

History Curriculum Principles

Vision

Our History curriculum will instil in children a coherent knowledge and understanding of Britain's past and that of the wider world. Children will develop their curiosity and will be equipped to ask perceptive questions and think critically as well as use evidence and arguments to develop their own perspective. The teaching of History will enable children to understand the complexity of people's lives and the diversity of society as well as understand their own identity and the challenges of a modern and changing world.

Subject Leader Rationale

Key historical concepts in our curriculum are continuity and change, cause and consequence, similarity, difference and significance. We aim to develop the children's chronological understanding through frequent references to time periods, people and events previously studied. Children learn about what a civilisation is and they focus on these identified key aspects - government, cities, social structure, language and art. The principles of hierarchy and power link to civilisation, so children gain a clear understanding of how power structures change and how this influences society. Changes over time represents chronology and teachers make frequent references and comparisons with other periods studied to deepen their historical knowledge and understanding. It is important to notice when and why change happens but it is equally important to recognise when and why there is not rapid change.

During historical enquiry, children are encouraged to use artefacts, replicas and experience history first hand through visits and visitors, as much as possible. Children are 'being historians' using primary and secondary sources to find out about the past, evaluating their findings, drawing conclusions and recognising the limitations.

Essential Knowledge has been carefully sequenced and repeated across strands in each subject so that pupils remember what they have been taught. Consequently, pupils build strong foundations on which more complex concepts and ideas can be built. Essential knowledge forms the key learning outcomes which are mapped across the strands and re-visited regularly both within and across subsequent years. Key subject specific vocabulary for each year group is identified to further support this process. History is taught weekly to aid the retention of this essential knowledge. As pupils become more confident with new knowledge and skills, they are given opportunities to compare and contrast and apply their disciplinary knowledge.

Disciplinary Knowledge is progressively mapped out to equip pupils with the necessary knowledge and skills to be able to think like a historian. Key questions are used to enable children to demonstrate their disciplinary knowledge, such as: How to think like a historian? What do we want to know? How can we find out? What is the evidence? How do we evaluate the evidence? Disciplinary knowledge is explored through the strand of historical enquiry and highlighted in green across the curricular map.

Characteristics of Effective Learning

We aim to ensure that our pupils experience "wow" moments in their learning and we know this happens more frequently when pupils are given opportunities to discover and find things out for themselves. Our curriculum has been designed so that pupils are able to use and apply their skills and knowledge in creative and interesting ways. As pupils move through each stage of their learning journey and develop more of an understanding of the world in which they live, pupils are taught and encouraged to use the following skills and characteristics;

Curiosity Questioning Analysing Researching Perseverance Problem solving Thinking critically Creativity Cooperation

History					
Year 1					
How to think like a Historian; What do we want to know? How can we find out? What is the evidence? How do we evaluate the evidence?					
Strands of Learning	Chronology	Civilisation	Hierarchy and Power	Changes over time	Historical Enquiry skills – How to think like a historian.
Vocabulary	because, calendar, cause, century, change, church, Christianity, continuity, decade, democracy, detective, different, diversity, future, important, invention, living memory, local, long ago, modern, museum, new, old, opinion, oral history, parliament, past, power, present, remembers, significance, similar, timeline, year, yesterday				
Autumn Changes within living memory How has Leckhampton School changed over the past decade?	To plot (as a class) key events in the development of the school on a timeline (KS1 corridor – 1996?, Cherry Class 2008?, new hall, Rec/Y6 areas 2020/1. To know if these events were before or after they/their parents were born.	To know that the school has changed/expanded as the community has changed/expanded. To identify parts of the school that are old and new.	To know that the school has a Governing body, a Leadership team, teaching staff, non-teaching staff, heads of houses, house captains, pupil parliament. To know some of the responsibilities of the Governing body, Leadership team, teaching staff, non-teaching staff, heads of houses, house captains, pupil parliament.	To compare pictures and plans of the school from before the expansion to today – what has changed/what is the same? To know that the staff and pupils of the school change over time. Discuss previous pupils and teachers they may know/not know.	Historical enquiry – To know that historians find out about the past by finding and studying artefacts. To identify similarities and differences between the school (and the people in it!) today and 10 years ago. To compare pictures and plans of the school from before the expansion to today – what has changed/what is the same? To identify parts of the school that are old and new. Find answers to simple questions about the past from sources of information eg. artefacts.
Spring Changes beyond living memory How and why has rail transport changed over time?	To plot (as a class) key events in the history of the railway on a timeline (1812 first locomotive-powered railway, 1880s electrification began, 1930s trains began to be powered by diesel and by 2040 the government aims to scrap all diesel	To know that rail transport has changed because of technological advances and more recently the need to be more environmentally friendly. To know that trains are used to transport goods and passengers. To know that people use	To know that rail travel was (and still is) different for rich and poor. To know that wealthy people often use 'new' forms of transport first.	To know that trains used to run on steam and now run on diesel and electric. To know why trains used to run on steam and now run on diesel and electric.	To know that historians find out about the past by finding and studying artefacts. To identify the similarities and differences between steam trains (model from Wilson), electric trains and hydrogen trains. Find answers to simple questions about the past from sources of information eg. artefacts.

