



## History Whole School Curriculum

### EYFS – Their own history; Knights and Castles

#### Rationale

Children will start to explore the idea of history and the past by understanding their own past and history, looking at families and significant milestones in their lives so far. History will be centred around that of the child to give them a better understanding of it and to realise that they themselves are a part of history. Children will start to understand that history is made up of different people and events and that history is being made all around the world. They will learn that people have lived before and after them and that certain things have been very different and some things have stayed the same.

Knights and Castles gives children a great platform for learning about history through play and allows teachers to question children on elements that the children will understand, such as how clothing, housing and materials have changed or stayed the same. They will start to understand how people have lived a very long time ago and how different life may have been and they will also start to explore how society is made up of different types of people.

#### Learning

##### Prior Knowledge

Children may have an understanding of some knowledge about their family history and milestones and be able to communicate those verbally

Children might be able to identify that certain items are similar or different and that something is 'old' or 'new'

Children may be able to identify how people have lived before them and understand that history has lasted a long time

##### In EYFS, pupils are taught

About their own families, how their families have lived throughout history and that they themselves are now a part of it

How people have lived before them, sometimes long before they were born

That certain people in history might have been very special or done something significant

That history is being made where they live and all around the world

That certain things have changed or stayed the same over time, such as housing, materials and clothes

That society has been and still is made up of different types of people

##### In Year 1 pupils will learn

How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.

That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now.

That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.

About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.

How society can be structured through the study of the Titanic and different social classes

### Key Vocabulary

Using simple phrases and words to describe the passing of time -  
e.g. 'past' 'before' 'now' 'then'  
'Long ago' 'before I was born'

Using simple words and phrases to describe events and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special'

### Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that things from the past might be different from today – technology, cars, houses etc.</p> <p>Identify that history is being made all around them</p> <p>Identify that they themselves are a part of history</p>	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p> <p>Identify that certain things in history have changed or stayed the same – houses, clothing, materials etc.</p>	<p>Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.</p> <p>Start to identify how having children will allow history to continue</p>	<p>Understand that some events and people from history are important because they have achieved something or had an effect</p>	<p>Starting to ask and answer simple questions about people or events from within living memory</p> <p>Understand that, to answer a question about history, we might need to read a book, watch a video or look at an object</p>	<p>Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event</p> <p>Start to identify which objects/artefacts might be 'old' or 'new'</p>	<p>Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special'</p>

### Y1 – George Stephenson (Significant individual); Stockton Shipbuilding and the Titanic (Significant Event); Seaside Holidays (Changes in living memory)

#### Rationale

Children will follow on their learning from EYFS which has been centred around their own history but looking at history in the immediate area. This will give them opportunities to physically see the impact of history on their own locality and provide concrete experiences that they can draw upon. Learning about George Stephenson's achievements, the building of the Stockton-Darlington railway and the impacts that that had on the local area serves to show children that there are significant individuals that have had huge effects locally, nationally and internationally. This also allows children to start learning about sources of evidence and to understand how particular items or ideas can be associated with an event of individual.

Building on from the learning of railways in the local area, focusing on Stockton's history of shipbuilding through Robert Ropner allows the children to still study the wider immediate environment with places like Ropner Park and Preston Park which most children will have been to. It also continues the theme of transport throughout Y1 and allows them to see how trains helped ships develop by carrying heavy loads to help build the ships themselves.

A study of seaside holiday destinations helps to naturally expand the children's knowledge of local history to areas that they may still have visited or at least be aware of (Redcar and Saltburn). This topic also makes links to the learning of George Stephenson and the railways by looking at the impact of railways on the growth of resorts like Redcar and Saltburn. Links can also be made to the Robert Ropner topic in

comparing the types of ships that would have been used in these areas and where they might have come from. Focusing on the growth of these resorts helps to show the continuities and changes within these resorts and the reasons for these.

