

The Wolds Federation of Schools

History Curriculum



“The study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and it is global; it is about everyday life and momentous occasions. ”

Historical association

Curriculum intent

We believe that learning about the past helps children better understand the world they live in now. It teaches children to see things from different perspectives and understand why people behaved in particular ways.

Our curriculum helps children to develop both the knowledge and the skills to become agents of change now by understanding what has gone before.

We plan and deliver our history in blocks of curriculum time. We take the national curriculum as the basis of our work but we are ambitious in our choice of content, choosing units that challenge stereotypes, for example, learning about Amy Johnson at KS1, an inspiring and pioneering woman. We exploit the rich local history of the area, studying the history of Scarborough Castle to draw together the chronology of this important place and the Wetwang Chariot as part of our Iron Age topic. No study of the Romans or Vikings would be complete without visiting York and experiencing the archaeology and finds first hand.

History in the EYFS (understanding the world)

We recognise that the basis of all of our learning in any subject starts with the experiences the children have in the early years. To ensure that there is a smooth transition between early years and KS1, the expectations and early learning goals are therefore included in our progression grids. We do not plan explicitly for history as a subject but as part of the day to day provision and through overarching topics planned with the children's interests at heart.

KS1

In KS1 the children study 6 thematic units which introduce the key skills of using sources, artefacts and asking questions about the past. These skills, plus a strong foundation in chronology lay the groundwork for continued study in KS2. This is also the first time the children are introduced to our key concepts. These are democracy, empire, invasion, trade, civilisation and are revised and developed throughout every topic in KS2.

KS2

Due to the nature of our mixed aged classes our topics are taught over a 4-year rolling cycle. Since we cannot teach them in strict chronology it is vital that our identified in a nutshell knowledge (substantive) and progression in disciplinary skills are so important.

Our key concepts

We chose carefully five key concepts that we would focus on particularly at KS2. These provide another way to ensure continuity and progression across Key Stages. Since we cannot deliver the curriculum in chronological order they become very important in building the children's deep understanding of the nature of history and help them make explicit links between topic areas. We thought deeply about the transition for children moving from KS1 into KS2 and in response to this we identified a number of concepts that would be developed in KS1. These concepts of monarchy, ways of life, period or age and travel and exploration for KS1 dovetail into the subsequent KS2 concepts of democracy, conflict, invasion, empire and civilisation and help the learning to build year on year in KS2, no matter where the Y3 cohort enter the KS2 cycle.

Substantive and disciplinary knowledge grids- a note

The substantive knowledge is set out clearly for each topic and this must be both taught and learned and remembered by the pupils. The identified disciplinary knowledge is there to ensure a coverage of all the areas by the end of the Key Stage. However, it is the nature of the intrinsic interrelated nature of substantive and disciplinary knowledge in history that many of the areas not necessarily identified will be covered as the topic is taught. Using formative assessment will help teachers identify misconceptions and so many more of the disciplinary skills and concepts will be addressed than the grids can define.

KS1 Topics

Amy Johnson

Autumn Cycle A

Why is Amy Johnson important?

Vocabulary	Topic specific vocabulary	Significant, achievement, sequence, aeroplane, journey
	General history vocabulary	Eye witness, sources, evidence, same different, progress, compare, same, different, century, before, after, next, a long time ago, in the past, in living memory, source, evidence, timeline
	Travelling and exploring	
Substantive <u>In a nutshell knowledge</u>		• Know that Amy Johnson was a significant person • Know the sequence of events that led to Amy to make her flight • Know that there were a number of facts that made the journey hard • People were impressed by Amy's achievement • Amy's life was full and ups and downs after her flight but no one knows how she died.
Disciplinary Element 1 chronology of events Element 2 Guided enquiry Element 4 Significance, cause and consequence,		
This topic is a chance to study a person of local interest. It also covers a different disciplinary area in each learning focus so is important that it gets the full amount of time for each lesson.		
Explicit opportunities to develop SMCS Cultural development – A woman doing something in a man's world. Spiritual development – Death was never found. How do we feel about that, can we explore this in a spiritual way.		

Great Fire of London

Spring Cycle A

How do we know so much about the Great Fire of London today?

Vocabulary	Topic specific vocabulary	17 th Century, diary, rebuilt, King Charles II, Samuel Pepys,
	General history vocabulary	Evidence, eye witness, source, record, compare, same, different, century, before, after, next, a long time ago, in the past, in living memory, source, evidence, timeline
Key concepts	Ways of life, monarchy	
Substantive <u>In a nutshell knowledge</u>		• The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. • In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. • People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. • By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames. • King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.
Disciplinary Element 1 Chronology of events Element 2 Use of sources to answer questions about the past Element 3 Events significant in wider context		

Element 4 Cause and consequence
This is essentially a topic to look at sources particularly first hand or eye witness accounts and how we know about the past. It is also a very useful one for teaching cause and effect.
Explicit opportunities to develop SMCS Moral development What decisions this led to? Could we have acted faster? Cultural development – This shaped how London is today. Spiritual development – Lots of people died. Discuss how this was dealt with.

Seaside Past and Present

Summer Cycle A

How did people enjoy themselves in the past?

Why did people start to go to the seaside for a holiday?

Vocabulary	Topic specific vocabulary	Railways, promenade, band stand, pier, Punch and Judy, Victorian, 18 th Century, 19 th Century.
	General history vocabulary	Evidence, eye witness, source, record, compare, same, different, century, before, after, next, a long time ago, in the past, in living memory, source, evidence, timeline
	Travelling and exploring, ways of life	
Substantive <u>In a nutshell knowledge</u>		• The first seaside holidays were only for very rich people • The railway was invented in 1840s. This meant ordinary working people could afford go to the seaside. Sometimes this was only for one day. • Seaside towns like Scarborough and Bridlington got bigger and more hotels and places to stay were built. • People would be enjoying sitting on the beach, walking on the promenade, listening to bands play.

		There were often donkey rides and Punch and Judy shows. People enjoyed eating fish and chips and ice cream
Disciplinary Element 2 guided enquiry, use photographs as sources, understand ways of finding out about the past, Element 1 Different periods of time Element 4 Similarities and differences between holidays now and then		
Another chronology topic to begin to put some basic periods on a timeline but also comparison of now and then. For some children it may also be a cause and effect topic.		
Explicit opportunities to develop SMCS Cultural development – Why did people do that then? Why did it change? Why are we sometimes coming back to holidaying in the UK? Moral development – Equality. Class equality. Discussion around only the rich could go. Is it ok that we now go on planes more? Spiritual development – Discuss the benefits holidays have on our well-being.		

Queens

Autumn Cycle B

How has the role of a queen changed over time?

Vocabulary	Topic specific vocabulary	monarch, queen, crown, tiara, jewels, heir, rule, succession, prime minister, parliament, government.
	General history vocabulary	king, queen, compare, same, different, century, before, after, next, a long time ago, in the past, in living memory, source, evidence, timeline
Key concepts	Ways of life, monarchy	
Substantive <u>In a nutshell knowledge</u>		- Know what a monarch is and the qualities needed to be a good monarch - To know that Elizabeth I was a queen who lived about 400 years ago. - To know that Victoria was a queen 120 years ago - Know that both Elizabeth and Victoria had long reigns and saw changes during their reign

		• Know the term Elizabethan and Victorian • Know that Elizabeth II was the most recent queen of this country.
Disciplinary Element 1 Compare individuals from the past Element 3 Significant people who are important in the wider context, individuals who have had an impact nationally		
This topic is essential to help develop an idea of change in the theme of royalty and to be able to compare different significant monarchs. It is also to set the idea of chronology.		
Explicit opportunities to develop SMCS Cultural development – Is the role of a Queen as important now as it was in Queen Victoria’s time? Spiritual development – The leader of the Church of England. Moral development – Is the Queen/King in charge of the country? Should they be or not?		

Changes in toys

Spring Cycle B

What were toys like in when our grandparents and great grandparents were young?

