



Curriculum Handbook  
Key Stage 1 and Key Stage 2  
History

# Curriculum Statement

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## INTENT

Our Historical Curriculum aims to ensure that children have a chronological understanding and knowledge of how their history and heritage began, local and global, up to the present day. We intend for the children to understand where they've come from and the history that has shaped their current existence (The Big Picture). To support their understanding of their place in the world, we explore how our local area has developed over time and make connections with different time periods in history (real world connections).

As we develop their understanding, children will explore different and diverse cultures and how they live/lived their lives differently to us. The children will then compare different societies and civilisations with our own, then and now. This will then build the children's awareness of how one culture can influence another. i.e., Romanisation of Britain. Building on this further, we intend for our learners to have empathy and understanding regarding choices and differences (SMSC).

As to enable our children have the skills to independently draw conclusions or inferences and give reasoned explanations and justifications for their opinions and views, they will learn and apply historical skills.

To support their historical skills, children will understand why people made certain decisions, based on previous events or knowledge i.e., the beginning of WW1 and WW2 and their effect and impact on the world. This will then lead on to their understanding the impact these certain events, as well as individuals, have on the world, both then and now.

## IMPLEMENTATION

History at Eynsham Primary school is taught for two hours a week to ensure learner's depth of knowledge and skills is sufficient. We aim to hook the pupils' interest through our learning being linked to real life examples such as artefacts or experiences i.e., each topic has an artefact box full of historical artefacts. These are brought out consistently as to allow children to build on the schemas and to create a solid understanding of the topic. Primary and Secondary sources will be used routinely allow our children to investigate their topic with hands on learning.

While exploring these topics, children will be using historical skills in every lesson to build and deeper their understanding of each topic. They will be given opportunities to use these in varied situations and ways to demonstrate their knowledge. To further extend our learners, open-ended questioning will allow children to become more independent learners, showcasing their skills and knowledge of the topic.

## IMPACT

The Impact of History is that every child will have improved their cultural capital and knowledge of the past. They will be able to access both Primary and Secondary sources and will then be able to use their skills learnt to analyse them. Children will have an improved link of their local area and their country they live in. They will experience Historical events, both past and present and will have focus of belonging. Eynsham Primary School's website has a history page, demonstrating the different trips and experiences that the children will have gone on. The

Newsletter will also include these opportunities that our children have.

To further improve the status of History in Eynsham, there will be an article from the school in the local newspaper, supporting and building children's place in their local area.

## RECORDING

History in Eynsham is recorded in History and Geography books. We aim for there to be a lesson to be recorded every time it is taught. To support children's cross-curricular links, we aim for there to be an extended piece of writing for each topic, building on their English work. Children will be given the opportunity to build on their experiences through a variety of tasks that will allow them to show Historical skills.

## ASSESSMENT

Assessment in History is focused on the National Curriculum statements through Target Tracker. These will be assessed regularly at given assessment points. Children will have the opportunity to answer key concept questions on the KCVs. Teachers will assess the children on their knowledge of historical facts and how well they understand concepts being taught to them. To develop their independence and skills, they will also have the opportunity to self and peer assess against Learning objectives.

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## INCLUSION

Every lesson in History is aimed to be an inclusive one. We ensure that the work is differentiated for each child as to allow them to access the curriculum. Interactive lessons will allow our SEN children to retrieve information about the topic through being an active participant in the lesson. Primary and Secondary sources ensure that we will promote engagement from children of all needs.

## CULTURAL CAPITAL

To develop our children's Cultural Capital, we aim for the children to have a wide range of experiences. They will have the opportunity to partake in trips associated with current topics provide significant and relevant experiences. Focused Theme Days will be held, to immerse children in the life and times of a past civilisation. These can also include drama activities to explore significant events and individuals. To further improve our children's opportunities, we will invite relevant people into school to provide first-hand experiences (where appropriate or possible). Constant use of artefacts and other primary and secondary sources to support hands on learning.

As a whole school, we will also have a focus on History i.e., Black History month and other significant events. This has led to opportunities to explore democratic changes using current political events and links to the past. This will help the children to understand how History helped to shape the culture that we live in today, not necessarily all positive, but how countries have learnt from each other.



# Skills Progression

CHRONOLOGICAL UNDERSTANDING						
FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about members of their immediate family and community. Talking about how they know people are older than themselves.</p> <p>Sequence photos of baby, child, teenager and adult.</p> <p>Sequence some events in life with support.</p> <p>Talk about memories and events.</p>	<p>Sequence events in their life.</p> <p>Sequence artefacts closer together in time.</p> <p>Sequence photographs etc. from different periods in history.</p> <p>Order events on a timeline.</p>	<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects/ technology to people of different ages.</p> <p>Sequence photographs etc. from different periods in history and state reasons why they think this using evidence provided.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time and events studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Understand more complex terms eg BC/AD.</p>	<p>Place the time and events studied on a time line compared to other historical periods studied.</p> <p>Begin to date events.</p> <p>Sequence several events or artefacts.</p> <p>Create own timeline (topic linked).</p>	<p>Know and sequence key events of time studied.</p> <p>Make comparisons between different times in the past.</p> <p>Sequence up to 10 events on a time line.</p>	<p>Use relevant terms, dates and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Create timelines to scale.</p>

## RANGE AND DEPTH OF HISTORICAL KNOWLEDGE

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about why people did things in the past.</p> <p>Know some differences between the past and now – explore this with an adult.</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Identify differences between ways of life at different times.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past.</p>	<p>Find out about every day lives of people in time studied compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied e.g innovation and impact.</p> <p>Look for links and effects in time studied.</p>	<p>Find out about every day lives of people in time studied in our local area.</p> <p>Identify reasons for and results of people's actions and the effect upon society.</p> <p>Understand why people may have wanted to do something e.g. push and pull factors.</p> <p>Identify the impact a period/ individual in history has had on the local community (Eynsham as an Anglo Saxon village).</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people – differences between men and women (WWii).</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another period (Oxford).</p> <p>Appraise/debate the impact an historical event had.</p> <p>Gauge the importance of historical decisions and the impact this had.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p>	<p>Study different aspects of different people – differences between men and women (Tudors &amp; Ancient Greece).</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period (Greeks and Egyptians).</p> <p>Appraise/debate the impact an historical event had.</p> <p>Gauge the importance of historical decisions and the impact this had.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares them.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Know key dates, characters and events of time studied.</p>

