

# History at Bulwell St Mary's

Our curriculum vision for the children at Bulwell St Mary's C of E Primary School is to provide opportunities so that our children:

- Will be creative, energetic and enterprising.
- Aspire to reach challenging targets.
- Will be confident, connected, actively involved and lifelong learners.
- Will be inspired to seize opportunities inside and outside of school life.
- Develop a set of values that enable them to live full and satisfying lives confident in their own abilities.
- Will gain an understanding of life inside and outside of their local community.

Our curriculum is founded on our school's Christian Take Care values and aims to ensure diversity and inclusion is woven throughout our teaching and learning. We aspire to creating learners who will flourish and experience life in all its fullness.

## **Vision for the History Curriculum at BSM:**

*The History curriculum at Bulwell St Mary's intends to cover the statutory guidance set out by the national curriculum in a systematic way that provides complete coverage and progression from foundation to year six. We recognise that having a thorough understanding of history and how it has shaped the world we live in today, empowers children to make informed decisions for the future, allowing them to become responsible global citizens.*

*Through our History curriculum we aim to give pupils the skills and knowledge to be inquisitive, creative and empowered historians, seeking to know more and evaluate how our knowledge of history can inform our decisions for the future.*

### **Declarative Knowledge:**

This is the teaching of the core facts, figures and information about a specific topic. Declarative knowledge is explicit learning, meaning that it is either a known fact or not. Declarative knowledge is important as it helps learners to make sense of new situations based on factual data.

Declarative knowledge must be taught through regular repetition in order for the facts/figures/information to become stored (long-term) learning.

The curriculum at Bulwell St Mary's uses the recommended knowledge in the National Curriculum (2013).

### **Procedural Knowledge:**

This is the teaching and learning of skills linked to a subject area. Procedural knowledge is important as it helps children to apply their skills across learning and can support children as they move through the school in making clear links between their learning.

Procedural knowledge gives a specific skill, which will then progress over each year group. *E.g. A year 3 learner may identify historical sources to find out about the past. A year 4 learner will then identify if these sources are primary or secondary. A year 5 learner will then consider the reliability of historical sources. And a year 6 learner will then evaluate and give reasons for different accounts of history.*

## Historical Skills:

The Bulwell St Mary's History curriculum incorporates a range of historical skills across all year groups and learning. These skills form part of the children's procedural learning and will be applied to different concepts throughout their time in school.

These procedural skills are progressive across the school and can be accessed in detail in the curriculum skills documentation. The skills are split across 5 key areas:



### Knowledge and Understanding of People, Events and Changes in the Past

Pupils explore the significance and impact of historical events and how these impacted on a variety of social and economic aspects of life. Exploration here will focus on key time periods in both British and World History, whilst also exploring how these events have had an impact on the present day.

### Historical Enquiry

Pupils explore how historians find out about the past and identify historical sources for themselves in order to support their key knowledge acquisition. Pupils will ask questions and identify sources to help them answer these questions.

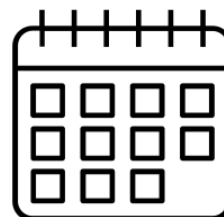


### Historical Interpretation

Children use their knowledge to identify implicit meaning in historical evidence and make judgements about how history has been recorded/reported. As learning progresses, pupils will begin to explore bias in historical sources, propaganda and make judgements on fact vs. opinions.

### Chronological Understanding

Children develop a strong understanding of the order of events in history and the lasting impact of these events. Children will begin to sequence events learnt across different year groups against one another in order to create a historical timeline for their learning.



### Organisation and Communication

Pupils record and communicate their learning in different ways, in particular using oral skills to explain their historical learning at varying levels across the school. Children may also produce digital outcomes which support their communication of learning to others.

## Assessment of History:

The end of unit assessment in history will focus on children answering a "big question" from the progression document. This method integrates the knowledge and skills gained throughout the unit and accommodates diverse and creative forms of evidence. The "big question" is introduced at the beginning of the unit to guide learning and direct the children's investigations.



### Examples of Creative Evidence Collection:

Encourage students to collect evidence and document their learning in various formats, such as:

**Journaling:** Students can keep a history journal to reflect on their learning, make connections to the big question, and record significant insights.

**Creative Double Page Spread:** Allocate a double page in their topic book for students to creatively address the big question. This could include illustrations, timelines, historical maps, written explanations, and photographs.

**Digital Projects:** Utilise digital tools for presentations, videos, or interactive timelines to answer the big question. Tools like Google Slides, PowerPoint, and video editing software can be particularly effective.

