

KO: History

Critical Concepts

All history is subjective; there is usually no single correct answer to historical questions

Sources are pieces of evidence to support a point of view

Curriculum Threads

Sense of belonging Appreciation of difference

Appreciation of the World Awe and Wonder

Understanding the World

Past and Present ELG (History)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Key Vocab:- Now, next, old, new, past, future

People Culture and Communities ELG (Geography/RE)

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

- Key Vocab
- Location and place knowledge: World, earth, environment, place, journey
- Human Geography: Road, shop, church, school, library
- Physical Geography: Weather, seasons, mountain, beach, sea
- Fieldwork: Map, globe, directions, explore

The Natural World ELG (Science)

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Key Vocab
- Working Scientifically: Science, experiment, explain, change, why?
- Animals including humans: Smell, touch, hear, taste, see
- Plants: Plant, Seed, Grow, Flower, Leaf

- Materials: Touch, shiny, hard, rough and smooth

	Autumn	Spring	Summer
Nursery	Foundational Knowledge: <ul style="list-style-type: none"> ● Changes in Season - Autumn ● Use senses to describe different natural materials (conkers, leaves, acorns etc) - hands on exploration ● Talk about what they can see (notice) ● Notice differences between people ● Describe places that are familiar (e.g. nursery, home, park etc) ● Christmas as celebration of the birth of Jesus ● Diwali ● Talk about what happened during the holidays ● Talk about our families and people who are important to us 	<ul style="list-style-type: none"> ● Changes in Season - Spring ● Recognise and name different animals and some features (through exploration and stories) - hibernation ● Know that animals have different habitats (under the ground, in the sea, on a farm). ● Recognise and name your own body parts and their function (nose, eyes, head, toes). ● Describe things that they can see, hear, smell, taste and touch. ● Describe what is similar and different between materials/objects ● Begin to understand the need to respect and care for the natural environment and all living things ● Earth:Day ● Know that there are different countries in the World and talk about some differences ● Chinese New Year ● Easter ● Celebration of Mummies or special women in our lives (Mother's Day) 	<ul style="list-style-type: none"> ● Changes in Season - Summer ● Be able to talk about and describe different types of plants and how they grow and change over time (e.g. big tree/ little flower, green bush, dead plant) ● To talk about changes and make close observations of the life cycle of an animal or insects (e.g. caterpillars, tadpoles) ● People who help us (different occupations) ● Celebration of Daddies or special men in our lives (Father's Day)
	<p>Talk about things that have happened in the past (yesterday, last week, when we were little, birthdays, holidays) – introduce To know that things have happened in the past (related to personal experiences).</p> <p>Notice and describe different types of weather and how it feels/what we wear in different weather.</p> <p>Know the difference between day and night and talk about what happens at night and in the day.</p> <p>Children will be able to describe what they see. Children will learn how to observe what they see. Children will ask questions about what they see.</p> <p>Recognise that there are special people in our families.</p> <p>Recognise that there are similarities and differences between people (develop positive attitudes) through stories and discussion.</p>		

Reception	<p>All About Me Box / Photos timeline</p> <ul style="list-style-type: none"> ● Know that we were babies and have grown up (and will continue to grow up) ● To know that things have happened in the past in own families (birth of siblings, moving house, getting a pet etc). ● To know where I live and how I get to school ● To talk about the special people in my life ● Autumn natural materials - conkers, leaves, pine cones etc, name and explore properties ● Explore significant events e.g. Remembrance Day 11th November. ● Christmas as celebration of the birth of Jesus ● Diwali ● To know about God - creation 	<p>Ice/ cold / weather</p> <ul style="list-style-type: none"> ● To know what a life cycle is - insects, frogs, plants etc ● Recognise and describe different animals in their local habitat and from around the world - same / difference ● Recognise and name a variety of different animals including insects ● Recognise that people have different beliefs and celebrate special times in different ways (special stories) ● Recognise that stories can tell us about what different people believe ● Easter ● Chinese New Year ● To know that the world is made up of different countries (globes/ maps) 	<p>Growing</p> <ul style="list-style-type: none"> ● To know that plants grow from a seed/bulb ● To name the main parts of a plant (including trees) eg stem and leaves, flowers have petals ● To know what a plant needs to grow ● Sort and group animals according to key features (e.g. these animals live in the sea, these fly). ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read or shown in class ● Grandparents day - how things were different when Grandma was a child. ● Notice and describe similarities and differences between where they live with other places. ● Special places - church link
	<p>Notice and describe different weather patterns across the year / seasons Understand that the sun gives us light - explore the solar system (sun and planets) Children will be able to describe what they see. Children will learn how to observe what they see. Children will ask questions about what they see. Understand the past through settings, characters and events encountered in books read in class, storytelling and sharing images Recognise that people have different beliefs and celebrate special times in different ways e.g. Christmas, Easter, Diwali, Lunar New Year, Eid.</p>		

