

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

This narrative contains the information for previous years when the classes were made up of different cohorts of children as well as this year (2022 - 23) when history is taught in 2 key stages.

KEY: The BIG IDEAS & CONCEPTS within the History Curriculum

CHRONOLOGY	SOCIAL HISTORY	ACHIEVEMENTS OF MANKIND	CIVILISATION	EMPIRE	POLITICAL HISTORY	MILITARY HISTORY	
		<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Summer 2</b>
<b>EYFS/KS1</b>  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	<b>(2019-2020)</b>	<b><u>BIG IDEAS:</u></b> <b>CHRONOLOGY</b>  <i>Historical Enquiry:</i> Asking questions	<b><u>BIG IDEAS:</u></b> <b>CHRONOLOGY</b>  <i>Historical Enquiry:</i> Asking questions	<b><u>BIG IDEAS</u></b> <b>ACHIEVEMENTS OF MANKIND</b>  <i>Historical Enquiry:</i> Research	<b><u>BIG IDEAS</u></b> <b>ACHIEVEMENTS OF MANKIND</b>  <i>Historical Enquiry:</i> Research	<b><u>BIG IDEAS</u></b> <b>ACHIEVEMENTS OF MANKIND</b>  <i>Historical Enquiry:</i> Research	<b><u>BIG IDEAS</u></b> <b>SOCIAL HISTORY,</b>  <i>Historical Enquiry:</i> Using different sources to make hypotheses
		EYFS: Talk about the lives of the people around us and their roles in society  KS1: Changes within Living memory.  <u>Who are My Family?</u>  Where did they	EYFS: Know some similarities and differences between things in the past and now  KS1: Changes within Living memory.  <u>How have toys changed over time?</u>	EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling  KS1: Learning about significant individuals in the past who	EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling  KS1: Events and individuals that are significant nationally or	EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling  KS1: The lives of significant individuals in the past who	EYFS: Understand the past through settings, characters and events encountered in books read in class and storytelling  KS1: Events beyond living memory that are significant

<p><b>historical enquiry</b></p>		<p>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 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: 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</b></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, 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: Jewish creation story and shabbat - what did our grandparents do on days of rest?</b></p>	<p><b>have contributed to national and international achievements - <u>Explorers in Space</u></b></p> <p>What significant thing did Neil Armstrong and Yuri Gagarin do? Why did they do this? How did 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></p>	<p><b>globally. <u>Explorers on Earth</u></b></p> <p>What is an explorer?Who were some famous explorers? What do explorer’s achievements tell us about them?</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,</p>	<p><b>have contributed to national and international Achievements</b></p> <p><u>Christopher Columbus</u></p> <p>Who was Christopher Columbus? What did he achieve? Why was it important?</p> <p><b>VOCAB:</b> Voyage, navigate, colonies, New World</p> <p><b>REVISIT PRIOR LEARNING:</b> Compare to achievements of explorers and pioneers e.g. Armstrong/Gagarin/Cavell/Seacole</p> <p><b>RECAP Vocab</b> past, present, significant, achievement</p>	<p><b>nationally/internationally. <u>Titanic</u></b></p> <p>What was special about the Titanic? Who went aboard? How were the people different? How were they treated?What 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></p>
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		be able to use the words 'ceremony' and 'service' in these contacts	Sunday schools?	past, significant, heroine/hero, technology change  RE links: Celebrations bringing community together - celebrations of moon landings.	achievement  RE links: what does the cross mean to the Christians? Link with faith during testing times e.g dangerous travel/exploration		past, significant, heroine/hero, technology achievement  RE links: What Jesus' parables teach us about belonging to a Christian family - link to stories of how people were treated in the class system on board Titanic.
(2020-2021) and 2022 - 2023	<b><u>BIG IDEAS: CHRONOLOGY</u></b>  <i>Historical Enquiry: Timeline of my life</i>	<b><u>BIG IDEAS: SOCIAL HISTORY</u></b>  <i>Historical Enquiry: similarities and differences</i>	<b><u>BIG IDEAS: CHRONOLOGY</u></b>  <i>Historical Enquiry: Asking questions</i>	<b><u>BIG IDEAS: ACHIEVEMENTS OF MANKIND</u></b>  <i>Historical Enquiry: Guided research</i>	<b><u>BIG IDEAS: CHRONOLOGY</u></b>  <i>Historical Enquiry: Creating a timeline of events</i>	<b><u>BIG IDEAS: SOCIAL HISTORY</u></b>  <i>Historical Enquiry: Contrasting arguments</i>	
	EYFS:Talk about the lives of the people around them and their roles in society;  KS1:Changes within Living memory.  <i>How have I changed?</i>	EYFS:Talk about the lives of the people around them and their roles in society;  KS1:Events beyond living memory that are significant nationally/internationally	EYFS:Talk about the lives of the people around them and their roles in society;  KS1:Changes beyond and within Living Memory  <i>What was the home like when</i>	EYFS:Know some similarities and differences between things in the past and now  KS1:Learning about significant individuals in the past who have contributed	EYFS:Understand the past through settings, characters and events encountered in books read in class and storytelling  KS1:Events beyond living	EYFS:Know some similarities and differences between things in the past and now  KS1:Learning about significant individuals in the past who	