# Skills Progression

INTERPRETATIONS OF HISTORY						
FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Use stories to talk about fact and fiction from the past.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/ stories.</p> <ul style="list-style-type: none"> <li>How wool was transformed into a blanket since its creation in 1700's</li> <li>How and why Witney blankets</li> </ul>	<p>Compare 2 versions of a past event.</p> <p>Investigate an historical figure.</p>	<p>Look at representations of the period – museum, cartoons etc.</p> <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and historical knowledge Analyse impact of individual on our country/local area (e.g Roman's straight roads).</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Look at the evidence available.</p>	<p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Compare and contrast periods in history.</p> <p>Appraising outcomes of decisions.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Compare and contrast periods in history.</p> <p>Appraising outcomes of decisions.</p>

## HISTORICAL ENQUIRY

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Look and talk about artefacts and pictures.</p> <p>Make observations about the past.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, to provide reasons for their thinking.</p>	<p>Use a range of sources and build evidence to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Ask a variety of questions.</p>	<p>Use a range of sources and build evidence to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and internet for research.</p> <p>Use the library and internet for research Choose relevant material to present a picture of one aspect of life in time past.</p>	<p>Begin to identify and evaluate primary and secondary sources.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Use a range of sources to find out about an aspect of time past.</p>	<p>Begin to identify and evaluate primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

# Curriculum Overview

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## WHY WE DO HISTORY AT EYNSHAM COMMUNITY PRIMARY SCHOOL?

To ensure children have a chronological understanding and knowledge of how their history and heritage began, local and global, up to the present day.

To understand where they've come from and the history that has shaped their current existence (The Big Picture).

To allow children to explore different and diverse cultures and how they live/lived their lives differently to us.

To be aware of how one culture can influence another i.e. Romanisation of Britain.

To compare different societies and civilisations with our own, then and now.

To have empathy and understanding in regards to choices and differences (SMSC)

To understand why people made certain decisions, based on previous events or knowledge i.e. the beginning of WW1 and WW2 and their effect and impact on the world.

To gain a better understanding of how our local area has developed over time and make connections with different time periods in history (real world connections).

To understand the impact of certain events, as well as individuals, on the world.

To learn and apply historical skills to enable learners to independently draw conclusions or inferences and give reasoned explanations and justifications for their opinions and views.

## CULTURAL CAPITAL

During the year, each class will have the opportunity to:

Partake in trips associated with current topics provide significant and relevant experiences.

Theme Days to immerse children in the life and times of a past civilisation.

Invite relevant people into school to provide first hand experiences (where appropriate or possible).

Use of artefacts and other primary and secondary sources to support hands on learning.

Take part in drama activities to explore significant events and individuals.

Whole school focus on History i.e. Black History month and other significant events.

Opportunities to explore democratic changes using current political events and links to the past.

Understand how History helped to shape the culture that we live in today. Not necessarily all positive, but how countries have learnt from each other.

## ASSESSMENT

Assessment will focus around the National Curriculum statements through Target Tracker. These will be assessed regularly at given assessment points.

Children will have the opportunity to answer key concept questions on the KCVs.

Children will be assessed on their knowledge of historical facts and how well they understand concepts being taught to them.

Children will also have the opportunity to self and peer assess against Learning objectives.



# Curriculum Overview

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	Witney Blankets	Witney Blankets				
2	Great Fire of London	Great Fire of London			Explorers	Explorers
3	Stone to Iron age	Stone to Iron age			Romans	Romans
4	Raiders & Invaders Including local area study	Raiders & Invaders Including local area study	Ancient Egypt	Ancient Egypt		
5	World War ii	World War ii				
6	Ancient Greece	Ancient Greece			Tudor England	Tudor England

# Timeline of Periods covered in History and Geography



**ANCIENT EGYPTIANS**

Year 4



**ROMANS**

Year 3

Year 3

**STONE AGE / IRON AGE**



Year 6

**ANCIENT GREECE**



Year 4

**SAXONS & VIKINGS**





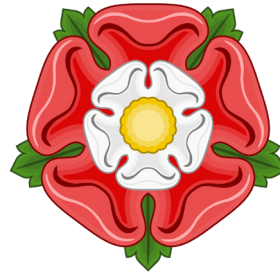
**OXFORD: ON OUR DOORSTEP**

Year 5



**WITNEY BLANKETSS**

Year 1



**TUDORS**

Year 6



**WORLD WAR II**

Year 5

Today →

Year 2

**GREAT FIRE OF LONDON: 1666**



Year 1

**VICTORIANS**



## PRIOR LEARNING

Lots of things have changed between the past and the present such as toys and houses.

Our grown ups can remember things that we cannot because they have been alive for longer.

London is a big city and is the capital of the UK.



## KEY KNOWLEDGE & SKILLS

By the end of term children will have gained the following History knowledge and skills:

- How wool was transformed into a blanket since its creation in 1700's
- How and why Witney blankets became famous around the world
- The trade of Point blankets with North American first nations people
- The wealth that came from the industry
- Understand how wool production changed and the impact on the use of mills and machinery
- Describe how the railways improved difficulties in transport/export after 1861
- Why the blanket-making industry in Witney came to an end with the final mill closing in 2002
- Some significant buildings in Witney today which were once part of the blanket industry

By the end of term children will have gained the following Geogprahy knowledge and skills:

- Why Witney was so well-placed to develop as a centre for making wool cloth with the Cotswolds hills and the Windrush river
- I can identify North America on a map and explore methods of transport and trade
- How Witney grew over time due to Witney Blankets through the use of maps

## KEY CONCEPT QUESTIONS

Why was Witney a good place to make blankets?

Why did Witney become so famous for its blankets?

How has the blanket industry left its mark on Witney today?

Why are blankets no longer made in Witney?

Cultural - How local culture has changed throughout history.

Moral - Is it right that children worked in factories?

