

Curriculum Narrative: History (North Elmham) Nb - History links with our RE curriculum;
during Autumn 1 only, both Lower and Upper KS2 were taught History together.

KEY: The BIG IDEAS & CONCEPTS within the History Curriculum

CHRONOLOGY	SOCIAL HISTORY	ACHIEVEMENTS of MANKIND	CIVILISATION	EMPIRE	POLITICAL HISTORY	MILITARY HISTORY
-------------------	-----------------------	------------------------------------	---------------------	---------------	------------------------------	-----------------------------

Skills

10 core skills have been identified and labelled alphabetically (see below a – j).

In our mixed year classes, this allows a skill to be focussed on in a lesson with clear differentiation and progression between each year group.

By the end of the year, every skill will have been covered.

CHRONOLOGY	HISTORICAL KNOWLEDGE	HISTORICAL ENQUIRY
a) use historical terminology b) sequence in chronological order c) understand changes over time	d) understand historical events e) examine aspects of people's lives f) compare similarities and differences	g) ask questions h) interpret evidence i) compare/evaluate evidence j) research and present information

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS/KS1	23/24	BIG IDEAS: CHRONOLOGY <i><u>Historical Enquiry:</u> Timeline of my family's life</i>	BIG IDEAS: SOCIAL HISTORY <i><u>Historical Enquiry:</u> Cause & consequence</i>	BIG IDEAS ACHIEVEMENTS OF MANKIND & CHRONOLOGY <i><u>Historical Enquiry:</u> Field Research (trip)</i>	BIG IDEAS: SOCIAL HISTORY & CHRONOLOGY <i><u>Historical Enquiry:</u> similarities and differences</i>	BIG IDEAS CHRONOLOGY <i><u>Historical Enquiry:</u> Using different sources to make hypotheses</i>	BIG IDEAS ACHIEVEMENTS OF MANKIND <i><u>Historical Enquiry:</u> Field research (trip)</i>
<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.</p>		<p>EYFS Begin to make sense of their own life story and family history: who is in this family photo; can you name and describe some of the people in your family; share photos and talk about what children can remember; looking at examples from books and real life notice similarities and differences between families. Name and describe people who are familiar to them: talk about people children may have come across in our local community i.e. shop staff, doctors, nurses, teachers, police. Comment on images of familiar situations in the past: look at some pictures of familiar situations in the past (homes, schools, transport); look for natural opportunities to look at basic chronology together, helping children to recognise that things happened before they were born. Compare and contrast characters from stories, including figures from the past: share texts, images, stories to help children gain an understanding of past/present; introduce characters from the past using songs, poems, puppets and roleplay.</p>					

