

Curriculum Narrative: History (North Elmham) Nb - Geography & History links with our RE curriculum

KEY: The BIG IDEAS & CONCEPTS within the History Curriculum

CHRONOLOGY	SOCIAL HISTORY	ACHIEVEMENTS of MANKIND	CIVILISATION	EMPIRE	POLITICAL HISTORY	MILITARY HISTORY
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		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2
<p><b>EYFS/KS1</b></p> <p>Introduce that history is an awareness of the past, using common words and phrases relating to the passing of time. Begin to know where the people and events they study fit within a chronological framework. Children to begin to gain knowledge of historical enquiry</p>	<p>(2019-2020)</p>	<p><b>BIG IDEAS: CHRONOLOGY</b></p> <p><i>Historical Enquiry: Asking questions</i></p>	<p><b>BIG IDEAS: CHRONOLOGY</b></p> <p><i>Historical Enquiry: Asking questions</i></p>	<p><b>BIG IDEAS ACHIEVEMENTS OF MANKIND</b></p> <p><i>Historical Enquiry: Research</i></p>	<p><b>BIG IDEAS ACHIEVEMENTS OF MANKIND</b></p> <p><i>Historical Enquiry: Research</i></p>	<p><b>BIG IDEAS CHRONOLOGY</b></p> <p><i>Historical Enquiry: Using different sources to make hypotheses</i></p>	<p><b>BIG IDEAS SOCIAL HISTORY,</b></p> <p><i>Historical Enquiry: Using different sources to make hypotheses</i></p>
		<p>Changes within Living memory. <u>Who are My Family?</u></p> <p>Where did they come from? How did I grow? What was my life like for my parents..?</p> <p><b>VOCAB:</b> past, present, lifecycle, growth, baby, toddler, child, teenager, adult, elderly, family</p>	<p>Changes within Living memory. <u>How have toys changed over time?</u></p> <p>What are our toys like today? How can we tell these toys are old? What were our grandparents' toys like and how do we know?</p> <p><b>VOCAB:</b> Toys, materials,</p>	<p>Learning about significant individuals in the past who have contributed to national and international achievements - <u>Explorers in Space</u></p> <p>What significant thing did Neil Armstrong and Yuri Gagarin do? Why did they do this? How did</p>	<p>Events and individuals that are significant nationally or globally. <u>Explorers on Earth</u></p> <p>What is an explorer? Who were some famous explorers? What do explorer's achievements tell us about them?</p>	<p>Changes within living memory, used to reveal aspects of change in national life</p> <p><u>Seaside holidays through time</u></p> <p>What is it like to go to the seaside in the present day? What was it like to go on a seaside holiday in the</p>	<p>Events beyond living memory that are significant nationally/internationally.</p> <p><u>Titanic</u></p> <p>What was special about the Titanic? Who went aboard? How were the people different? How were they treated? What</p>

		<p>tree</p> <p><b>REVISIT PRIOR LEARNING for YR1:</b> 'What was my home like when my grandparents were young?'</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p> <p><b>RE links:</b> link rites and rituals discussed in RE (e.g. the Hindu Puja ceremony) with those experienced in chn#s early lives e.g. christenings etc. Chn should be able to use the words 'ceremony' and 'service' in these contacts</p>	<p>change, technology, past, present, future, timeline</p> <p><b>REVISIT PRIOR LEARNING for all:</b> 'Who are my Family?' and for Yr1 'What was my home like when my grandparents were young?'</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p> <p><b>RE links:</b> Jewish creation story and shabbat - what did our grandparents do on days of rest? Sunday schools?</p>	<p>they do it?</p> <p><b>VOCAB:</b> Astronaut, achievement, bravery, heroism, adventure, explorer</p> <p><b>REVISIT PRIOR LEARNING for YR1:</b> Significant individuals (Grace Darling, Edith Cavell, Rosa Parks) and link how technology has changed with last term's learning about how toys have changed.</p> <p><b>RECAP Vocab:</b> past, significant, heroine/hero, technology change</p> <p><b>RE links:</b> Celebrations bringing community together - celebrations of moon landings.</p>	<p><b>VOCAB:</b> Significant event, Explorer, expedition, north pole, south pole, arctic, antarctic, equator.