	<p>only trains – hydrogen trains?).</p> <p>To know that these events were before they/their parents/grandparents were born.</p>	<p>trains less nowadays and suggest reasons why this might be – cars, lorries, aeroplanes.</p>			
<p>Summer</p> <p>Changes beyond living memory</p> <p>How and why has use of the waterways changed over time?</p>	<p>To plot (as a class) key events in the history of Gloucester Docks on a timeline (1827 opened for large boats to avoid windy River Severn, 1840s became connected to the railway to improve movement of goods, by 1980 very few ships were used for transporting goods and as there was less commercial traffic pleasure craft became more popular, 2009 Gloucester Quays shopping centre opened).</p> <p>To know that these events were before they/their parents/grandparents were born.</p>	<p>To know that the use of Gloucester Docks (to transport corn, timber, drinks, fruit etc) has changed because of developments in how we transport goods.</p> <p>To visit Gloucester Docks and learn about the importance of the Docks in the Industrial Revolution.</p>	<p>To know which industries used to operate from the Docks.</p> <p>To know the different jobs that different people did/do at the Docks.</p> <p>To know that corn warehouses, mills, timber yards, wagon works and the Mariner's Chapel were/are at Gloucester Docks.</p>	<p>To know that Gloucester Docks used to be used for transporting goods and is now used for retail and leisure.</p> <p>To know <i>why</i> Gloucester Docks used to be used for transporting goods and is now used for retail and leisure.</p>	<p>To know that historians find out about the past by finding and studying artefacts.</p> <p>To visit Gloucester Docks and identify old and new buildings.</p> <p>To compare pictures of Gloucester Docks over time and recognize similarities and differences.</p> <p>Find answers to simple questions about the past from sources of information eg. artefacts.</p>

History					
Year 2					
How to think like a Historian; What do we want to know? How can we find out? What is the evidence? How do we evaluate the evidence?					
Strands of Learning	Chronology	Civilisation	Hierarchy and Power	Changes over time	Historical Enquiry skills – How to think like a historian.
Vocabulary	achievement, artefact, chronology, discovery, era/period, evidence, execution, explorer, global, impact, international, interpretation, investigate, king/queen, monarchy, monastery, nation, pioneer, rebellion, research, revolt, torture, traitor, treason				
Autumn National/global events – GF of London, Gunpowder plot, Titanic What happened? When? Why was it significant (impact)?	To plot Gunpowder plot (1605), GF of London (1666), and sinking of the Titanic (1912) on a timeline. To know that these events happened a long time before they were born. To know that the Great Fire of London and the Gunpowder Plot occurred a long time before the sinking of the Titanic.	How did these events change people's lives then/now? To know that we still commemorate the Gunpowder Plot today and how we commemorate it. To know that the Great Fire of London changed the way that cities were laid out, what materials they were built from and that it paved the way for modern London. To know that the sinking of the titanic led to societal changes - ships being required to carry enough lifeboats for everyone on board, radios have to be kept on 24 hours a day, the International Ice Patrol was established and ship designs changed.	How differences in power/religion lead to the gunpowder plot? How were different people in society affected by the Fire of London? How did difference in hierarchy affect survival on the Titanic. To know that religious differences and a quest for power led to the Gunpowder Plot. To investigate how different people (rich/poor) were affected by the Fire of London. To know that rich and poor people were treated very differently on the Titanic.	To know that we still have a monarch but that their role differs to the King running the country in 1606. To compare how people tackled the Great Fire of London to how firefighters tackle blazes today. To compare the Titanic to cruise ships today.	Historical enquiry – understand how we find out about the past and that it can be represented in different ways. To recognize that people had differences of opinion about the rights and wrongs of the Gunpowder Plot. To know that Samuel Pepys' diary only shows one person's view and that others' may be different. To compare accounts of the sinking of the Titanic and recognize that people's views of the same event can be different. To study the objects from a Titanic Edwardian suitcase (available from The Wilson) to find out about a person from this period. To know that historians find out about the past by finding and studying artefacts. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Spring National/Global individuals Compare and contrast Alex Graham Bell and James Dyson; Mary Seacole and Edith Cavell; QEII and QEIII; Neil Armstrong and Christopher Columbus	To plot each individual's life on a timeline. To discuss whether these individuals were before/after the others. To discuss where these people sit in relation to previous learning and today.	To know why each individual is considered to be 'significant'. To know what impact each event/individual had on their society and our society today.	To understand that each individual had a different amount of power/influence depending on their position within society. To consider if these individuals would be viewed/treated differently today.	To recognise the impact these individuals had on their society. To identify how these individuals still impact on our lives today.	To know that historians find out about the past by finding and studying artefacts. To use a variety of primary and secondary sources (available from The Wilson) to find out about the individuals – photos, diaries, personal objects, video clips... Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
Summer Local significant events, places and people Achievements and impact of Edward Wilson and Gustav Holst. Causes and consequences of the Battle of Tewkesbury. Importance of Gloucester Cathedral. The impact of the invention of the jet engine.	To plot the Battle of Tewkesbury (1471) on a timeline. To know that Tewkesbury is in Gloucestershire. To plot Edward Wilson's life on a timeline (1872 – 1912). To plot Gustav Holst's life on a timeline (1874 – 1934). To know that Edward Wilson and Gustav Holst were born in Cheltenham. To plot the date that the Gloucester Cathedral site was established as a place of worship (678AD). To know that Gloucester Cathedral is in Gloucestershire.	To identify Gloucestershire and make links with their geographical understanding. To recognise how the local area has changed over time and suggest reasons for this change. To know <i>how</i> and <i>why</i> the Battle of Tewkesbury was fought. To discuss why Antarctic exploration was so difficult and so important at that time and now. To understand the impact of Holst's music and how people still listen to it today.	To know that the Battle of Tewkesbury brought an end to the War of the Roses and resulted in a secure monarchy. To understand that Edward Wilson was in a privileged position to be able to go on an Antarctic exploration. To understand that Gustav Holst was privileged to be able to study music. To know some of the people that are buried in Gloucester Cathedral and what sort of people are buried in such a special place.	To discuss some of the ways that battle/war was different in 1471 compared with today. To consider how Edward Wilson's Antarctic exploration (equipment/reasons for) was different to a modern day exploration. To consider how Holst's music is different to some modern music but to understand that new classical music is still composed today. To know some of the ways the building has developed over time and how its use has changed (Anglo Saxon	Historical enquiry – To re-enact the Battle of Tewkesbury and understand how re-enactments help us to further understand past events. To use artefacts (available from The Wilson) to ask and answer questions about Edward Wilson's life and explorations. To visit Gloucester Cathedral and recognise how it has changed over time and consider what the different areas of the Cathedral are used for now/were used for in the past. To know that historians find out about the past by finding and studying artefacts.