<p>Children to begin to gain knowledge of historical enquiry</p>		<p>KS1:Changes within Living memory.</p> <p><u>What was my parents' childhood like?</u></p> <p>What is a timeline? When was I born? When were my parents born? How was their childhood different to mine?</p> <p>VOCAB: change, past, present, old, new, future, timeline, similarities, differences</p> <p>RE links: Parents' experiences of church when they were children</p> <p>REVISIT PRIOR LEARNING: 'Who are my Family?' and 'What was life like when my grandparents were young?'</p> <p>RECAP Vocab: Chronology, past, similarities, differences, change</p>	<p>KS1:The lives of significant individuals in the past who have contributed to national achievements. - <u>Guy Fawkes</u></p> <p>When is Bonfire night? Who is Guy Fawkes? What happened as a result of Guy Fawkes' actions?</p> <p>VOCAB: Cause, Consequence, Plague, Devastated, Extinguish, Servant, Gunpowder</p> <p>REVISIT PRIOR LEARNING: Recall London scenes from 'Great Fire of London' and Geography links to study of London</p> <p>RECAP Vocab: Chronology, past, similarities, differences, change</p>	<p>KS1:The lives of significant individuals in the past who have contributed to international achievements <u>Aviation & The Wright Brothers</u></p> <p>What do inventors do? When was the first aeroplane flight, how were they inspired? What changes has this invention made to our world?</p> <p>VOCAB: Inventor, aeroplane, aviation, kites, helicopters,</p> <p>RE links: How did the universe come to be? Link creation to invention and innovation.</p> <p>REVISIT PRIOR LEARNING: Significant individuals - Rosa Parks & Edith Cavell - how are achievements different to the Wright Bros?</p> <p>RECAP Vocab: past, present, timeline, significant, achievement, fame</p>	<p>KS1:Identify similarities and differences between ways of life in different periods</p> <p><u>Changes in food from the past.</u></p> <p>Can you name some food from 100 years ago? Can you describe the similarities about food from now and 100 years ago? Can you describe how food has changed over the past 100 years?</p> <p>VOCAB: popular, timeline, era, originate</p> <p>RE links:food used during religious festivals of light.</p> <p>REVISIT PRIOR LEARNING: What was life like when my parents/grandparents were young - changes over time.</p> <p>RECAP Vocab: Chronology, past, similarities, differences, change</p>	<p>KS1: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 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>VOCAB: steam boat, amusement arcade, steam train, pier time-related vocabulary, eg after the war, 1960s, recent, modern, older, oldest</p> <p>REVISIT PRIOR LEARNING for all: 'Who are my Family?' and for Yr1 'What was my home like when my grandparents were young?'</p> <p>RECAP Vocab: Chronology, past, similarities, differences, change</p>	<p>KS1:Significant historical events/people/places in their own locality</p> <p><u>Significant Local hero : Henry Blogg of the RNL</u></p> <p>Who was Henry Blogg? What did he do to make him famous? Why do we remember him? How is he significant locally?</p> <p>VOCAB: hero, lifeboatman, George Cross</p> <p><i>Trip to Cromer Lifeboat museum with Stibbard.</i></p> <p>RE link: What is a miracle? Christian beliefs. Were Henry Blogg's achievements and survival a 'miracle'?</p> <p>REVISIT PRIOR LEARNING Nurturing nurses - selfless bravery, compare & contrast</p> <p>RECAP Vocab significant, achievement, similarities, differences, hero, bravery, rescue,</p>
--	--	---	---	--	--	--	--

							survivors
2022-2023	BIG IDEAS: CHRONOLOGY <i>Historical Enquiry: Timeline of my life</i>	BIG IDEAS: SOCIAL HISTORY <i>Historical Enquiry: similarities and differences</i>	BIG IDEAS: CHRONOLOGY <i>Historical Enquiry: Asking questions</i>	BIG IDEAS ACHIEVEMENTS OF MANKIND <i>Historical Enquiry: Guided research</i>	BIG IDEAS: CHRONOLOGY <i>Historical Enquiry: Creating a timeline of events</i>	BIG IDEAS: SOCIAL HISTORY <i>Historical Enquiry: Contrasting arguments</i>	
	<p>KS1: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>VOCAB: change, past, present, old, new, future, timeline, toddler,teenager, adult, elderly</p> <p>RE links: 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>REVISIT PRIOR LEARNING: 'Who are my Family?' and 'What was my</p>	<p>KS1:Events beyond living memory that are significant nationally/internatio nally</p> <p><u>Remembrance Day & 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>VOCAB:Past, Poppy wreath, Remembrance, service, ceremony, war, monarch,Queen Elizabeth, achievement</p> <p>RE links: remembrance service, role of the church in the service at the Cenotaph, Queen as</p>	<p>KS1: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>VOCAB: Artefacts, Objects, Change, technology, develop,</p> <p>RE links: Celebrations bringing community together - toys as gifts as part of celebrations within our family and community lives</p> <p>REVISIT PRIOR LEARNING: 'How have I changed?', 'How have</p>	<p>KS1:Learning about significant individuals in the past who have contributed to national and international achievements <u>from their own locality</u></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>VOCAB: world war 1, nursing, Red Cross hospital, local, heroine,</p> <p>RE links: what does the cross mean to the Christians? Link with faith during times of crisis e.g. war.</p> <p>REVISIT PRIOR LEARNING:</p>	<p>KS1: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>VOCAB:Wick, Candle , Flame Senses,</p> <p>REVISIT PRIOR LEARNING: What is a timeline from 'How have I changed?' Recap how to put events in order.</p> <p>RECAP Vocab:Timeline</p>	<p>KS1: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>VOCAB: Black World wide Equality Freedom rights Peace acceptance Success</p> <p>RE links: What Jesus'</p>	