</p> <p><b>REVISIT PRIOR LEARNING for YR1:</b> Significant individuals' achievements in exploration (Armstrong etc)</p> <p><b>RECAP Vocab:</b> past, significant, heroine/hero, technology change, achievement</p> <p><b>RE links:</b> what does the cross mean to the Christians? Link with faith during testing times e.g dangerous travel/exploration</p>	<p>past? What things would you do or see? Can you compare and contrast what it is like at the seaside now and in the past?</p> <p><b>VOCAB:</b> steam boat, amusement arcade, steam train, pier time-related vocabulary, eg after the war, 1960s, recent, modern, older, oldest</p> <p><b>REVISIT PRIOR LEARNING for all:</b> 'Who are my Family?' and for Yr1 'What was my home like when my grandparents were young?'</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p>	<p>happened? Why do we remember it?</p> <p><b>VOCAB:</b> First class, wealthy, third class, poor, unsinkable, disaster, survivors, collision,</p> <p><b>REVISIT PRIOR LEARNING for all</b> Using primary sources for research and development of hypotheses as chn learnt in previous unit</p> <p><b>RECAP Vocab:</b> past, significant, heroine/hero, technology achievement</p> <p><b>RE links:</b> What Jesus' parables teach us about belonging to a Christian family - link to stories of how people were treated in the</p>
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							class system on board Titanic.
(2020-2021)	<b>BIG IDEAS: CHRONOLOGY</b>	<b>BIG IDEAS: SOCIAL HISTORY</b>	<b>BIG IDEAS: CHRONOLOGY</b>	<b>BIG IDEAS: ACHIEVEMENTS OF MANKIND</b>	<b>BIG IDEAS: CHRONOLOGY</b>	<b>BIG IDEAS: SOCIAL HISTORY</b>	
	<i>Historical Enquiry: Timeline of my life</i>	<i>Historical Enquiry: similarities and differences</i>	<i>Historical Enquiry: Asking questions</i>	<i>Historical Enquiry: Guided research</i>	<i>Historical Enquiry: Creating a timeline of events</i>	<i>Historical Enquiry: Contrasting arguments</i>	
	<p>Changes within Living memory.</p> <p><u>How have I changed?</u></p> <p>What is a timeline? How have I changed since I was a baby? What will happen to me in the future? What are the different stages of life?</p> <p><b>VOCAB:</b> change, past, present, old, new, future, timeline, toddler, teenager, adult, elderly</p> <p><b>RE links:</b> link rites</p>	<p>Events beyond living memory that are significant nationally/internationally</p> <p><u>Remembrance Day &amp; Queens Elizabeth I and II</u></p> <p>What is a memory? What do we do to remember on Poppy Day? Why is Queen Elizabeth 2 an important figure? What are some of the differences/similarities between Elizabeth II and I?</p> <p><b>VOCAB:</b> Past,</p>	<p>Changes beyond and within Living Memory</p> <p><u>What was the home like when my grandparents were Young?</u></p> <p>What are the differences between old and new? What was technology like in the past? What questions can I ask to find out about the past?</p> <p><b>VOCAB:</b> Artifacts, Objects, Change, technology,</p>	<p>Learning about significant individuals in the past who have contributed to national and international achievements <b>from their own locality</b></p> <p><u>Nurturing Nurses:</u></p> <p>Who was Edith Cavell? How is she significant? How is she commemorated locally in Norfolk? How does her life compare to Mary Seacole and Florence Nightingale?</p> <p><b>VOCAB:</b> world</p>	<p>Events beyond living memory that are significant nationally or globally - <u>the Great Fire of London.</u></p> <p>Why do we need to sequence events in chronological order? Why did the fire start? Where did the fire start? How did it end? What were the results of the Fire? Why was it called the Great fire?</p> <p><b>VOCAB:</b> Wick, Candle, Flame</p>	<p>Learning about significant individuals in the past who have contributed to national and International achievements</p> <p><u>Black History: Rosa Parks and the US civil rights movement</u></p> <p>Why is learning about black history important? What significant contributions by individuals from the black community do we know about? What can we learn from them?</p>	