	<p>Through discussion, make connections between these local people/places and their previous learning/developing mental timeline.</p>	<p>To discuss why the Cathedral is (and has been) important to many people throughout so many years (place of worship, cultural venue, tourist destination, place of learning, musical centre of excellence, trainer of masons, restaurant, concert and lecture venue).</p>		<p>religious community, Monastery, St Peter's Abbey, Cathedral).</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>
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History					
Year 3					
How to think like a Historian; What do we want to know? How can we find out? What is the evidence? How do we evaluate the evidence?					
Strands of Learning	Chronology	Civilisation	Hierarchy and Power	Changes over time	Historical Enquiry skills – How to think like a historian.
Vocabulary	AD, agriculture, ancient civilisation, archaeology, architecture, aristocracy, BC, Britons, Celts, colony, conquest, culture, consequences, emperor, empire, enquiry, gods/goddesses, influence, invasion, legacy, myths and legends, primary evidence, Regency, , remains, replica, Romans, secondary evidence, settler, slave,				
Autumn The Roman Empire and its impact on Gloucestershire. What is an empire? Where was the Roman empire? When/why did they invade Britain? How has our county been influenced by the Romans?	To plot Roman Britain (43 – 410AD) onto their ongoing timeline. To discuss where this fits into their mental timeline/previous learning. To discuss other civilisations/empires that existed at this time.	To know that an empire is a set of lands ruled by an emperor. To know what life was like in Gloucestershire before the Roman invasion (small Celtic tribes, round houses, small settlements for farming no towns or proper roads). To know how life in Gloucestershire changed after the Roman invasion (villas – Chedworth/Great Witcombe/Spoonley Wood, amphitheatres – Cirencester, town walls – Cirencester, temple and baths – Lydney Parkroads, roads – Ermine Way/Fosse Way, slaves).	To know that the Roman Empire had a hierarchy (Emperor, senators, military generals, wealthy nobles, merchants, soldiers, workers, slaves). To recognize how widespread the Roman empire was. To know why the Romans invaded Britain (land, slaves and ‘riches’ - iron, lead, zinc, copper, silver and gold). To know why the Romans were able to take control of Britain (powerful and organized army versus tribes). To know that the Romans left Britain to defend their land in Italy.	To recognise how life in Gloucestershire changed after the Roman invasion. To know what evidence of the Roman invasion is still evident in Gloucestershire today - villas – Chedworth/Great Witcombe/Spoonley Wood, amphitheatres – Cirencester, town walls – Cirencester, temple and baths – Lydney Parkroads, roads – Ermine Way/Fosse Way.	To know that historians find out about the past by finding and studying artefacts. To know that archaeologists carry out geographical surveys and go on ‘digs’ to find out about the past. To visit Chedworth Roman villa and explore what primary sources (replicas also available at The Wilson) can reveal to us about life in Gloucestershire during the Roman period. Use a range of sources to find out about a period <ul style="list-style-type: none"> - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library/internet for research
Spring	To plot the Leckhampton	To recognize that	To know why the	To compare historical and	To know that historians find out