		<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 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 contexts.</p> <p><b>REVISIT PRIOR LEARNING:</b> 'Who are my Family?' and</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, 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</b></p>	<p><u>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, 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</p>	<p><b>to national and international achievements 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 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</p>	<p><b>memory that are significant nationally or globally - <u>the Great Fire of London.</u></b></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 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</p>	<p><b>have contributed to national and International achievements</b></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><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</p>
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		<p>'What was my home like when my grandparents were young?'</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p>	<p><b>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>changed over time?'</p> <p><b>RECAP Vocab:</b> Timeline Similarities Differences, Chronology Then, Now, Past Present</p>	<p>explorers and pioneers e.g. Armstrong</p> <p><b>RECAP Vocab</b> past, present, significant, achievement</p>	<p>Present,</p>	<p>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>
	<b>2021/2022</b>	<p><b>BIG IDEAS: CHRONOLOGY</b></p> <p><i>Historical Enquiry: Timeline of my family's life</i></p>	<p><b>BIG IDEAS: SOCIAL HISTORY</b></p> <p><i>Historical Enquiry: Cause &amp; consequence</i></p>	<p><b>BIG IDEAS ACHIEVEMENTS OF MANKIND &amp; CHRONOLOGY</b></p> <p><i>Historical Enquiry: Field Research (trip)</i></p>	<p><b>BIG IDEAS: SOCIAL HISTORY &amp; CHRONOLOGY</b></p> <p><i>Historical Enquiry: similarities and differences</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: Field research (trip)</i></p>
		EYFS: Talk about the lives of the	EYFS: Understand the	EYFS: Know some	EYFS: Know some	EYFS: Know some	EYFS: Understand the past

		<p>people around them and their roles in society</p> <p><b>KS1:Changes within Living memory.</b></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><b>VOCAB:</b> change, past, present, old, new, future, timeline, similarities, differences</p> <p><b>RE links: Parents' experiences of church when they were children</b></p> <p><b>REVISIT PRIOR LEARNING:</b> 'Who are my Family?' and 'What was life like when my</p>	<p>past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>KS1:The lives of significant individuals in the past who have contributed to national achievements.</b> - <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><b>VOCAB:</b>Cause, Consequence, Plague, Devastated, Extinguish, Servant, Gunpowder</p> <p><b>REVISIT PRIOR</b></p>	<p>similarities and differences between things in the past and now</p> <p><b>KS1:The lives of significant individuals in the past who have contributed to international achievements</b> <u>Aviation &amp; 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><b>VOCAB:</b> Inventor, aeroplane, aviation, kites, helicopters,</p> <p><b>RE links: How did the universe come to be? Link</b></p>	<p>similarities and differences between things in the past and now</p> <p><b>KS1:Identify similarities and differences between ways of life in different periods</b></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><b>VOCAB:</b> popular, timeline, era, originate</p> <p><b>RE links:food used during religious festivals of light.</b></p>	<p>similarities and differences between things in the past and now</p> <p><b>KS1:Changes within living memory, used to reveal aspects of change in national life</b></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><b>VOCAB:</b> steam boat, amusement arcade, steam train, pier</p>	<p>through settings, characters and events encountered in books read in class and storytelling</p> <p><b>KS1:Significant historical events/people/places in their own locality</b></p> <p><u>Significant Local hero : Henry Blogg of the RNLI</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><b>VOCAB:</b> hero, lifeboatman, George Cross</p> <p><u>Trip to Cromer Lifeboat museum with Stibbard.</u></p> <p><b>RE link: What is a miracle? Christian</b></p>
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		<p>grandparents were young?’</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p>	<p><b>LEARNING:</b> Recall London scenes from ‘Great Fire of London’ and Geography links to study of London</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p>	<p>creation to invention and innovation.</p> <p><b>REVISIT PRIOR LEARNING:</b> Significant individuals - Rosa Parks &amp; Edith Cavell - how are achievements different to the Wright Bros?</p> <p><b>RECAP Vocab:</b> past, present, timeline, significant, achievement, fame</p>	<p><b>REVISIT PRIOR LEARNING:</b> What was life like when my parents/grandparents were young - changes over time.</p> <p><b>RECAP Vocab:</b> Chronology, past, similarities, differences, change</p>	<p>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>beliefs. Were Henry Blogg’s achievements and survival a ‘miracle’?</p> <p><b>REVISIT PRIOR LEARNING</b> Nurturing nurses - selfless bravery, compare &amp; contrast</p> <p><b>RECAP Vocab</b> significant, achievement, similarities, differences, hero, bravery, rescue, survivors</p>
<p><b>KS 2</b> To begin to develop and then continue to develop a chronologically secure knowledge and understanding of British, local and world history, making</p>	<p><b>2022 - 2023</b></p>	<p>Local History North Elmham</p>	<p>Local History (Norfolk - Boudica, Nelson, Kett, Cavell)</p>	<p>Ancient Greeks</p>	<p>Vikings</p>	<p>Crime &amp; Punishment</p>	<p>Crime &amp; Punishment</p>