Children will learn a guiding statement to understand and explain what history is, its significance, and why it matters.

**“In History, we explore past events, uncover the stories of different eras, and understand how they shape our world today!”**



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| <b>Year Group:</b><br>EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Topic:</b> My Family<br><br><b>Key Question:</b> What makes me special? |
| <b>Key Knowledge:</b><br><b>Who is in my family?</b> <ul style="list-style-type: none"> <li>• Talk about a family photograph and who is in it.</li> <li>• Know that there are similarities and differences between my family and others.</li> </ul> <b>How have I changed since being a baby?</b> <ul style="list-style-type: none"> <li>• Understand that I was a baby, then a toddler and now a child. (My past and present)</li> <li>• To understand that I will grow up and be an adult. (My future)</li> <li>• To sequence my life story.</li> </ul> <b>What special times do I celebrate with my family?</b> <ul style="list-style-type: none"> <li>• To explore different celebrations and compare them to special times with my family.</li> </ul> |                                                                            |
| <b>Assessment Questions:</b><br>Are all families the same?<br>What are the life stages of growing up?<br>What are celebrations and why is it important?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                            |
| <b>Assessment Outcome:</b><br>To bring in a family photo and talk about who is in it (F1)<br>To share photos and be able to compare similarities and differences with another family (F2)<br>To name pictures – baby, toddler, child, adult (F1)<br>To sequence pictures of a baby, toddler, child and adult (F2)<br>To talk about special times they celebrate (F1)<br>To talk about a special time they celebrate and compare to another celebration (F2)                                                                                                                                                                                                                                                                                                |                                                                            |
| <b>Vocabulary:</b><br>Past, baby, toddler, child, family, mum, dad, sister, brother, grow, change, older, younger, taller, shorter, same, different, remember, learn, life story, history, past, retell, memories, time, celebration, birthday, festival, similar, sequence, present                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |
| <b>Key Texts to support learning:</b><br>Heather has Two Mummies, Owl Babies, Mommy, Mama and Me, Babies Catalogue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                            |

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| <b>Year Group:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Topic:</b> Castles ( <i>Peace and Conflict</i> ) |
| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Key Question:</b> Why are castles so big?        |
| <p><b>Key Knowledge:</b></p> <p><b>Why were castles necessary?</b></p> <ul style="list-style-type: none"> <li>• Protection for a lot of people.</li> <li>• Identify the structure of a motte and bailey castle.</li> <li>• Invasions and battles.</li> <li>• What was happening in England over a thousand years ago that meant people needed protection?</li> </ul> <p><b>What was life like inside a castle?</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences-what was life like inside the castle compared to outside the castle?</li> <li>• Who lived there? What jobs did people have? Do we have the same jobs today? Do we live in the same way?</li> </ul> <p><b>Are castles still being built today? How are they the same/different?</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences-look at 'castle-like' houses.</li> <li>• What is the same? What is different? Do we still need castles?</li> </ul> <p><b>How and why did castle design change?</b></p> <ul style="list-style-type: none"> <li>• Cause and consequence/ similarities and difference/Chronology-different materials, tools, ways of building, fashion.</li> <li>• Fewer battles, many castles destroyed in the Civil War, different countries (compare Scottish Castles to Swiss/German castles and start to bring in Fairy Tale focus)</li> </ul> |                                                     |
| <p><b>Links to Previous Learning:</b></p> <p>Belonging and homes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                     |
| <p><b>Vocabulary:</b></p> <p>Soldiers, Taxes, Archery, Hero, Knight, Armour, Shield, Motte and Bailey, Norman, Battle of Hastings, Drawbridge, Medieval, Fortress, Battlements, Moat, Portcullis, Arrow loops, Lord/Lady, Jester, Invasion</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                     |
| <p><b>Key Texts to support learning:</b></p> <p>DK Find Out: Castles</p> <p>The Castle the King Built</p> <p>The Knight Who Said No!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                     |