Social - How communities worked together to create a brand

Spiritual - The wonder that some of the buildings still exist that we can visit

## SMSC LINKS

## HIGH FREQUENCY VOCABULARY

2

Wool, blanket, factory, railway, train, transport, trade, river, ship, sheep, machine, mill

## SUBJECT SPECIFIC VOCABULARY

### carding

Brushing wool to line up the fibres and remove tangles

### spinning

Twisting a thin strand of wool fibres into a yarn

### yarn

Spun thread used for knitting, weaving or sewing

### weaving

Forming cloth by interleaving threads of yarn

### milling

Deliberately shrinking the cloth to make it stronger, by washing and trampling the cloth

### by-product

An extra useful product from a process designed to make something else

### raising

Brushing the dried cloth with teasels to raise the fibres and make the blankets soft and fluffy

### dyeing

Adding colour to the wool

### fast

The dye has to be fast which means it does not come out when the blanket is washed

### blanket stitch

A special stitch used to stop the edges of the blanket fraying because they were too thick to be hemmed

### point blanket

A Witney blanket with black 'points' sewn into it. The number of points was the number of beaver skins that the blanket would be traded for.

### Industrial Revolution

The introduction of water and steam power and the use of machines in making things

### First nations / indigenous

Original inhabitants of Canada and the USA before western countries colonised these areas; made up of many different people groups with different languages, cultures and belief systems

### blanket stitch

A special stitch used to stop the edges of the blanket fraying because they were too thick to be hemmed

### point blanket

A Witney blanket with black 'points' sewn into it. The number of points was the number of beaver skins that the blanket would be traded for.



### Impact

- Children will have an understanding of their local town and the changes that happened as a result of a successful industry.
- Understanding how the natural resources of an area affect economic activity and settlement growth.



## PRIOR LEARNING

London is the Capital City of England.  
Fire can be extremely dangerous.  
Some materials burn when set on fire, some won't.  
Fire can be put out by water.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- The fire started on 2 September 1666 at Thomas Farriner's bakery in Pudding Lane. "In sixteen hundred and sixty six, London burnt like rotten sticks."
- Why the fire spread so much across London
- Attempts were made to put out the fire using the technology of the day.
- Many people lost their homes and were made homeless in the short term.
- Analyse who was to blame for the fire.
- Look at the importance of artefacts in proving how we know the fire did happen
- How Samuel Pepys' diary gives us information on the fire
- London was rebuilt after the fire.

## HIGH FREQUENCY VOCABULARY 2

Bakery	River	Hose
London	Horses	Bread
Diary	Fire	Bakery
Cart	Smoke	Wind

## KEY CONCEPT QUESTIONS

How do we know the Great Fire of London actually happened?

Why did the Great Fire of London spread so quickly?

Who was responsible for the fire being so damaging?

How did the Great Fire change London?

By the end of the term children will have gained the following Geography knowledge and skills:

- The location of London on a map of the UK.
- The location of the River Thames, source to mouth, including Eynsham on it.
- Using a map to establish the area of the damage caused by the fire.

## SUBJECT SPECIFIC VOCABULARY 3

**Possessions**

Having, owning or controlling something.

**Monument**

A structure built to commemorate an important person or event.

**Flammable**

Easily set on fire.

**Eye Witness**

A person who has seen something happen first hand and can give an account of what they saw.

**Thames**

A river in south England, rising in the Cotswolds and ending in the North Sea.

**Thomas Farriner**

A baker in Pudding Lane. His bakery was the source point for The Great Fire of London.

**Samuel Pepys**

British member of parliament and administrator for the Navy. Most famous for his diary written during his life in London during the 17th century.

**Pudding Lane**

The location of Thomas Farriner's bakery (source of the fire).

**King Charles II**

King of England, Scotland and Ireland (Scotland 1649-1651 and England, Scotland and Ireland 1660-1685).