Vocabulary	Topic specific vocabulary	Decade,
	General history vocabulary	Same, different, past, present, now, then, a long time ago, in living memory, modern, old, compare, same, century, before, after, next, a long time ago, in the past, in living memory, source, evidence, timeline
	Age/period ways of life	
Substantive		• Toys have changed over time

<u>In a nutshell knowledge</u>		• The materials used to make toys have changed and more modern toys are usually made from plastic • Toys from Victorian times were usually made wood, metal or paper • The type of toys Victorian children had depended on how rich their family was. • Many modern toys use electricity or batteries to work • Computers and console games were invented at the end of the 20th Century • In the 21st Century some toys allowed people to connect over the internet
Element 1 Chronology in relation to toys		
Element 4 Continuity and change, similarities and differences		
Again, this topic is about similarities and differences but also change over time. There will certainly be some work on use of objects as sources for investigation		
Explicit opportunities to develop SMCS Cultural development – Discuss changes in the way we play. Spiritual development – Learning through play (Not gender specific) about our role within society. Is it better to be playing inside or outside? Toys related to stories from the bible. Moral development – Use and impact of plastic toys.		

Explorers

Summer Cycle B

Why are some people remembered for what they did?

Vocabulary	Topic specific vocabulary	Explorer, explore, commemorate, significant
	General history vocabulary	Same, different, past, present, now, then, a long time ago, in living memory, modern, old, compare, same, century, before, after, next, a long time ago, in the past, in living memory, source, evidence, timeline
Key concepts	Travelling and exploring	
Substantive <u>In a nutshell knowledge</u>		• There are lots of reasons why someone might be considered to be important in history. It might be that their actions changed things for people or that they achieved something great. • Christopher Columbus was an explorer from over 500 years ago. • Christopher Columbus sailed across the Atlantic Ocean and found a part of the world that people in his country did not know about. He said it was a Spanish country although there were already people living there. • Neil Armstrong was an explorer from over 50 years ago and was the first person to walk on the moon • There are people who exploring today and doings things for the first time,
Disciplinary Element 1 Chronology compare individuals Element 4 Significance, similarity and difference		
Certainly, a chance to further develop understanding of long-term chronology here with Christopher Columbus. Some more subtle conversations could be developed with more able children to being to think about Columbus as an invader. (native Americans were already there) Also the idea of the moon, who owns that?		
Explicit opportunities to develop SMCS Cultural development – Changed the way we live. Moral development – How native people were treated – people taking land for our own. Spiritual development – Understanding how big the world is and our expanding and continuing knowledge.		

KS2 Topics

World War 2

Autumn Term Cycle A

How did World War II change things for people in Britain?

Vocabulary	Topic specific vocabulary	Allies, Hitler, rationing, evacuation, bombing raids, Blitz, propaganda.
	General history vocabulary	Change, cause, consequence, sequence. Point of view, point of view,
Key concepts	Democracy, conflict	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• World War 2 start in 1939 and ended in 1945 • Britain was part of the Allied Forces. This was lots of different countries but the two other main ones were the US and Soviet Union. • The allied force was fighting against Germany, Italy and Japan. • Winston Churchill was the Prime Minister for most of the war. Adolf Hitler was the Chancellor of Germany during the war. • Life in Britain changed during the war e.g. the Blitz, rationing and evacuation. • During the war, women took on different roles to those they had before the war.
Element 2 ask historically relevant questions, use a range of sources		
Element 4 cause and consequence, reason for events and changes		
The world war is studied as a significant change in Britain		
Explicit opportunities to develop SMCS Moral development – War. Can we change? Is it ever right to go to war? Cultural/Social development – Changed the way we view society. Different impact on different people. Spiritual development – Understanding the impact on everyone, seeing both sides of the story.		

--

Life in Anglo Saxon Britain

Spring Term Cycle A

What changes happened in Anglo Saxons times that impact on our country today?

Vocabulary	Topic specific vocabulary	Anglo Saxons,culture, civilisation, artefacts, Sutton Hoo, Lindisfarne, Christianity
	General history vocabulary	Historical source, primary source
Key concepts	civilisation	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• Use various historical sources to find out about Anglo-Saxon life, research to find out about Anglo-Saxon homes • Learn out about the discovery of the burial ship at Sutton Hoo and what that tells us about the Anglo-Saxons and use evidence to provide a reasonable explanation for the artefacts found at Sutton Hoo • Know about the spread of Christianity in Britain and the spread of Christianity in Britain from centres such as Iona and Lindisfarne
Disciplinary Element 2 know that past is constructed through a range of sources some more reliable than others Element 4 similarities and differences between religious beliefs		
This unit looking at the Anglo Saxons focuses mainly on life for people at the time. It looks at the artefacts left behind and how we actually know about what life was life. A significant area of study is looking at the richness of the legends and poetry of the time and no unit at KS2 should leave out the amazing discovery at Sutton Hoo as one of the richest archaeological finds. Another principle area of this topic is the move from Pagan beliefs to the introduction to Christianity.		
Explicit opportunities to develop SMCS Cultural development – Artefacts – change and continuity. Spiritual development – Christianity.		

The Egyptians

Summer Term Cycle A

What made the Ancient Egyptians such a successful civilisation?

Vocabulary	Topic specific vocabulary	Afterlife, ankh, burial chamber, Canopic jar, embalming, hieroglyph, pharaoh, pyramid, mummification, Nile, sarcophagus, scarab, Tutankhamun, Tomb,
	General history vocabulary	chronology, sources, connections, contrasts, time periods, BC, archaeology
Key concepts	, civilisation	
Substantive <u>In a nutshell knowledge</u>		• The ancient Egyptian empire lasted for about 3000 years (30 centuries) • The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. • Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' • Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed
Disciplinary Element 3 Interpretation of sources is critical to understanding of the past Element 4 Similarities and differences between religious beliefs		
The Egyptian civilisation is vast and stretches from 5500 BCE to 30BCE. This is a key part of information for children to understand. It coincides with the three-age system of prehistory, stone age, bronze age and iron ages in Britain. In 332 BCE Egypt was conquered by the Greeks (Alexander the Great) The Romans took control of Egypt and it became part of the Roman empire on the death of Cleopatra in 30 BCE.		
Explicit opportunities to develop SMCS Spiritual development – Attitudes to death.		

Iron Age Britain Hill Forts and the Wetwang Chariot

Autumn Term Cycle B

What did the people of Iron Age Britain do to make sure they were safe?

Vocabulary	Topic specific vocabulary	Archaeologist, burial, chariot, roundhouse, iron age, hill fort, tribe, enemy,
	General history vocabulary	chronology, sources, connections, contrasts, time periods, prehistoric artefact, BCE, CE
Key concepts	Civilisation, conflict	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• The last period of prehistory was the iron age about 800BCE and followed by the Romans. • In this period, they learnt how to get iron from rocks to make much better weapons and tools that were much stronger. • In the iron age people lived in different tribes, who sometimes fought with each other • They often lived in settlements called hill forts to keep safe from attack from enemy tribes. • Hill forts had roundhouses for people to live in and they were able to buy and sell things in the hill fort, they were still farmers as well. • This area was populated during the Iron Age and there are a number of valuable finds from East Yorkshire
Disciplinary Element 2 Make independent decisions using evidence to justify Element 3 Know that interpretation is difficult by limited written evidence or primary sources		
The last of the periods of the three-age system of prehistory the iron age ran from around 650BCE to the arrival of the Romans in Britain in 43AD. It builds on the stone age and Bronze Age topics but is really characterised by the greater development of larger settlements and the concepts of tribes of people, all with their own leader and own areas of the country becomes established. As weapons and tools became better with the discovery of iron, farming became more efficient and weapons stronger. Sometimes the term Celts is used to describe all the people who lived in Iron Age Britain but there were Celts all throughout Northern Europe. More people were arriving from mainland Europe all the way through the Iron Age.		
Explicit opportunities to develop SMCS Moral development – Different ‘tribes’ who fought. Cultural development – Looking at aspects of local history.		

--

The Ancient Greeks

Spring Term Cycle B

How do Ancient Greek ideas influence us today?

Vocabulary	Topic specific vocabulary	Democracy, Athens, Sparta, Empire, Olympics, Parthenon, legacy
	General history vocabulary	chronology, sources, connections, contrasts, time periods, BC, archaeology
Key concepts	Democracy, Civilisation	
Substantive <u>In a nutshell knowledge</u>		• The ancient Greek empire coincides with the Bronze Age and Iron Age in Britain • We know about what life was like by looking at what was left behind and from eye witness accounts • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. • Athens had a democratic government – people who lived there made decisions by voting. In Sparta, there was a strong emphasis on military warfare • Many Ancient Greek ideas influence us today for example in our alphabet.
Disciplinary Element 2 Use a range of sources for independent enquiry, construct informed responses		
Ancient Greek civilisation began in around 800BCE. The early civilisations were the Minoans (after King Minos) and the Mycenaeans. They were traders, skilled builders and fierce warriors. It was this period of Greek history that Homer wrote poems and stories about. There was a long period of time from the end of the Mycenaean period in 1100 BCE until 800 BCE where not much is known. In around 800 BCE Greece started trading with other countries again and the first Olympic games were held. Around 480 BCE Greece entered a “golden age”. The people built fantastic temples, made scientific discoveries, wrote plays and founded the first proper democracy. Historians call this Classical Greece. When the Romans came to Greece they didn’t destroy Greek life but copied some of the ideas and respected the Greek way of life.		
Explicit opportunities to develop SMCS Cultural development – Democracy. Impact on building. Spiritual development – Different Gods.		