<p>Local History – Leckhampton changes</p> <p>How and why has Leckhampton changed over time – houses, land use and municipal buildings?</p>	<p>riots (1902/6) on a timeline and discuss where it occurred in relation to previous learning.</p> <p>To create a timeline of houses from Leckhampton and explain why one is older than the other.</p>	<p>Leckhampton has been developed over time. To know why these developments have occurred (increasing population/popularity of location).</p>	<p>Leckhampton Riots happened (access to the hill).</p> <p>To know who owned Leckhampton Hill and why he stopped access to it (Henry Dale didn't want people walking over his land).</p> <p>To know why people wanted to access the hill (farming, shopping, getting to school, Good Friday Fair).</p> <p>To consider whether or not the people were right to riot.</p>	<p>modern maps/plans of Leckhampton.</p> <p>To recognize how land use in Leckhampton has changed and suggest some reasons for this.</p>	<p>about the past by finding and studying artefacts.</p> <p>To know that archaeologists carry out geographical surveys and go on 'digs' to find out about the past.</p> <p>To recognise old and modern buildings around Leckhampton and explain how they know which are older.</p> <p>To know the time period that some buildings in Leckhampton were built.</p> <p>Use a range of sources to find out about a period</p> <ul style="list-style-type: none"> - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library/internet for research
<p>Summer</p> <p>Local history – Cheltenham as a Spa town</p> <p>How and why has Cheltenham changed over time – village, market town, Spa town, home of GCHQ/technical industries?</p>	<p>To plot Regency Cheltenham (1811 – 1820) onto their ongoing timeline.</p> <p>To recognise what periods of time are before and after.</p>	<p>To know that Cheltenham has grown over time from village to market town to Spa Town to home of technical industries and tourist destination.</p> <p>To suggest reasons why Cheltenham has grown/changed.</p>	<p>To know who developed Cheltenham into a Spa town (Henry Skillicorne).</p> <p>To know why he did this and why was he able to do this (wealthy landowner looking to make more money and turn Cheltenham into a 'destination')</p> <p>To know who our local MP is and what their role is.</p> <p>To know who the Mayor</p>	<p>To compare maps/plans of Cheltenham from the Regency period. What is the same? What has changed? Why?</p>	<p>To know that historians find out about the past by finding and studying artefacts.</p> <p>To know that archaeologists carry out geographical surveys and go on 'digs' to find out about the past.</p> <p>To identify Regency buildings still in Cheltenham. Why have they survived? How has their use changed?</p> <p>To use local history artefacts (from The Wilson) to ask and answer questions about</p>

			<p>of Cheltenham is and what their role is.</p>		<p>Cheltenham in the past. Use a range of sources to find out about a period</p> <ul style="list-style-type: none">- Observe small details – artefacts, pictures- Select and record information relevant to the study- Begin to use the library/internet for research
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History					
Year 4					
How to think like a Historian; What do we want to know? How can we find out? What is the evidence? How do we evaluate the evidence?					
Strands of Learning	Chronology	Civilisation	Hierarchy and Power	Changes over time	Historical Enquiry skills – How to think like a historian.
Vocabulary	Bronze Age, conclusion, conversion, Druid, government, hierarchy, hunter-gatherer, infer, Iron Age, metal-working, nomad, paganism, peasant, prehistory, sacrifice, Stone Age				
Autumn Ancient Greece – life, achievements and influence What is a civilization? Where was Ancient Greece? What was life like in this civilization? How did the ancient Greek civilization influence the modern, western world?	To know that the ancient Greek civilization existed c.800BC – 480BC. To plot ancient Greece onto their ongoing timeline. To recognize where ancient Greece is in relation to ancient Rome and Regency Cheltenham (and other previous learning).	To know that a civilization is a group of people with their own languages and way of life. To know what ancient Greek cities were like (homes, temples, defensive walls, gyms, theatres, hippodromes, marketplace, government). To know what ancient Greek clothing was like (white/colourful tunics, peplos, chitons, himation, sandals). To know what the ancient Greek language/number system was like (Greek alphabet). To know what ancient Greek food was like (mainly vegetarian, asparagus, fennel, cucumber, chickpeas, celery, olives, damsons, honey).	To know the names of some Greek Gods. To know that the ancient Greeks believed that the Gods directly impacted on life on Earth. To know that ancient Greece had a social hierarchy (male citizens in government, soldiers and men, male children, women/female children/foreigners, slaves). To identify how the lives of rich/poor (housing) and men/women (status and democracy) were very different.	To know where Greece is on a map. To know how the ancient Greeks have influenced modern life – democracy, medicine, architecture, theatre and the Olympics.	To know that historians find out about the past by finding and studying artefacts. To know that archaeologists carry out geographical surveys, use satellite imagery and metal detectors and go on 'digs' to find out about the past. To study Greek pottery and other artefacts (available from The Wilson) and consider what information can be found out about ancient Greece. Use evidence to build up a picture of a past event <ul style="list-style-type: none"> - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library/internet for research.
Spring Changes in Britain	To plot both periods on their timeline Stone Age – 10,000BC – 2200BC,	To know what housing (caves, huts, teepees, thatched wattle and daub),	To know that paganism was important at this time.	To know <i>how</i> housing and food changed throughout these periods	To know that historians find out about prehistoric life by finding and studying artefacts and