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| <b>Year Group:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Topic:</b> Victorians ( <i>Changes</i> )                             |
| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Key Question:</b> What was it like to be a nurse in Victorian times? |
| <b>Key Knowledge:</b><br><br><b>Who was Florence Nightingale?</b> <ul style="list-style-type: none"> <li>• Understand what the Crimean War was and how it was fought.</li> <li>• Understand how medical knowledge was different in Victorian times compared to now e.g. washing hands, spread of germs <ul style="list-style-type: none"> <li>• Explore the achievements of Florence Nightingale and why she was called ‘The lady of the lamp’.</li> </ul> </li> </ul><br><b>Who was Mary Seacole?</b> <ul style="list-style-type: none"> <li>• Explore the life and achievements of Mary Seacole in relation to her achievements as a medical practitioner.</li> <li>• Understand the adversity Mary Seacole overcame and the significance of her achievements.</li> <li>• Compare the lives and achievements of Mary Seacole and Florence Nightingale</li> </ul> |                                                                         |
| <b>Links to Previous Learning:</b><br>People who help us - EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                         |
| <b>Vocabulary:</b><br>rich, poor, wealthy, poverty, education, gender, conflict, war, adversity, medicine, workhouse, diseases, infections, injury, charity, wounds, Jamaica                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                         |
| <b>Key Texts to support learning:</b><br>The Victorian Time Traveller<br>Little People Big Dreams: Florence Nightingale<br>Little People Big Dreams: Mary Seacole                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                         |

**Year Group:**

Year 2

**Topic:** The Great Plague (*Peace and Conflict*)

**Key Question:** How did one village save hundreds?

### **Key Knowledge:**

#### **What was 'The Great Plague'?**

- Understand what the great plague was and when it started (events beyond living memory)
- Understand the chronology of the main events of the Great Plague.

#### **What caused the Great Plague? What was it like to live in London in the 1600s?**

- Study what people believed caused the plague at the time.
- Explore the reasons why the plague spread so quickly e.g. overcrowding in London, houses built close together, impact of the hot summer of 1665.
- Compare and contrast the role of poor hygiene and sanitation in London to the spread of the disease.

#### **How did people try and stop the plague spreading?**

- Examine the main beliefs on how the plague could be stopped and the effectiveness on these e.g. smelling posies, bathing in milk, licking toads, burning fires in the street, killing cats and dogs.
- Study the role of the plague doctor, its effectiveness in trying to stop the plague and compare to the modern methods used in the NHS.
- Understand what it means to be quarantined, how and why people were quarantined and how they were able to come out of quarantine.
- Understand how and why the plague spread to the Derbyshire village of Eyam.
- Explore the role of the people in Eyam and how their decisions impacted on the spread of the plague.

#### **How did the plague end and what were the consequences of it?**

- Understand how the plague ended and how people recognised the causes of it.
- Compare similarities of the Great Plague with that of the COVID-19 pandemic.
- Study the consequences of the great plague on the population of Britain and understand the differences between rich and poor people, including the role of King Charles II and the Mayor of London. (lives of significant individuals in the past).

### **Links to Previous Learning:**

People who help us – EYFS

Doctors and nurses/medicine – Year 1 Florence Nightingale

### **Vocabulary:**

infected, disease, fleas, rats, vermin, fever, remedies, toad, quarantine, population, spread, plague doctor, wooden cart, posies, hygiene, sanitation

### **Key Texts to support learning:**

Plague: A cross on the door

See Inside: The History of Britain

**Year Group:**

Year 2

**Topic:** Great Expeditions (*Aspirations*)

**Key Question:** Why was Amelia Earhart such an influential explorer?

**Key Knowledge:**

**How has transport changed within and beyond living memory?**

- Know about the chronology in the history of flight and significant figures in this timeline.
- Learn about how main events within and beyond living memory fit into the history of transport e.g. Wright Brothers, Amelia Earhart's solo flight across the Atlantic.

**Who was Amelia Earhart and why was she important?**

- Learn about who Amelia Earhart was and how her early childhood was different to other girls at the time.
- Explore Amelia's influence on people's attitudes to women at the time and in the present day.
- Learn about the main achievements of Amelia Earhart and why people remember her as an important historical figure e.g. set up flying school for women, first woman to fly solo across the Atlantic Ocean.
- Understand how mapping techniques in the early 20<sup>th</sup> century are different to those used in the modern day.
- Learn about how Amelia Earhart died and how people now remember her.

**Links to Previous Learning:**

Geography links – Year 1

**Vocabulary:**

aviator, propeller, pioneer, navigator, cockpit, solo, altitude, lighthouse, rescue, pilot, Pacific Ocean, transportation, aviation, runway

**Key Texts to support learning:**

Little People Big Dreams: Amelia Earhart  
Great Adventurers



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| <b>Year Group:</b> | <b>Topic:</b> The Great Fire of London ( <i>Environment and Changes</i> )  |
| Year 2             | <b>Key Question:</b> How did the Great Fire of London change how we build? |

### Key Knowledge:

#### What caused the Great Fire?

- Understand that the fire started in a bakery on Pudding Lane.
- Learn about the differences between a 1600s bakery and a modern-day bakery.
- Understand the chronology of the main events of the Great Fire and how it is related to events of the Great Plague as two of the major historical events of the 1600s. (events beyond living memory)
- Explore the materials houses were made of and how this contributed to the fire spreading so quickly Children understand that a rising population meant that houses were built very close together.