Topic	Disciplinary Knowledge:	Substantive Knowledge / thread/ experiences	Vocabulary
Name of the topic	objectives for that heading from the milestones	NC start with the Obj	
Yr1 / 2 Year A Significant individual Helen Sharman (and Columbus)	<p>Continuity and change- Identify differences between life in the present and life in the past and give reasons for these differences. Compare the different historical contexts for Columbus and Sharman.</p> <p>Similarity and difference: To identify some similarities and differences between individuals / between places e.g. How was Helen Sharman's trip different to Christopher Columbus or Orville and Wilbur Wright?</p>	<p>Curriculum Link: (Astro-Girl PoR, Helen Sharman)</p> <p>Link to previous learning: Link timeframe to family timeframes; to The First Flight.</p> <p>Opportunities to explore spirituality/ thread: <u>key experiences:-</u> <u>key reflection:-</u></p>	<p>History - What has happened in the past</p> <p>Timeline - Order of time</p> <p>Past - Already happened</p> <p>Present - Happening now</p> <p>Future - Will happen</p> <p>Sources - pieces of evidence</p>

<p>NC KS1</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Historical significance</p> <p>Explain <i>why certain individuals</i> were important in a period/context giving reasons (<i>achievements and impact</i>) <i>Helen Sharman (Astro Girl) was the first British person in space. Impact of Columbus discovery of America, eg Sharman impact on perceptions</i></p> <p>Historical interpretations</p> <p>Identify different ways the past is represented. Compare pictures or photographs of people or events in the past. <i>Eg Why has Columbus as the man who discovered America but perhaps others went first?</i></p>	<p><i>Discuss our need to explore/ to find out—ref Space exploration. Why is curiosity and learning important?</i></p> <p><i>Debate- should we spend money on space travel?</i></p> <p>History Knowledge:</p> <p>Chronology: Be able to order key events within living memory and the 20th century- <i>Helen Sharman (Astro Girl)</i>; Know where people, places and events fit within a chronological framework. Use dates where appropriate. <i>Columbus travelled in 1492-1504 Space travel is more recent – Sharman 1991.</i></p> <p>Historical terms Use wide vocab of everyday historical terms such as evidence, and the passing of time: <i>in the past, last week, last/previous century, parents, grandparent, 100 years ago</i></p> <p>Invasion / Empire <i>Helen Sharman and Columbus</i></p> <p><i>To explore similarities and differences in their exploring and travel. To know that these two individuals lived in very different times</i></p> <p>Settlement / Social History <i>Why is Helen Sharman significant? How can we compare her to Columbus?</i></p> <p>Communication and Invention <i>To know that Helen Sharman plays a key part in the history of space travel.</i></p>	<p><i>Astronaut - A person who is trained to travel into space</i></p>
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<p>Y1/ Y2</p> <p>Year A</p> <p>Local History</p> <p>(Minch Common and cows)</p> <p>NC KS1</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Historical Enquiry - To look at simple artefacts and pictures to ask questions about the past. To look at a source to find answers to questions about the past.</p> <p>To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.</p> <p>Eg look at sources including photographs and written docs re use of common for grazing</p> <p>Continuity and change- Identify differences between life in the present and life in the past and give reasons for these differences. Eg Understand what has stayed the same/ what has changed in Minchinhampton To explain how people and events in the past have influenced life today- what happened in the past to influence what happens in Minch today?</p> <p>Similarity and difference: To identify some similarities and differences between individuals / between places e.g. compare Minchinhampton with another place that has changed more.</p>	<p>Curriculum Link: Local area in Geography, Outdoor Learning</p> <p>Link to previous learning:</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u></p> <p>Local walk including across Common</p> <p><u>key reflection:-</u></p> <p>Consider things that help us feel we belong somewhere? Why is it important to feel like you belong?</p> <p>History Knowledge:</p> <p>Chronology- Local events- the history of cows grazing on the Common- since times and to present day</p> <p>Historical Terms - Use wide vocab of everyday historical terms such as evidence, and the passing of time: in the past, last week, last/previous century, parents, grandparent, 100 years ago</p> <p>Settlement and Social History- Local Area – why is Minchinhampton here? Why are the commons protected by the National Trust?</p>	<p>Vocab re discipline:</p> <p>History - What has happened in the past.</p> <p>Past - Already happened.</p> <p>Present - Happening now</p> <p>Vocab re topic:</p> <p><i>Cow - A fully grown female animal/mammal of the cattle species. It is usually kept on farms for its milk.</i></p> <p><i>Bull - A fully grown male animal/mammal. Usually kept on farms for reproduction and beef.</i></p> <p><i>Calf - The young of a cow.</i></p> <p>Common</p> <p>Market</p>
<p>Year 1/ 2</p> <p>Significant Individual</p> <p>Year B</p> <p>Wangari Maathai and the Green Belt Movement</p> <p>NC Lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Cause and consequence: To recognise some causes to historical events. To understand that there are reasons why people in the past acted as they did.</p> <p>eg Why/how did Wangari Maathai start the Green Belt Movement?</p> <p>Historical significance</p> <p>Explain why certain individuals were important in a period/context giving reasons (achievements and impact) Eg impact of</p>	<p>Curriculum Link:</p> <p>Lila and the Secret of Rain POR. One day on the Africa Savannah POR and Africa – comparing localities – Geog, Exco Unit Geog, Where have all the trees gone? The Last Wolf POR</p> <p>Link to previous learning:</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u></p> <p><u>key reflection:-</u></p> <ul style="list-style-type: none"> Why is it important to stand up for what you believe? 	<p>Vocab re discipline:</p> <p>1 Historian: An expert in or student in History</p> <p>2 Artefact: an object that is made by a person, such as a tool or a decoration that has historical interest (Right)</p> <p>3 Chronology: The order in which a series of events happened</p>