<p>from Stone Age to Bronze Age</p> <p>Why are these periods so called?</p> <p>What was life like in The Stone Age?</p> <p>How did life change when Bronze was discovered?</p> <p>How did life change when Iron was discovered?</p>	<p>Bronze Age 2200BC – 750BC.</p> <p>To know where these periods are in relation to ancient Greece (and other previous learning).</p>	<p>clothing (animal skin), language/number system (grunting, mumbling, fire, smoke, drums, whistles, cave painting) and food (berries, leaves, nuts, seeds, deer, hares, mammoths) were like during these periods.</p> <p>To know that the discovery of bronze resulted in huge changes in how people lived (better tools, farming, more food, increased population, settlements).</p>	<p>To know that Stonehenge was built in around 2500BC.</p> <p>To know some of the theories about why Stonehenge was built (burial, healing, astronomical calendar, Merlin, giants, aliens).</p>	<p>(settlements, roundhouses, farming).</p> <p>To know <i>why</i> housing and food changed throughout these periods (better tools, farming, meat more readily available/easier to hunt).</p>	<p>ancient remains.</p> <p>To know that archaeologists carry out geographical surveys, use satellite imagery and metal detectors and go on ‘digs’ to find out about the past.</p> <p>To know why it is difficult to find out about prehistoric life.</p> <p>To study pictures/cave paintings/artefacts (available from The Wilson) and consider what information can be found out about prehistoric Britain.</p> <p>Use evidence to build up a picture of a past event</p> <ul style="list-style-type: none"> - Choose relevant material to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library/internet for research.
<p>Summer Changes in Britain from Bronze Age to Iron Age</p>	<p>To plot both periods on their timeline Bronze Age 2200BC – 750BC, Iron Age – 750BC – 43AD.</p> <p>To know where these periods are in relation to the Stone Age and Ancient Greece (and other previous learning).</p>	<p>To know what housing (roundhouse, beds, kiln, storage – Skara Brae), clothing (wool, linen, animal skin, dyed with plants and berries), language/number system (Brittonic languages developed seen on coins, inscriptions and some place names but very little evidence) and food (porridge, bread, honey, cattle, sheep, pigs) were</p>	<p>To know that the Iron Age Celts had many Gods and Goddesses, closely tied to the natural world, to whom they made sacrifices.</p> <p>To know that Druids were well educated and powerful members of the tribes.</p> <p>To discuss why the Romans tried to limit the power of the Druids.</p>	<p>To know <i>how</i> housing and food changed throughout these periods (roundhouses to iron age hill forts and greater availability of food due to improved farming and grain).</p> <p>To know <i>why</i> housing and food changed throughout these periods (permanent settlements due to improved farming and the plough and rotatory</p>	<p>To know that historians find out about prehistoric life by finding and studying artefacts and ancient remains.</p> <p>To know that archaeologists carry out geographical surveys, use satellite imagery and metal detectors and go on ‘digs’ to find out about the past.</p> <p>To study Bronze Age artefacts (replicas available from The Wilson) to ask and answer questions about life in the Bronze Age.</p>