		<p>home like when my grandparents were young?’</p> <p>RECAP Vocab: Chronology, past, similarities, differences, change</p>	<p>the head of the Church of England</p> <p>REVISIT PRIOR LEARNING: Significant individuals and achievements, using primary sources to create hypotheses</p> <p>RECAP Vocab: Chronology, past, similarities, differences, change, achievement, memories</p>	<p>toys changed over time?’</p> <p>RECAP Vocab: Timeline Similarities Differences, Chronology Then, Now, Past Present</p>	<p>Compare to achievements of explorers and pioneers e.g. Armstrong</p> <p>RECAP Vocab past, present, significant, achievement</p>	<p>Chronology Then, Past Present,</p>	<p>parables teach us about belonging to a Christian family - link to parables that exemplify Rosa Parks’ struggles and achievement</p> <p>REVISIT PRIOR LEARNING: 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>RECAP Vocab: past, present, significant, achievement</p>
--	--	---	---	--	---	---------------------------------------	--

Skill	Reception	Year 1	Year 2
Chronology	a) recognise some basic significant events in a school year b) begin to use words to describe time passing - after, before, during, years, months, old, new c) recognise changes in their life or someone else's	a) use key vocabulary to discuss the past and present: history, past, present, then, now, before, during, after, old, new, change, day, week, month, year b) sequence a few pictures of key events for a historical figure or event c) identify whether something is from the past or the present	a) use key phrases to discuss the past – in the past, over a period of time, after a while, years later, before that, during this time, in recent years b) place the time studied on a timeline of British history AD c) offer some reasons for the changes from past to present objects
Historical Knowledge	d) identify events from a simple story about an event from the past e) recognise an important historical figure and some basic information about them (e.g. name, job, where they lived and an important achievement)	d) retell a simple story about an event from the past e) know key facts about the life of an important historical figure (e.g. name, job, where they lived and an important achievement) f) recognise some ways things have changed or	d) retell a simple story about an important historical event e) recognise key items that belong to the significant person or period of history (e.g. home, clothes, food, toys, tools, artwork, weapons) f) identify some similarities and differences

	f) begin to recognise how their lives have changed and identify what is the same and what is different	remained the same from the past to the present	between the period studied and life today
Historical Enquiry	g) with adult support, come up with questions to ask their families or a visitor h) begin to make observations from photos of the past i) with support, begin to identify whether an object or photograph is old or new j) actively listen to stories about a past event or person (e.g. from a visitor, storybook or short film)	g) come up with questions to ask their families or a visitor h) share what they have noticed about photos from the past i) identify whether an object or photograph is old or new j) listen to stories and share what they have learnt about a past event or person (e.g. from a visitor, storybook or short film)	g) ask questions about pictures and artefacts h) share what they have noticed about an artefact i) sort a range of evidence based on whether it is from the past or present j) look at a source of evidence and share what they have learnt about a person or event (e.g. stories , videos , artefacts , pictures ...)

Lower KS2 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	2023-24	BIG IDEAS: CIVILISATION (& CHRONOLOGY) <i>Historical Enquiries: using evidence to derive understanding early civilisation and of continuity & change</i>	BIG IDEAS: CHRONOLOGY <i>Historical Enquiry: Using different sources to make hypotheses</i>	BIG IDEAS: CHRONOLOGY (& EMPIRE & POLITICAL HISTORY) <i>Historical Enquiries: using evidence to derive understanding of empire and of continuity & change</i>
		Achievements of the earliest civilizations – <u>Ancient Egypt</u>. 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 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? VOCAB: BC/AD, evidence, Ancient, Archaeology, Civilisation, Document, Afterlife, Embalm, God, Goddess, Mummification, Pharaoh, Ritual, Sacred, Sacrifice, Scribe, Temple, Tomb, RE links: 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 with	To understand how our knowledge of the past is constructed from a range of sources - <u>Pompeii</u>. 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? VOCAB: , excavate, eye-witness, District, forum, senators,plaster casts, REVISIT PRIOR LEARNING: process of using primary sources of evidence to build hypotheses e.g. archaeological evidence from ancient Egypt RECAP Vocab Timeline, past, present, significant, achievement, technology, change, Similarities Differences, Chronology, BC/AD, archaeology, prove, disprove	A theme in British history that extends pupils' chronological knowledge beyond 1066 - reflected in the locality - <u>British Royals and the British Empire</u> Gain a chronological understanding of which monarch reigned in relation to another and the effects of their actions on the peoples of Britain VOCAB: 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 Re links: How do Christian religious groups