	<p>Wangari Maathai and why she was awarded the Nobel prize</p> <p>Historical interpretations</p> <p>Identify different ways the past is represented. To discuss how we know about events and what that could mean to our understanding of events eg explore how ways in which Wangari Maathai was treated changed and how our view of her achievements has changed over time.</p>	<ul style="list-style-type: none"> In what ways do you stand up for what you believe? Why do we need to see the world as precious? <p>History Knowledge:</p> <p><u>Chronology</u> - the life of Wangari Maathai,</p> <p>Know where people, places and events fit within a chronological framework</p> <p>Use dates where appropriate 1977 – Green Belt Movement, 2004 Nobel Peace Prize</p> <p><u>Historical Terms</u> - Use wide vocab of everyday historical terms such as evidence, and the passing of time: in the past, last week, last/previous century, parents, grandparent, 100 years ago</p> <p><u>Settlement and social history</u> - Wangari Maathai – what was the Green Belt Movement, why did she win a Nobel peace prize?</p> <p><u>Crime and Punishment</u> - Why was Wangari Maathai punished by the government?</p>	<p>Vocab re Topic:</p> <p><i>Environmental activist - someone who cares for the environment and tries to make other people do the same</i></p> <p><i>Nobel Peace Prize - an international award for helping other people</i></p> <p><i>Green belt movement - communities working together to plant a belt of trees</i></p>
<p>Year 1/ 2</p> <p>Year B</p> <p>Important Event</p> <p>The First Flight</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Historical Enquiry - To look at simple artefacts and pictures to ask questions about the past. To look at a source to find answers to questions about the past.</p> <p>To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.</p> <p>Eg Explore what can be found out about the Wright brothers from primary and secondary sources.</p> <p>Eg</p> <p>Cause and consequence: To recognise some causes to historical events. To understand that there are reasons why people in the past acted as they did.</p>	<p>Curriculum Link: Newspaper reports – English</p> <p>Link to previous learning: Helen Sharman and Space</p> <p>Opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u></p> <p><u>key reflection:-</u></p> <ul style="list-style-type: none"> How might you see the world differently if you were a bird and could fly? How have planes changed our lives for the better? for the worse? <p>History Knowledge:</p> <p>Chronology - be able to order key events within living memory and the 20th century- First Flight 1903 . Know where people, places and events fit within a chronological framework</p> <p>Use dates where appropriate</p> <p>Historical Terms - Use wide vocab of everyday historical terms such as evidence, and the passing of time: in the past, last week, last/previous century, parents, grandparent, 100 years ago</p> <p>Communication and Invention- How did the Wright brothers invent aircraft?</p>	<p>Vocab</p> <ol style="list-style-type: none"> Historian: An expert in or student in History Artefact: an object that is made by a person, such as a tool or a decoration that has historical interest (Right) Chronology: The order in which a series of events happened <p>Vocab re topic:</p> <p>Invention - Making something that has not been made before</p> <p>aviation - flying</p>

	<p>E.g Why did the Wright Brothers find it difficult to make a plane?</p> <p>Similarity and difference: To identify some similarities and differences between individuals / between places e.g. How was Helen Sharman’s trip different to Christopher Columbus or Orville and Wilbur Wright?</p> <p>Historical significance</p> <p>Explain why certain individuals were important in a period/context giving reasons (achievements and impact) Eg impact of Wright brothers invention on the world.</p>	<p>To know about the first aeroplane flight and its impact on modern travel</p>	<p>Pioneer- someone who does something first and leads the way</p>
<p>Year 3/4</p> <p>Tutankhamun</p> <p>(Howard Carter)</p> <p>NC The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;</p>	<p>Historical Enquiry</p> <p>Find out about the past/ a past event from a range of evidence e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc. Able to explain what an archaeologist does. To begin to undertake own research. To devise own questions to find answers about the past/ carry out research. Able to explain their thoughts on how Tutankhamun died. Able to discuss the morality of digging up the past. The Story of Howard Carter</p> <p>To suggest sources of evidence to help answer the questions/ present a picture of life in the past.</p> <p>To compare different accounts of an event and explain why they may differ.</p> <p>Cause and Consequence</p> <p>To find out about the cause of an event.</p> <p>Eg Why were the Pyramids built? To explain how people and events in the past have influenced life today.</p> <p>Similarity and difference</p>	<p>Curriculum Links:</p> <p>Marcy and the Riddle of the Sphinx (PoR)</p> <p>Art – Observational drawings, clay replicas of artefacts</p> <p>Science – mummifying apples experiment</p> <p>Link to previous learning:</p> <p>Chronology – placing events on timeline – comparing time span</p> <p>Opportunities to explore spirituality/ thread: <u>key experiences:</u>- Museum artefacts loaned to school, Trip to Bristol Musuem <u>key reflection:-</u></p> <ul style="list-style-type: none"> • Debate- re whether Egyptian artefacts belong in Egypt • Consider ‘curiosity’- ref Howard Carter- Consider the quote- “Wonder is the feeling of a philosopher, and philosophy begins in wonder.” <p>History Knowledge: Chronology: Begin to be able to place events, people and changes into different periods of time:- Y3/4: Tutankhamun and Howard Carter; Roman Britain (local history); The Vikings Use dates to place events from periods studied on timeline</p>	<p>Vocab re discipline:</p> <p>1 Primary source A piece of work that gives original information</p> <p>2 Historian An expert in or student in History</p> <p>3 Artefact an object that is made by a person, such as a tool or a decoration that has historical interest (Right)</p> <p>4 Chronology The order in which a series of events happened</p> <p>Vocab re topic</p> <p>5 Egyptologist An archaeologist who focuses on Ancient Egypt.</p> <p>6 Hieroglyphics A type of writing that used a combination of pictures and symbols.</p>