<p>more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms</p>							
		<p><b>BIG IDEAS: CHRONOLOGY (&amp; ACHIEVEMENTS OF MANKIND)</b></p> <p><i>Historical Enquiries: assessing and mapping evidence to create detailed chronology</i></p>	<p><b>BIG IDEAS: EMPIRE (&amp; SOCIAL HISTORY)</b></p> <p><i>Historical Enquiries: using evidence to illustrate the development from civilisation to empire</i></p>	<p><b>BIG IDEAS: SOCIAL HISTORY (&amp; POLITICAL HISTORY)</b></p> <p><i>Historical Enquiry: Contrasting arguments, biased evidence, debate</i></p>			
		<p><b>A local history study - a study over time tracing how several aspects of national history are reflected in the locality</b></p> <p><u>Villages local to Stibbard &amp; Famous and influential Norfolk folk across the ages</u></p> <p>What can we learn from looking at a census? What is the significance of war memorials? What can we learn from them? How do we construct a family tree? How did Edith Cavell, Lord Nelson, Boudicca, Julian of Norwich, Robert Kett, Elizabeth Fry become local heroes?</p>	<p><b>Ancient Greece &amp; Philosophy – a study of Greek life and achievements and their influence on the western world</b></p> <p>How was Ancient Greece organised? How can we know so much about Ancient Greeks? What were the similarities and differences between Athens &amp; 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><b>VOCAB:</b>Sparta. Athens, Philosophers, empire, parthenon, acropolis,</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - an aspect of social history,</b></p> <p><u>Crime and Punishment</u></p> <p>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><b>VOCAB:</b> census, artefact, family tree, memorial, legacy</p> <p><b>REVISIT PRIOR LEARNING:</b> Remind chn of significant local individuals that have made important contributions - Edith Cavell (yr 1), Henry Blogg (yr2)</p> <p><b>RECAP Vocab</b> 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>amphitheatre, Mt Olympus, stela, trireme, Sparta, Alexander the Great, democracy</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>Re links: What can we learn about the world/knowledge/meaning of life from the great philosophers?</p>	<p><b>VOCAB:</b> judge, jury, lawyer, pillory, courts, trials, compensation, transportation, Proposition, opposition Evidence, Justice, Parity, Fabricate Criminal court, Capital punishment Magistrate, Assault , Hooliganism Smuggler, Deterrent</p> <p><b>REVISIT PRIOR LEARNING:</b> Recall aspects of crime and punishment studied in Romans (yr3), and punishments suffered as a result of ethnic discriminations (black history yr5)</p> <p><b>RECAP Vocab</b> 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>	
<p><b>Lower KS2</b></p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history,</p>	<p><b>2019-2020 and 2021 - 2022</b></p>	<p><b>BIG IDEAS:</b> <b>CIVILISATION (&amp; CHRONOLOGY)</b></p> <p><i>Historical Enquiries: using evidence to derive understanding early civilisation and of continuity &amp; change</i></p> <p>Achievements of the earliest civilizations – <i>Ancient Egypt</i>. Can I place historical events in</p>	<p><b>BIG IDEAS:</b> <b>CHRONOLOGY</b></p> <p><i>Historical Enquiry: Using different sources to make hypotheses</i></p> <p>To understand how our knowledge of the past is</p>	<p><b>BIG IDEAS</b> <b>ACHIEVEMENTS OF MANKIND</b></p> <p><i>Historical Enquiry: Independent research</i></p> <p>A theme in British history that extends pupils'</p>	<p><b>BIG IDEAS:</b> <b>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>A theme in British history that extends pupils' chronological knowledge beyond 1066 - reflected in</p>