### Learning

<p><b>Prior Knowledge</b></p> <p>Children have learnt in EYFS that people have lived and events have happened in history and before we were born.</p> <p>They have begun to use some historical vocabulary to show the simple passing of time.</p> <p>They have been taught that things can change or stay the same throughout history, such as houses, clothes, toys and games.</p> <p>Children have learnt that history might be being made by other people whilst they are at school.</p> <p>Children have begun to explore their own history by thinking about some of their important life events.</p>	<p><b>In Year 1, pupils are taught</b></p> <p>How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.</p> <p>That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now.</p> <p>That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.</p> <p>About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.</p>	<p><b>In Year 2 pupils will learn</b></p> <p>About the life, events and achievements with Captain Cook which will be compared with Stephenson. Children will compare the chronology of each, their local, national and international impact and the legacies of both.</p> <p>How to identify simple pieces of evidence as primary or secondary, explaining how they relate to a particular person or event.</p> <p>That certain events in history have had significant loss or tragedy attached to them that impact more than just the event.</p> <p>That local history can have a significant impact on international history.</p> <p>That certain events happen at predefined points of the year to mark an event in history and that some events happen repeatedly.</p> <p>That certain parts of history have symbols to represent them like fireworks or poppies.</p>
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### Key Vocabulary

Using simple phrases and words to describe the passing of time -  
 e.g. 'past' 'before' 'now' 'then'  
 'Long ago' 'before I was born' 'changes to now'

Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'

### Skills gained

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George Stephenson and the development of trains/ Robert Ropner and ships</p> <p>Identify the challenges that people in the past have faced – Stephenson’s lack of technology and Ropner coming to Britain as a migrant</p> <p>Identifying that local history can affect national and international history</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of trains</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.</p>	<p>Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; development of boats</p> <p>Identifying that some things have stayed the same – still using trains and boats etc.</p>	<p>Identifying that certain events and individuals have had major consequences in history – George Stephenson’s developments led to national railways etc.</p> <p>Identifying the growth of the local area due to the achievements of individuals</p> <p>Identifying the effects of railways on the growth of Teesside</p> <p>Identifying the impact of air travel on the local seaside resorts</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Identifying why the growth of seaside holidays has made parts of Teesside what it is today</p>	<p>How did George Stephenson help to change our area?</p> <p>Guided enquiry using knowledge from topic</p> <p>Understand that there are questions linked to history and our understanding of it</p> <p>Being able to make a decision or choose a side in response to a question</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson’s suitcase</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p>Identify artefacts from ‘then’ and ‘now’</p>	<p>Using simple phrases and words to describe the passing of time - e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’</p> <p>Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’</p>

**Y2 – Bonfire Night; Remembrance (events beyond living memory); Captain James Cook (Significant individual study); Titanic (events beyond living memory)**

**Rationale**

Studying Bonfire night and the importance of it serves to show children how events can have a national impact and continue to be remembered over time. A simple exploration of the causes of it and the symbolism behind fireworks helps children to understand the significance of the event and identify how the custom has developed throughout time. Focusing on Remembrance shows children the sacrifices that people all across the world have made and helps build on the from their learning in Y1 that individuals have had an impact on the world today. Maintaining a local focus throughout helps keep the topic relevant to the children and allows them to see how our own area was impacted by various wars. The children will also explore the impact of conflict on gender and religion. This shows them how every aspect of life can be affected. Children will also learn about the symbolism and meaning of the poppy and why the event happens at the specific time of year, each year.

Children will continue to expand on their knowledge of local significant individuals by exploring slightly further afield by studying Captain Cook. They will look at his achievements and his impact locally, nationally and internationally. The topic will make comparisons to previous learning in Y1 with George Stephenson and how his innovations had huge impacts for the development of many ideas across the

world. Children will also begin to make judgements about Captain Cook's significance using a small selection of materials in an enquiry. They will also be introduced to Dr Nicholas Patrick, a NASA astronaut from Saltburn, helping to make links to learning about Saltburn as a seaside resort in Y1 and showing how modern individuals from our area continue to make an impact on the world.

Building on from their learning about shipbuilding in Y1, children will engage with a small study about the Titanic and its links with Teesside through one of its sister ships, the Lord Cromer, and begin to understand that tragedy is a fundamental part of history, building on the idea of loss and commemoration from their earlier study of Bonfire Night and Remembrance. They can also make comparisons to the types of boats built by Robert Ropner and the lessons learned from the disaster which make sailing safer today.