The history of Scarborough castle Local History Study

Summer Term Cycle B

Why has there been a settlement on this site for so long?

Vocabulary	Topic specific vocabulary	Castle, fortification, tower, gatehouse, iron age, bronze age, Romans, Medieval. Henry II, 12 th Century, 13 th Century. Defence, defensive features, decorative features
	General history vocabulary	King, monarch, war, conflict, defence, attack, chronology,
Key concepts	civilisation conflict,	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• The castle was built as a place of safety and of defensive • The castle changed over time and parts were added for defence and some parts were added for decoration • There has been a settlement here for around 3000 years, we know about these from the artefacts left behind, by looking at the building itself and reading eye witness accounts • Scarborough Castle has been important in many events throughout history for example in the English Civil War.
Disciplinary Element 2 use historical sources Element 3 similarities and differences		
Some of the content for this topic will be delivered before the trip to Scarborough and some of the content will come after. There are definite links with the geography content particularly following maps and plans of the castle but also the siting of the castle as a place of safety and defence. There will also be a guided and interactive workshop whilst on site at the castle that will introduce a new period of chronology- Medieval times. Since there has been a settlement on the site of the castle since the bronze age at least the children will have the chance to link together events in the castle and artefact found on the site from bronze age through Romans and Vikings right through to WW1. This becomes the biggest topic to really study the concept of chronology, dates and the passing of time.		
Explicit opportunities to develop SMCS Cultural development – What is the same? What has changed?		

Moral development – The impact of war.

Spiritual development – A feeling of our own past in a familiar place.

The Vikings

Autumn Term Cycle C

Why did the Vikings invade and then stay?

Vocabulary	Topic specific vocabulary	Vikings, invade, empire, raid, culture, civilisation, Norse, Lindisfarne, settlement, Norway, Sweden, Denmark, Scandinavia, conquest, voyage, warrior, outlaws
	General history vocabulary	Historical source, primary source, biased, unbiased, trustworthy, untrustworthy, invasion, fall of an empire, BC, AD, century, decade
Key concepts	Invasion, conflict,	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• Know that the Vikings first invaded Britain in AD793 and that they came from Scandinavia and the events surrounding the attack on Lindisfarne in 793 • Know what Britain was like before the first Viking invasions (Anglo-Saxons) • Know what life was like for Vikings living in Britain • Know the Viking legacy that is still seen in Britain today • Know about the end of the Anglo-Saxon and Viking era in Britain
Element 3 Understand that different versions of the past may exist.		
The Viking started to attack and ultimately settle in Britain from 793 onwards. Their final invasion took place in 1066 where Harald Hardrada was defeated in a battle at Stamford Bridge, near York. Harold Godwinson won but then got news that William, Duke of Normandy was invading. The army, exhausted had to travel down to Hastings to try to fight off William but they lost the battle. William (the conqueror) became king of England on Christmas Day 1066.		
Explicit opportunities to develop SMCS Cultural development – What was life like in Viking Britain compared to other periods. Moral development – How we view Vikings (vicious vikings stereotypes?) Are they the evil invaders we portray them as?		

--

The Anglo Saxons, Alfred the Great and the Danelaw

Spring Term Cycle C

Why was there so much conflict in Britain at this time?

Vocabulary	Topic specific vocabulary	Anglo Saxons, invade, kingdom, chronological, timeline, culture, civilisation, artefacts, armies, Danelaw, King Alfred, Wessex
	General history vocabulary	Historical source, primary source, biased, unbiased, trustworthy, untrustworthy, invasion, fall of an empire
Key concepts	Invasion, conflict, religion	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• Know that the Anglo-Saxon age in Britain was from around AD410 to 1066 and followed on after the Romans left • Know that the Anglo-Saxon is a modern term that refers to a mix of people who came to Britain Know that there were five main kingdoms that were constantly fighting for power and control • Know that Alfred the Great was a significant figure • Know the country was split into Wessex and the Danelaw • Know that the kings after Alfred took back control of the whole of Britain
Element 4 similarities and differences, cause and consequence		
This unit will follow on in the spring term just after the children have looked at Viking life. It will help to make sense since Anglo Saxons and Vikings lived alongside each other. This period of history runs from C410 to 1066. There were constant battles between the different kingdoms and then against the Vikings once they started to invade in AD793. Different groups of people arrived to take advantage of the fact that the Romans had left although the first of the Saxons were invited to help the Romans to fight. It is important that the children understand that there were still people living in Britain, it was only the Romans who left. Although King Alfred the Great defeated Guthrum in AD878 and the Danelaw was established this was not the end. Future Anglo-Saxon kings of Britain took back the lands.		
Explicit opportunities to develop SMCS Cultural development – Danelaw – Britain was split unlike now. Kings taking back control.		

Moral development – Power and control.
Spiritual development – Monks.

The Ancient Mayas

Summer Term Cycle C

Why do we study the Maya?

Vocabulary	Topic specific vocabulary	chichen itza, city state, glyph, pyramid, calendar
	General history vocabulary	chronology, sources, connections, contrasts, time periods, BC, archaeology
Key concepts	Civilisation,	
Substantive <u>In a nutshell knowledge</u>		• Maya were living in large city states • The Mayan cities were found in an area now known as Central America. • They had their own writing system and their own way of writing numbers • Around 900AD the records stopped and the cities and their people disappeared. No one knows exactly why although there are many suggestions
Disciplinary Element 2 interpretation of history with limited sources, make independent decisions using evidence		
This topic is important to provide a non-European contrast to other civilisations. The key is to draw comparisons with other places.		
Explicit opportunities to develop SMCS Cultural development – Comparison to Maya culture. Spiritual development – Why did the civilisation end? How does a civilisation end so suddenly?		

--

Stone Age and Bronze Age Britain

Autumn Term Cycle D

How did making new discoveries change the way people lived?

Vocabulary	Topic specific vocabulary	Prehistoric, hunter gatherers, archaeologists, tribe, Stone Age, weapons, tools, flint, caves, cave paintings, Bronze Age, farming, metals
	General history vocabulary	chronology, sources, connections, contrasts, time periods, prehistoric artefact, BCE, CE
Key concepts	Civilisation,	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• It was called the Stone Age because it was dominated by stone tools. • Changes that impacted on the way people lived included the development of increasingly sophisticated tools and the introduction of settlements and farming. • To learn about the settlement at Skara Brae as a Stone Age village. • To know that Stonehenge was a significant structure built during this period • The Bronze Age drove progress forwards resulting in established settlements, clay pots, metal work and burial practices like grave mounds
Element 2 use of variety of sources Element 3 interpretation of limited sources Element 4 similarity and difference, significant changes		
The focus of this topic is to set the scene for the arrival of the Romans in Britain in AD 43. The stone age and then the bronze are characterised by the major changes that moved the civilisation forward. The Stone age is followed by the Bronze Age and then by the Iron Age. The Stone age runs from around 2.5 million years ago to around 2100 BCE The Bronze age runs from around 2100 BCE to around 650 BCE		
Explicit opportunities to develop SMCS Cultural development – Discuss the huge changes in how we lived.		

Spiritual development – Stonehenge.

The Roman Empire

Spring Term Cycle D

Why were the Romans so successful at conquering other countries?

Vocabulary	Topic specific vocabulary	Roman, empire, emperor, monarchy, citizen, republic, legend, trade, conquered,
	General history vocabulary	Civilisation, influence chronological, artefacts, sources, contrasts, connections, time period, era, timeline, culture, ancient, modern, BC, AD
Key concepts	Empire, civilisation, invasion	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• The Roman Empire grew from the city of Rome to a vast empire. • Rome started with a king and then was ruled by an emperor • The Romans tried a number of times to invade Britain before they were successful • The Romans built roads, towns and lived in villas • Hadrian's wall was built as a defence against the Picts
Disciplinary Element 4 similarities and differences, cause and consequence		
Explicit opportunities to develop SMCS Cultural development – Changes in Britain and the local area. King to emperor. Invasion attacks and defence.		