		<p>and rituals discussed in RE (e.g. the Hindu Puja ceremony) with those experienced in chn's early lives e.g. christenings etc. Chn should be able to use the words 'ceremony' and 'service' in these contacts.</p> <p><b>REVISIT PRIOR LEARNING:</b> 'Who are my Family?' and 'What was my home like when my grandparents were young?'</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p>	<p>Poppy wreath, Remembrance, service, ceremony, war, monarch, Queen Elizabeth, achievement</p> <p><b>RE links:</b> remembrance service, role of the church in the service at the Cenotaph, Queen as the head of the Church of England</p> <p><b>REVISIT PRIOR LEARNING:</b> Significant individuals and achievements, using primary sources to create hypotheses</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change, achievement, memories</p>	<p>develop,</p> <p><b>RE links:</b> Celebrations bringing community together - toys as gifts as part of celebrations within our family and community lives</p> <p><b>REVISIT PRIOR LEARNING:</b> 'How have I changed?', 'How have toys changed over time?'</p> <p><b>RECAP Vocab:</b> Timeline Similarities Differences, Chronology Then, Now, Past Present</p>	<p>war 1, nursing, Red Cross hospital, local, heroine,</p> <p><b>RE links:</b> what does the cross mean to the Christians? Link with faith during times of crisis e.g war.</p> <p><b>REVISIT PRIOR LEARNING:</b> Compare to achievements of explorers and pioneers e.g. Armstrong</p> <p><b>RECAP Vocab</b> past, present, significant, achievement</p>	<p>Senses,</p> <p><b>REVISIT PRIOR LEARNING:</b> What is a timeline from 'How have I changed?' Recap how to put events in order.</p> <p><b>RECAP Vocab:</b> Timeline Chronology Then, Past Present,</p>	<p><b>VOCAB:</b> Black World wide Equality Freedom rights Peace acceptance Success</p> <p><b>RE links:</b> What Jesus' parables teach us about belonging to a Christian family - link to parables that exemplify Rosa Parks' struggles and achievement</p> <p><b>REVISIT PRIOR LEARNING:</b> Compare to prior examples of human endeavour against adversity e.g. explorers. Link to what life was like in the time of our grandparents - social changes</p> <p><b>RECAP Vocab:</b> past, present, significant, achievement</p>
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<p><b>Lower KS2</b></p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history, beginning to note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>	<p><b>2019-2020</b></p>	<p><b>BIG IDEAS: CIVILISATION (&amp; CHRONOLOGY)</b></p> <p><i>Historical Enquiries: using evidence to derive understanding early civilisation and of continuity &amp; change</i></p>	<p><b>BIG IDEAS: CHRONOLOGY</b></p> <p><i>Historical Enquiry: Using different sources to make hypotheses</i></p>	<p><b>BIG IDEAS ACHIEVEMENTS OF MANKIND</b></p> <p><i>Historical Enquiry: Independent research</i></p>	<p><b>BIG IDEAS: CHRONOLOGY (&amp; EMPIRE &amp; POLITICAL HISTORY)</b></p> <p><i>Historical Enquiries: using evidence to derive understanding of empire and of continuity &amp; change</i></p>		
		<p><b>Achievements of the earliest civilizations – <u>Ancient Egypt.</u></b> Can I place historical events in chronological order? What was everyday life like? Why and how did ancient Egyptians mummify their dead? What were the different roles people played in the society? How were slaves used (e.g black Nubians) What did Cleopatra and Hatshepsut achieve? How does evidence give us different answers about the past?</p> <p><b>VOCAB:</b> BC/AD, evidence, Ancient, Archaeology, Civilisation, Document, Afterlife, Embalm, God, Goddess, Mummification, Pharaoh, Ritual, Sacred, Sacrifice, Scribe, Temple, Tomb,</p> <p><b>RE links:</b> Where do Christian beliefs come from? link to development of early theology in Ancient Egypt . Compare the Christian belief that humans were created in God's image</p>	<p><b>To understand how our knowledge of the past is constructed from a range of sources. - <u>Pompeii.</u></b></p> <p>When and how was Pompeii destroyed? Why are eyewitness accounts an important source of evidence? What inferences can you make from looking at the archaeological evidence?</p> <p><b>VOCAB:</b>, excavate,</p>	<p><b>A theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history <u>Mary Anning</u></b></p> <p>Who was Mary Anning? What was her everyday life like? What did she do to make her famous? What contribution did she make to science and palaeontology? What can we learn from her example?