#### How did the fire stop?

- Compare the efforts to put out the fire with that of the modern-day fire service.
- Understand some of the tools used to fight the fire in the 1600s e.g. fire hook, leather buckets of water from the River Thames.

#### What was the impact of the Great Fire?

- Understand the importance of the River Thames as a means of escape.
- Compare the different impacts on rich and poor people at the time.
- Explore the role of rich people and royalty during the Great Fire e.g. Samuel Pepys and King Charles II (lives of significant individuals in the past).
- Understand where people lived during and after the Great Fire.
- Know that houses were built differently after the Great Fire of London.

### Links to Previous Learning:

Link to learning on the Plague – timeline of events  
People who help us - EYFS

### Vocabulary:

fire, London, Samuel Pepys, baker, Pudding Lane, River Thames, diary, ablaze, smoke, King Charles II, explosives, fire break, fire hose, fire hook, St. Paul's Cathedral, pit, emergency, gases

### Key Texts to support learning:

The Fire Cats of London  
You wouldn't want to be in the Great Fire of London  
How do we know about...The Great Fire of London

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| <b>Year Group:</b><br>Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Topic:</b> Stone Age/Iron Age ( <i>Belonging</i> )     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Key Question:</b> What was life like in the Stone Age? |
| <p><b>Key Knowledge:</b></p> <p><b>How do we know what life was like in the Stone Age?</b></p> <ul style="list-style-type: none"> <li>• Explore what 'prehistory' means</li> <li>• Understand the terms primary and secondary sources and discuss the benefits of using both types. Begin to understand how archaeologists can use carbon dating.</li> </ul> <p><b>What was life like in the Mesolithic Period?</b></p> <ul style="list-style-type: none"> <li>• Explore what animals lived in Britain during pre-historic times.</li> <li>• Explore the evidence suggesting people of the Mesolithic may have had religious beliefs (antler headdress, graves, sculptures).</li> <li>• Explore cave paintings from the Mesolithic era and discuss what historical. interpretations we can make from these</li> <li>• Understand that humans lived a hunter-gatherer lifestyle and explore the evidence that suggests this.</li> <li>• Understand that a tsunami may have finally flooded Doggerland, leaving Britain as an island.</li> </ul> <p><b>How did life change during the Neolithic Period?</b></p> <ul style="list-style-type: none"> <li>• Explore the significant changes to daily during the Neolithic period – farming and agriculture, settlements and warfare.</li> <li>• Analyse images of Skara Brae and draw conclusions about what life was like for the people who lived there.</li> <li>• Explore what historians know about the lifestyle of the people of Skara Brae and how they know this.</li> </ul> |                                                           |
| <p><b>Links to Previous Learning:</b><br/>Settlements and castles – Year 1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                           |
| <p><b>Vocabulary:</b><br/>AD, alliance, archaeologist, BC, bronze, Bronze Age, Celts, cemetery, climate, copper ore, cremated, crop, domesticated, empire, evidence, fertile land, flint, forage, fossil, glacial period, glacier, harvest, hillfort, historian, Homo, heidelbergensis, hunter-gatherer, interglacial period, Iron Age, loom, mammoth, Mesolithic, Neolithic, prehistory, primary source, ritual, secondary source, settlement, sickle, source, Stone Age, summer solstice, timeline, winter solstice</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                           |
| <p><b>Key Texts to support learning:</b><br/>Stone Age Boy<br/>CGP Stone Age to Celts<br/>The Street Beneath my Feet<br/>24 Hours in the Stone Age</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                           |

**Year Group:**

Year 3

**Topic:** Romans in Britain (*Aspirations and Journeys*)

**Key Question:** What was life like in Roman Britain?

**Key Knowledge:**

**What was the Roman Empire?**

- Develop a broad overview of the Roman Empire and its geographical breadth

**Who was Julius Caesar?**

- Understand the significance of Julius Caesar and analyse why he wanted to invade and conquer Britain
- Compare and contrast the Celts and Romans
- Understand why Caesar's invasion failed

**How did the Romans conquer Britain?**

- Explore why Claudius' invasion was more successful than Julius Caesar's
- Study the structure and efficiency of the Roman army
- Understand the significance of the Roman roads in conquering Britain