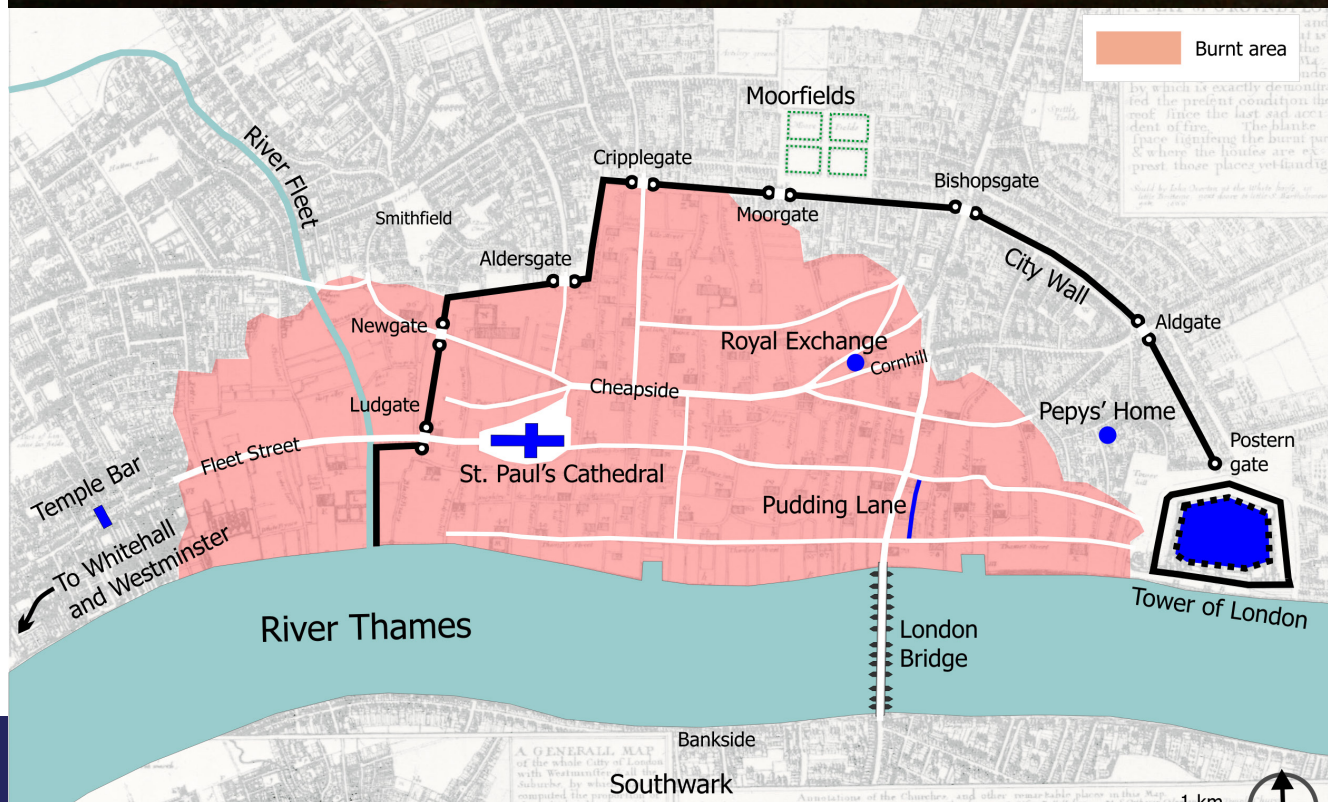
## CULTURAL

Learning about how culture of emergency services and living conditions had changed since 1666.

### SMSC LINKS

## IMPACT

- Children will have an understanding of why the Great Fire of London was significant and how London changed because of this event.
- The children will be able to use maps to locate London and spot similarities and difference in London over time.



## PRIOR LEARNING

Knowledge of the world – including the Continents and the Oceans of the world as well as some country names.  
 Children should have some knowledge about the UK including the names of the countries and the Capital cities.  
 Some knowledge of methods of travel – boats, planes, motor vehicles.  
 That to explore something means to discover something new.  
 An idea about what life was like in the past from learning about the Great Fire of London.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- Define what an explorer is and what motivates them
- How developments in technology has impacted exploration
- Why Ibn Battuta and Neil Armstrong are significant explorers.
- Explain how we know Ibn Battuta was a significant international explorer.
- Explain how we know Neil Armstrong was a significant explorer.
- Compare the similarities and differences in how Ibn Battuta and Neil Armstrong explored.

## HIGH FREQUENCY VOCABULARY 2

Explore	Sail	Compass
New	Ship	Wind
Country.	Moon	voyage
Discover	Ocean	

By the end of the term children will have gained the following Geography knowledge and skills:

- Compare places which were explored by Armstrong, Shackleton and Battuta.
- How landscapes impact how explorers travelled
- Name the major world seas and oceans

## KEY CONCEPT QUESTIONS

Define what an explorer is

How have explorers changed over time and how have they stayed the same?

Why is 'the Rihla' a significant historical source?

How are the sources we use to learn about Neil Armstrong, different to the sources we use to learn about Ibn Battuta?

## SUBJECT SPECIFIC VOCABULARY 3

### Navigate

Plan and direct the course of a mode of transport using maps or instruments.

### Exploration

Exploring an unfamiliar area.

### Modern

Present or recent times/modern techniques or equipment.

### Settlement

A place, previously uninhabited, where people settle and form a community.

### Territory

An area of land controlled by a ruler or state.

### Obstacle

Something that blocks, hinders or prevents progress.

### Expedition

A journey undertaken by a group of people, with a particular purpose.

### Arabic

The language spoken by Ibn Battuta, widely spoken today across the world, especially in north Africa and the Middle East

### Apollo missions

A series of space flights by the USA with the goal of landing on the moon (Apollo 11 succeeded)

### The Eagle

The name of the Lunar Module in which Armstrong and Aldrin landed on the moon.



## KEY PEOPLE

Neil Armstrong

The first man to walk on the moon.

Ibn Battuta

A Muslim explorer of the Islamic world

## MORAL

Is it right the explorers go over, uninvited to undiscovered lands.

## SOCIAL

How explorers learnt from each other and built upon others mistakes.

## CULTURAL

How cultures have changed as a result of explores discovering new territories.

## SMSC LINKS

## IMPACT

Children will have an understanding of what an explorer is and use sources to develop their understanding of these significant explorers.

Understand how landscapes impact an explorers journey



## PRIOR LEARNING

Discuss how land can be used for different things both in their local area and in distant places  
 An understanding of how places can change (e.g. land use, human factors)  
 How sources can help us understand more about events from the past  
 A basic understanding of chronology  
 Developments in technology and how they have made an impact on everyday life and travel.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- Understand where the Stone age, Bronze age and Iron age fit in History
- How early hunter gatherers evolved to settled farming communities
- How settlements developed into Hillforts in the Iron-age
- The significance of settlement ruins such as Stonehenge and Skara Brae and how they help us learn about the past
- How discovery of new materials impacted life through the different ages - for example housing
- Significant local sites including; the Rollright Stones (Neolithic and Bronze Age); the White Horse at Uffington (Bronze Age); and Uffington hill fort (Iron Age)
- Why current archeology discoveries still helps us learn about the past

## HIGH FREQUENCY VOCABULARY 2

Europe	Land use	Trading
Atlas	Settlement	Tools
Continents	Habitat	Stone Age
Iron Age	Artefact	Farmers

By the end of the term children will have gained the following Geography knowledge and skills:

- Explaining how Britain became an island after the ice age
- Discuss the environment during the Stone Age and how the land was used (farming with stone tools) in comparison to the Iron Age.
- Understand how the map of Europe has changed over time (layout of countries, capitals)

## KEY CONCEPT QUESTIONS

Why is land use different now, to in the Stone and Iron age?

When was it better to live, the Stone age, Bronze age, or iron age?

How do we learn about History before written records?

Why are local recent archaeological discoveries significant to our understanding of settlements from the Ages?

## SOCIAL

Working collaboratively when sharing resources and knowledge in research.

## MORAL

Discuss our responsibilities in relation to climate change.

## CULTURAL

Discuss how cultures have changed over time and what is similar.

## SMSC LINKS



## SUBJECT SPECIFIC VOCABULARY

3

### Evolve

When a human/object develops and improves gradually over time.

### Ancestors

People that lived a long time ago/before present day.