### Learning

#### Prior Knowledge

Children have learnt about the impact of significant individuals like George Stephenson and their impact on the local area. They have learnt about the shipbuilding history of Stockton and how that impacted nationally. Children have also learnt about the growth of seaside resorts and the development of our area due to railways and seaside holidays.

Children have learned about the idea of significance and why certain individuals and events are remembered and studied.

Children have identified that our area has a great deal of local history and how local history can affect national and international history too.

Children have begun to explore how simple sources can be used to identify an individual or an event and that examination of these sources can yield more information.

#### In Year 2, pupils are taught

About the significance of Bonfire night and Remembrance. They will understand the symbolism of each event and how these are remembered nationally and sometimes internationally.

How history in the wider locality can have huge impacts locally, nationally and internationally.

That sources of evidence can be categorised into primary and secondary sources. Simple distinctions between sources from the time and sources after the event will be made.

That their local area has had many significant individuals that have contributed to the national and international narrative of history.

About Captain Cook's and Nicholas Patrick's explorations and innovations and the significance of them, learning about the vessels they travelled on, the places they visited and the impact that they had on people at the time and now.

That the Titanic was an important event that brought lots of changes to safety in travel and should not be forgotten

#### In Year 3 pupils will learn

How the wider local area (Tees Valley) was impacted by significant events and individuals (ironstone mining and Dorman Long).

How primary and secondary sources are separated and what identifies each source as primary or secondary.

How to form a small-scale independent enquiry using pre-selected sources of evidence, building on the enquiry skills learned in Year 2.

About the achievements and struggles of life in Prehistoric Britain, looking at the Stone, Bronze and Iron Ages. This will include links to local history in terms of Bronze Age mummies and local Iron Age settlements.

### Key Vocabulary

Using phrases and words to describe the passing of time -  
 e.g. 'past' 'before' 'now' 'then' 'present' 'period'  
 'Long ago' 'before I was born' 'changes to now' 'stayed the same'

Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Captain Cook and his voyages</p> <p>Identifying how events in history can be remembered</p> <p>Identifying the symbolism of certain events</p> <p>Identifying how local, national and international events in history can be remembered locally, nationally and internationally</p>	<p>Identifying and comparing periods of time – Captain Cook, George Stephenson and Dr Nicholas Patrick</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – 'Captain Cook voyaged around the world because not much was known and new ships allowed them to'</p>	<p>Identifying that changes throughout history have had important consequences – improvements in safety on ships etc.</p> <p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Identifying why certain events in history are continually remembered nationally</p>	<p>Identifying that certain events and individuals have had major consequences in history – Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc.</p> <p>Identifying how certain events in history have been caused and their significance leads us to remember them still to this day</p>	<p>Identifying why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p> <p>Identify why certain significant events and individuals are still remembered today</p>	<p>Were the voyages of Captain Cook and Dr Nicholas Patrick all that significant?</p> <p>What lessons did we learn from the Titanic?</p> <p>Guided enquiries using knowledge from topics to inform responses</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>Understanding the difference between primary and secondary/interpretive sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>

**Y3 – Stone Age to Iron Age; Ironstone Mining (local history study)**

**Rationale**

Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how life human started, human's first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and the Maya. Structuring the unit so that most lessons compare the advancements throughout the Stone, Bronze and Iron Ages allows children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on the Bronze Age and a few on the Iron Age. This then leads well into the Y4 starting topic of the Romans to provide contrast with how things changed or stayed the same.

The Ironstone Mining topic provides stark contrast to the Stone to Iron Ages topic studied earlier in the year and offers some comparisons to the tools used in different periods that can be explored. It also follows on from the concept of expanding the children's local historical knowledge to a larger area. This started with Stockton, Redcar and Saltburn in Y1, Middlesbrough and Whitby in Y2 and now the entire Tees Valley in Y3 through the development of the steel works. It also allows for a development of the learning on seaside resorts when looking at the steelworks in Redcar. Comparisons between George Stephenson and the Dorman Long company regarding their influences on the growth of our area can also be made.