		<p>the Egyptian belief that the pharaoh was an earthly 'God', and that Christianity mono-theism contrasts with Egypt's multi-theism</p> <p>REVISIT PRIOR LEARNING: link to study of Stone Age and Bronze Age in Britain - compare and contrast concurrent achievements of both early civilisations.</p> <p>RECAP Vocab: timeline, chronology, past, present, significant, achievement, technology, change, Similarities Differences, prove, disprove, nomadic, early settlement,</p>		<p>contribute to society and culture in the local area and beyond? The role of Christianity and the Royal family.</p> <p>REVISIT PRIOR LEARNING: relate 'Empire' with LKS2 study of Roman Empire</p> <p>RECAP Vocab past, present, chronology, timeline, significant, achievement, monarch, technology, change, similarities, differences, prove, disprove, Invasion, resistance, conquest, defeat, victory</p>
2022-2023	<p>BIG IDEAS: CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)</p> <p><i>Historical Enquiries: assessing and mapping evidence to create detailed chronology</i></p>	<p>BIG IDEAS: SOCIAL HISTORY (& MILITARY HISTORY)</p> <p><i>Historical Enquiry: Asking questions and completing independent research to derive cause and consequence</i></p>	<p>BIG IDEAS: CHRONOLOGY (& SOCIAL HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of continuity & change</i></p>	<p>BIG IDEAS: EMPIRE (& CHRONOLOGY & MILITARY HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of empire and of cause & effect</i></p>
	<p>A local history study - a study over time tracing how several aspects of national history are reflected in the locality</p> <p><u>Villages local to North Elmham & Famous and influential Norfolk folk across the ages</u></p> <p>What evidence is there that historical events have impacted North Elmham? What is the significance of</p>	<p>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - <u>Britain during WW2 - children.</u></p> <p>What was the Battle of Britain? How do we commemorate events of WW2? What is propaganda? What effect did the Blitz and blackouts have on</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>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?</p> <p>VOCAB: paleolithic, mesolithic, neolithic, Spirit world, Lascaux Domesticating, nomadic tribes, Gatherers, Thatched roof, Bronze, alloy, ore, Permanent Settlements, Monuments</p>	<p>The Roman Empire</p> <p>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?</p> <p>VOCAB: Invasion, resistance, conquest, defeat, victory, legion, fort, revolt, raised an army, razed to the ground, soldiers,</p> <p>Impact of Romans in Britain</p> <p>Why were Roman roads important? What were the differences and similarities between the Romans and the Celts in Britain?</p> <p>VOCAB: Aqueducts, villas, mosaics, furnaces, palestra, fortune, archaeologists, strigil, hypocaust, forum, theatre, basilica,</p>

		<p>war memorials? What can we learn from them? How do old maps and photos of North Elmham compare to more modern examples. How has North Elmham changed over time? When did the water mill/railway become disused and why?</p>	<p>British people? What was life like for evacuees? Why was rationing important?</p> <p>VOCAB: Commemorate, veteran, Home front, war effort, rationing, evacuation, dig for victory, civil defence, salvage, make-do and mend, propaganda, Blitz, blackout,</p> <p>RE links: What does sacrifice mean? Link different faith's understanding of sacrifice with the sacrifices made by people during WW2.</p>	<p>Skara Brae, Grave goods, artefacts, hillfort, society, early settlement</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>REVISIT PRIOR LEARNING: Use of evidence (archaeological) to make hypotheses about ancient life e.g. in ancient Egypt, Pompeii.</p> <p>RECAP Vocab: significant, evidence, achievement, technology, change, similarities, differences, Chronology, BC/AD, archaeology, monuments, artefacts,</p>	<p>Britannia, Celtic, Augustus, Frontier, Hadrian</p> <p>RE links: What is philosophy? How do people make moral decisions?</p> <p>REVISIT PRIOR LEARNING: Recall understanding of Empire in relation to the British Empire, and compare and contrast to Roman Empire</p> <p>RECAP Vocab empire, significant, achievement, change, similarities differences, Chronology, BC/AD, archaeology, rule, reign, Conqueror</p>	<p>temple, Aquae Sulis, Boudicca</p> <p>RE links: How do people express commitment to a religion/worldview in different ways?</p>
--	--	--	--	---	--	---