		<p>like during these periods. To know that the discovery of iron resulted in huge changes in how people lived (finer/sharper tools, iron ploughs, rotatory quern, storing grain in granaries and landownership led to wealth and power).</p>		<p>quern).</p>	<p>Use evidence to build up a picture of a past event</p> <ul style="list-style-type: none">- Choose relevant material to present a picture of one aspect of life in time past- Ask a variety of questions- Use the library/internet for research.
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History					
Year 5					
How to think like a Historian; What do we want to know? How can we find out? What is the evidence? How do we evaluate the evidence?					
Strands of Learning	Chronology	Civilisation	Hierarchy and Power	Changes over time	Historical Enquiry skills – How to think like a historian.
Vocabulary	Anglo-Saxon, artisan, barrow, bias, Danelaw, demise, kingdom, Norse, originated, pyramid, reliability, revolt, Runes, saga, Scots, Viking, Yucatan peninsula				
Autumn Mayan civilization c. AD 900 What is a civilisation? Where was the Mayan civilisation? What was life like in this civilisation? What made the Mayans successful. What led to the end of this civilization?	To know that the Mayan civilization existed in c.AD 900. To plot the Mayan civilization on their timeline and recognise what was happening in Europe at this time and relate to previous learning.	To know that a civilization is a group of people with their own languages and way of life. To know what Mayan cities (each had own ruler, plaza, pyramids/temples, ball courts), clothing (loin cloth, cloak, dress, animal skin, headdresses, jade jewellery), language/number system (glyphs, codices, calendar) and food (maize, chilli peppers, avocado, tomatoes, quinoa, cocoa beans, beans, potatoes) were like. To know some of the theories about what caused the demise of the Mayans.	To know the names of some Mayan Gods. To know that the ancient Maya believed that the Gods directly impacted on life on Earth (rulers could communicate with gods and became gods when they died, blood letting and human sacrifice). To know that Ancient Maya had a social hierarchy (ruler, nobles, artisans/merchants, peasants, slaves). To know that slaves built the pyramids and what they were built for (worship, holy rituals, sacrifice).	To know where the Yucatan Peninsula is on a map. To know what evidence of the ancient Mayans still exists (Chichen Itza, Tulum, Coba, Palenque... Dresden Codex, Madrid Codex, Paris Codex, Grolier Codex). To consider whether the Mayan civilization was successful.	To know that historians find out about the past by finding and studying artefacts and ancient remains. To know that archaeologists carry out geographical surveys, use satellite imagery, carbon dating and metal detectors and go on 'digs' to find out about the past. To study replicas of Mayan artefacts (available from The Wilson) to ask and answer questions about the past. To use secondary sources of information and consider their accuracy. Begin to identify primary and secondary sources <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event - Select relevant sections of information - Use the library/internet for research with increasing confidence.
Spring Britain's settlement by Anglo-Saxons and Scots.	To know that the Anglo-Saxons were in Britain c.450 – 1066. To plot these dates on their ongoing timeline	To know where the Jutes (Jutland), Angles (South Denmark) and Saxons (Germany) came from. To know that one of the	To know why the Anglo-Saxons and Scots invaded Britain (possibly invited to help defend the land and good	To know some place names/days of the week/words that still exist today that originated in Anglo-Saxon times.	To know that historians find out about the past by finding and studying artefacts and ancient remains. To know that archaeologists carry