### Learning

<b>Prior Knowledge</b>	<b>In Year 3, pupils are taught</b>	<b>In Year 4 pupils will learn</b>
<p>Children have learnt about the impact of significant individuals like George Stephenson, Captain Cook and Nicholas Patrick in terms of local, national and international significance and why we learn about them today. They have considered the effects of these people on the local area and how we can still see their effects.</p> <p>Children have conducted a small, semi-independent enquiry in Y2, making a simple judgement and providing evidence for why they think that.</p> <p>Children have begun to explore the differences between primary and secondary/interpretive sources and begun to use more specific vocabulary for the passing of time.</p>	<p>About Prehistoric Britain, man's achievements and the growth of civilisation from the Stone Age, Bronze Age and Iron Age by studying through these major themes which will run throughout KS2:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Beliefs</li> </ul> <p>Each lesson will compare the various facets through the Stone, Bronze and Iron Ages to show the developments in each.</p> <p>Children will also conduct a local history study and learn about ironstone mining. This will focus on the effects of the mining industry on the growth of Teesside and the rise of significant local businesses like Dorman Long and their national and international impacts.</p>	<p>About the Ancient Romans and their impact on the world including Roman Britain. They will investigate Roman:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Beliefs</li> </ul> <p>This will be done in direct comparison to the Iron Age learnt in Y3 to provide context to both periods.</p> <p>Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in-depth study. This will include:</p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Housing</li> <li>Society</li> <li>Beliefs</li> </ul> <p>This will be in comparison to both Prehistoric Britain (Y3) and the Ancient Romans (Y4) as they lived concurrently at various points in history.</p>

### Key Vocabulary

'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'  
 'Long ago' 'before I was born' 'changes to now' 'stayed the same'

'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'  
 'growth' 'population' 'industrialisation' 'ironstone'

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identify the difference between human and non-human history</p> <p>Understand how Ironstone mining impacted on Teesside and the growth of the area, placing this into a chronological framework</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – where does Britain's prehistoric past sit with other places?</p> <p>Start developing an understanding of concurrence of civilisations around the world during these times</p> <p>Identify that historians place history into periods</p> <p>Placing the industrialisation of Teesside into chronological context through comparison of George Stephenson and Captain Cook</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identify why continuity and change was important in Prehistoric Britain</p> <p>Identifying the continuity and changes to the local area through Ironstone Mining:</p> <ul style="list-style-type: none"> <li>• population</li> <li>• jobs</li> <li>• local significance</li> </ul>	<p>Identifying what caused the shift into each period of prehistory and the interconnected effects of them</p> <p>Identifying whether the effects of developments were significant</p> <p>Identifying the effects of industrialisation of Teesside – explaining the local and national impacts</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying which changes were significant throughout prehistory</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Nothing really changed between the Stone and Iron Ages in Britain, did it?</p> <p>Did Ironstone Mining improve our area?</p> <p>Guided enquiries using a range of information to construct a claim about changes in Prehistoric Britain and the impact of industrialisation on the local area</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'growth' 'population' 'industrialisation' 'ironstone'</p>



### Rationale

During the Autumn term, Year 4 children will learn about the Roman invasion and occupation of Britain as chronologically, it follows on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain progressed just like the children have. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, children will be able to make clear comparisons and begin to place both their learning on the Stone to Iron ages into context, as well as their learning about the Romans. Identifying what an 'empire' is and the role that it played in spreading people and ideas will help them in future years when the concept reappears in different contexts.

During the Summer term, the children will start with an overview of the earliest civilisations (Ancient Egypt, Ancient Sumer, Shang Dynasty and Indus Valley) locating where they were in the world, noting the connections and contrasts and understanding their achievements in relation to the ancient world and the development of the modern world. This will be followed by an in-depth study of Ancient Egypt. This links well to previous learning with prehistory in Y3 and the Romans studied in the Autumn of Y4. Direct comparisons can be made with both previous topics in terms of housing, achievements, religion, and chronology. This then reinforces the learning of both periods of history and contextualises the new learning. Attention will be paid mostly to the achievements of the Egyptians beyond building pyramids and mummification to challenge the children's perceptions that Ancient Egypt was only famous for these things.