**How did the Romans change Britain?**

- Explore who the Druids were and why the Romans wanted to defeat them
- Understand what an aqueduct is and why the Romans built them
- Study how the Romans developed Britain to be more like Rome, building temples, amphitheatres and forums

**Who was Boudica?**

- Explore the significance of the rebellion of Boudica

**Why was Hadrian's wall built?**

- Study the battles between the Romans and tribes of Scotland
- Understand what Hadrian's wall was and why it was built

**What do the remains of 'Ivory Bangle Lady' tell us about Black people in Roman Britain?**

- Read about how historians know that Ivory Bangle Lady was mixed race and wealthy.
- Discuss what this tells us about Romans' attitudes towards race

**What was life like in Roman Britain?**

- Study what life was like for women and children in Roman Britain and how this contrasted with life in the tribes
- Explore what life was like living in a Roman villa
- Study the religion of the Romans, how this influenced and contrasted with the tribes of Britain and how this changed over time

**Why did the Romans leave Britain?**

- Understand why the Roman empire began to struggle
- Understand when and why the Romans finally left Britain.

**Links to Previous Learning:**

Settlements – KS1

**Vocabulary:**

aqueduct, archaeologist, auxiliary, ballista, BC, Celtic, tribes, chariot, Christianity, citizen, conquer, dictator, Druid, emperor, empire, evidence, gladiator, government, governor, hillfort, hoard, hostage, imported, Latin, mosaic, oppidum, Pagan, Picts, pension, public bath, raid, rebel, rebellion, Roman Empire, Saxons, Scots, settlement, taxes, tides, timeline, villa

**Key Texts to support learning:**

Romans on the Rampage

CGP Roman Britain: Black and British

We are the Romans

Romans Magnified

**Year Group:**

Year 4

**Topic:** Anglo Saxons/Vikings (*Belonging, Peace and Conflict*)

**Key Question:** How did the Anglo-Saxons and Vikings deal with conflict?

### **Key Knowledge:**

#### **Who were the Anglo-Saxons?**

- Understand that the Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands.
- Know the place of Anglo-Saxons on a timeline of British history.

#### **What was life like in Anglo-Saxon Britain?**

- Know about the daily life of people in an Anglo-Saxon settlement and compare this to previous eras studied such as Roman Britain or Neolithic Britain
- Explore Anglo-Saxon religion and how it changed over time
- Understand the importance of written law in Anglo-Saxon culture and how law and order was enforced; compare this to how law is enforced today
- Learn about the structure of Anglo-Saxon society, compare this to another society already studied
- Study the story of Beowulf and its relationship with the excavation site at Sutton Hoo
- Explore what life was like for people at the bottom of Anglo-Saxon society, especially that of slaves; encourage children to draw comparisons with Roman society
- Explore the life of Anglo-Saxon women and children and make contrasts with life today

#### **Who was Alfred the Great?**

- Discover who Alfred the Great was and what he did to defend Britain
- Explore the first Viking invasions

#### **Who were the Vikings and where did they come from?**

- Using maps, study where the Vikings came from and why they wanted to invade Britain.

#### **What did the Vikings believe and how was this difference to the Anglo-Saxons?**

- Explore Viking values and how this contrasted with Anglo-Saxons
- Study Norse beliefs and contrast with Christianity

#### **When did the Vikings invade Britain?**

- Study the raid of Lindisfarne AD 793 in depth
- Explore the possibility of the violence of the Vikings being exaggerated in historical records
- Study the first Viking settlements of Orkney and the alliances made with alliances with the people of Cornwall

#### **Did the Vikings ever defeat the Anglo-Saxons?**

- Study the victories of the Vikings and their struggle to conquer Wessex
- Understand the importance of Aethelfleda and her defence of Mercia against Danelaw

### **Links to Previous Learning:**

Settlements – KS1

Castles – Year 1

### **Vocabulary:**

afterlife, ally, amber, Anglo-Saxons, archaeological evidence, archaeologist, baptize, blood-feud, Danes, estate, excavation, exile, famine, fortify, harvest, hilt, hoard, international, knar, long ship, legend, loot, massacre, mead, monastery, navigate, Normans, Norsemen, outlawing, overlord, Paganism, plunder, priory, raid, rune, runestone, saga, Scandinavia, stalemate, trade, treaty, Valhalla, wergild

### **Key Texts to support learning:**

Beowulf

CGP Vikings

Viking Voyagers

**Year Group:**

Year 4

**Topic:** The Maya (*Environment*)

**Key Question:** What was life like for Maya children and animals?

**Key Knowledge:**

**Who were the Maya and where did they live?**

- Understand that the Maya lived as hunter-gatherers in central America and eventually settled as farmers, compare this to Neolithic Britain (Year 3 topic)
- Explore the diverse geography of the Maya region and understand the challenges and benefits of the terrain and climate
- Understand how archaeologists and historians have developed their knowledge of the Maya

