

Reffley History Curriculum

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Overview

At Reffley Academy,

- Children enjoy learning about history and are growing in confidence at articulating the knowledge they know about the subject.
 - Some children find it more difficult to understand chronology.
 - Children are developing an expansive, age appropriate, historical vocabulary but this is still an area of focus.

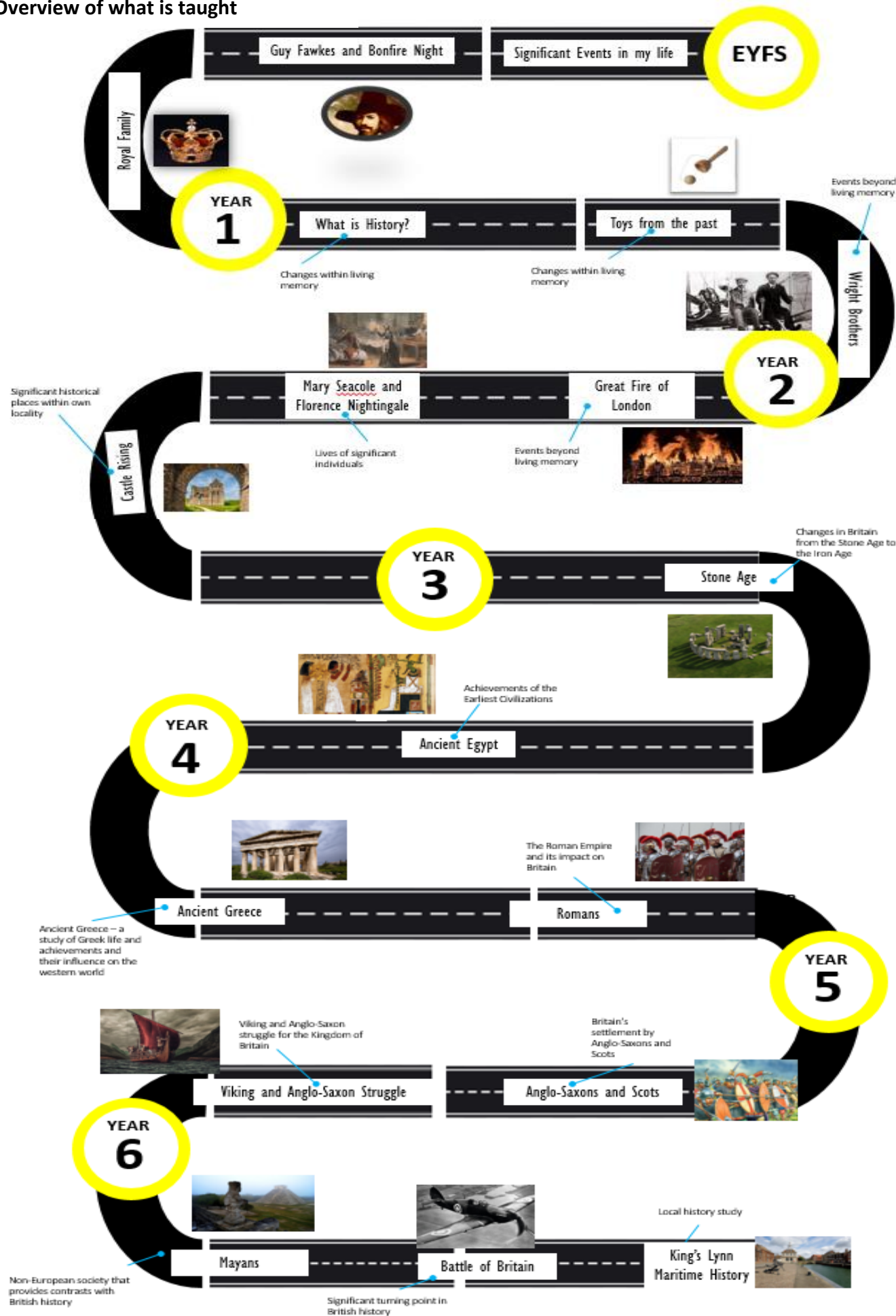
Therefore, the history curriculum, at Reffley Academy, has been planned as follows:

- Each topic has an overarching enquiry question with ancillary questions to support further lines of enquiry within this.
- Reference is made to a timeline so that children can chronologically place the period/event they are studying. British history at KS2 has also been planned chronologically.
- At the beginning of each unit, teachers make explicit links to previous learning. This is evident within teachers' plans and they are aware of future learning.
- Explicitly taught vocabulary relevant to the area of study helps children to articulate their learning.
- When planning, teachers refer to the Historical Progression Map containing progressive objectives for KS1, LKS2 and UKS2. This includes a section on Historical Interpretation.