	<p>To find and explain similarities and differences between societies e.g. Egyptians and Romans Historical significance</p> <p>To identify and explain why the contribution of certain people/events/ developments are significant in the wider context of history</p> <p>e.g. advancements in technology in the Egyptian civilisation. What have the Egyptians given us in today's world? Historical interpretations</p> <p>To find and analyse a wide range of evidence about the past. To investigate different accounts of historical events.</p> <p>To look at more than two versions of the same event or story in history and identify differences and be able to explain some of the reasons why the accounts may be different</p> <p>Evaluate the usefulness of different sources.</p> <p>Story of Howard Carter- how he/ his story was represented.</p>	<p>Place current study on timeline in relation to other and previous studies</p> <p>Historical terms: Use terms related to the period and begin to date events. Begin to understand more complex terms e.g. primary source, secondary source, artefact, chronological, BC/AD or BCE/CE. Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p> <p>Settlement/Social History: To know the religion and gods of Ancient Egypt. To know death and burial rituals (mummification)</p> <p>Communication/Invention: To know how the Egyptians used the River Nile for their way of life</p>	<p>7 Mummification The process of preserving a body after death in preparation for the afterlife.</p> <p>8 Pharaoh The supreme ruler of all of Ancient Egypt.</p> <p>9 Sarcophagus A large stone box that held a mummy's coffin, often richly decorated for Pharaohs.</p>
<p>Y3/4</p> <p>Romans</p> <p>NC Local History</p> <p>NC The Roman Empire and its impact on Britain</p>	<p>Historical Enquiry</p> <p>Find out about the past/ a past event from a range of evidence e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p>To begin to undertake own research.</p> <p>To devise own questions to find answers about the past/ carry out research.</p> <p>Study of artefacts -Carleon</p> <p>To suggest sources of evidence to help answer the questions/ present a picture of life in the past.</p> <p>To compare different accounts of an event and explain why they may differ.</p> <p>Cause and Consequence</p>	<p>Curriculum Link: Horrible Histories script writing</p> <p>Geography: map skills, locating countries invaded by Roman Empire</p> <p>Link to previous learning:</p> <p>Chronology – placing events on timeline – comparing time span. Compare civilisations/dynasties- eg Egypt.</p> <p>Opportunities to explore spirituality/ thread: key experiences:- Visit to Gloucester – Roman tour of the city, Visit Caerleon (Wales) - Roman amphitheatre, barracks, baths and museum key reflection:-</p> <ul style="list-style-type: none"> • What will be our legacy as a civilisation? What will be your legacy? <p>History Knowledge: Chronology: Begin to be able to place events, people and changes into different periods of time-Y3/4: Tutankhamun</p>	<p>Vocab re discipline:</p> <p>1 Primary source A piece of work that gives original information</p> <p>2 Historian An expert in or student in History</p> <p>3 Artefact an object that is made by a person, such as a tool or a decoration that has historical interest (Right)</p> <p>4 Chronology The order in which a series of events happened</p>