**What was life like for the Maya?**

- Know some of the inventive farming methods of the Maya as a response to the varied terrain
- Understand what the Maya ate and how this was affected by the region which they inhabited.
- Understand the importance and versatility of trade in Maya society

**What did the Maya believe?**

- Explore the myths, beliefs and gods and goddesses of the Maya and the difficulties historians face when studying these deities
- Understand the importance of priests, temples and sacrifice in Maya society
- Study the game of Pok-A-Tok and understand the importance of the game in Maya society

**What was Maya Culture?**

- Understand the advanced and complicated way in which the Maya recorded words and numbers
- Explore the ways in which the Maya beliefs regarding astronomy affected everyday life.
- Now that the Maya used carvings, murals and sculptures and these can tell us about Maya life.

**What Happened to the Maya?**

- Explore the impact of the Spanish invasion on Maya society.

**Links to Previous Learning:**

**Vocabulary:**

ancestor, archaeologist, architecture, astronomy, bloodletting ritual, cacao, city state, climate, codex, eclipse, equinox, excavate, flint, hieroglyph, hunter-gatherer, incense, jade, jaguar, limestone, loom, maize, merchant, mural, myth, observatory, obsidian, porter, priest, pyramid, quetzal, scribe, solstice, syllable, textiles, Xibalba

**Key Texts to support learning:**

The Rain Player

Explore Maya Civilisation

Great Civilisations: The Mayas

**Year Group:**

Year 4

**Topic:** Ancient Greece (*Changes*)

**Key Question:** How was the life of a woman in Ancient Greece different to today?

**Key Knowledge:**

**Who were the Ancient Greeks?**

- Explore the timeline of the Ancient Greeks
- Compare and contrast the Spartan and Athenians, building on previous work on city-states in the Maya topic
- Understand the term democracy and its importance in Athenian society
- Explore the conflict between the Spartans and Athenians

**What was life like in Ancient Greece?**

- Explore Ancient Greek homes and compare and contrast them to our own homes and/or homes of Iron Age Britain (revisit Year 3 Stone Age topic)
- Explore the lives of women in Ancient Greece and compare and contrast the lives of poor and wealthy women
- Know about the lives of some famous women in Ancient Greece: Sappho, The Oracles and Aspasia.

**What was Ancient Greek culture like?**

- Study the beliefs of the Ancient Greeks and compare and contrast these beliefs to the beliefs of other historical periods studied

**Links to Previous Learning:**

**Vocabulary:**

acropolis, agoge, altar, ancestor, archaeologist, architecture, atom, caryatid, chamber pot, chariot, city-state, comedy, courtyard, democracy, excavate, flax, foundation, gymnasium, immortal, labyrinth, legend, myth, Oracle, oxen, Parthenon, phalanx, philosophy, politician, prophecy, Sphinx, stadion, symposia, symptom, temple, Titan, tragedy, trident, volume

**Key Texts to support learning:**

Tales of Greek Heroes

Who let the Gods out?

So you think you've got it bad? Life in Ancient Greece

**Year Group:**

Year 5

**Topic:** Ancient Sumer (*Changes*)

**Key Question:** How did the Ancient Sumer impact on life today?

**Key Knowledge:**

**When and where did the Ancient Sumer live?**

- Know that the Sumerian civilisation lasted from c5300 BCE to c1940 BCE
- Know that Sumer was made up of city states in the region of Mesopotamia (modern Iraq) and is regarded as the first civilisation

**What was life like in Ancient Sumer?**

- Understand how the Sumerians developed irrigation to bring the water to their fields from the rivers and used this to grow crops.
- Know that the Sumerians built the first ever city and used a grid system for roads and buildings.
- Know that each city had a ziggurat at its centre and how these were dedicated to the city's main God.
- Explore the inventions developed by the Sumerians and compare their impact on modern life:
  - The first written language was derived in Sumer in c.3500BCE
  - The writing was made on clay tablets with sharpened reeds. It developed from pictograms to cuneiform.
  - The system we use today for time was devised in Sumer – 60 minutes in an hour, etc.
  - They divided the circle in 360°
  - Sundials were used to tell the time.
  - Ancient Sumerians invented the wheel.