### Natural resources

Raw materials that you can get from the Earth (e.g. plants water).

### Palaeolithic

Early Stone Age

### Mesolithic

Middle Stone Age

### Neolithic

New Stone Age

### Hunter gatherers

People who live by hunting, fishing and harvesting wild food

### Bronze

A yellow-ish brown alloy (mixture) of copper and tin

### iron

A strong, hard, magnetic, grey metal

### Ore

Rock or stone that contains a metal or valuable mineral

### Skara Brae

A large Stone Age settlement in the Orkney Isles

### Stonehenge

A world famous megalithic (large stones) monument in Wiltshire

### Archaeology

the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.

### Hill Forts

A strongly defended settlement on top of a hill

## IMPACT

Understand how we learn about History before written records. Develop an understanding of how discoveries of new materials have impacted on some elements of life, whilst some stayed the same or changes to some elements of life.

How the make up of Europe changes throughout the Ages.



## PRIOR LEARNING

London is still the Capital City of England. Children know about the History of Britain before the Romans arrived. Some knowledge about archaeology and how artefacts from the past have been discovered. Children will have an understanding of how people can travel across the world.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- The legend of when and how Rome was formed.
- What daily life was like for the Roman people
- The beliefs that Romans had and some of the Gods and Goddesses who were worshipped.
- What life was like for a soldier in the Roman army
- How British resistance, such as Boudica's rebellion impacted the Romans invasion of Britain.
- How life in Britain changed as a result of Roman rule, including the Romanisation of engineering and lifestyle.
- How we know about the Romans and the strengths and weaknesses of various types of evidence.

- Evidence of Roman life in our locality, for example the villa at North Leigh
- Why the Romans left Britain in 410 AD and what followed in Britain.

## HIGH FREQUENCY VOCABULARY 2

Resist	Rebellion	Evaluate
Military	Europe	Explain
Britain	Compare	Temple
Conquer	Describe	

By the end of the term children will have gained the following Geography knowledge and skills:

- Italy is a country in Europe, which the UK is also part of.
- Knowledge about the eruption of Mount Vesuvius and how this has left evidence for us of what Roman life was like
- Identify where the Romans came from on a map, and analyse routes the Roman army took.

## IMPACT

How Britain was affected by the Roman invasion and how there is still evidence of this in modern Britain. A visual understanding of the area covered by the Roman empire.

## SUBJECT SPECIFIC VOCABULARY 3

### Latin

The language spoken and written by the Romans

### Roman Numerals

The Roman system for counting based on symbols

### Barbarian

A person who lived outside the Roman Empire, seen by Romans as violent and uncivilized

### Villa

A large house, often in the country. Some were farmhouses, and some were more like palaces

### Aqueduct

A system of pipes and channels used to bring water into towns

### Centurion

An officer commanding about 80 legionaries

### Invasion

Forcefully taking over another country

### Legion

The main battle unit of the Roman Army

### Mosaic

A pattern made by using coloured pieces of stone and pottery

### Celt

People who lived in Europe, and in Britain, who fought the Romans

### Hypocaust

Roman central heating. Hot air from a furnace flowed through gaps between walls and flooring

## KEY CONCEPT QUESTIONS

Why was Rome so powerful?

Why did the Romans want to invade Britain?

What buildings and events did the Romans introduce to Britain?

How significant were the Romans for Britain?

Why did the Roman Empire fall?

### FIRST INVASION OF BRITAIN 55BC

Led by Julius Caesar but failed

### CLAUDIUS INVADES BRITAIN 43AD

Claudius leads the first successful invasion

### REBELLION AGAINST ROMANS 60AD

Tribes led by Boudicca attack Roman forces

### ROMANS LEAVE BRITAIN 410AD

Romans leave Britain and return to Italy

### MORAL

The reasons for conquest of land and whether these are morally acceptable.

### SOCIAL

Understanding some social changes due to Romanisation of Britain.

### CULTURAL

Understanding and comparing past cultures and customs with that of our own.

### SMSC LINKS



# YEAR 4 Raiders and Invaders

## PRIOR LEARNING

Chronological understanding of the history of the world/UK using timelines.  
Roman Civilisation and customs.  
Attempted invasions on Britain by the Romans (Julius Caesar and Claudius) and their impact.  
Resistance of the British.  
The Roman Empire and its impact on Britain.  
Life in Roman Britain (Romanisation).

## KEY KNOWLEDGE & SKILLS

By the end of the half term children will have gained the following knowledge and skills:

- Understand when and why the Anglo-Saxons came to Britain.
- To understand what daily life was like in an Anglo-Saxon village.
- How Anglo-Saxon Britain was ruled.
- The significance of King Alfred (born in Wantage).
- Understand how Eynsham was used during the an Anglo-Saxon period including links to what we can still see today.
- The impact of Christianity on Anglo-Saxon Britain; including Venerable Bede
- How and why the Vikings invaded at Lindisfarne.
- To understand what daily life was like in a Viking settlement.

- How the Anglo-Saxons and Vikings related to each other.
- Explain how Aethelstan united England into a single kingdom.

## HIGH FREQUENCY VOCABULARY 2

Invaders	Kingdoms	Scots
Settlement	Religion	Raid
Vikings	Conquer	Anglo-Saxons
Settlers	Kings	Defeat

## KEY CONCEPT QUESTIONS

Why did the Anglo-Saxons decide to invade Britain?

What impact did this invasion have upon Britain?

Why did the Vikings decide to leave their homeland and invade British shores?

How did the Anglo-Saxon Kings and Vikings shape today's Britain?

By the end of term children will have gained the following Geogprahy knowledge and skills:

- Use of maps to show migration paths of Anglo-Saxons and Vikings
- Understanding of push and pull factors of migration.
- Use of maps to show the gradual formation of the Kingdom of England over time.

## SUBJECT SPECIFIC VOCABULARY 3

push and pull factors

Reasons why invaders felt they had to leave their homeland (push factor) and reasons why they were drawn to another country (pull).

artefacts

Man-made objects of historical importance.

culture

Ideas, customs and behaviour of a group of people/society.

civilisation

A well developed and organised society.

customs

Things that people usually do and are handed down from the past.

democracy

A system of government.

chronology

Events arranged in the order that they happen.

settlement

A place where people set up a community

kingdom

A civilisation ruled by a king or queen

monastery

A place where a community of Christian monks live

### SPIRITUAL

Explore the beliefs of Anglo-Saxons, Scots, Vikings and Romanised Britons.