</p>	<p><b>A theme in British history that extends pupils' chronological knowledge beyond 1066 - reflected in the locality - <u>British Royals and the British Empire</u></b></p> <p>Gain a chronological understanding of which monarch reigned in relation to another and the effects of their actions on the peoples of Britain</p> <p><b>VOCAB:</b> rule, reign, Conqueror, Confessor, Duke, Tostig, taxes, Domesday Book, Reigned, Medieval, throne, taxes, revolt, rebellion, Heir, divorce, beheaded, unfaithful, parliament, prosperity, Great Britain, Acts of Union, monarch, flag, currency, Governing, empire, assassination, Industrial Revolution, trade</p> <p><b>Re links:</b> How do Christian religious groups contribute to society and culture in the local area and beyond?</p>		

		<p>with the Egyptian belief that the pharaoh was an earthly 'God', and that Christianity mono-theism contrasts with Egypt's multi-theism</p> <p><b>REVISIT PRIOR LEARNING:</b> link to study of Stone Age and Bronze Age in Britain - compare and contrast concurrent achievements of both early civilisations.</p> <p><b>RECAP Vocab:</b> timeline, chronology, past, present, significant, achievement, technology, change, Similarities Differences, prove, disprove, nomadic, early settlement,</p>	<p>eye-witness, District, forum, senators, plaster casts,</p> <p><b>REVISIT PRIOR LEARNING:</b> process of using primary sources of evidence to build hypotheses e.g. archaeological evidence from ancient Egypt</p> <p><b>RECAP Vocab</b> Timeline, past, present, significant, achievement, technology, change, Similarities Differences, Chronology, BC/AD, archaeology, prove, disprove</p>	<p><b>VOCAB:</b> Fossil, extinct, Jurassic, palaeontology, dinosaur, skeleton, contribution,</p> <p><b>RE links:</b> What do we mean by truth? Is seeing believing? Link to Mary Anning's study of fossils. Do they prove/disprove God?</p> <p><b>REVISIT PRIOR LEARNING:</b> social injustices and struggles of women (e.g Rosa Parks, Edith Cavell) to succeed and achieve in a 'man's world'. Also link chronology to Stone Age to develop understanding of long-term timescales</p> <p><b>RECAP Vocab</b> past, present, significant,</p>	<p>The role of Christianity and the Royal family.</p> <p><b>REVISIT PRIOR LEARNING:</b> Unit on Queen Elizabeth from yr 1, relate 'Empire' with LKS2 study of Roman Empire</p> <p><b>RECAP Vocab</b> past, present, chronology, timeline, significant, achievement, monarch, technology, change, similarities, differences, prove, disprove, Invasion, resistance, conquest, defeat, victory</p>
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				achievement, evidence, excavate, BC/AD		
To develop a chronologically secure knowledge and understanding of British, local and world history, beginning to note connections, contrasts and trends over time and develop the appropriate use of historical terms	2020-2021	<b>BIG IDEAS: EMPIRE (&amp; CHRONOLOGY &amp; MILITARY HISTORY)</b>  <i>Historical Enquiries: using evidence to derive understanding of empire and of cause &amp; effect</i>		<b>BIG IDEAS: CHRONOLOGY (&amp; SOCIAL HISTORY)</b>  <i>Historical Enquiries: using evidence to derive understanding of continuity &amp; change</i>		
		<b>BIG IDEAS ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</b>  <i>Historical Enquiry: Independent research</i>				
		<b>The Roman Empire</b>  When did the Roman Empire begin? Why did the Romans want to invade? What was life like for a Roman soldier? Why was structure a priority in the Roman army?  <b>VOCAB:</b> Invasion, resistance, conquest, defeat, victory, legion, fort, revolt, raised	<b>Impact of Romans in Britain</b>  Why were Roman roads important? What were the differences and similarities between the Romans and the Celts in Britain?  <b>VOCAB:</b> Aqueducts, villas, mosaics, furnaces, palestra, fortune, archaeologists, strigil, hypocaust, forum, theatre, basilica, temple, Aquae Sulis,	<b>Changes in Britain from the Stone Age to the Iron Age</b>  Can I put prehistoric periods in chronological order? What were some achievements of Stone Age Society? What can primary sources of Evidence tell us about the stone age? How did people survive in the neolithic period? What changes did the discovery of bronze bring about? What can bronze age burials tell us? What was life like in an iron age hillfort?  <b>VOCAB:</b> paleolithic, mesolithic, neolithic, Spirit world, Lascaux Domesticating, nomadic tribes, Gatherers, Thatched roof, Bronze, alloy, ore, Permanent Settlements, Monuments Skara Brae, Grave goods, artefacts, hillfort, society, early settlement	<b>A local study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</b> <i>The first Railways</i>  Can I describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.	<b>A study of a theme in British history that extends pupils' chronological knowledge</b>  <b>Sedgeford Anglo-Saxon Dig</b> <a href="https://www.archaeology.co.uk/digs/sedgeford-4.htm">https://www.archaeology.co.uk/digs/sedgeford-4.htm</a>

		<p>an army, razed to the ground, soldiers, Britannia, Celtic, Augustus, Frontier, Hadrian</p> <p>RE links: What is philosophy? How do people make moral decisions?</p>	<p>Boudicca</p> <p>RE links: How do people express commitment to a religion/worldview in different ways?</p>	<p>RE links: Linking the concept of symbolism used to portray the Trinity in art and religious artefacts with the symbolism used in pre-historic art, demonstrating the emerging beliefs of early man and the beginnings of human artistic expression of 'worship'.</p> <p><b>REVISIT PRIOR LEARNING:</b> Use of evidence (archaeological) to make hypotheses about ancient life e.g. in ancient Egypt, Pompeii.</p> <p><b>RECAP Vocab:</b> significant, evidence, achievement, technology, change, similarities, differences, Chronology, BC/AD, archaeology, monuments, artefacts,</p>	<p>Can I explain why some steam locomotives are historically significant?</p> <p>How has the invention of long-distance travel affected human life?</p> <p><b>VOCAB:</b> Locomotives Railway network, Improvement environment passengers, travel International</p> <p><b>REVISIT PRIOR LEARNING:</b> Link to early development of technology touched on in units such as Iron Age and relate achievements of Stephenson to achievements of other significant individuals studied.</p> <p><b>RECAP Vocab</b> significant, achievement,</p>	
		<p><b>REVISIT PRIOR LEARNING:</b> Recall understanding of Empire in relation to the British Empire, and compare and contrast to Roman Empire</p> <p><b>RECAP Vocab</b> empire, significant, achievement, change, similarities differences, Chronology, BC/AD, archaeology, rule, reign, Conqueror</p>				

						technology, change, Similarities Differences, Chronology	
<b>Upper KS2</b>  To continue to develop a chronologically secure knowledge and understanding of British, local and world history, making more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms	<b>2019-2020</b>	<b>BIG IDEAS: SOCIAL HISTORY (&amp; POLITICAL HISTORY)</b>  <i>Historical Enquiry: Contrasting arguments</i>	<b>BIG IDEAS ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</b>  <i>Historical Enquiry: Independent research</i>	<b>BIG IDEAS: SOCIAL HISTORY (&amp; MILITARY HISTORY)</b>  <i>Historical Enquiry: Asking questions and completing independent research to derive cause and consequence</i>	<b>BIG IDEAS: CIVILISATION (&amp; CHRONOLOGY)</b>  <i>Historical Enquiries: using evidence to derive understanding early civilisation and of continuity &amp; change</i>	<b>BIG IDEAS ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</b>  <i>Historical Enquiry: Independent research and use of evidence to support hypotheses.</i>	
		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history <u>Black history and the slave trade.</u>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Significant British people in history <u>Shakespeare, Lady Jane Grey, Thomas Edison.</u>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history <u>World War 2</u>  Which countries	A non-European society that provides contrasts with British history - <u>The Mayan Civilisation</u>  What are the similarities and differences between Mayan religion and different religions	The achievements of the earliest civilizations <u>The Seven Ancient Wonders of the World</u>  Where and when were they built? Who built them and why? What developments in human achievement do they represent? What can we infer from them about the civilisations that built them? What connections do they have with belief systems of the earliest civilisations?	