Skill	Year 3	Year 4
Chronology	a) read dates correctly and understand BC and AD b) place the time studied on a timeline of British/world history BC to AD c) sequence several artefacts by examining the changes	a) use most key vocabulary, including dates, BC, AD, timeline, ancient, recent, period, era b) use dates to sequence key events from the period studied c) sequence a series of changes for one aspect of life
Historical Knowledge	d) retell an important historical event in chronological order with key details e) understand one aspect of daily life during the period studied (e.g. homelife, clothing, transport, jobs, leisure activities or education) f) identify the similarities and differences between the period studied and life today	d) understand the series of events that led up to a significant event. e) understand what daily life was like for a person living in the time studied (e.g. homelife, clothing, transport, jobs, leisure activities, education and religion) f) identify connections and contrasts between the period studied and life today, giving reasons for this
Historical	g) ask questions about how people lived during that time	g) ask historically valid questions about similarity and difference

Enquiry	h) suggest what an artefact could be, what it was used for and who might have owned it i) sort a range of evidence based on whether it is a primary or secondary source j) use printed documents to research and present relevant information about a person or event (e.g. pictures, diaries, info texts, biographies...)	h) examine evidence and share plausible observations – I think that... i) evaluate the usefulness of primary and secondary sources – primary or secondary; limited or useful j) use a provided book and website to research and present relevant information.		
Upper KS2 To begin to develop and then 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	2023-24	BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY) <u>Historical Enquiry:</u> <u>Contrasting arguments</u>	BIG IDEAS: EMPIRE (& SOCIAL HISTORY) <u>Historical Enquiries: using evidence to illustrate the development from civilisation to empire</u>	BIG IDEAS: CHRONOLOGY (& MILITARY HISTORY) <u>Historical Enquiries: using evidence to derive understanding of cause & consequence</u>
		<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - changes in an aspect of social history</p> <p><u>Black history and the slave trade.</u></p> <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>VOCAB: 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>REVISIT PRIOR LEARNING: Recall understanding of Empire and trade in relation to the British Empire and Roman Empire from LKS2. Also link learning to discriminations suffered by Rosa Parks from KS1, and the discrimination against women (nurses in KS1)</p>	<p>A non-European society that provides contrasts with British history</p> <p><u>Baghdad’s Golden Age</u></p> <p>Why was Baghdad such an important city in the Islamic Empire? How did the early Islamic civilisation become a great power? Who were some important early Islamic scholars and what was special about them? What was life in Baghdad like during its Golden Age? What was the House of Wisdom, and what happened there? How were early Islamic and European medicine in the Middle Ages different? What were the roles and responsibilities of a caliph? How did the early Islamic civilisation become a great power? What was its lasting impact?</p> <p>VOCAB: Allies, baffling, brutal, calculation, Caliphate, Crusades, cultivate, dynasty, enchanted, exotic, fragrance, looted, manual, mercury, molten, mosque. Observatory, persecution, philosopher, prophet, radically, Reconquista, Sabeans, scholars, scribes, sorcerers, squalid, suburbs, symptoms,</p>	<p><u>The Viking Invasions</u></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>VOCAB: invaders, settlers, Scandinavia, Danelaw, longboat, freeman, longhouse, Norse,</p> <p>Re links: What difference does resurrection make to the Christians? Link with ideas about death and resurrection in Viking lore.</p> <p>REVISIT PRIOR LEARNING: Anglo-Saxons and concepts of invasion and settlement</p> <p>RECAP Vocab Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts</p>