### Learning

#### Prior Knowledge

Children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements as laid out for most KS2 topics:

- Achievements
- Housing
- Society
- Beliefs

They will also have learned about the development of Ironstone Mining and the growth of Teesside

They have learnt how history can be local, national or international

They have learnt how certain periods of history are marked by changes and certain events or people have had a significant effect on history

#### In Year 4, pupils are taught

About the Ancient Romans and their impact on the world including Roman Britain. They will investigate Roman:

- Achievements
- Housing
- Society
- Beliefs

This will be done in direct comparison to the Iron Age learnt in Y3 to provide context to both periods. They will learn about how the Roman Empire affected Britain and to what extent these effects had long or short-term impact.

Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in-depth study. This will include:

- Achievements
- Housing
- Society
- Beliefs

This will be in comparison to both Prehistoric Britain (Y3) and the Ancient Romans as they lived concurrently at various points in history. Children will learn about unification, science, medicine and Egypt's growth in power due to trade.

#### In Year 5 pupils will learn

About the Ancient Greeks and their impact on the western world, as well as their daily lives and culture. This will follow on from and provide comparison to the study of the Ancient Romans and Egyptians to provide context as they existed at similar and concurrent times, allowing the children to see the similarities and differences and how all three civilisations interacted with each other.

Children will also learn about the Anglo-Saxons and Vikings and their struggle for control of Britain. This will continue the chronological timeline of British history, following on from Roman Britain. Having used the core aspects set out for KS2, comparisons of achievements, housing, society and beliefs can and will be made to the Ancient Romans and between the Anglo-Saxons and Vikings themselves. By studying the settlement of the Anglo-Saxons and Scots, the children will understand how and why they defended their lands against Viking attackers.

### Key Vocabulary

duration' 'period' 'era' 'concurrent'  
 'during this time' 'previously' 'compared to'  
 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'  
 'Egyptologist' 'mummification' Pharaoh' 'papyrus'

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identify the role of an empire and the impact it has on people</p> <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identifying the role of continuity and change in Britain under the Romans and the impact that it did or didn't have</p> <p>Identifying the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>Identifying the cause and effect of invasion of Egypt from multiple civilisations</p>	<p>Use primary sources about Boudicca to understand that it is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p> <p>Identify why the Egyptians are viewed as so significant due to their achievements</p> <p>Identify why there are so many different interpretations of Egyptian achievements</p>	<p>The Roman Empire didn't really have all that much impact on Britain, did it?</p> <p>The Egyptians are only famous for their pyramids and mummies.</p> <p>Semi-guided enquiries that allow children to make independent decisions and use evidence to justify</p> <p>Children to present their enquiries in different ways</p>	<p>Identifying the provenance of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Identifying why sources can lead to a variety of interpretations - Egyptian paintings and recordings etc.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>

		Identifying the role of continuity and change in Egyptian religion and the impact that it had					
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## Y5 – Ancient Greeks; Anglo-Saxons and Scots; Anglo-Saxons and Vikings

### Rationale

The impact of the Ancient Greeks upon the Western world is an overview study and the first historical topic within Y5. This has been placed here so as to make comparisons with the Ancient Romans as they existed at similar periods and had a very close relationship. It also offers opportunities to compare the impacts of Rome with those of the Greeks on Britain and the Western world. Due to the nature of the topic, as set out by the National Curriculum, some elements of the comparative structure will be either lost or combined so as to make room for a deeper understanding of the impact of Greek achievements on the Western world. Themes such as democracy and philosophy work well in Y5 due to the maturity of the children and more explicit links to PSHE and Citizenship can be made with more meaningful impact.

The Anglo-Saxons and Scots topic allows us to follow on chronologically from the Romans in Britain studied in Y4 to note the continuities and changes over time. This will look at the establishment of Anglo-Saxon England and their relationship with the Scots, noting how the basis of our country owes a lot to this period. Children will see the rise of Christianity and its profound impact on the development of Britain, as well as highlighting the reasons why the Anglo-Saxons chose to defend it against the Vikings. This will then be followed by studying the struggle between the Anglo-Saxons and Vikings, looking at the nature of the struggle and how it shaped the land today. Children will learn about the similarities and differences between the Anglo-Saxons and Vikings and ultimately what led to both of their downfall at the hands of the Normans. This topic will then provide the knowledge needed for the comparative study of the Ancient Maya with the Vikings in Y6.

