p> <p>Hunter/ Gatherers</p> <p>Mesolithic Neolithic</p> <p>Paleolithic</p> <p>Pre-historic</p> <p>prey</p> <p>Ritual</p> <p>Skara Brae</p> <p>Tribe/tribal</p> <p>lithic</p>	<p>By the end of this unit, pupils should be able to: Sequence in the correct order the names used by historians to describe different periods during this time;</p> <p>Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life</p>	<p>Place the time studied on a time line</p> <p>Sequence several events or artefacts</p> <p>Find out about every day lives of people in time studied and compare with our life today</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources - compare different versions of the same story</p>

	<u>Title/ NC Focus</u>	<u>Prior knowledge</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Key vocabulary</u>	<u>Composites</u>	<u>Skills progression</u>
Spring 1	<p>What did the Romans do for us?</p> <p>The Roman Empire and its impact on Britain</p> <p>55BC - 410AD</p>	<p>Chronological time line work</p> <p>Iron age</p>	<p>KQ1. Why did the Romans invade Britain?</p> <p>KQ2. Should the Celts take on the Romans?</p> <p>KQ3 How were the Romans able to keep control over such a vast empire?</p> <p>KQ4. Is this another Roman villa?</p> <p>KQ5. Why did the great 400-year Empire end?</p> <p>KQ6. What have the Romans ever done for us?</p>	<p>Invasion & empire</p> <p>Civilisation & settlement</p> <p>Equality/ diversity</p>	<p>Chronology</p> <p>Historical Enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>	<p>Conquer/conquest</p> <p>Empire/Emperor</p> <p>Frontier</p> <p>Gaul Govern/ governor/governmen</p> <p>†</p> <p>Hypocaust</p> <p>Central heating system</p> <p>Invade/invasion</p> <p>Legion</p> <p>Province</p> <p>Rebellion Rule/ruler</p> <p>Slave</p> <p>Tax/taxes</p> <p>temple money</p> <p>Tribe/tribal</p> <p>Trade</p> <p>Villa Worship/ Worshipped</p>	<p>By the end of this unit, pupils should be able to: explain why the Romans were so powerful but then left Britain after nearly 400 years</p> <p>Describe the main ways in which the Romans still impact on our lives today, 2000 years later</p> <p>Explain why we have different interpretations of Boudicca today.</p>	<p>Distinguish between different sources - compare different versions of the same story</p> <p>Look at different representations of the period - museum, artefacts, cartoons etc</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details - artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>

	<u>Title/ NC Focus</u>	<u>Prior knowledge</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Key vocabulary</u>	<u>Composites</u>	<u>Skills progression</u>
Summer	Time box		Two short fun sessions to build up pupils' chronological understanding and to keep history vocabulary 'warm' during a term when no other history is studied. *See Key Stage History scheme		Chronology			Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefact

Year 4

	<u>Title / NC Focus</u>	<u>Prior knowledge</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Key Vocabulary</u>	<u>Composites</u>	<u>Skills progression</u>
<u>Autumn</u>	Tudor Life Local British history study that extends pupil knowledge beyond 1066.	Y1 Great Fire of London	<p>KQ1: What can we tell about Henry VIII from his portraits?</p> <p>KQ2: What was life like for Henry's six wives?</p> <p>KQ3: How different was life for people at different levels of society living in Tudor times, and how do we know?</p> <p>KQ4: What was Astley Hall like during Tudor times? (Locality</p>	<p>Civilisation & settlements</p> <p>Crime & punishment</p> <p>Equality & Diversity</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>	<p>Monarchy</p> <p>Catholic</p> <p>Protestant</p>	<p>By the end of this unit, pupils should have learnt to: make deductions based on visual clues</p> <p>make deductions about relative wealth of individuals from their inventories</p>	<p>Place events from period studied on time line • Use terms related to the period and begin to date events</p> <p>Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research</p>

			<p>trip to Astley Hall).</p> <p>KQ5: What was Chorley like in 1631 and did the plague affect people living there?</p>				
	<p>Significant Individuals Significant individuals in the past who have contributed to national and international achievements.</p>						
Spring	History Time box				<p>Chronology</p> <p>Historical interpretation</p>	<p>Pupils should be able to create a timeline of periods in History that they have previously studied; Make connections between disciplinary concepts studied in each unit; Ask questions / enquire</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>