		<p>RECAP Vocab empire, trade, significant, achievement, injustice, prosperity, parliament</p>	<p>Zoroastrians REVISIT PRIOR LEARNING: Refer to beginnings of ancient civilisation such as Egypt/Greece, and linking how they developed into Empires with how the Islamic Empire grew.</p> <p>RECAP Vocab: Empire, parliament, law, civil rights, power, prosperity, BC/AD, Invasion, resistance, conquest, Conqueror, defeat, victory,</p> <p>RE links: How have Muslim beliefs impacted on music and art through history?</p>	
2022 - 2023	<p>BIG IDEAS: CHRONOLOGY (& ACHIEVEMENTS OF MANKIND)</p> <p><i>Historical Enquiries: assessing and mapping evidence to create detailed chronology</i></p>	<p>BIG IDEAS: EMPIRE (& SOCIAL HISTORY)</p> <p><i>Historical Enquiries: using evidence (ancient and modern) to compare & contrast concepts of empire and democracy</i></p>	<p>BIG IDEAS: SOCIAL HISTORY (& POLITICAL HISTORY)</p> <p><i>Historical Enquiry:</i> <i>Contrasting arguments, biased evidence, debate</i></p>	
	<p>A local history study - a study over time tracing how several aspects of national history are reflected in the locality</p> <p><u>Villages local to North Elmham & Famous and influential Norfolk folk across the ages</u></p> <p>What evidence is there that historical events have impacted North Elmham? What is the significance of war memorials? What can we learn from them? How do old maps and photos of North Elmham compare to more modern examples. How has North Elmham changed over time? When did the water mill/railway become disused and why?</p> <p>How did Lord Nelson, Boudicca and Robert Kett become local heroes?</p> <p>VOCAB: census, artefact, memorial, legacy.</p>	<p>Ancient Greece & Philosophy – a study of Greek life and achievements and their influence on the western world</p> <p>How was Ancient Greece organised? How can we know so much about Ancient Greeks? What were the similarities and differences between Athens & Sparta? How did the ancient Greeks war with each other? What were the beliefs of the AGs? What impact did ancient Greece have on the modern world? How did democracy work in Ancient Greece - did it?</p> <p>VOCAB:Sparta. Athens, Philosophers, empire, parthenon, acropolis, amphitheatre, Mt Olympus, stela, trireme, Sparta, Alexander the Great, democracy</p> <p>REVISIT PRIOR LEARNING: Refer to British</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - an aspect of social history,</p> <p><u>Crime and Punishment</u> Why has the frequency of crimes increased/decreased over time? What have been the changes in the way crime was detected? What were the major changes in the way crimes were punished? Why did pickpocketing become less common in the modern age? How do you think this crime would be judged differently if it happened today?</p> <p>VOCAB: judge, jury, lawyer, pillory, courts, trials, compensation, transportation, Proposition, opposition Evidence, Justice, Parity, Fabricate Criminal court, Capital punishment</p>	

		<p>REVISIT PRIOR LEARNING: Remind chn of significant local individuals that have made important contributions - Edith Cavell/Henry Blogg (KS1)</p> <p>RECAP Vocab Significant, achievement, catastrophe, triumph, adversity, overcome, land use, village, town, local memory, ancestors, tribute</p> <p>RE links: What does it mean to be human? Is being happy the greatest purpose in life? Discuss in relation to achievements of local heroes.</p>	<p>Empire and Roman Empire and their similarities and differences.</p> <p>RECAP Vocab: Empire, parliament, law, civil rights, power, prosperity</p> <p>Re links: What can we learn about the world/knowledge/meaning of life from the great philosophers?</p> 	<p>Magistrate, Assault , Hooliganism Smuggler, Deterrent</p> <p>REVISIT PRIOR LEARNING: Recall aspects of crime and punishment studied in Romans (yr3), and punishments suffered as a result of ethnic discriminations (black history)</p> <p>RECAP Vocab significant, injustice, prosperity, parliament, Equality/inequality, Freedom Rights, Peace, acceptance,</p> <p>RE links: linking the discussion of punishments with themes of eternity and life after death.</p>
--	--	--	--	--

Skill	Year 5	Year 6
Chronology	a) use most key vocabulary, including millennium, century, decade, cause, effect, impact, trend b) use dates to place events from the period studied on a timeline. c) place a series of changes on a timeline and begin to suggest causes	a) confidently use all the key vocabulary taught b) use dates to place the current and previous studied periods on a timeline. c) place a series of significant changes on a timeline and explain their causes and impact
Historical Knowledge	d) understand the cause of a significant event and the effect it had on people e) understand what lives were like for different people in the time studied (e.g. men, women and children; rich and poor) f) identify trends that started in the period studied and explain why they have lasted	d) understand the significance and impact of an event e) understand the social hierarchy of different people in the time studied (e.g. slavery, peasants, merchants, government, religion, monarchy) f) explain the influence the period studied has had on life today
Historical Enquiry	g) ask historically valid questions about change, similarity and difference h) examine evidence and justify conclusions – This shows that... because... i) evaluate the reliability of different sources and begin to offer a reason for different versions of events – reliable or unreliable; fact or fiction; opinion j) use a selection of books and websites to research and present relevant information	g) ask historically valid questions about cause and significance h) examine evidence and use it to speculate and hypothesise – If... i) evaluate the reliability of different sources and offer reasons for different versions of events – fictional, opinionated, interpretations, propaganda, dramatised j) independently use the library and internet to research and present relevant information