### Learning

<p><b>Prior Knowledge</b></p> <p>Children have learnt about the Ancient Romans and their impact on Britain and the world. They have identified the achievements of the Romans and the impact that they had on developing Britain in terms of laws, housing, public health, religion and entertainment</p> <p>They have conducted an enquiry about the impact of the Romans on Britain using a small variety of sources.</p> <p>They have studied primary sources about Boudicca and begun to understand that sources can have limitations and can actually contradict each other</p> <p>They have begun to use more precise vocabulary relating to cause, effect, significance and interpretation of sources</p> <p>They have studied Egyptian achievements and the impacts that they had on the Greeks and Romans</p>	<p><b>In Year 5, pupils are taught</b></p> <p>About the Ancient Greeks, their achievements and their impact on the western world. They will consider these by looking at the Ancient Greek:</p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Impact</li> <li>• Housing</li> <li>• Religion</li> </ul> <p>Children will compare lots of these facets, plus the role of empire, with the Ancient Romans to help contextualise both sets of learning as they had similar customs and lived concurrently for a period of time</p> <p>Children will also learn about the Anglo-Saxons, Scots and Vikings and their struggle for the control of Britain. Some references will be made to the Ancient Romans to embed their prior learning. This will be done through the study of:</p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Housing,</li> <li>• Society,</li> <li>• Beliefs</li> </ul> <p>This will provide the basis for a comparative study in Y6 with the Ancient Maya</p>	<p><b>In Year 6 pupils will learn</b></p> <p>About the role of the British Empire in spreading people, ideas and technology across the world and how similar or different this was to other empires studied such as Rome, Greece and Egypt</p> <p>Children will also learn about the Ancient Maya through a comparative study with the Vikings. This will follow a similar style of comparing the achievements, housing, religion and society that has been learned in Y5 to allow for direct comparison</p>
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**Key Vocabulary**

'duration' 'period' 'era' 'concurrent' 'chronology' 'context'  
'the duration of...' 'continuing on from...'

'myth' 'legend' 'global' 'interpretation' 'viewpoint' 'bias'  
'Christianity' 'invader' 'farmer-warrior' 'longboat' 'Norse' 'pagan'

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
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<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identifying the types of struggles that people had and the reasons for these</p> <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p> <p>Identifying the impact of other people on the Greeks</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identifying the continuities and changes of Greek achievements and impacts from then to now through:</p> <ul style="list-style-type: none"> <li>• democracy</li> <li>• society,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasions on Britain – changes in housing, religion, language etc.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p> <p>Identifying the causes and effects of other civilisations influencing the Greeks</p>	<p>Identify why the Greeks are so highly regarded by historians</p> <p>Identify the significance of Greek impacts on today's world</p> <p>Identify the significance of Anglo-Saxon and Viking settlement in Britain</p> <p>Identify the interpretations we have of different people and whether these are stereotypical or 'correct'</p> <p>Identify that interpretations of the past can change over time</p>	<p>Ancient Greek achievements are overrated and the Greeks were no different to other people</p> <p>Was Britain better off under the Romans or the Anglo-Saxons?</p> <p>Why did the Anglo-Saxons and Vikings struggle for the Kingdom of England?</p> <p>Semi-independent enquiries using evidence as justification</p> <p>Delivery of evidence and arguments through rational historical debate</p>	<p>Identify the challenges of primary sources due to purpose, author and audience</p> <p>Identify the Greeks as the originators of the 'historical record'</p> <p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>
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## Y6 – The British Empire under the Victorians (post-1066 study); The Ancient Maya (non-European comparative study)

### Rationale

By studying the British Empire under the Victorians, children will see how the British Empire was similar or different to other empires previously studied and begin to make interpretations as to what is meant by 'great'. This allows the children to make references to prior learning and contextualise the roles of trade, power, technology, religion and society in pushing the British Empire across the world. Children will identify the complex interpretations of the past and why 'problematic' history shouldn't be left unchallenged. They will also learn about how historians' views of the past change over time and how they construct their claims about areas of the history.