<p><b>beginning to note connections, contrasts and trends over time and develop the appropriate use of historical terms</b></p>		<p>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 with the Egyptian belief that the pharaoh was an earthly 'God', and that Christianity mono-theism contrasts with Egypt's mutli-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,</p>	<p><b>constructed from a range of sources.</b> - <u>Pompeii</u></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, eye-witness, District, forum, senators,plaster casts, <b>REVISIT PRIOR LEARNING:</b> process of using primary sources of evidence to build hypotheses e.g. archaeological evidence from ancient Egypt <b>RECAP Vocab</b></p>	<p><b>chronological knowledge beyond 1066 - a significant turning point in British history</b> <u>Mary Anning</u></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>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>the locality -</b> <u>British Royals and the British Empire</u></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? 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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		early settlement,	Timeline, past, present, significant, achievement, technology, change, Similarities Differences, Chronology, BC/AD, archaeology, prove, disprove	<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, achievement, evidence, excavate, BC/AD</p>		
To develop a chronologically secure knowledge and understanding of British, local and world history, beginning to note connections,	2020-2021	<p><b>BIG IDEAS:</b> EMPIRE (&amp; CHRONOLOGY &amp; MILITARY HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of empire and of cause &amp; effect</i></p>		<p><b>BIG IDEAS:</b> CHRONOLOGY (&amp; SOCIAL HISTORY)</p> <p><i>Historical Enquiries: using evidence to derive understanding of continuity &amp; change</i></p>		<p><b>BIG IDEAS</b> ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</p> <p><i>Historical Enquiry: Independent research</i></p>
		The Roman	Impact of	Changes in Britain from the Stone	A local study - a	A study of a

<p><b>contrasts and trends over time and develop the appropriate use of historical terms</b></p>		<p><b>Empire</b></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><b>VOCAB:</b>          Invasion, resistance, conquest, defeat, victory, legion, fort, revolt, raised an army, razed to the ground, soldiers, Britannia, Celtic, Augustus, Frontier, Hadrian</p> <p><b>RE links:</b> What is philosophy? How do people make moral decisions?</p>	<p><b>Romans in Britain</b></p> <p>Why were Roman roads important?          What were the differences and similarities between the Romans and the Celts in Britain?</p> <p><b>VOCAB:</b>          Aqueducts, villas, mosaics, furnaces, palestra, fortune, archaeologists, strigil, hypocaust, forum, theatre, basilica, temple, Aquae Sulis, Boudicca</p> <p><b>RE links:</b> How do people express commitment to a religion/worldview in different ways?</p>	<p><b>Age to the Iron Age</b></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><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</p> <p><b>RE links:</b> 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,</p>	<p><b>study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</b>  <u>The first Railways</u></p> <p>Can I describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.</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</p>	<p><b>theme in British history that extends pupils' chronological knowledge</b></p> <p><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>
<p><b>REVISIT PRIOR LEARNING:</b>          Recall understanding of Empire in relation to the British Empire, and compare and contrast to Roman</p>						