<p>Summer</p>	<p>Where do rivers start? Ancient civilisations: a study of other ancient civilisations and an in-depth study of Ancient Egypt.</p>		<p>KQ1: What did Ancient Egypt have in common with Ancient Sumer?</p> <p>KQ2: So you think you know about Ancient Egypt?</p> <p>KQ3: How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>KQ4: So who did build the pyramids? What can an old clay model tell us about life in Ancient Egypt 5,000 years ago?</p> <p>KQ5: How did the Egyptians embalm their dead?</p>	<p>Civilisation & settlement</p> <p>Communication & invention</p> <p>Equality & diversity</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>	<p>Ancient Sumer Ancient Egypt artefact Ankh civilisation embalming excavate flax hieroglyphics mummification natron salt papyrus Pharaoh Pyramid River Nile sarcophagus scribe Rosetta Stone Sphinx tomb Vizier</p>	<p>Pupils should know that: Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform.</p> <p>Some of the achievements of the early Egyptian civilisation</p>	<p>Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events</p>
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Year 5

	<u>Title/ NC focus</u>	<u>Prior learning</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Key Vocabulary</u>	<u>Composites</u>	<u>Skills progression</u>
<u>Autumn</u>	How was our kingdom united? Britain's settlement by Anglo-Saxons and Scots (410AD-1044AD)	Links to other ancient civilisations - Romans & Vikings; draw on similarities & differences within substantive concepts	KQ1a) Why did the Saxons invade? KQ1b) Where did the early AngloSaxons live and how do we know? KQ2 Who was the owner of the mystery ship burial at Sutton Hoo? KQ3) How did people's lives change when Christianity came to Britain? KQ4) How did the Vikings try to take over the country and how close did they get?	Invasion & Empire Civilisation & settlement Crime & punishment	Chronology Historical enquiry Historical interpret Cause & consequence Similarities & diff	Cemetery Cenotaph Christianity Danelaw Hoard Hypothesis Monastery Pagan Picts Sceptre Settlement Sutton Hoo Treaty Turning point Urn Viking Wergild	By the end of this unit, pupils should know: the reasons why the Anglo-Saxons invaded; that it was during this time that England became united, with Wessex as the leading kingdom; that it was at this time that England became a Christian country; that King Alfred was the only English king to be given the name 'Great' and know why not everybody agrees with it;	Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence

			<p>KQ5) Alfred the Great. How great was he?</p> <p>KQ6 How effective was Anglo Saxon justice?</p>				<p>that the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east; It was during this period that there were better laws.</p>	
Spring	<p>How is the Amazon amazing? A non-European society that provides contrasts with British history:</p> <p>Mayan civilization c. AD 900</p>	<p>Y4 Ancient Egypt - hieroglyphic writing, pyramids, farming techniques</p>	<p>KQ1 Why do we study the Maya in history?</p> <p>KQ2 How did the Maya manage to become so important?</p> <p>KQ3 What was everyday life in Mayan civilization?</p> <p>KQ4 How can we know what was life like for the</p>	<p>Civilisation & settlement</p> <p>Communication & invention</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>	<p>Cenote</p> <p>Codex /codices</p> <p>Glyph Hieroglyph</p> <p>Jade</p> <p>Obsidian Quetzal</p> <p>Colourful</p> <p>Ritual</p> <p>Slash & burn</p> <p>Stelae</p>	<p>Pupils should know that: The Mayans farmed on land they terraced and made fertile. Their staple diet was maize and even worshiped maize as a god. They drank chocolate but not as we know it. They built pyramids with temples on top</p>	<p>Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period</p>

			<p>Mayan people 1,000 years ago?</p> <p>KQ5 If the Maya were so civilized why then did they carry out human sacrifice?</p> <p>KQ6 Why did the Mayan empire decline?</p>				<p>and even had an amazing astronomical observatory</p> <p>The Maya worshipped many gods and believed they needed offerings of blood.</p> <p>We know about the Maya from their writings in hieroglyphics, their advanced number system and the buildings such as the ball court that are still there today.</p>	
Summer	<p>Where does our food come from?</p> <p>A study of Greek life & achievements and their influence on the western world. Ancient Greece</p>	<p>Olympic games - Y2</p> <p>Identify similarities between Greek and Roman culture from their work on the Romans in Y3</p>	<p>KQ1) How can we know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p>KQ2) What can we work out about everyday life in Ancient Athens?</p>	<p>Invasion & Empire</p> <p>Civilisation & settlement</p>	<p>Chronology</p> <p>Historical enquiry</p>	<p>Acropolis Agora City State Democracy Helot Hoplite Ostrakon Parthenon Polis</p>	<p>By the end of the unit, pupils should be able to: Explain the main features of Ancient Greek society, especially the role of slaves and women;</p>	<p>Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past</p>