The Romans in Britain

Summer Term Cycle D

How did the Romans change Britain forever?

Vocabulary	Topic specific vocabulary	centurion, Celts, , general, tribe, trade, enslave, Hadrian's Wall, Emperor Hadrian, legion, legionary, archer, Picts., villa,
	General history vocabulary	Civilisation, influence chronological, artefacts, sources, contrasts, connections, time period, era, timeline, culture, ancient, modern, BC, AD, primary source, secondary source
Key concepts	Invasion, civilisation	
<u>Substantive</u> <u>In a nutshell knowledge</u>		• The Roman invasion coincided with the Iron Age • That the British invasion was resisted by tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. • The Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics).
Disciplinary Element 4 similarities and differences, cause and consequence		
As mentioned in the Iron Age all the different tribes in the Iron Age were known as Celts. The tribes in Britain did try to resist the Roman invasion but were unsuccessful. The role of woman as powerful people, such as Boudicca would be something that the Romans would have struggled to understand.		
Explicit opportunities to develop SMCS Cultural development – Boudicca – An important and significant woman.		

Progression in **Disciplinary Concepts**

The following tables sets out the progression in disciplinary concepts from Foundation Stage up to the end of KS2.

Each of the topics in KS1 will cover many of the disciplinary concepts but the focus concepts as recorded in the topic overview. Particular focus will always be given to vocabulary and chronology. No individual taught topic will focus in significant events that are celebrated every year but this will be included through themed days, special events and through collective worship e.g. Bonfire Night and Remembrance Day.

In KS2, element 4 continuity and change in and between periods will be a key teaching point since topics are not delivered in chronological order so every topic will start and finish by setting this era in context with previous learnt ones. By the end of KS2 this element should be well established. This is also true of chronology.

Progression in disciplinary concepts

	<u>By end of EY</u>	<u>By End of KS1</u>	<u>By End of Lower KS2</u>	<u>By End of Upper KS2</u>
Element 1 Chronological knowledge and understanding	Use everyday language related to time, such as past, before, now, then. Order and sequence familiar events Talk about past and present events in familiar contexts Identify that things have happened in the past	Develop an awareness of the past Identify that there are different periods of time in history Compare different individuals from the past e.g. queens Use common words and phrases relating to the passing of time, present, period, long ago, before I was born, changes to now, stayed the same Understand the chronology of events with relation to a particular topic	Continue to develop a chronological understanding of history	Have a secure chronological understanding of the history from stone age to 1066
			Develop the vocabulary as defined in the knowledge overview	
Element 2 Historical enquiry, communicating ideas and using evidence	Be curious about people and show interest in stories Answer how or why questions in relation to stories or events	Ask and answer questions Understand some ways we find out about the past	Begin to address and sometime devise historically relevant questions	In a variety of different context address and devise historically relevant questions

	Know that information can come in lots of different ways including books, internet, talking to people or looking at objects Begin to ask simple questions about people and events from living memory	Choose and use stories and other sources to show understanding of concepts Be able to carry out a guided enquiry using knowledge from the topic	Understand how knowledge of the past is constructed from a range of sources Construct responses by using sources Conduct independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Understand that understanding of the past can be heavily influenced by the choice of sources Construct informed responses by using sources Independent selection of sources, sources and evidence to justify opinions. Use historical terms to articulate opinions and engaged in debate
Element 3 Interpretation of history	Understand that some people and some events are important	Identify different ways in which the past is represented Identify why certain people and events are significant in the wider context of history Identify that certain individuals have had an impact either locally, nationally or internationally.	Understand that different versions of the past may exist Know that our interpretation of certain time periods is difficult by limited primary sources or written evidence Understand that our interpretations of some sources is critical to our understanding of the past.	Understand that different versions of the past may exist and begin to give reasons for this Understand that our interpretations may change in the light of new evidence

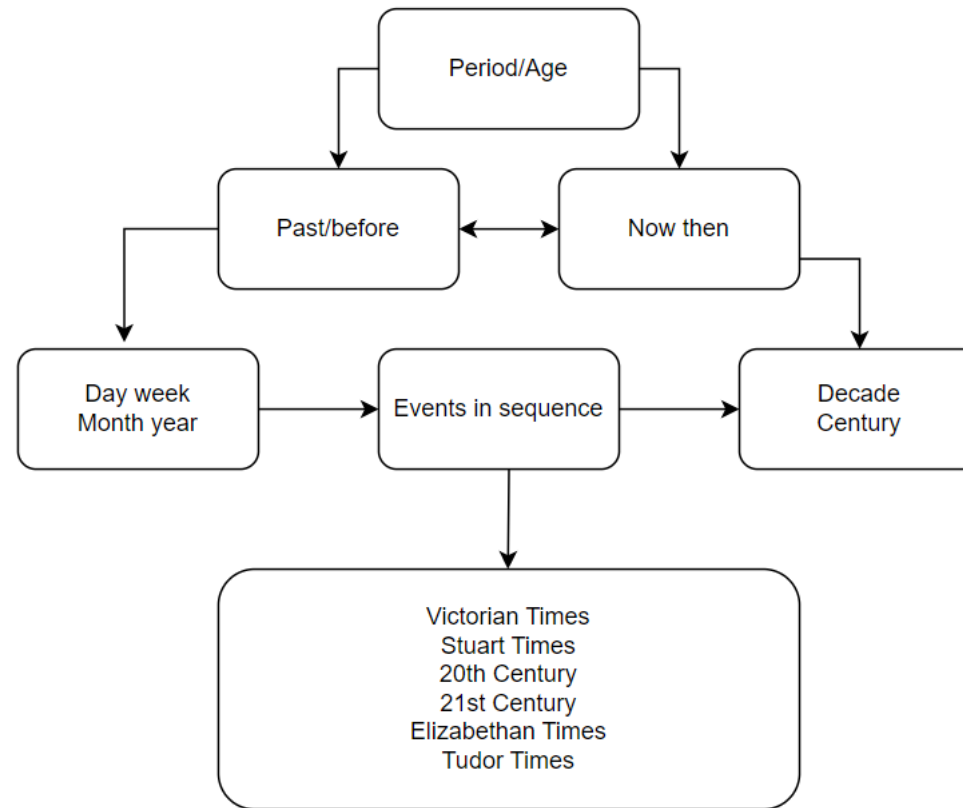
These four concepts in element 4 underpin all historical enquiry and are developed by regularly revisited and understanding deepened through being taught in a range of contexts				
Element 4 a. Continuity and change in and between periods	Look closely at similarities and differences, pattern and change Develop understanding of growth, death and changes over time Understand that somethings change and somethings stay the same	Identify similarities and difference between ways of life at different times Understand that there are reasons for continuity and reasons for change Know that both change and continuity can be both a good thing or a bad thing	Describe and make links between main events, situations across time periods	Describe and make links between main events, situations across and between time periods
			Identify the similarities and difference between the time periods studied in KS2 as they are taught.	
b. Cause and consequence	Question why things happen and begin to give explanations Understand that certain choices have consequences	Recognise why people did things, why events happened and what happened as a result Identify that some events are so significant that they are celebrated every year	Identify and give reasons for historical events and changes	Identify and give more complex reasons for historical events and changes
c. Similarities and difference	Know about similarities and differences between themselves and others, and amongst families communities and traditions	Make simple observations about different kinds of people, events and beliefs	Begin to describe the difference between people, events and religious beliefs in the periods studied	Describe social, cultural, religious and ethnicity and diversity in the time periods studied
d. Significance	Recognise and describe special events for family or friends	Talk about who was important in a simple historical account	Begin to identify significant historical period and events	Within the topics studied identify significant periods and events