### MORAL

The reasons for conquest of land and whether these are morally acceptable. Understanding different laws and how punishments are implemented.

### SOCIAL

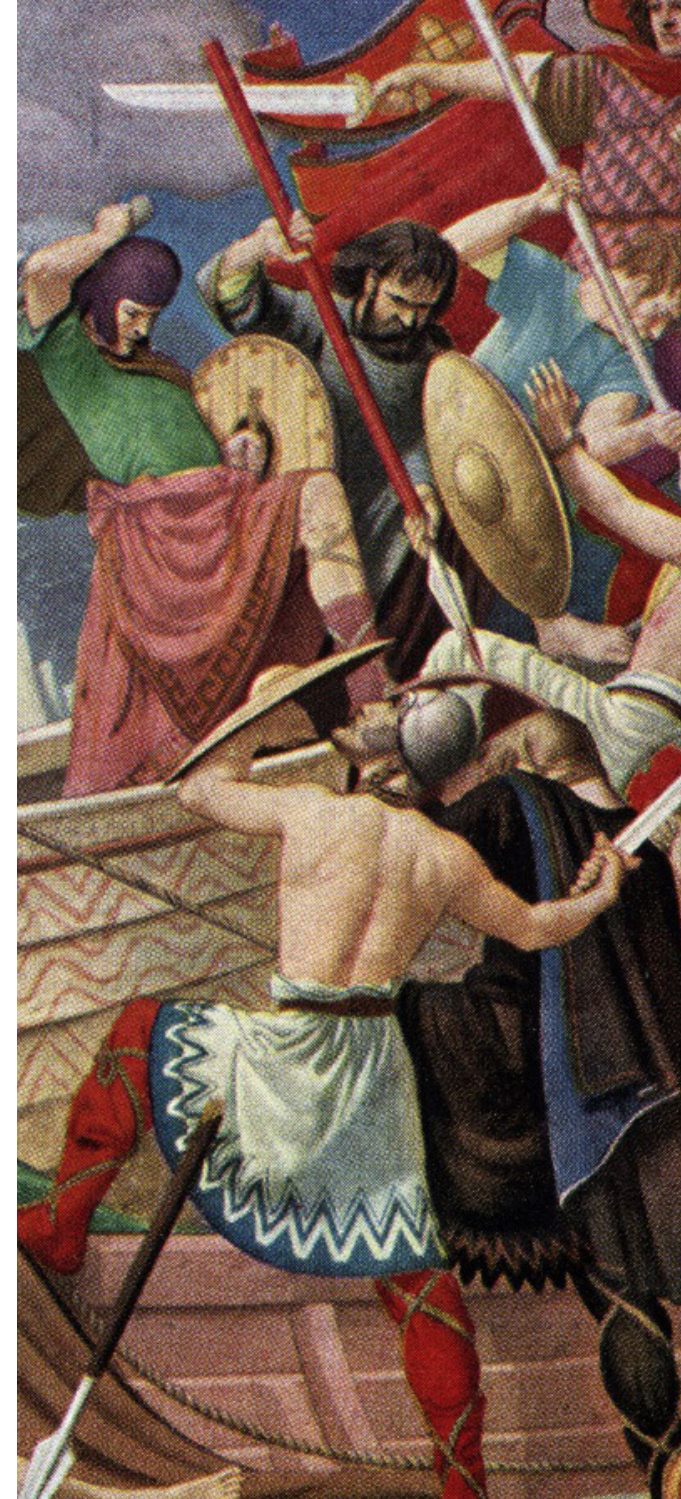
Make connections with our own laws, democracy and leadership and how conflict is resolved.

### SMSC LINKS

### IMPACT

Children will have an understanding of some of the waves of invasion/migration and how these have contributed to the development of the nation.

Children will understand some of the reasons why people move to new countries. An understanding of how the seven kingdoms of



410. The Roman army withdraws from Britain	516. Battle of Mount Badon. The Britons fight back against the invaders, possibly led by King Arthur.	731. Bede finishes his 'Ecclesiastical History of the English People'	866. The Vikings capture York and make it their kingdom	886. King Alfred defeats the Vikings but allows them to settle in north & eastern Britain - the Danelaw.	1066. Harold of Wessex becomes King, but later that year Normans attack and win the Battle of Hastings.
450. Angles, Jutes and Saxons are settling in Britain and creating their own Kingdoms.	597. St Augustine brings Christianity to England from Rome	793. Vikings from Denmark attack Lindisfarne	871 Alfred (the Great) becomes King of Wessex	927. King Alfred's grandson Aethelstan wins the Battle of Brunanburh and becomes the first King of all England.	1016. King Cnut of Denmark captures the English crown

## PRIOR LEARNING

Some chronological understanding of the history of the world/UK using timelines.  
 Understanding of the existence of civilisations before their own history.  
 Some knowledge of mummies and pyramids through their own experiences.  
 Knowledge of Africa (weather and climate from previous Geography unit).

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- Chronological understanding of the Ancient Egyptian period
- Understanding of Egyptian Pharaohs, their duties and social hierarchy.
- Egyptian religion and thier beliefs in the afterlife.
- The significance of the Mummification and burial processes.
- How Hieroglyphs were an early form of scripture.
- The importnace of the Rosetta Stone to language
- Use of artefacts, art work and architecture to analyse and interpret daily life and customs.

- The story of the discovery of Tutankhamun’s grave

Pharaoh	Sun God	Pyramids
Egypt	Ra	Desert
River Nile	Afterlife	Hieroglyphics

By the end of the term children will have gained the following Geography knowledge and skills:

- The importance of the Nile in the development of civilisation.
- Human and Physical features of Ancient Egypt

## KEY CONCEPT QUESTIONS

- How can a civilisation develop and grow in the desert?
- What was the significance of the different Egyptian gods to the Egyptian people?
- Why was Tutankhamun's discovery such a significant historic event?
- What are the similarities and differences between a Egyptian settlement and a settlement from the Stone Age?