		<p>Empire</p> <p><b>RECAP Vocab</b>  empire, significant, achievement, change, similarities differences, Chronology, BC/AD, archaeology, rule, reign, Conqueror</p>		<p>achievement, technology, change, similarities, differences, Chronology, BC/AD, archaeology, monuments, artefacts,</p>	<p>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, technology, change, Similarities Differences, Chronology</p>	
<p><b>Upper KS2</b></p> <p>To continue to develop a chronologically secure knowledge and understanding</p>	<p><b>2020-2021</b></p>	<p><b>BIG IDEAS: SOCIAL HISTORY (&amp; POLITICAL HISTORY)</b></p> <p><i>Historical Enquiry: Contrasting arguments</i></p>	<p><b>BIG IDEAS ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</b></p> <p><i>Historical Enquiry: Independent research and</i></p>	<p><b>BIG IDEAS: SOCIAL HISTORY (&amp; MILITARY HISTORY)</b></p> <p><i>Historical Enquiry: Asking questions and completing independent research to derive cause and consequence</i></p>	<p><b>BIG IDEAS: CIVILISATION (&amp; CHRONOLOGY)</b></p> <p><i>Historical Enquiries: using evidence to derive understanding early civilisation</i></p>	<p><b>BIG IDEAS ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</b></p> <p><i>Historical Enquiry: Independent research and</i></p>

of British, local and world history, making more sophisticated connections, contrasts and trends over time and continuing the appropriate use of historical terms			<i>summing</i>		<i>and of continuity &amp; change</i>	<i>use of evidence to support hypotheses.</i>
		<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 <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><b>VOCAB:</b> Slavery, empire, law (legal), economy, the Triangular Trade, racism, rebellion, profit, civil rights,</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Significant British people in history <u>Shakespeare.</u> <u>Lady Jane Grey.</u> <u>Thomas Edison.</u> <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>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></p> <p>Which countries 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><b>RE links:</b> 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 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>A non-European society that provides contrasts with British history - <u>The Mayan Civilisation</u></p> <p>What are the similarities and differences between Mayan religion and different religions 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>The achievements of the earliest civilizations <u>The Seven Ancient Wonders of the World</u></p> <p>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> <p><b>VOCAB:</b> pyramid, statues, temple, mausoleum, colossus, BC and AD, century, civilization, ancient</p>

		<p>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 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, Mary Anning LKS2)</p> <p><b>RECAP Vocab</b> empire, trade, significant, achievement, injustice,</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, Mary Anning, British monarchs)</p> <p><b>RECAP Vocab</b> significant, achievement, technology, change, Similarities Differences, Chronology</p>	<p><b>RECAP Vocab</b> Invasion, resistance, conquest, defeat, victory, racism, civil rights</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 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,</p>	<p>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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2019- 2020		<b>BIG IDEAS: CHRONOLOGY (&amp; MILITARY HISTORY)</b>  <i>Historical Enquiries: using evidence to derive understanding of cause &amp; consequence, to include discussion of bias</i>	<b>BIG IDEAS: EMPIRE (&amp; SOCIAL HISTORY)</b>  <i>Historical Enquiries: using evidence to develop understanding of empire and of early democracy</i>	<b>BIG IDEAS: CHRONOLOGY (&amp; MILITARY HISTORY)</b>  <i>Historical Enquiries: using evidence to derive understanding of cause &amp; consequence</i>	<b>BIG IDEAS ACHIEVEMENTS OF MANKIND (&amp; SOCIAL HISTORY)</b>  <i>Historical Enquiry: Independent research and use of evidence to support hypotheses.</i>	
		<b>Britain's settlement by Anglo-Saxons and Scots</b>  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?  <b>VOCAB:</b> invaders, settlers, saxon graves, kingdoms, Anglo-Saxon place names, north, south, east, west, bias  <b>REVISIT PRIOR LEARNING:</b>	<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>  What countries constituted the ancient Greek empire? What were the major events in Ancient Greek history? What can we learn from the	<b>The Viking Invasions</b>  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?  <b>VOCAB:</b> invaders, settlers, Scandinavia,	<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>  <u>Charles Darwin and Alfred Russel Wallace</u>  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?  <b>VOCAB:</b> theory, natural selection,	

		<p>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>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, 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>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><b>REVISIT PRIOR LEARNING:</b> Anglo-Saxons and concepts of invasion and settlement</p> <p><b>RECAP Vocab</b> Invasion, resistance, conquest, defeat, victory, community, settlements, artefacts</p>	<p>botany, population, generation, hypothesis, variation, adaptation, inherit, evolve, critics, community, derision, acceptance,</p> <p>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?</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 were received differently</p> <p><b>RECAP Vocab:</b> significant, achievement, evidence, excavate, BC/AD, prehistoric,</p>
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