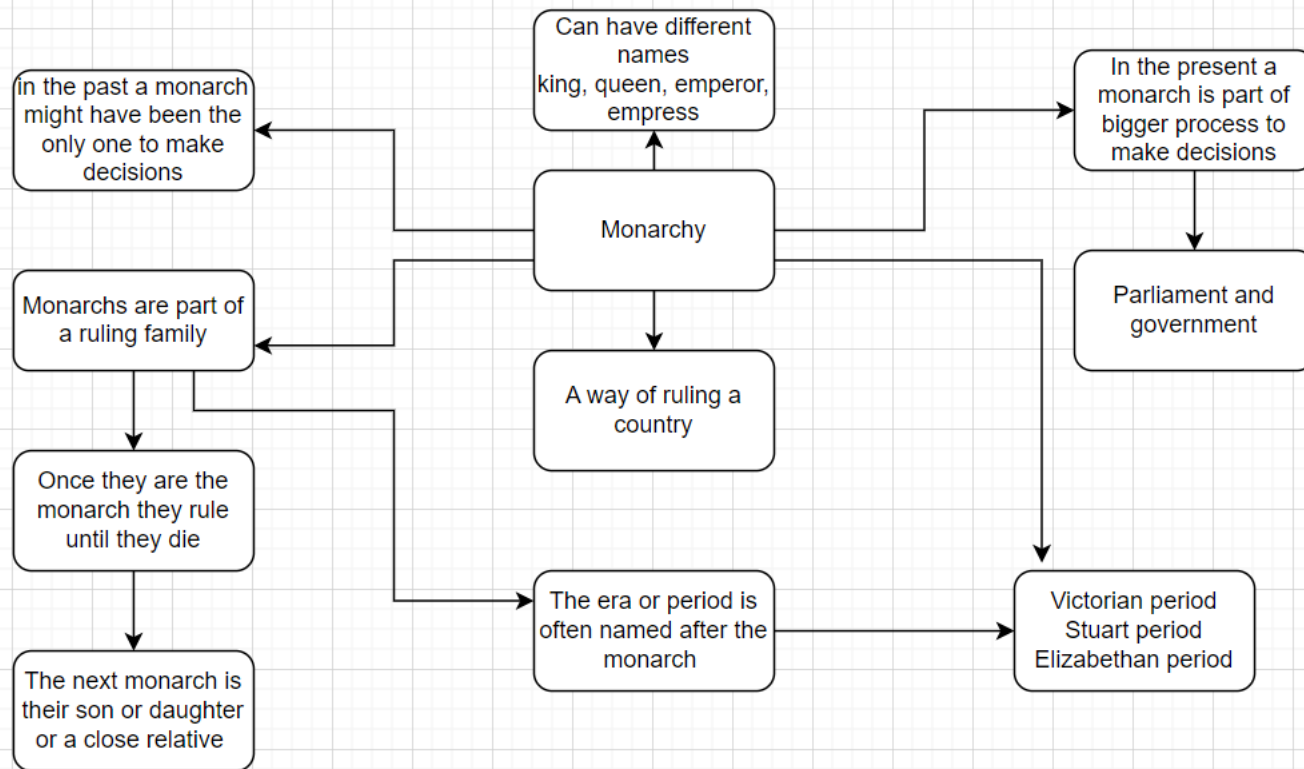
Core concepts

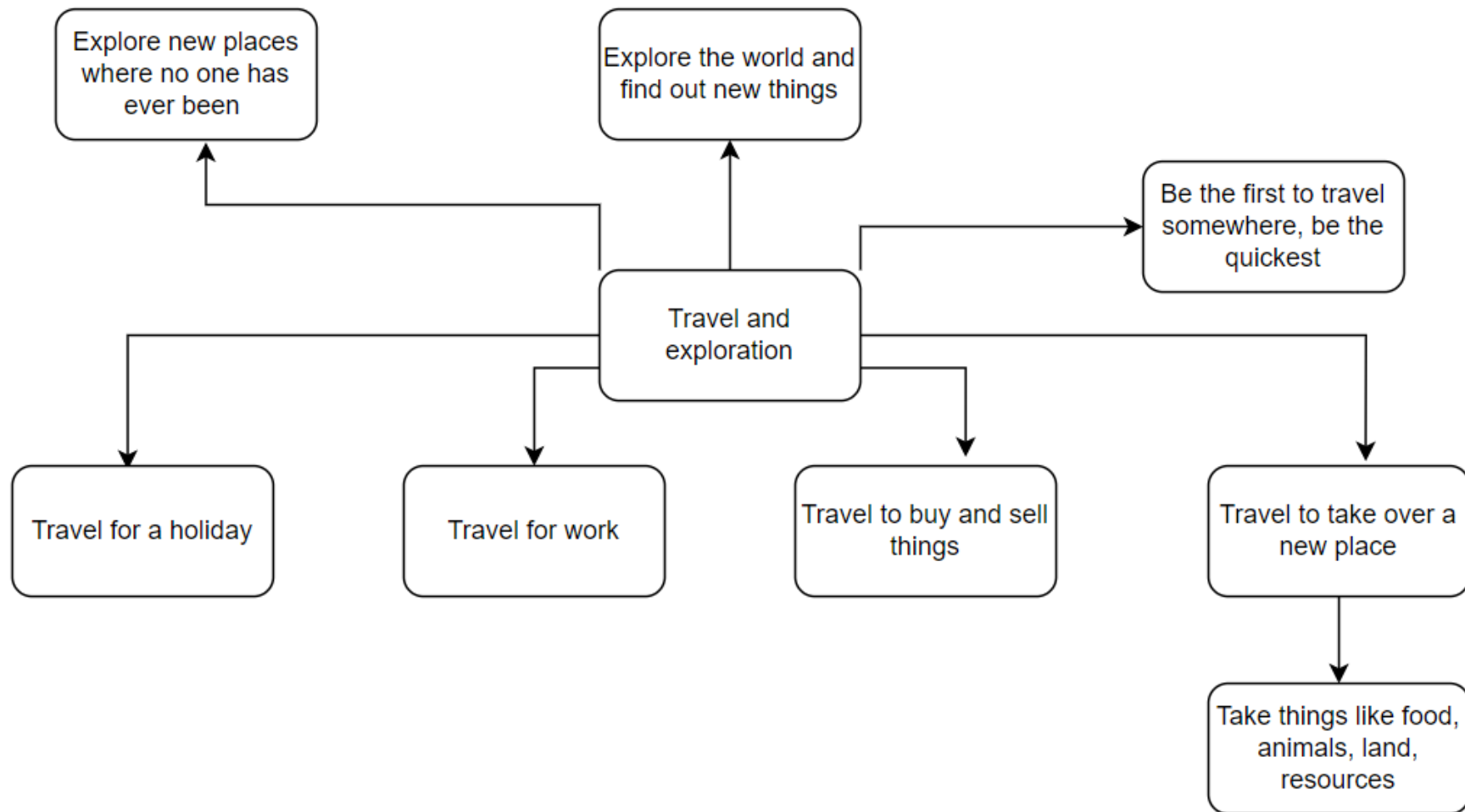
Within the federation we have identified 5 key concepts for KS2 which underpin the curriculum. These are civilisation, democracy, conflict, invasion and empire. On each topic overview the key concept or concepts to be developed are defined. In addition we have chosen 4 overarching concepts to underpin the curriculum in KS1. These are period or age, monarch, travel and exploration and ways of life. By studying the topic through a particular lens of a concept it will help the children to make a smoother transition from KS1 into KS2. In foundation stage, all the vocabulary development and experiences will support the development of the earliest stages of chronology. This will support a smoother transition to learning in KS1