	<p>To find out about the cause of an event.</p> <p>Eg How did the army help to expand the Roman empire?</p> <p>To explain how people and events in the past have influenced life today.- consider impact still today eg Roman roads</p> <p>Historical significance</p> <p>To identify and explain why the contribution of certain people/events/developments are significant in the wider context of history</p> <p>Eg What have the Romans given us in today's world? Why have they had such an impact and yet weren't the last to invade Britain?</p>	<p>and Howard Carter; Roman Britain (local history); The Vikings. Use dates to place events from periods studied on timeline. Place current study on timeline in relation to other and previous studies.</p> <p>Historical terms: Use terms related to the period and begin to date events. Begin to understand more complex terms e.g. primary source, secondary source, artefact, chronological, BC/AD or BCE/CE. Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p> <p>Invasion: Why were the Romans so successful at invading? (How and why did they get so far?). To map how the Roman Empire grew. To know that the Britain was once part of the Roman Empire. To know that Claudius successfully invaded Britain in 43AD. To know that Julius Caesar invaded Britain twice in 55BC and 54BC.</p> <p>Settlement/Social History: To know the impact Romans had on Britain. To know some settlements of the Romans.</p>	<p>Vocab re topic</p> <ol style="list-style-type: none"> Emperor: The ruler of the Roman Empire. . Amphitheatre: a place where Romans went to watch animals and people fighting. Gladiator: a slave, criminal or captured soldier trained to fight other gladiators and animals in amphitheatres. - may come up on trips Roman: a person who lives in or comes from Rome, Italy. Centurion: the commander of a century in the ancient Roman army.
<p>Y3/4</p> <p>Vikings</p> <p>NC The Viking and Anglo-Saxon struggle for the Kingdom of England</p>	<p>Historical Enquiry</p> <p>Find out about the past/ a past event from a range of evidence e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p>To begin to undertake own research. To devise own questions to find answers about the past/ carry out research. Study Viking artefacts from museum, To suggest sources of evidence to help answer the questions/ present a picture of life in the past. To compare different accounts of an event and explain why they may differ.</p> <p>Similarity and difference</p> <p>To find and explain similarities and differences between societies e.g. or between an aspect of society e.g. Able to explain the differences between how Vikings lived at home vs how</p>	<p>Curriculum Links:</p> <p>Arthur and the Golden Rope (PoR)</p> <p>How to Train Your Dragon, Odd and the Frost Giants (class novels)</p> <p>Geography – map skills – looking at routes taken by Vikings for invading and trading</p> <p>Link to previous learning:</p> <p>Roman invasion – similarities and differences; which was more successful and why?</p> <p>Opportunities to explore spirituality/ thread: key experiences:- Viking artefacts from museum, Viking workshop key reflection:-</p> <ul style="list-style-type: none"> Discuss/ explore how there can be many versions of the truth/ historical truth...that it depends on perspective. (ref the image of Vikings as bloodthirsty pillagers). <p>History Knowledge:</p>	<p>Vocab re discipline:</p> <ol style="list-style-type: none"> Primary source A piece of work that gives original information Historian An expert in or student in History Artefact an object that is made by a person, such as a tool or a decoration that has historical interest (Right) Chronology The order in which a series of events happened <p>Vocab re topic</p> <ol style="list-style-type: none"> Longships: They were long and narrow, able to sail through rough seas and shallow waters. They had

	<p>they lived at sea and between their invasion methods and those of the Romans.</p> <p>Historical interpretations</p> <p>To find and analyse a wide range of evidence about the past. To investigate different accounts of historical events.</p> <p>To look at more than two versions of the same event or story in history and identify differences and be able to explain some of the reasons why the accounts may be different</p> <p>Evaluate the usefulness of different sources Explore presentation of Vikings in the recent past – how might have been different from reality. Why?</p>	<p>Chronology: Begin to be able to place events, people and changes into different periods of time.Y3/4: Tutankhamun and Howard Carter; Roman Britain (local history); The Vikings. Use dates to place events from periods studied on timeline. Place current study on timeline in relation to other and previous studies</p> <p>Historical Terms: Use terms related to the period and begin to date events. Begin to understand more complex terms e.g. primary source, secondary source, artefact, chronological, BC/AD or BCE/CE. Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p> <p>Invasion: To know about the invasion of the Anglo-Saxons. To know that the Vikings conflicted with the Anglo Saxons between 793AD to 1066AD for control over Britain. They travelled from Scandinavia and landed in Lindisfarne. Why were the Vikings so successful at raiding and invading? (How and why did they get so far?)</p> <p>Settlement/social history: Discuss the impact of the Norse mythology (Yggdrasil and the Gods). Able to explain why the Vikings built boats and how they were used in their life (hunting/war/burial)</p>	<p>dragons carved onto the prows to scare enemies.</p> <p>2. Shield: Their shields were made of wood and were held in front of their bodies to protect them during battle.</p> <p>3. Runes: The viking alphabet was made up of more than just letters. Anyone who could read runes was thought to be powerful.</p> <p>4. Valhalla: The great hall where heroic vikings went after they died.</p> <p>5. Viking: warriors from northern Europe. They were also known as Norsemen or Northmen.</p> <p>6. Pillaged: To violently steal something</p>
<p>Topic</p> <p>Name of the topic</p>	<p>Disciplinary Knowledge:</p>	<p>Substantive Knowledge / thread/ experiences</p> <p>NC start with the Obj</p>	<p>Vocabulary</p>
<p>Year 5/6</p> <p>Were the Aztecs and Maya savages?</p> <p>NC Pupils should be taught about:</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;</p>	<p>Historical enquiry: To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Evidence to include a range of primary and secondary sources. To recognise sources as either primary or secondary. Mexicolore experience- looking at primary and secondary sources. To investigate own lines of enquiry</p>	<p>Curriculum Link:</p> <p>Art - creating sunstones using lino printing</p> <p>English - discussion text</p> <p>Geography - place knowledge of Central and Southern America</p> <p>Computing - create a Maya / world using an app such as Kodu.</p> <p>Link to previous learning:</p>	<p>Vocab re discipline:</p> <p>Primary source: a piece of work that gives original information</p> <p>Secondary source: work that is made by a historian after the events have happened</p> <p>Replica: evidence that is created to look like a primary source</p> <p>Evidence:</p>