<p>Where did the Anglo-Saxons and Scots come from and why did they invade Britain?</p> <p>What was life like in Anglo-Saxon Britain?</p> <p>How has Britain been influenced by the Anglo-Saxons?</p>	<p>and recognize where this is in relation to the Mayan Civilisation and other previous learning.</p>	<p>reasons the Anglo-Saxons came to Britain was to settle and farm (their land was prone to flooding).</p> <p>To know that the Anglo-Saxons never left Britain.</p> <p>To know where they settled and why (near to rivers/the sea as easy to reach by boat)</p> <p>To know what Anglo-Saxon houses were like – mainly wooden with thatched roofs.</p> <p>To know what Anglo-Saxon villages were like – small, near natural resources, high fence.</p> <p>To know that the Anglo-Saxons grew crops, hunted, made household items and traded.</p> <p>To know that Anglo-Saxons ate what they grew – cereals, vegetables, fruit, pork, fish, barley to make beer.</p> <p>To know that the Anglo-Saxons spoke Old English which had 4 main dialects (Mercian, Northumbrian, Kentish, West Saxon).</p>	<p>farming).</p> <p>To understand how the people felt about this invasion.</p> <p>To know that the Anglo-Saxons took control of most of Britain (but not Scotland, Wales and Cornwall)</p> <p>To know that the Anglo-Saxons divided England into kingdoms, each with its own royal family (Northumbria, Mercia, Wessex, Kent and Anglia).</p> <p>To know that Anglo-Saxon villages were named after their chieftain.</p> <p>To know that the Anglo-Saxons were Pagan but gradually converted to Christianity.</p> <p>To know the names/roles of some of the Pagan gods.</p> <p>To know that the last Anglo-Saxon King of England was King Harold who was killed in 1066 when William of Normandy took over and brought Anglo-Saxon rule to an end.</p>		<p>out geographical surveys, use satellite imagery, carbon dating and metal detectors and go on ‘digs’ to find out about the past.</p> <p>To know that historians have excavated and reconstructed Anglo-Saxon villages.</p> <p>To know that much of what we know about Anglo-Saxon life comes from graves/‘barrows’ (replica available from The Wilson).</p> <p>To consider what some of the objects (replicas) from Sutton Hoo and other villages might have been used for.</p> <p>Begin to identify primary and secondary sources</p> <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event - Select relevant sections of information - Use the library/internet for research with increasing confidence.
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<p>Summer</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p>Why did the Vikings invade Britain?</p> <p>What was life like in Viking Britain?</p> <p>How has Britain been influenced by the Vikings?</p>	<p>To plot the Viking period on the ongoing timeline c. 800 – 1042.</p> <p>To know that the Anglo-Saxon and Viking periods overlap.</p> <p>To know that the Vikings settled in different areas to the Anglo-Saxons.</p> <p>To recognise where this period is in relation to previous learning.</p>	<p>To name some of the places where the Vikings settled eg. Northumbria, East Anglia, North and North West of Scotland. To know that the areas of Britain where the Vikings settled were known as Danelaw.</p> <p>To know that the Vikings ate what they could grow or hunt – fruit/vegetables, wild/domesticated animals.</p> <p>To know what Viking houses were like – long, rectangular, wood/stone/turf.</p> <p>To know that the Vikings spoke Norse, made up of characters, called Runes.</p>	<p>To know that the Vikings came from Denmark, Norway and Sweden.</p> <p>To know that the Vikings came for more land, better land and the ‘treasures’ in the monasteries.</p> <p>To know that the Vikings worshipped many Gods and Goddesses eg. Odin, Thor, Freyr.</p> <p>To know that the Viking period in Britain came to an end in 1066 when the Normans took over and consequently the Viking raids stopped – more difficult to defeat a ‘country’ rather than ‘tribes’.</p>	<p>To know some place names that originate from Viking settlement eg. Derby, Scunthorpe, Langtoft.</p>	<p>To know that historians find out about the past by finding and studying artefacts and ancient remains.</p> <p>To know that archaeologists carry out geographical surveys, use satellite imagery, carbon dating and metal detectors and go on ‘digs’ to find out about the past.</p> <p>To know that we know about the Vikings because of artefacts found where their settlements were eg. runnes, coins and sagas.</p> <p>To use replicas of Viking artefacts (available from The Wilson) to ask and answer questions about the past – make suggestions about what they are and what they tell us about Viking life.</p> <p>Begin to identify primary and secondary sources</p> <ul style="list-style-type: none"> - Use evidence to build up a picture of a past event - Select relevant sections of information - Use the library/internet for research with increasing confidence.
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History					
Year 6					
How to think like a Historian; What do we want to know? How can we find out? What is the evidence? How do we evaluate the evidence?					
Strands of Learning	Chronology	Civilisation	Hierarchy and Power	Changes over time	Historical Enquiry skills – How to think like a historian.
Vocabulary	Egypt, forensics, hieroglyphs, Nile, Pharaoh, Rosetta Stone				
Autumn (Earliest civilisations) in depth study of Ancient Egypt What is a civilization? Where was the Ancient Egyptian civilization? What was life like in this civilisation? How was it similar/different to other civilisations? What made it a successful civilisation? What impact did this civilization have on the world?	To plot the Ancient Egyptian civilization on their timeline c.3100BC – 30BC. To discuss where this period fits in relation to other periods studied. To discuss what life was like in Britain at this time.	To know that a civilization is a group of people with their own languages and way of life. To identify where Egypt is in the world. To know that most Egyptians then/now live along the banks of the Nile. To know why the Nile was so important to Ancient Egyptians – water, food, transport. To know that most villagers were farmers and ate what they grew – grain, fruit, vegetables, cattle, pigs... To know that the Egyptians used hieroglyphics to communicate and we know this partly because of the Rosetta Stone.	To know that the Ancient Egyptians worshipped many Gods and Goddesses and be able to name some of them. To know that Ancient Egypt had a social hierarchy (Pharaoh, government officials, priests, scribes, soldiers, artisans, peasants, slaves). To know that the Pharaoh was the most powerful person – head of government, high priest and owner of all of Egypt. To be able to name some Pharaohs. To know that slaves built the pyramids and what they were built for (burial of Pharaohs).	To know what evidence of Ancient Egypt is still present in Egypt today – pyramids, sphinx, Rosetta Stone – and that they tell us about life in ancient Egypt but are also popular tourist attractions.	To know that historians find out about the past by finding and studying artefacts and ancient remains. To know that archaeologists carry out geographical surveys, use satellite imagery, carbon dating, metal detectors and forensics (finger print matching, DNA testing and chemical analysis) and go on ‘digs’ to find out about the past. To know how the pyramids help us to learn about life in Ancient Egypt – artefacts and wall paintings. To understand why Howard Carter’s discovery of Tutankhamun’s tomb was so important and how it helps us to understand about life (and death) in Ancient Egypt. To study replicas of artefacts (available from The Wilson) to ask and answer questions about life in Ancient Egypt. Recognise primary and secondary sources <ul style="list-style-type: none"> - Use a range of sources to find out about the past - Suggest omissions and