Studying the Maya offers fantastic opportunities to link with the Vikings. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. With the children having learnt about the Vikings in Y5, following up with this in Y6 helps to reinforce their Y5 learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya. This also provides a comparison to a non-European society that contrasts with the children's own experiences.

### Learning

#### Prior Knowledge

Children have learnt about a variety of civilisations and individuals and how they have impacted Britain and the world.

In Y5, children learnt about the cultures of the Anglo-Saxons and Vikings and their impact on Britain. They learnt about their achievements, beliefs, housing and structures within society

Children learned about bias within primary sources and how we should consider the viewpoints of the written sources

Children have learnt how to use sources as evidence for an enquiry and how to engage with proper historical debate

Children have learnt about a variety of different empires throughout history, the role that an empire plays and the impacts of it

#### In Year 6 pupils will learn

About key aspects of the British Empire by considering its:

- Achievements
- Housing
- Society
- Beliefs

Children will also learn about what 'problematic' history is and why it should be challenged.

About the contrasts and similarities between the Ancient Maya and Viking Britain through comparison of:

- Achievements
- Housing,
- Society,
- Beliefs

They will contextualise their knowledge of the Vikings and Maya through comparison to see the reasons for their developments and why some of their similarities are extremely close or distant from each other

#### In KS3 pupils will learn

How to construct arguments using evidence and how to investigate an enquiry question

How to contextualise information and place it into a chronological framework across world history

The complexities of certain periods and their impact upon the development of history in Britain and the world

How to build upon their historical vocabulary to articulate their thoughts with greater clarity

### Key Vocabulary

Using phrases and words to describe the passing of time and context of civilisations -  
e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'  
'the duration of...' 'the narrative of history'

Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’ ‘empire’ ‘interpretation’ ‘technology’ ‘advanced’

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Building an understanding of post-1066 Britain through the British Empire by considering its:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Comparing Viking Britain with the Maya through:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>and understanding the reasoning for similarities/differences between each civilisation</p> <p>Identifying that some areas of history can be viewed as ‘problematic’</p> <p>Identifying the similar and differing natures of empires across time</p>	<p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into wider context</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Placing the Ancient Maya into chronological context and in direct comparison with the Vikings</p> <p>Placing Victorian Britain and the British Empire into</p>	<p>Identifying the continuities and changes in Britain during the British Empire (under the Victorians) by looking at:</p> <ul style="list-style-type: none"> <li>• technology,</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identify why these developments were spread across the world due to the empire</p> <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> <li>• achievements</li> <li>• housing,</li> <li>• society,</li> <li>• beliefs</li> </ul> <p>Identifying what might define</p>	<p>Identify the cause of the British Empire and its lasting impact on today’s world</p> <p>Identify the contextual reasons behind the causes and effects of the British Empire in different places</p> <p>Identify the causes and effects of the growth and decline of the Maya over time</p> <p>Identify the contextual reasons for the causes and effects of Maya and Viking ‘prosperity’ and decline</p>	<p>Identify the significance of the British Empire in a number of ways</p> <p>Identify why interpretations of the British Empire have changed over time</p> <p>Identify why the Maya were one of the most significant Mesoamerican civilisations</p> <p>Identify why our interpretations of the Maya are changing through the development of technology</p>	<p>Was the British Empire ‘great’?</p> <p>Evidence clearly suggests that the Vikings were more advanced than the Maya</p> <p>Independently responding to enquiry questions using a range of sources and information learnt</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>	<p>Identify how sources of evidence can be created for a purpose</p> <p>Identify how interpretations of sources of evidence can change over time</p> <p>Identify how improving technology can help us find more sources of evidence</p> <p>Identify some of the more modern methods of finding sources of evidence - LiDAR</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘the narrative of history’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’ ‘technology’ ‘advanced’</p>

	<p>chronological context and it's legacy and impact today</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p>	<p>'advanced' as a civilisation</p>					
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