<p>Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>by posing historically valid questions to answer. To use sources of information to form testable hypothesis about the past. To locate and analyse relevant information to justify hypotheses. Collect and record information and draw conclusions. Suggest omissions and the means of finding out. Use of sources to investigate 'savages or not' question</p> <p>Continuity and change:</p> <p>Describe and make links (identifying connections, contrasts, relationships, trends) between aspects of history- between events, situations, people and artefacts studied. To do this across different periods and societies. Compare Aztecs with present day Mexico</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past and making these links</p> <p>Similarity and Difference: To analyse and explain the extent and type of difference/ similarity between people, groups, experiences or places in the same historical period; their ideas, beliefs, attitudes.</p> <p>eg Compare Mayans and Aztecs vs Spanish</p> <p>Historical interpretations When using primary and secondary sources to deduce information about the past, be aware that different evidence will lead to different conclusions. Show an awareness of the concept of propaganda and how historians need to understand the social context of evidence studied. To evaluate the usefulness of different sources. Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why. Discussion re were the Aztecs / Maya savages as portrayed by some of the explorers?</p>	<p>Chronologically to previous learning in years 1-5.</p> <p>Opportunities to explore spirituality/ thread: key experiences:-</p> <ul style="list-style-type: none"> • Debate about the terms savage and barbarian <p>key reflection:-</p> <ul style="list-style-type: none"> • Consider how advanced civilisations in the past became and how and why they became no more. • Discuss racism and 'not' appreciating difference ref Spanish conquistadores. Discuss the quote- <i>'Where love stops, power begins. And violence, and terror.'</i> -Carl Jung writing about the <i>Nazis treatment of the Jews.</i> • Appreciation of the beauty of artefacts from the Mayan and Aztec civilisations <p>History Knowledge:</p> <p>Chronology: Be able to place events, people (the Maya and Aztecs) and changes within a chronological framework. Place current study on timeline in relation to other and previous studies. Note trends over time. Establish clear narratives within and across periods of study. Make links between different times in the past noting connections and contrasts over time</p> <p>Historical terms: Use dates and terms and conventions appropriately – e.g. era, time period, prehistoric, BC/AD or BCE/CE etc. Understand more complex terms e.g. primary source, secondary source, artefact, chronological, reliability, bias and propaganda</p> <p>Invasion / empire: What were the Aztec and Maya civilisations like? Why did European explorers want to colonise those parts of Central America.</p> <p>Settlement / social: To know Mayan/Aztec beliefs, food, diet and buildings.</p> <p>Crime and punishment: Punishments given to children; who, how and why were people sacrificed by the Aztec and Maya people.</p>	<p>a) Physical: such as bones, an object or a photograph</p> <p>b) Written: such as a diary, letter, news paper</p> <p>c) Spoken: such as in an interview</p> <p>Vocab re topic:</p> <p>Codex: a Maya or Aztec book, written using hieroglyphs</p> <p>Hieroglyphs: picture symbols used instead words</p> <p>Chinampa: a 'floating' island garden in freshwater lake, built for growing crops on.</p> <p>Step pyramid: a square-based pyramid made from stone blocks in steps.</p> <p>Savages / barbarians: people who do not have a culture - arts, language - and are brutal like animals</p>
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<p>5/6</p> <p>What are the Longstone and Tinglestone?</p> <p>NC: A local history study:</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>NC: Changes in Britain from the Stone Age to the Iron Age (this could include late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>Historical enquiry: To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Evidence to include a range of primary and secondary sources. To recognise sources as either primary or secondary. Local walk looking at primary sources. To investigate own lines of enquiry by posing historically valid questions to answer. To use sources of information to form testable hypothesis about the past. To locate and analyse relevant information to justify hypotheses. Collect and record information and draw conclusions. Suggest omissions and the means of finding out. Hypothesise re purpose of Tingle Stone and Long Stone</p> <p>Continuity and change: Describe and make links (identifying connections, contrasts, relationships, trends) between aspects of history- between events, situations, people and artefacts studied. To do this across different periods and societies.</p> <p>What would this area have looked like in the Bronze Age? 50% forest, other creatures that are now extinct such as wolf, bear, beaver, auroch, wild boar and lynx. How would the village have looked in 1939?</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past and making these links</p>	<p>Curriculum Link:</p> <p>Art / DT - pottery making bronze age beakers</p> <p>English - portal story writing</p> <p>Eco - deforestation and extinction</p> <p>Link to previous learning:</p> <p>Deforestation (year 2 and year 5 / 6)</p> <p>Chronologically to previous learning in years 1-5.</p> <p>Possible opportunities to explore spirituality/ thread: key experiences:-</p> <p>Walk to local sites of interest</p> <p>Research belief systems of ancient civ</p> <p>key reflections:-</p> <p>-P4C: Consider in what ways we are no different to people living in the Stone Age/ Iron Age</p> <p>-Try imagine not having the scientific knowledge we have now—imagine some stories you would tell yourself to try to explain the world around you? What stories do you think Stone Age peoples told themselves- use evidence from walk.</p> <p>-Storytelling: try some oral storytelling – using myths- to communicate beliefs</p> <p>-Consider deep time- compare how long ago Stone Age/ human species beginnings with beginning of life itself/ with age of the Earth.</p> <p>History Knowledge:</p> <p>Chronology: Be able to place events, people and changes within a chronological framework: the Bronze Age (local history), in wider context of Stone Age and Iron Age. Use the chronological framework of British history – e.g. Stone Age to present day. Place current study on timeline in relation to other and previous studies. Note trends over time. Establish clear narratives within and across periods of study. Make links between different times in the past noting connections and contrasts over time</p>	<p>Vocab re discipline:</p> <p>Primary source: a piece of work that gives original information</p> <p>Secondary source: work that is made by a historian after the events have happened</p> <p>Replica: evidence that is created to look like a primary source</p> <p>Evidence:</p> <p>a) Physical: such as bones, an object or a photograph</p> <p>b) Written: such as a diary, letter, news paper</p> <p>c) Spoken: such as in an interview</p> <p>Vocab re topic:</p> <p>hunter gatherer - people who hunt and forage for food</p> <p>Stone Age - the time in history when humans made and used tools from stone</p> <p>Bronze Age - the time in history when humans made tools from bronze</p> <p>archaeology - studying artefacts that remain from a period in history</p> <p>long barrow - a burial mound used in the neolithic and bronze ages</p> <p>extinction - when no creatures of a species exist NB extinct in Britain means that the species is not extinct globally, only in Britain</p>