		<p>What was the British Empire? What was the slave trade? Which countries were involved? Why was slavery accepted? Who stood up to slavery? How and when was it abolished?</p> <p><b>VOCAB:</b> Slavery, empire, law (legal), economy, the Triangular Trade, racism, rebellion, profit, civil rights, abolition.</p> <p>RE links: What does it mean to be human? Is being happy the greatest purpose in life? Link to suffering and achievements of black community</p> <p><b>REVISIT PRIOR LEARNING:</b> Recall understanding of Empire and trade in relation to the</p>	<p><u>Horatio Nelson</u></p> <p>How did they make a difference in literature, science, monarchy, war? What is the timeline of their achievements?</p> <p><b>VOCAB:</b> Theatre, play, literature, tragedy, comedy, legacy. Religion, catholicism, protestantism, staunch, timeline, invention</p> <p>RE links: Is believing in God Reasonable? Link to importance that religion played in the achievements of significant individuals from British history</p> <p><b>REVISIT PRIOR LEARNING:</b> Recall learning of other significant individuals from KS1 (explorers) and LKS2 (Stephenson,</p>	<p>took part in WW2? Who were the key people and what were the key events? What was the timeline of Jewish persecution?. Develop understanding of The Holocaust, asking questions and exploring emotional aspects through poetry/art.</p> <p><b>VOCAB:</b>Allies, Axis, evacuation, The Holocaust, genocide, invade, surrender, Nazis, Jews, persecution, discrimination,</p> <p>RE links: Does religion bring peace, conflict or both? Nazi belief and conflict with Judaism. The Holocaust.</p> <p><b>REVISIT PRIOR LEARNING:</b> Recap understanding of</p>	<p>today? How do our creation stories differ? How did the Maya count? How did their number system work? How does it compare to ours? How do you think their diet was different to what we eat today? What can we learn about the ancient Maya from the buildings they left behind?</p> <p><b>VOCAB:</b> city-state, cenote, Chichen Itza, codex, glyph, stela, mesoamerica</p> <p>RE links: How has belief in Christian/Muslim impacted on music and art through history? Comparison of Mayan art and music - effect on</p>	<p><b>VOCAB:</b> pyramid, statues, temple, mausoleum, colossus, BC and AD, century, civilization, ancient world, structure, religion, natural, Man-made.</p> <p><b>REVISIT PRIOR LEARNING:</b> link to prior learning about ancient Egypt and Rome (LKS2) and Greece (UKS2).</p> <p><b>RECAP Vocab:</b> significant, evidence, achievement, technology, change, similarities, differences, Chronology, BC/AD, archaeology, excavate, monuments, artefacts, society, settlement,</p>
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		<p>British Empire and Roman Empire from LKS2. Also link to learning about Rosa Parks from KS1</p> <p><b>RECAP Vocab</b> empire, trade, significant, achievement, injustice, prosperity, parliament</p>	<p>Mary Anning, British monarchs)</p> <p><b>RECAP Vocab</b> significant, achievement, technology, change, Similarities Differences, Chronology</p>	<p>war and conquest, link to Romans from LKS2 and Anglo-Saxons &amp; Vikings from UKS2. Link violation of human rights to those touched on in 'Black history and Slave Trade'</p> <p><b>RECAP Vocab</b> Invasion, resistance, conquest, defeat, victory, racism, civil rights</p>	<p>today's society and comparison with other religions</p> <p><b>REVISIT PRIOR LEARNING:</b> link to social, religious and political structures/beliefs in ancient Egypt and Rome (LKS2) and Greece (UKS2). Link to creation stories from other religions/cultures.</p> <p><b>RECAP Vocab</b> Invasion, resistance, conquest, defeat, Ritual, Sacred, Sacrifice, Scribe, Temple, Tomb,</p>	