**How did the Ancient Sumer civilization end?**

- Know that flooding caused crops to be destroyed and problems for cities in feeding their people.
- Know that city rulers began to fight with one another and this caused weaknesses in the Sumerian people.
- Know that Sumer was invaded by the Elamites.

**Links to Previous Learning:**

Ancient Egyptians (previously studied in old curriculum)

**Vocabulary:**

*Mesopotamia, Tigris, Euphrates, tablets, reeds, sun dials, Elamites, civilisation, Eridu, Larsa, Uruk, Ur, Iraq, ziggurat, Epic of Gilgamesh, royal standard, warrior*

**Key Texts to support learning:**

Great Civilisations: Ancient Sumer

Daily life in Ancient Sumer

Tales of Ancient Worlds

Stone Age Tales: The Great Monster

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| <b>Year Group:</b> | <b>Topic:</b> World War One – The Suffragettes ( <i>Peace and Conflict, Aspirations</i> ) |
| Year 5             | <b>Key Question:</b> Why did WW1 change women's lives in Britain?                         |

### Key Knowledge:

#### When and why did World War One take place?

- Explore the British Empire and examine how this changed over history (look at a map of the British Empire).
- Discuss the assassination of Arch Duke Franz Ferdinand and how this led to a series of invasions and declarations of power from Russia, Germany and Britain.

#### What was life like in the trenches of World War One?

- Explore where WW1 took place and the significance of trench warfare in the battles
- Learn about the Battle of the Somme in 1916 and the significant losses for both sides
- Explore what life was like in the trenches through examine a range of historical sources e.g. letters home, photographs, medical reports
- Learn about the 'Christmas Truce' story and explore whether this really did happen.

#### What was life like in Britain during World War One?

- Learn about the Defence of the Realm Act and how this allowed the government to make significant changes to everyday life in Britain.
- Explore the new jobs created during the war and why women were given the opportunity for paid work.
- Examine the types of jobs taken on by women (e.g. land army, munitions factories, typists) and what happened to women at the end of the war when the men returned.

#### Who were the Suffragettes?

- Explore who Emmeline Pankhurst was and her role in campaigning for women's rights.
- Discuss different views of the Suffragettes and why some saw them as criminals.
- Examine the role WW1 played in helping some women to get the right to vote.
- Know that women's rights were still not equal at this time and explore the differences between women's and men's pay, right to vote, position in power. Compare this to the modern day and changes which have been made.

#### Links to Previous Learning:

Female explorers  
Hidden Figures

#### Vocabulary:

Contraband, espionage, trench warfare, tanks, munitions, industrial, rural, propaganda, U-boat, victory, nationalism, armistice, allied powers, western front, artillery, rations, battlefield, draft, treaty, navy, air force, conscription, zeppelins

#### Key Texts to support learning:

Secret Suffragette  
You wouldn't want to be in the Trenches in WW1  
Stories of WW1



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| <b>Year Group:</b> | <b>Topic: Space and early discoveries</b> <i>(Changes)</i> |
| Year 5             | <b>Key Question:</b> What was the Space Race?              |

### **Key Knowledge:**

#### **How did the Space Race heat up?**

- Sputnik: The first artificial satellite
- Yuri Gagarin: The first human in space (1961)
- Valentina Tereshkova (1963)
- The first living creature in space – (Laika, 1957)

#### **What was the Apollo programme?**

- The goals of the Apollo missions.
- Key missions: Apollo mission: Apollo 1, Apollo 8 and Apollo 11
  - The first moon landing- Neil Armstrong and Buzz Aldrin

#### **What happened after the moon landing?**

- Apollo missions 12-17: Further lunar exploration
  - The end of the Apollo program and its legacy (1972)
  - International space station

### **Links to Previous Learning:**

Female explorers

Romans, Anglo Saxons and Vikings exploration

**Vocabulary: Russia, America, astronaut, cosmonaut, Apollo, International Space station, lunar**

### **Key Texts to support learning:**

Hidden Figures

Survival in space

Neil Armstrong

The moon

One Giant Leap

**Year Group:**

Year 6

**Topic:** The Tudors (*Belonging*)

**Key Question:** What role did race and class play in Tudor Britain?

**Key Knowledge:**

**What was life like in Tudor Britain?**

- Explore the class system of Tudor Britain, compare and contrast this to class systems of previous eras studied.
- Study the harsh lives most of the people of Britain faced, focusing on crime and punishment; compare this to the modern day.

**Who were some significant figures of different races in Tudor times?**

- Know about who John Blanke was and how historians know so much detail about his life.
- Understand the stories of Jacques Francis and Mary Fillis
- Explore what these stories tell us about how the Tudors viewed race.