	<p>Cause and consequence: To identify key consequences over a period of time and be able to give reasons for those changes. <i>Why is the tree cover and biodiversity in this area different to how it was in the bronze age?</i></p> <p>Historical significance: To identify and explain how significant people, events, developments left a legacy or were a turning point in history</p> <p>eg <i>the significance of discovery of bronze/ iron- impact on lives and civilisation.</i></p>	<p>Historical terms: Use dates and terms and conventions appropriately – e.g. era, time period, <i>prehistoric, BC/AD or BCE/CE etc.</i> Understand more complex terms e.g. <i>primary source, secondary source, artefact, chronological, reliability</i></p> <p>Settlement / social: To know that humans) evolved creatively to make more complex tools and equipment to farm. To know that the first man was known as a hunter gatherer. To know that Stonehenge is thought of as the world's most famous prehistoric monument</p> <p>To know what life would have been like for Bronze Age people: shelters, clothes, tools and weapons</p> <p>Know that the Tingle Stone and Long Stone probably marked long barrows, which were used as burial chambers (places where the bodies or ashes of loved ones were put).</p>	
Topic	<p>Disciplinary Knowledge:</p> <p>eg objectives for that heading from the milestones</p>	Substantive Knowledge / thread/ experiences	Vocabulary

<p>5/6</p> <p>WW2</p> <p>What was life like for evacuees in Minchinhampton?</p> <p>NC A theme in British history that extends pupils' chronological knowledge beyond 1066, for example a significant turning point in British history, such as, the first railways or the Battle of Britain</p> <p>A local history study: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>.Historical enquiry: To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Evidence to include a range of primary and secondary sources. To recognise sources as either primary or secondary. Looking at variety of sources re WW2 and evaluate their usefulness/ reliability. eg Know what life was like for an evacuee in Minchinhampton, referring to sources</p> <p>To investigate own lines of enquiry by posing historically valid questions to answer. To use sources of information to form testable hypothesis about the past. To locate and analyse relevant information to justify hypotheses. Collect and record information and draw conclusions. Suggest omissions and the means of finding out. Investigate aspect of WW2- forming and testing hypotheses</p> <p>Cause and consequence: To examine causes and results of great events and the impact these had on people. eg How did the Battle of Britain and Blitz affect people's lives? How did female jobs in WW2 affect equality in Britain? To identify key consequences over a period of time and be able to give reasons for those changes.</p> <p>Historical significance: To identify and explain how significant people, events, developments left a legacy or were a turning point in history—Consider WW2 itself as a turning point. Consider turning points in war eg Battle of Britain/ decision to invade Russia</p> <p>Similarity and Difference: To analyse and explain the extent and type of difference/ similarity between people, groups, experiences or places in the same historical</p>	<p>Curriculum Link:</p> <p>PE - lindy hop dance</p> <p>Music - performing In the Mood ('Hey Mister Miller'), We'll Meet Again and Bluebirds Over the White Cliffs of Dover.</p> <p>Art - wax relief painting in style of Henry Moore.</p> <p>DT - cookery</p> <p>Link to previous learning:</p> <p>Chronologically to previous learning in years 1-5</p> <p>Compare to empire building by Romans- see similar emblems. Compare to invasion – ref Romans/ Vikings</p> <p>Possible opportunities to explore spirituality/ thread:</p> <p><u>key experiences:-</u></p> <ul style="list-style-type: none"> • Drama: putting yourself in the position of an evacuee- dress up/ treatment of. Hot seating. • Research the experiences of Minch refugees past and present. <p><u>key reflection:-</u></p> <ul style="list-style-type: none"> • Compassion- consider again the line, <i>"Everyone you meet is fighting a battle you know nothing about. Be kind. Always."</i> (B. Meltzer) • Compassion- consider- Who is our neighbour? (Luke 12:36) • Appreciation of difference- can we ever truly understand how others experience the world eg refugees- how can we try? • Community: How does community bring us a sense of belonging? Why is this important? How did it help evacuees in Minchinhampton • Community- consider this quote from a Minch pupils 2020- <i>'I think Minch is different because we are all so close as a community.'</i> • P4C- consider whose responsibility are refugees <p>History Knowledge:</p> <p>Chronology: Be able to place events, people and changes within a chronological framework: World War 2. Place current study on timeline in relation to other and previous</p>	<p>Vocab re discipline:</p> <p>Primary source: a piece of work that gives original information</p> <p>Secondary source: work that is made by a historian after the events have happened</p> <p>Replica: evidence that is created to look like a primary source</p> <p>Evidence:</p> <p>a) Physical: such as bones, an object or a photograph</p> <p>b) Written: such as a diary, letter, news paper</p> <p>c) Spoken: such as in an interview</p> <p>Vocab re topic:</p> <p>evacuee: people sent from one place to another to protect them</p> <p>rationing: Rationing is putting restrictions on purchasing certain high-demand items.</p> <p>propaganda: information that is deliberately unbiased or misleading</p> <p>The Blitz: the bombing of cities in Britain by the German bombers</p> <p>The Battle of Britain: the battle between the RAF and German Air Force</p>
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	<p>period; their ideas, beliefs, attitudes. How equal were men and women during WW2?</p> <p>Historical interpretation: When using primary and secondary sources to deduce information about the past, be aware that different evidence will lead to different conclusions. Show an awareness of the concept of propaganda and how historians need to understand the social context of evidence studied. To evaluate the usefulness of different sources. Look at evidence from WW2 and discuss its intended audience (lots of propaganda material) Understand and explain how and why some historical events, people, situations and changes have been interpreted differently and give reasons why.</p>	<p>studies. Note trends over time. Make links between different times in the past noting connections and contrasts over time</p> <p>Historical terms: Use dates and terms and conventions appropriately – e.g. era, time period, prehistoric, BC/AD or BCE/CE etc. Understand more complex terms e.g. primary source, secondary source, artefact, chronological, reliability, bias and propaganda</p> <p>Invasion / empire: To know why / how WW2 began and ended. To know which countries were involved in WW2</p> <p>To know what the Blitz and Battle of Britain were and the impact it had on people's lives, including children</p> <p>Settlement / social history: To know about safety measures during the Blitz. To know that children were evacuated during WW2 and the benefits of this. To know about the role of women in WW2. To know the effects of the war on the lives of everyday people</p> <p>Communication and invention: Use of propaganda. Spitfire. Development of technology: radar and rockets</p>	
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Quirky Facts - can underpin some of the key learning objectives for each unit