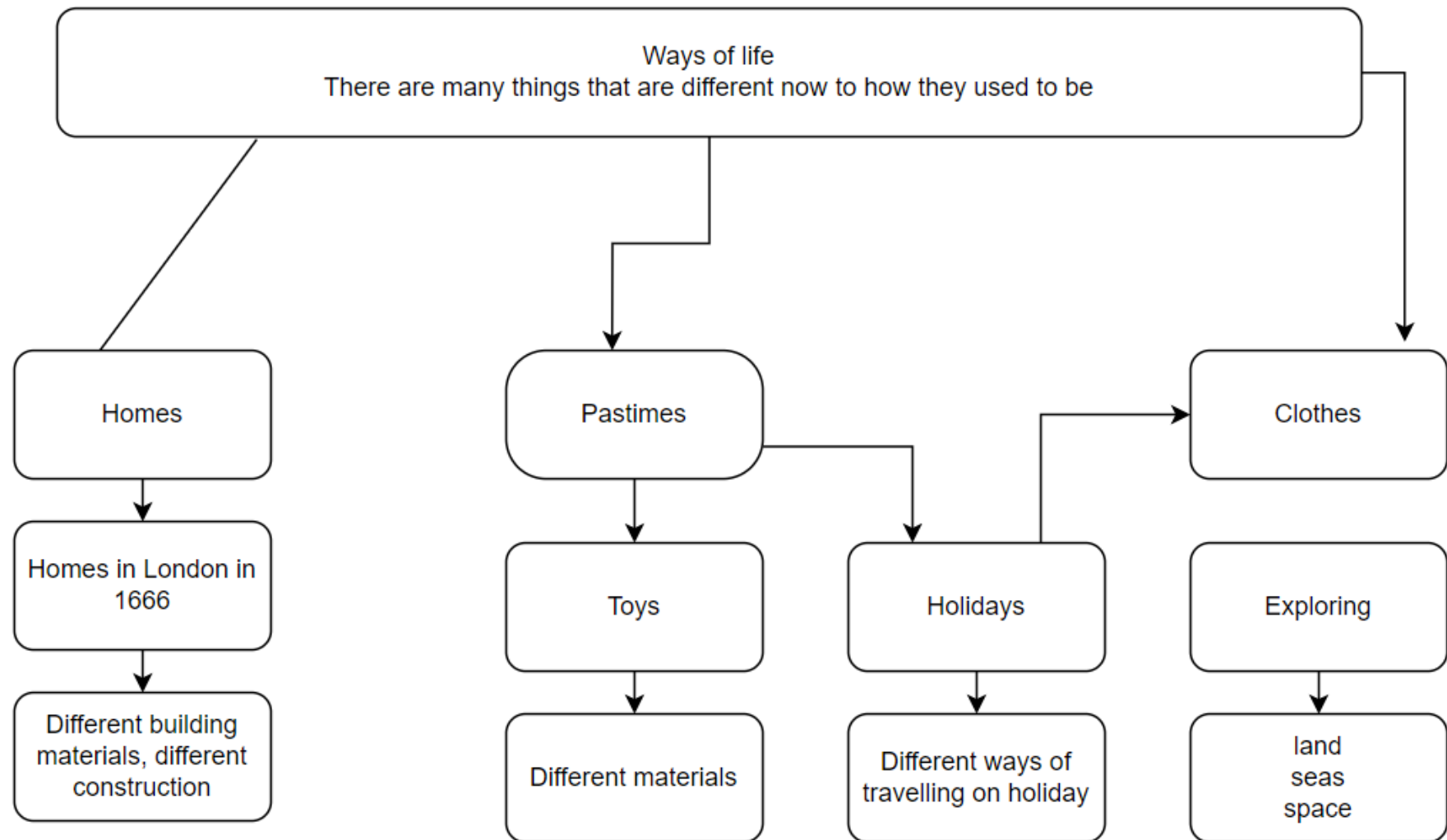
Coverage of key concepts for KS1 topics

	<u>Cycle A</u>			<u>Cycle B</u>		
<u>Key concepts</u>	<u>Amy Johnson</u>	<u>Great Fire</u>	<u>Seaside Holidays</u>	<u>Queens of England</u>	<u>Toys in the Past</u>	<u>Explorers</u>
Period or age	X	X	X	X	X	X
Monarch		X		X		
Travel and exploration	X		X			X
Ways of life		X	X	X	X	