			<p>KQ3) Why was Athens able to be so strong in the 5th and 6th century BC?</p> <p>KQ4 Would You have preferred to live in Athens or Sparta?</p> <p>KQ5) What can we tell about the Ancient Greeks from a study of their theatre & Olympics?</p> <p>KQ6 What did the Ancient Greeks do for us?</p>	<p>Communication & invention</p>	<p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>		<p>Explain the unique way that Ancient Athens was ruled at the time, democracy; Explain why there was a Golden Age for Athens in the 5th and 6th centuries BC; Give 3 important examples of Ancient Greek achievements; Make deductions about what mattered to the Ancient Greeks by studying pot evidence; Explain ways in which the Greeks have influenced our lives today</p>	<p>Recall, select and organise historical information • Communicate their knowledge and understanding</p> <p>Compare accounts of events from different sources - fact or fiction • Offer some reasons for different versions of event</p>
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Year 6

	<u>Title / NC Focus</u>	<u>Prior knowledge</u>	<u>Components</u>	<u>Substantive Concepts</u>	<u>Disciplinary Concepts</u>	<u>Key vocab</u>	<u>Composites</u>	<u>Skills progression</u>
<u>Autumn</u>	Where would you like to be? The Viking and Anglo-Saxon struggle for the kingdom of England	Anglo-Saxons (Y5)	<p>KQ1) What image do we have of the Vikings?</p> <p>KQ2) Why have the Vikings gained such a bad reputation?</p> <p>KQ3) How did the Vikings try to take over the country and how close did they get?</p> <p>KQ4) How have recent excavations changed our view of the Vikings?</p> <p>KQ5) What can we learn about Viking settlement from a study of place-name endings?</p> <p>KQ6) Raiders or settlers: how</p>	<p>Invasion & empire</p> <p>Civilisation & settlement</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>	<p>Danegeld</p> <p>Danelaw</p> <p>Heathen Pagan</p> <p>Runes</p> <p>Saga</p>	<p>Pupils should know that the word Viking means raider but they were also traders and settlers, especially later in the period; They attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much; They were highly skilled shipbuilders, taking them vast distances across dangerous seas; They did not worship a single god but made offerings to a large number such as Odin (Wednesday</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied</p>

			should we remember the Vikings?				named after him) Thor (Thursday) and Freya (Friday).	<p>Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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<p>Spring</p>	<p>Britain since 1066 Crime & punishment</p>	<p>Criminal activity from other British time periods & their punishments</p> <p>Law & society over the years</p> <p>Inventions linked to punishment</p>	<p>KQ1) How were criminals punished 800 years ago, and how do we know?</p> <p>KQ2) What does the legend of Robin Hood tell us about medieval justice?</p> <p>KQ3) How did crimes and punishments change between 1500 and 1750?</p> <p>KQ4) Why did punishments become so bloody in the 18th century?</p> <p>KQ5) Has the way we catch and punish criminals improved in the last 100 years?</p> <p>KQ6) Has the way we catch and punish criminals improved in the last 100 years?</p>	<p>Crime & punishment</p> <p>Cause & consequence</p> <p>Civilisation & settlements</p> <p>Equality / diversity</p> <p>Communication & invention</p>	<p>Chronology</p> <p>Historical enquiry</p> <p>Historical interpret</p> <p>Cause & consequence</p> <p>Similarities & diff</p>	<p>Arson Burglary Capital punishment Executions Corporal punishment Physical punishment Constable Execute Famine Felony Heresy Homicide Larceny Manslaughter Medieval Outlaw Pillory Poaching Smuggling Stocks Transportation Treason Trial by combat; Vagrant</p>	<p>Pupils will learn how the nature of crimes and punishments changed over 1000 years and be able to place the main ones in chronological order;</p> <p>How some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation; That society's attitude to crime has changed over time and has become less harsh</p> <p>Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century; That new crimes are always</p>	<p>Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account</p> <p>Link sources & work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and</p>
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<u>Summer</u>	Time box	Can children use their retrieval skills to show what they have previously learnt?	Short fun sessions to conclude, building pupils' chronological understanding					Use relevant dates and terms Sequence up to 10 events on a time line