Year Group	Quirky Facts
R / Y1	

<p>Year 2</p>	<p>Wangari Maathai:</p> <p>Because of Wangari, 30 million trees were planted in Kenya She was the first woman in Africa to win the nobel peace prize She ran for government because she wanted to make the environment and the lives of people (especially women) fairer.</p> <p>The Wright Brothers:</p> <ul style="list-style-type: none"> ● Wilbur and Orville Wright were American inventors ● They were brothers ● They looked at how birds flew to help them with their invention ● They flew the first power driven air plane on 17th December 1903, ● It flew for 12 seconds ● It flew 36 metres
<p>Year 3/4</p>	<p>Ancient Egypt:</p> <ol style="list-style-type: none"> 1. There are multiple theories around how King Tut died. 2. King Tut was nicknamed the Boy King because he began his reign when he was only nine years old! 3. Tutankhamun died when he was only 18. 4. The bandages on a mummy could stretch to 1.6km. 5. Over 5000 objects were found in Tutankhamun's tomb. 6. It is said that Howard Carter took one of the shabti dolls from the tomb and kept it for himself! <p>Romans:</p> <ol style="list-style-type: none"> 1. The Roman Empire stretched from Scotland to Syria. 2. It took over 700 years for the Empire to reach Britain. 3. Julius Caesar tried to invade Britain twice, but was not successful on either. 4. The Roman Army was made up of 30 legions - one legion was made up of between 4000-6000 soldiers (10 cohorts). A cohort was made up of roughly 480 legionaries. 5. Ruler Claudius successfully invaded Britain and rode an elephant through Colchester to celebrate! This was the third attempt! 6. Cirencester (local to us) was actually not invaded by the Romans - it was a civilised community and they were more than happy to become a multicultural locality 7. Gloucester (local to us) was known as a retirement area - officers were given pieces of land as a reward for their service. <p>Vikings:</p> <ol style="list-style-type: none"> 1. The days of the week are named after Viking gods. 2. The name 'Viking' means 'a pirate raid'. Vikings were famous for sailing huge distances from their home in Scandinavia to raid and plunder. 3. Ever wondered where the word 'berserk' comes from? 'Berserkers' was the name of some terrifying Viking warriors who wore bear or wolf skins and howled in battle like wild animals! 4. The Vikings wrote using special letters called runes, which they would carve into metal, wood and stone.

	<ol style="list-style-type: none">5. Vikings wore jewellery to show status. The rich wore gold or silver whilst the poor wore bronze or animal bones.6. Place names ending in -by mark the earliest Viking settlements. -by meant 'farm' or 'homestead'. Examples include Derby, Rugby and Selby.7. The three most important Viking Gods were:<ul style="list-style-type: none">● Odin - leader of the Gods● Thor - God of thunder● Freyr - God of agriculture and fertility8. The Vikings believed that men who died in battle went to Valhalla (Old Norse Valhöll, "Hall of the slain"). It is a great hall where dead heroes feasted with the gods.
Year 5/6	<p>Aztecs and Maya:</p> <ol style="list-style-type: none">1. The Aztecs and Maya were warrior people who forced their defeated enemies to pay them in goods or services.2. They grew corn, cocoa and chillies; the Aztecs invented hot chocolate3. The Aztecs / Maya sacrificed warriors from other tribes who they captured - they believed this would please their gods4. They had never seen horses or guns before the Spanish arrived5. The Maya invented zero.