**Links to Previous Learning:**

British empires and invasions (Vikings, Romans, WW1)

**Vocabulary:**

*monarch, reformation, Catholic, Protestant, Yeomanry, Vagabonds, nobles, infidel, cannons, craftsmen, dissolution, execution, merchants, monasteries nobility, Pope, treason, warfare, aristocracy*

**Key Texts to support learning:**

Diver's Daughter by Patrice Lawrence

Usborne Tudor's Picture Book

DK Eyewitness: Tudor

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| <b>Year Group:</b><br>Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Topic:</b> World War Two – The Holocaust ( <i>Aspirations and Journeys</i> ) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Key Question:</b> What was life like for a Kindertransport child?            |
| <p><b>Key Knowledge:</b></p> <p><b>What was life like for Jewish person in 1930s Germany?</b></p> <ul style="list-style-type: none"> <li>• Study Kristallnacht and the treatment of Jewish people under Nazi rule in Germany.</li> <li>• Explore how the Nazi regime spread across Europe.</li> <li>• Examine the events of Kristallnacht and how this impacted upon the movement of Jewish people from Germany and Austria.</li> <li>• Explore views of Jewish people through historical sources and bias in Nazi Germany.</li> </ul> <p><b>What was the Kindertransport?</b></p> <ul style="list-style-type: none"> <li>• Explore why the Kindertransport was created by Britain.</li> <li>• Examine real life stories from Kindertransport children and what happened to them after the war.</li> </ul> <p><b>What was the holocaust and how did it impact life for many people in Europe?</b></p> <ul style="list-style-type: none"> <li>• Explore the Nazi creation of concentration camps and how these were used as a place to ‘cleanse’ Germany and other parts of Europe.</li> <li>• Examine real life stories from children during the holocaust and explore what life was like in a concentration camp.</li> </ul> <p><b>How was the war ended and concentration camps liberated?</b></p> <ul style="list-style-type: none"> <li>• Know that the war ended in 1945 and allied forces liberated concentration camps across Europe.</li> </ul> |                                                                                 |
| <p><b>Links to Previous Learning:</b></p> <p>WW1 (Year 5)<br/>Refugees (Year 5)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                 |
| <p><b>Vocabulary:</b></p> <p>Allies, chronological, prejudice, holocaust, Kristallnacht, invasion, concentration camps, gas chambers, evacuation, air raid shelter, air raid siren, wardens, star of David, blackout, rationing, blitz, bombers, Luftwaffe, Tommy, Jerry, Spitfire, refugee, gas mask, home guard, gestapo</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                 |
| <p><b>Key Texts to support learning:</b></p> <p>Letters From the Lighthouse<br/>Rose Blanche<br/>See Inside: The Second World War<br/>Woeful Second World War</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                 |

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| <b>Year Group:</b><br>Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Topic:</b> The Industrial Revolution ( <i>Changes</i> )<br><b>Key Question:</b> How did society change in the Victorian age? |
| <b>Key Knowledge:</b><br><br><b>How did society change during the Victorian era?</b> <ul style="list-style-type: none"> <li>• Study the lives and actions of the key social reformers such as Dr Barnado, Boots, Elizabeth Fry, William Booth, Charles Booth and Seebohm Rowntree</li> <li>• Explore the impact of transport and economic growth on leisure</li> <li>• Explore the conditions of a Victorian workhouse and discuss their roles in Victorian society <ul style="list-style-type: none"> <li>• Know about the changes in schooling and education that took place during the Victorian times</li> </ul> </li> <li>• Study the struggle for the right to vote of working-class men and women</li> </ul><br><b>Understand the role of the slave trade and the beginnings of the industrial revolution</b> <ul style="list-style-type: none"> <li>• Understand the role of the slave trade in the Industrial Revolution</li> </ul> |                                                                                                                                 |
| <b>Links to Previous Learning:</b><br>Year 1 learning on the Victorians<br>Incidental learning linked to books on Industrial Revolution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                 |
| <b>Vocabulary:</b><br>antiseptic, arts and crafts movement, back-to-back housing, ballot, bank holidays, British Empire, cholera, class, colony, coronation, cottage industry, emigration, exploitation, field hospital, fine arts, gothic, industry, industrial revolution, mass production, mechanization, middle class, mill, missionary, sanitation, slums, socialist, textiles, typhoid, upper class, urban, workhouse, working class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                 |
| <b>Key Texts to support learning:</b><br>Cogheart<br>Eyewitness Victorians<br>How Machines changed the world: Industrial Revolution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                 |