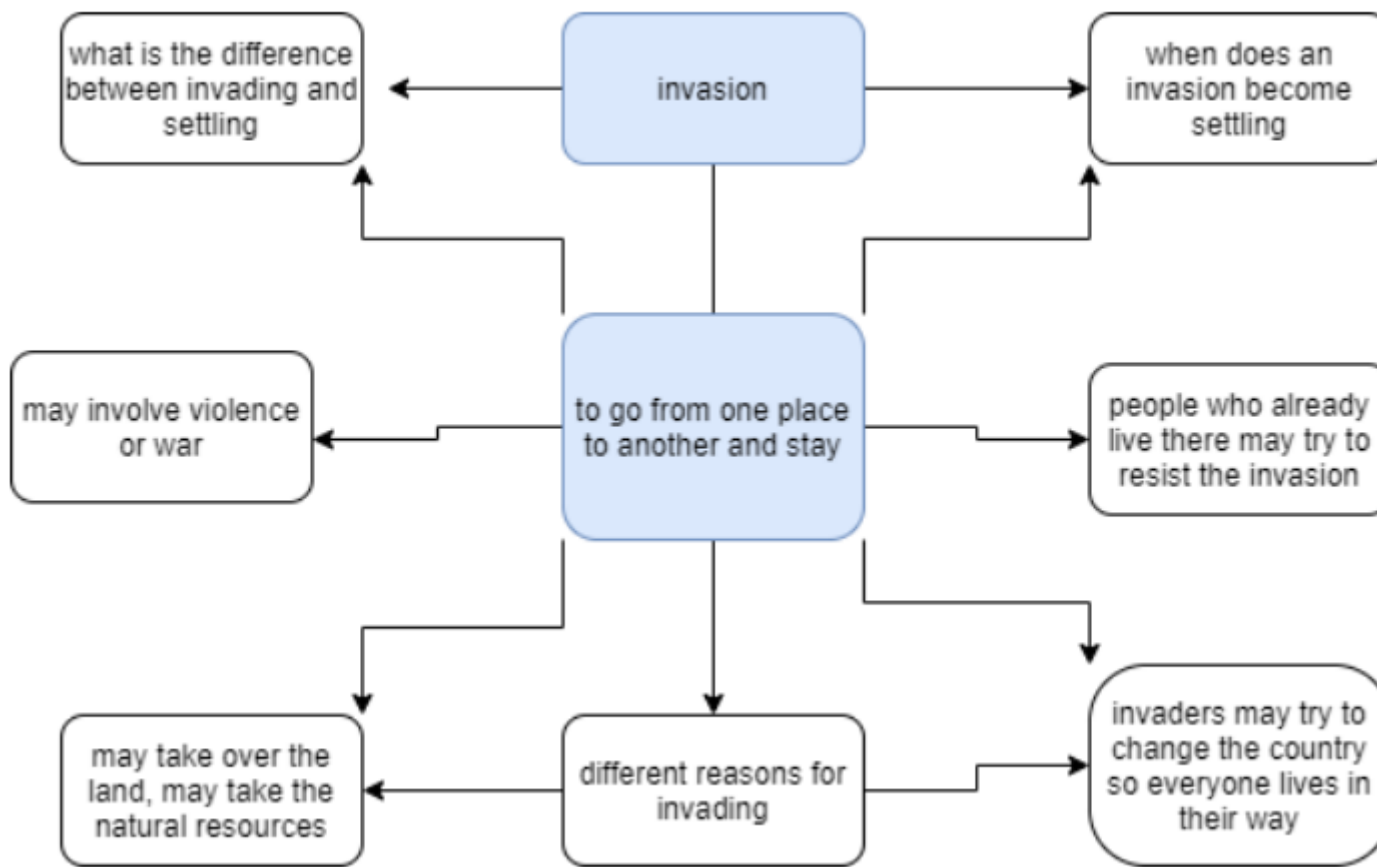




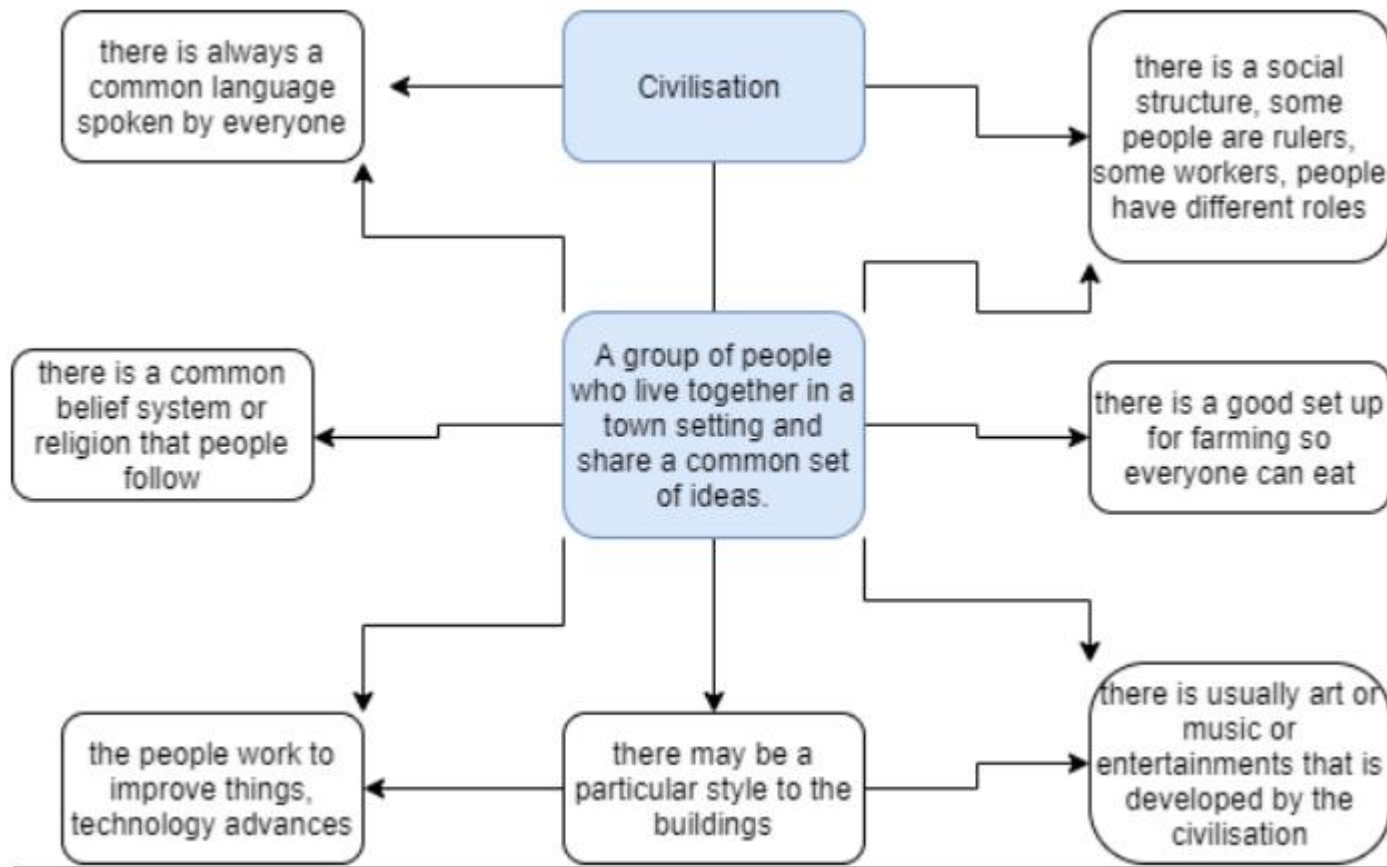
Coverage of key concepts for KS2 topics

	<u>Cycle A</u>			<u>Cycle B</u>		
	<u>WW2</u>	<u>Life in Anglo Saxon Britain</u>	<u>The Egyptians</u>	<u>Iron Age Hill Forts</u>	<u>The Ancient Greeks</u>	<u>The history of Scarborough Castle</u>
civilisation		X	X	X	X	X
democracy	X				X	
conflict	X			X		X
invasion						
empire						

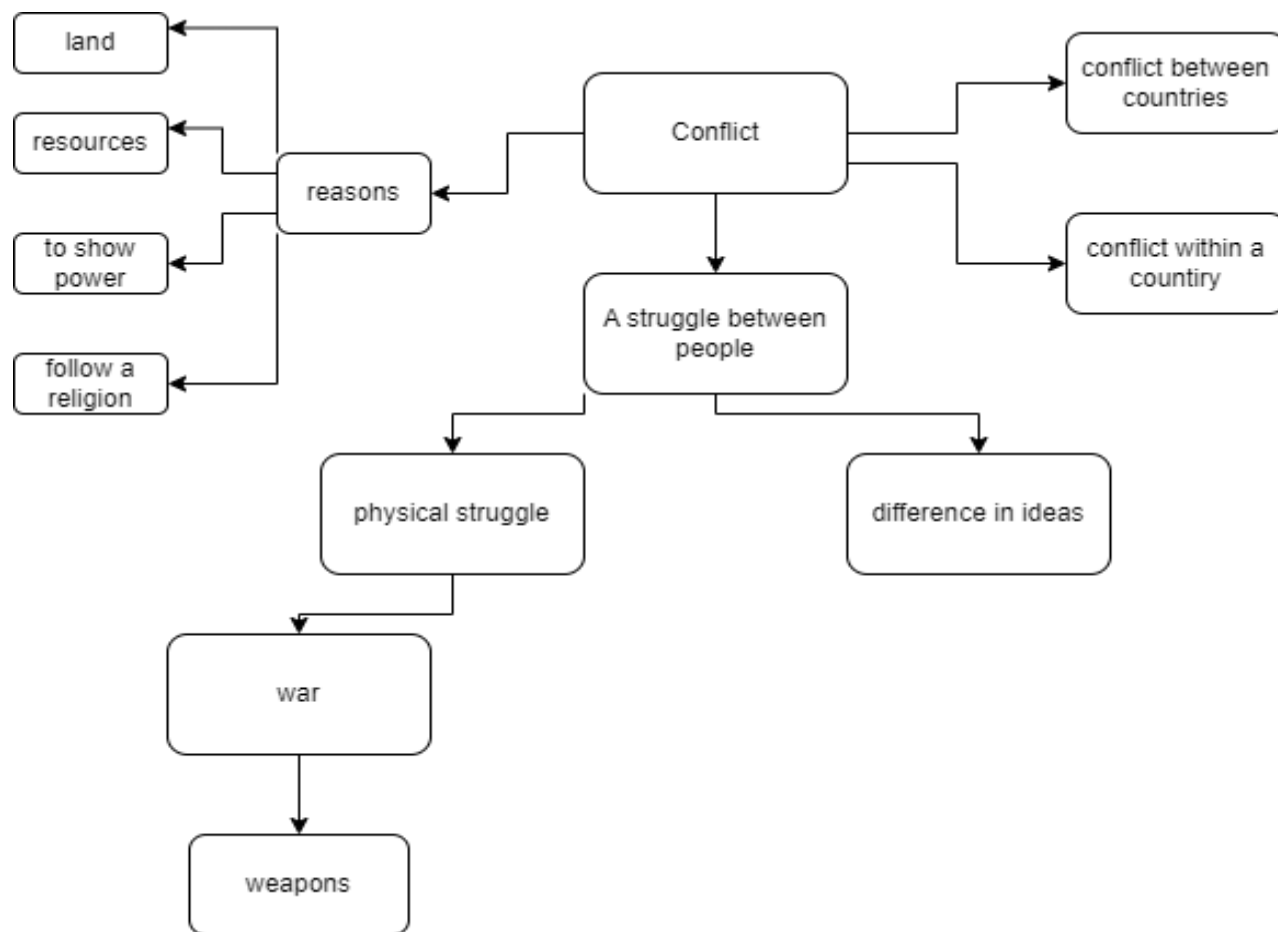
	<u>Cycle C</u>			<u>Cycle D</u>		
	<u>The Vikings</u>	<u>Anglo Saxons, Alfred the Great and the Danelaw</u>	<u>The Maya</u>	<u>Stone Age and Bronze Age</u>	<u>The Romans</u>	<u>The Romans in Britain</u>
civilisation		X	X	x	X	X
democracy						
conflict	X	X				X
invasion	X	X			X	X
empire			X		X	