## SUBJECT SPECIFIC VOCABULARY 3

### Akhet

The season when the River Nile floods (inundation)

### Dynasty

A period of rule when a series of Pharaohs come from the same family

### Amduat

Egyptian term for the afterlife

### Papyrus

A plant that grows on the banks of the River Nile. It is used as a form of paper.

### Canopic Jars

Special jars which held the liver, lungs, intestines and stomach of the deceased.

### Sarcophagus

A large box, often made of stone, which held the coffin of the deceased.

### Civilisation

A well developed and organised society.

### Deities

A God or Goddess

### Howard Carter

The Archaeologist leading the exploration for Tutankhamun



## IMPACT

Children develop an understanding of how an early civilisation developed and the impact it has had on History and the modern day world.

An understanding of the difference between human and physical Geography and the importance of a river to a civilisation

## SPIRITUAL

Explore the beliefs of Ancient Egyptians and make comparisons with other societies, including their own.

## MORAL

Explore how we should treat others and their wishes when different to our own.

## SOCIAL

Make connections with our own laws, democracy and leadership. Analyse different social systems and classes (hierarchy).

SMSC LINKS



## PRIOR LEARNING

There have been two World Wars. Adolf Hitler was the German Leader at the second world war. Children will know the landscape of Europe from Geography lessons.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- Why Britain became involved in the Second World War .
- Key Dates and Events of World War ii placed on a timeline to scale.
- Why the allies wanted to defeat Hitler including his treatment of Jews
- How and why the evacuation process worked
- Why rationing was important.
- The role that women played in the war within Britain.
- The nature of the Blitz and its impact
- The significance of the Battle of Britain
- Similarities and differences between the bombing campaigns of the Allied and Axis
- How Alan Turing and Bletchley Park gave Britain the upper hand in the war.

## HIGH FREQUENCY VOCABULARY

War	Jewish	Adolf Hitler
Military	Europe	Battle
Britain	Winston	Sacrifice
Conquer	Churchill	

By the end of the term children will have gained the following Geography knowledge and skills:

- Learning which countries were Allies and Axis throughout World War ii
- Analyse how London changed as a result of the war

## KEY PEOPLE

**Adolf Hitler**  
Leader of the Nazi Party and Chancellor of Germany 1933- 1945. Also referred to as Fuhrer.

**Winston Churchill**  
Prime Minister 1940 to 1945 and again from 1951 to 1955

**Neville Chamberlain**  
Prime Minister May 1937 to May 1940.

**Alan Turing**  
Responsible for working on the Enigma machine and translating some of the German military messages.

## SUBJECT SPECIFIC VOCABULARY 3

**Allies**  
Great Britain, USA, China and the Soviet Union.

**Axis**  
Germany, Italy and Japan.

**Evacuee**  
A person sent away from a place of danger.

**Blackout**  
All lights turned out or covered to prevent them being seen by an enemy during and air raid.

**Blitz**  
German bombing campaign against Britain 1940-1941.

**Rationing**  
The controlled distribution of scarce resources.

**Air Raid Shelters**  
Structures built for protection during air raids.

**Trenches**  
Long, narrow ditches dug into the ground. A place where soldiers lived.

**Nazi**  
A member of the National Socialist German Workers' Party

**Holocaust**  
Destruction or slaughter on a mass scale.

**Gas mask**  
A protective mask to cover a person's face to prevent inhalation of poisonous gases.

### Propaganda

Information used to promote a political cause or point of view. Often biased.

### Enigma Machine

An encryption device developed and used extensively by the Germans to protect diplomatic, military or commercial communications.

### Sacrifice

To give up something valued for the sake of others.

### MORAL

Exploring the reasons for warfare (Axis and Allies) and whether these were morally acceptable justifications. Discussing the devastating actions of war, including the Holocaust. Analysis of the treatment of Jews, including Anne Frank, and their own views towards discrimination.

### SOCIAL

Changes within communities including: family units, child evacuees, the role of women, men going to war and rationing.

### CULTURAL

Opportunities to respect and celebrate diversity and to explore past democratic systems.

### IMPACT

Understand the impact the war had on all aspects of life in Britain.

An understanding of how the war divided Europe

### SMSC LINKS

### KEY CONCEPT QUESTIONS

Do you agree with Neville Chamberlain's decision to go to war with Germany?

Without the Enigma Code being cracked, how would the war have been different?

Are the bombing campaigns of the Allied and Axis powers morally different?

How did life on the home front change as a result of the war?



## PRIOR LEARNING

Greece is a country within Europe. Children will have knowledge of some of the Roman Gods, therefore knowledge of the Greek Deities. The Greeks were around before the Romans. Knowledge of the way timelines work. Knowledge of some Ancient civilisations – Ancient Egyptians in Year 4. In Year 4 PSHE children will have learnt about basic democracy from school council voting.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- Understanding about the life of Alexander the Great
- What it was like to go to school in Ancient Greece
- Some of the great thinkers of this era - Aristotle, Plato, Socrates.
- Why myths and legends are useful historical sources
- The significance of the Greeks in the introduction of the Olympics.
- How the Greeks aided the creation of the system of democracy.

- Understand how the Roman and Greek gods coincided.
- Comparing the ancient civilisation of Greece, to that of Ancient Egypt
- Exploring a range of artefacts which support us to learn more about ancient Greek life.

## HIGH FREQUENCY VOCABULARY 2

Empire	Greece	Asia
Democracy	Soldier	Slave
Olympics	Worship	God/Goddess
Olympics	Statue	Battle
Events	Armour	Temple
Europe	Africa	Athens

By the end of the term children will have gained the following Geography knowledge and skills:

- Ancient Greece was made up of independent city states which differed significantly e.g. Athens and Sparta.
- How the physical geography developed as Greece's empire grew.

## SUBJECT SPECIFIC VOCABULARY 3

### Civilization

A well developed and organised society.

### Philosophy

The study of knowledge, reality and existence (an academic discipline).

### City-States

A city, with its surrounding territories, forms an independent state.