	2020-2021	<p><b>BIG IDEAS:</b> <b>CHRONOLOGY (&amp; MILITARY HISTORY)</b></p> <p><i>Historical Enquiries: using evidence to derive understanding of cause &amp; consequence</i></p>	<p><b>BIG IDEAS:</b> <b>EMPIRE (&amp; SOCIAL HISTORY)</b></p> <p><i>Historical Enquiries: using evidence to develop understanding</i></p>	<p><b>BIG IDEAS:</b> <b>CHRONOLOGY (&amp; MILITARY HISTORY)</b></p> <p><i>Historical Enquiries: using evidence to derive understanding</i></p>	<p><b>BIG IDEAS</b> <b>ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</b></p> <p><i>Historical Enquiry: Independent research and use of evidence to support hypotheses.</i></p>	

			<i>of empire and of early democracy</i>	<i>of cause &amp; consequence</i>	
		<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>What are invaders and settlers? Where did the attacking tribes come from? How did the Anglo-Saxons spread across the country? What were Anglo Saxon warriors like? How did the Anglo-Saxons change Britain? What information does the Bayeux Tapestry give us?</p> <p><b>VOCAB:</b> invaders, settlers, saxon graves, kingdoms, Anglo-Saxon place names, north, south, east, west, bias</p> <p><b>REVISIT PRIOR LEARNING:</b> compare concepts of invaders and settlers with the Romans in Britain and Egypt (LKS2) and the idea of growth of an empire</p> <p><b>RECAP Vocab</b> Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p>What countries constituted the ancient Greek empire? What were the major events in Ancient Greek history? What can we learn from the historic sites in Ancient Athens? How did democracy worked in Ancient Greece, and how does it now work in Britain?</p> <p><b>VOCAB:</b> parthenon, acropolis, amphitheatre, Mt Olympus, stela, trireme, Sparta, Alexander the Great, democracy,</p>	<p><b>The Viking Invasions</b></p> <p>Where did the Vikings come from? How and why did they invade? How did the Britons deal with the Viking invaders? How did the Vikings live and work?</p> <p><b>VOCAB:</b> invaders, settlers, Scandinavia, Danelaw, longboat, freeman, longhouse, Norse,</p> <p><b>Re links: What difference does resurrection make to the Christians? Link with ideas about death and resurrection in Viking lore.</b></p> <p><b>REVISIT PRIOR LEARNING:</b> Anglo-Saxons</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history</b></p> <p><u><i>Charles Darwin and Alfred Russel Wallace</i></u></p> <p>Who were they? What led them to make their famous discoveries? How were their ideas received by their peers and the British public? What changes did their discoveries bring about?</p> <p><b>VOCAB:</b> theory, natural selection, botany, population, generation, hypothesis, variation, adaptation, inherit, evolve, critics, community, derision, acceptance,</p> <p><b>RE links: Creation or Science: conflicting or complimentary? Does Darwin's theory of evolution compliment Christianity or is it conflicting? What effect did Darwin's ideas have on religion and vice versa?</b></p> <p><b>REVISIT PRIOR LEARNING:</b> Recall Mary Anning (LKS2) and link her discoveries with those of Darwin. Discover how the social constructs (gender, class) of the time meant that Anning's and Darwin's discoveries</p>

		<p>Sparta. Athens, Philosophers</p> <p>Re links: What can we learn about the world/knowledge/meaning of life from the great philosophers?</p> <p><b>REVISIT PRIOR LEARNING:</b> Refer to British Empire and Roman Empire and their similarities and differences.</p> <p><b>RECAP Vocab:</b> Empire, parliament, law, civil rights, power, prosperity</p>	<p>and concepts of invasion and settlement</p> <p><b>RECAP Vocab</b> Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts</p>	<p>were received differently</p> <p><b>RECAP Vocab:</b> significant, achievement, evidence, excavate, BC/AD, prehistoric,</p>
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