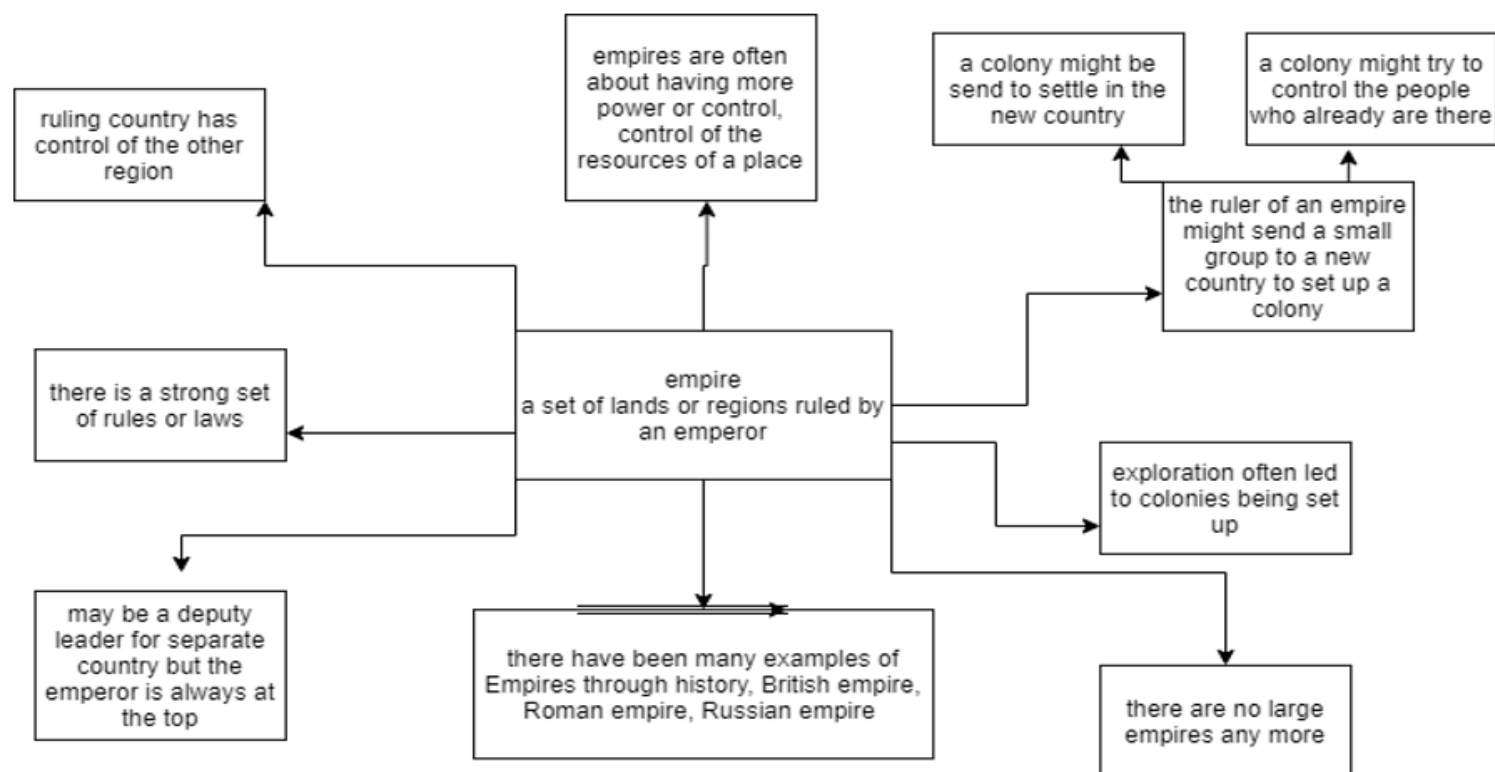
Invasion builds on the previous concept from KS1 of travelling and exploring.



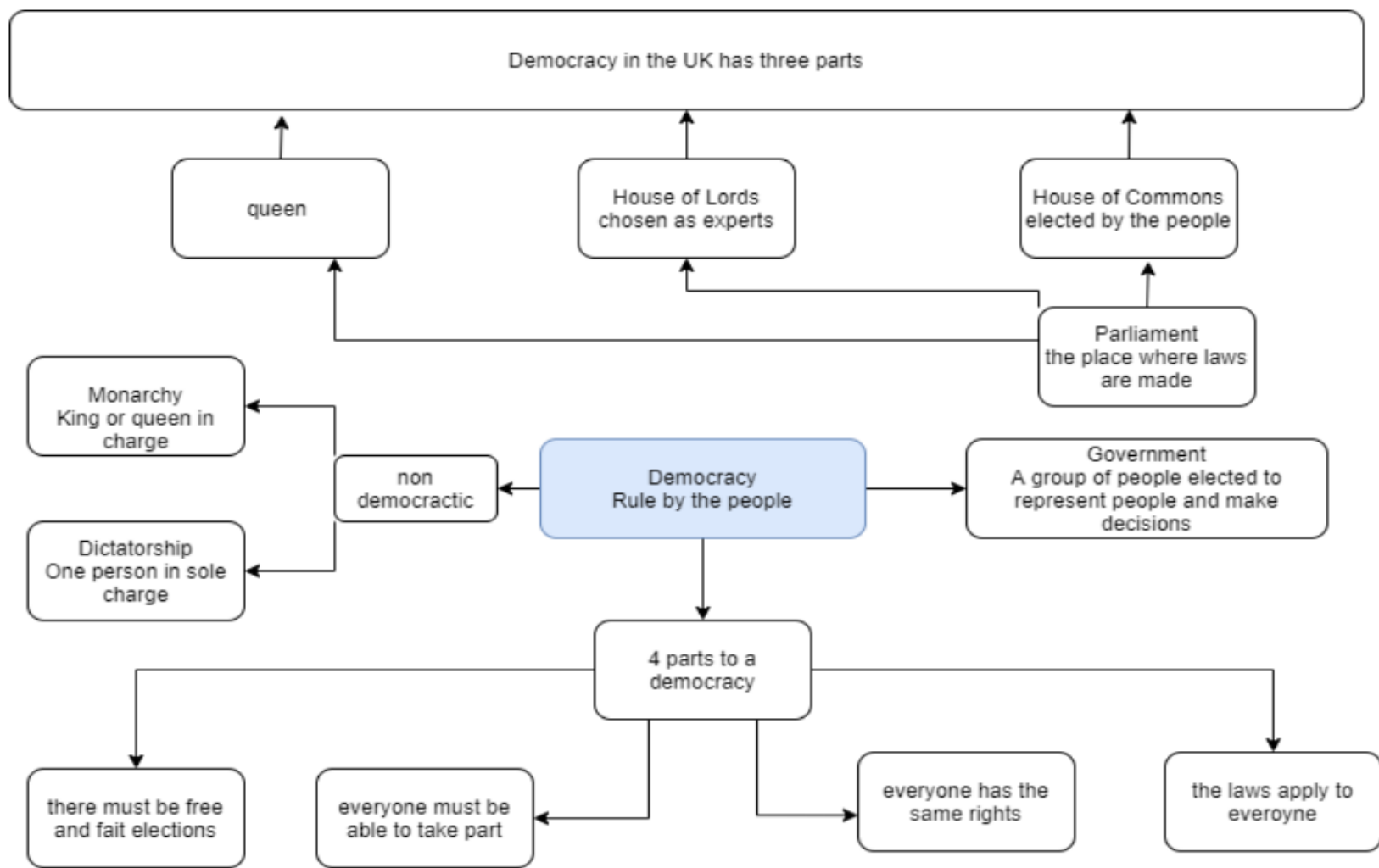
Civilisation builds on the previous concept from KS1 of ways of life



This is a key concept for KS2 to help children understand many of the topics like Anglo Saxons, Vikings where conflict is fundamental to understanding why people behaved in certain ways.



Empire builds on the previous concept from KS1 of travelling and exploring



The concept of monarchy from KS1 is further developed as part of the study of democracy

Timeline of events

Timeline

This timeline puts into chronological order all of the different periods of history that the children will study over the course of their time with us. It attempts to make it clear what was going on in other cultures and civilisations at different points in British history.

<u>British History</u>		<u>History from other countries and cultures</u>
Start of the stone age in Britain, the changing weather and the coming of the ice age meant that humans have not lived here continuously even though there was evidence of human ancestors living here 2.5 million years ago.	10,000 BCE	
	5500 BCE	Start of the five periods of Egyptian history. Hunter gathers found in Mayan civilisation
Start of the bronze age in Britain	2100BCE	
	1100 BCE	Minoans and Mycenaeans civilisation in Greece
	800 BCE	Greek Olympic games start
	480 BCE	Golden age of Ancient Greece begins
Start of the iron age in Britain People live in many different tribes based in different areas of the country.	650 BCE	
	300 BCE	City states are formed in Mayan civilisation Egypt is conquered by the Greeks
	30 BCE	Queen Cleopatra dies and the Romans take over in Egypt.
Roman arrive in Britain	43	
Romans leave Britain Angles and Saxons begin to arrive with other groups and set up five main kingdoms	410	
First Viking raids in Northern Britain	793	
	900	Mayan civilisation records stop and no further evidence left of people inhabiting the cities.

Final Viking raid takes place The Battle of Stamford Bridge is won by Harold. William of Normandy invades and at the Battle of Hastings, Harold Godwinson is killed and William the Conqueror becomes king	1066	
	1492	Christopher Columbus sets off on his explorations
Tudor Kings and Queen Henry V11 becomes king	1509	
Elizabeth I becomes queen	1558	
Great Fire of London King Charles II is king as the great fire takes place. He is a king from the house of Stuarts. Samuel Peyps keeps his diary	1666	
Railways and trains are first developed.	1840	
	1852	
	1903	Wright brothers have the first aeroplane flight
The first world war takes place, known as the Great War.	1914-1918	
Amy Johnson flies solo to Australia	1930	
The second world war takes place	1939-1945	
Elizabeth II becomes queen	1952	
	1969	First man on the moon
Felicity Aston becomes the first woman to walk to the Pole.	2012	
Charles III becomes king	2022	