					<ul style="list-style-type: none"> - the means of finding out - Bring knowledge gathered from several sources together in a fluent account.
<p>Spring</p> <p>Crime and Punishment from the Romans to the beginning of Tudor Rule</p> <p>How did changes in society create changes in the types of crimes that were committed and how they were punished?</p>	<p>To identify the time periods (Roman, Anglo-Saxon, Viking and Norman) on the KS2 timeline.</p> <p>To discuss what life was like in Britain at these different times by making references to previous learning.</p>	<p>To know what types of crime were common during these periods - Roman (blasphemy, theft, forgery, murder), Anglo-Saxon (theft, adultery, drunk and disorderly, not obeying church customs), Viking (questioning someone's honour, witchcraft, murder, theft) and Norman (poaching, Anglo-Saxons killing Normans, cutting down trees, hunting deer).</p> <p>To know some of the types of punishments used (and for which crimes) during these periods;</p> <p>Roman (beatings, lashings, exile, death, curse tablets),</p> <p>Anglo-Saxon (trial by ordeal, courts called 'moots' – fine, mutilation/torture, execution)</p> <p>Vikings (laws/punishments discussed at a meeting called a 'Thing', outlawing, trial by water, fine, holmgang (dual))</p> <p>Norman (fines paid to the King, trial by combat or</p>	<p>To know who made the laws during these periods of time (emperor, tribe, monarch, government...).</p> <p>To know that the Romans brought with them quite a well developed legal process.</p> <p>To recognise how the punishments were often different for rich and poor, men and women, adults and children.</p>	<p>To recognise how <i>both</i> crime <i>and</i> punishment have changed over time.</p> <p>To discuss why the nature of crimes changes over time.</p> <p>To discuss how the perceived severity of crimes changes over time. eg religious crimes and crimes involving money.</p> <p>To understand why people's opinions about crime and punishment have changed over time.</p>	<p>To know that historians find out about the past by finding and studying artefacts and ancient remains.</p> <p>To know that archaeologists carry out geographical surveys, use satellite imagery, carbon dating, metal detectors and forensics (finger print matching, DNA testing and chemical analysis) and go on 'digs' to find out about the past.</p> <p>To use primary and secondary sources to find out about types of crime committed.</p> <p>To use primary and secondary sources to investigate forms of punishment and consider what they are and what they were used for.</p> <p>To state opinions about whether or not punishment was 'fair' at different periods in history.</p> <p>Recognise primary and secondary sources</p> <ul style="list-style-type: none"> - Use a range of sources to find out about the past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent

		<p>jury, 'murdrum' – to protect Normans from Anglo-Saxon attack, branding and mutilation).</p>			account.
Summer Crime and Punishment from the beginning of Tudor Rule to the present day How did changes in society create changes in the types of crimes that were committed and how they were punished?	<p>Identify the periods of time (Tudors, Stuarts, Victorians, present day) on the KS2 timeline. To discuss what life was like in Britain at these different times by referring to previous learning.</p>	<p>To know what types of crime were common during these periods; Tudor (stealing, treason, rebellion, murder), Stuart (being a pirate, witchcraft, dishonesty, stealing), Victorian (pickpocketing, house-breaking, violent affray, murder) and present day (theft, burglary, fraud, vehicle offences, computer misuse). To know some of the types of punishments used (and for which crimes) during these periods; Tudor (beheading, hanging, burning, stocks, ducking stool), Stuart (transportation, imprisonment, rough justice) Victorian (imprisonment, transportation, hard labour, fines, hanging, being sent to join the army) Present Day (prison sentence, community service order, fine, driving ban).</p>	<p>To know who made the laws during these periods of time (emperor, monarch, government...). To know that Robert Peel established the Metropolitan Police in 1829.</p> <p>To recognise how the punishments were often different for rich and poor, men and women, adults and children.</p>	<p>To recognise how <i>both</i> crime <i>and</i> punishment have changed over time. To discuss why the nature of crimes changes over time. To discuss how the perceived severity of crimes changes over time. eg religious crimes and crimes involving money.</p>	<p>To know that historians find out about the past by finding and studying artefacts and historical remains. To know that archaeologists carry out geographical surveys, use satellite imagery, carbon dating, metal detectors and forensics (finger print matching, DNA testing and chemical analysis) and go on 'digs' to find out about the past. To use primary and secondary sources to find out about types of crime committed. To use primary and secondary sources to investigate forms of punishment and consider what they are and what they were used for. To state opinions about whether or not punishment was 'fair' at different periods in history.</p> <p>Recognise primary and secondary sources</p> <ul style="list-style-type: none"> - Use a range of sources to find out about the past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account.