### Legacy

Money or property left to someone/part of your history or something that remains from an earlier time.

### Hoplite

Ancient Greek foot soldier.

### Athenian

Ancient/modern Athens and its people.

### Spartan

A citizen of Sparta in Ancient Greece.

### Boule

A council of over 500 citizen appointed to run the daily affairs of the city.

### Pynx

The official meeting place of the Athenian democratic assembly.

### Ecclesia

A political assembly of citizens or church members.

### Parthenon

Former temple on the Athenian Acropolis, dedicated to the Goddess Athena.

### Acropolis

A citadel or fortified part of an ancient city, typically built on a hill.

### Mount Olympus

The highest mountain in Greece. Olympus was known as the home of the Twelve Olympian Gods of the ancient Greek World.

## KEY CONCEPT QUESTIONS

What aspect of Greek life has had the biggest influence on modern society?

How are the Modern Olympics similar to the Ancient Greek Olympics?

Do you think it is right that Alexander the Great is deemed a 'military genius' by some?

## KEY PEOPLE

King Alexander iii of Macedon  
356BC – 323BC

Conqueror of the Persian Empire

King Darius  
550BC – 486BC

Ruler of Persia

### Socrates

He asked lots of questions. People today still use the Socratic Method. People from all over Greece to listen to him speak. He never wrote any of his ideas down.

### Plato

He was a student of Socrates. He wrote Socrates ideas down and came up with his own ideas too. He wrote a book called 'The Republic'.

### Aristotle

He was a student of Plato. He said the goal to life was happiness and came up with the idea of 'The Golden Mean'; a belief in moderation.

## IMPACT

Children will have an understanding of the varied characteristics and lasting significance of Ancient Greek civilisation.

Children will be able to describe the physical geography of Greece as well as the significance of sharing knowledge and ideas due to marine networking.

## SPIRITUAL

Explore the beliefs of the Ancient Greeks, including mythology and links to Roman Gods, and how these views impacted upon their daily lives.

## MORAL

The reasons for conquest of land and whether these are morally acceptable justifications for warfare. Understanding different laws and how punishments were implemented. Links to Aesop's Fables.

## SOCIAL

Understanding social changes due to changes in leadership. Learn about the Greek democratic systems and make connections with our own laws, democracy and leadership and how conflict is resolved.

## CULTURAL

Understanding and comparing past cultures and customs with that of our own. Exploring Greek sports, the Greek's role in the introduction of the Olympics and how the ancient Olympics compares to modern day Olympics.

**SMSC LINKS**

# YEAR 6 Tudor England

## PRIOR LEARNING

Chronological order of some of the time periods in History.

Knowledge of the way timelines work.

Knowledge that Catholicism and Protestants are denominations of the Christian faith.

Knowledge of Rome to apply their knowledge chronologically including the Great fire of London, World War II and other historical topics covered.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following History knowledge and skills:

- Explain the significance of the war of the roses
- Create a timeline, to scale of the monarchs of Tudor England
- What life was like in Henry VIII's court
- The impact that Henry VIII had upon church laws, including divorce
- The significance of Mary Queen of Scots
- What problems Elizabeth I faced when ruling England, including her personal life and religion.

- How England prepared for the Spanish Armada.
- Significant individuals of the Tudor period: William Shakespeare, Sir Walter Raleigh, Sir Francis Drake

## HIGH FREQUENCY VOCABULARY

County	Exploring	Executed
Lancaster	Exploration	Voyage
York	Reign	Force
Threat	Kings	War
Monarch	Queen	

By the end of the term children will have gained the following Geography knowledge and skills:

- The involvement of counties in the war of the Roses
- The route the Spanish Armada took to try and invade Britain

## SUBJECT SPECIFIC VOCABULARY 3

### Heir

A person legally entitled to property or rank of another after their death.

### Protestant

A division of Christianity separate to the Roman Catholic Church.

### Catholic

A division of Christianity-The Roman Catholic Church.

### Monasteries

Buildings occupied by monks or nuns, living under religious vows.

### Dissolve

To close down or dismiss.

### Treason

The crime of betraying your country, by attempting to kill or overthrow a ruler or government.

### Spanish Armada

A fleet of 130 ships used to escort an army in order to invade England.

### Invasion

Intruding a country or region with an armed force.

### Elizabethan

Living during the reign of Elizabeth I.

### Galleon

Large, ocean travelling ships. Broad, slow and not highly manoeuvrable.

### Colonisation

The act of taking control of land and its people.

### Circumnavigate

To travel all the way around something (e.g. the globe)

### Medieval

Relating to the Middle Ages (usually 1066 - 1485)

### Monarch

A leader of a country such as king, queen or emperor.

### Reformation

The act of changing (reforming) something. In this case, the reformation of the church to remove the Pope's control.

### Reign

The period of time while a king or queen is in power.

## KEY CONCEPT QUESTIONS

Did Mary deserve to be known as Bloody Mary?

Which of Henry VIII's wives do you think he preferred most and why?

How do we know that the British defeated the Spanish Armada?

How did the Tudors change Britain?

## TUDOR MONARCHS

### Henry VII

The first Tudor monarch crowned after winning The Battle of Bosworth.

### Henry VIII

Famous for having eight wives. Began the Church of England so he could divorce.

### Edward VI

Henry VIII's only son. He came to the throne at 9 years of age and died at 16.

### Mary Tudor

Henry VIII's eldest daughter. Catholic. Known as 'Bloody Mary' due to having many Protestants killed.

### Elizabeth I

Henry VIII's last heir. She never married or had children so the Tudor era ended after her death.

## SPIRITUAL

Explore the Christian religion through the different denominations of Catholic and Protestant and the views and actions of Henry VIII and Elizabeth I

## MORAL

Analyse the actions of various monarchs and assess their choices i.e. Henry VIII's dissolution of monasteries and the creation of the Church of England in order to benefit himself rather than his people.

## SOCIAL

Opportunities to identify and discuss social changes due to changing monarchs, for example the changes that followed The War of The Roses.

## CULTURAL

Opportunities to look at cultural influences from other countries during Tudor exploration of the world.

**SMSC LINKS**