Intent, Implementation and Impact

Intent	Implementation	Impact
<p>The intention of the History curriculum is to ensure all children:</p> <ul style="list-style-type: none"> • know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<ul style="list-style-type: none"> • Sequences of learning are planned using a whole academy curriculum, with sequences taught within discrete blocks of two or three weeks. • Each sequence of learning has an overarching question and six ancillary questions. • Outcomes for enquiry questions take into account N.C. objectives and the History progression map (see attached). • Within KS1, children are taught events that are most recent to them and work backwards from this point. • British history within KS2, is planned chronologically to ensure coherence and continuity in children's knowledge. Where possible this is linked to local history. • Explicitly taught vocabulary relevant to the area of study helps children to articulate their learning. All key vocabulary is recorded on knowledge organisers which are used in every sequence of learning. These are used within lessons and sent home as a learning aid. • Assessment takes place at the end of every sequence of learning. This is recorded as a list of children working at age related, those working below and those at greater depth. 	<p>Know more</p> <ul style="list-style-type: none"> • Children's prior knowledge is discussed before a new sequence of learning is taught. This includes knowledge, vocabulary and a link to chronology. • The knowledge and vocabulary to be learnt within a sequence of learning is set out in the knowledge organisers. • Medium term plans are based on age related knowledge and skills which is set out in the History Progression Map. The progression map includes the following: <ul style="list-style-type: none"> - Chronological understanding of British, local and world history - Knowledge and understanding of events, people and changes - Historical interpretations - Historical Investigations - Presenting, organising and communicating • Historical concepts are fostered by making links to other previously taught or known areas of history. • For a small minority, work is differentiated/supported so that children can access the content at their ability. <p>Do more</p> <ul style="list-style-type: none"> • Visits or visitors enhance knowledge about a sequence of learning. • Primary resources are used where possible. • Secondary resources, including I.T., are used and encouraged for use at home. • Whole academy focus days such as Remembrance Day allow for the opportunity to extend knowledge. • Opportunities are given at the end of each sequence of learning for children to apply the knowledge they have been taught. <p>Remember more</p> <ul style="list-style-type: none"> • At the beginning of each unit, teachers make explicit reference to previous learning including vocabulary and chronology. • Lessons are practical wherever possible as active engagement/involvement is more likely to be committed to long term memory. • Children are taught to use their knowledge organiser to jog their memory. These are used within children's individual project books as well as being sent home at the beginning of a sequence of learning. • Quizzes are used to assess learning. The results from these are used to inform future planning.

Overview of what is taught



Overview of what is taught – Enquiry and Ancillary questions

EYFS	Planning takes place in the moment and follows children's interests. Key areas of focus include: significant events in their own life, the story of Guy Fawkes and Bonfire Night and a study of the Royal Family.		
Year 1	<u>What is History?</u> <u>Historical concepts:</u> continuity and change, difference_ <ul style="list-style-type: none"> • What is the difference between old and new? • How can we use a timeline to order? • What has changed within my lifetime? • What has changed from the past to the present day? • How can I show the events of my life? • What can I find that is old and new within my local area? 	<u>How have toys changed from the past?</u> <u>Historical concepts:</u> continuity and change, similarity and difference, significance <ul style="list-style-type: none"> • What are our toys like today? • How can we sort toys? • Who would have played with toys from the past? • What can we find out from visiting the toy museum? 2 steps • How and why did toys change? 	<u>Why were the Wright Brothers so significant?</u> <u>Historical concepts:</u> Cause and consequence, significance <ul style="list-style-type: none"> • Who were the Wright Brothers and what was the significance of their invention? • How were the Wright Brothers the first to launch a man powered flight? • Why did the Wright Brothers succeed where others had failed? • How do we know about the first flight? • How did flight change as a result of the Wright Brothers work? • How should the Wright Brothers be remembered?
Year 2	<u>What caused the Great Fire of London and what was the consequence?</u> <u>Historical concepts:</u> Cause and consequence <ul style="list-style-type: none"> • What was life like in 1666? • How did the Great Fire of London start and what happened? • How do we know about the fire? • What damage did the Great Fire of London cause? • What was the significance of the Great Fire of London? • What effect did the Great Fire of London have? 	<u>What was the significance of Mary Seacole and Florence Nightingale?</u> <u>Historical concepts:</u> similarity, difference <ul style="list-style-type: none"> • Who was Florence Nightingale and when was she alive? • What was the significance of Florence Nightingale to hospitals in the Crimea? • What do the sources of evidence tell us about Florence Nightingale – link to historical bias. Comparison of what soldiers and nurses thought of her. • Who was Mary Seacole and what was her significance? • What were the similarities and differences between Mary Seacole and Florence Nightingale? 	<u>Why is Castle Rising significant to our local area?</u> <u>Historical concepts:</u> significance, continuity and change <ul style="list-style-type: none"> • Why were castles built? • Why is Castle Rising significant? • What evidence can we find from visiting Castle Rising? • What are the features of a castle? • What does a castle tell us about how people lived and the different roles within a castle? • Why did castles stop being built?

		<ul style="list-style-type: none"> Why have we remembered so much about Florence Nightingale and so little about Mary Seacole? 	
Year 3	<p><u>How did life change from Stone Age to Iron Age?</u></p> <p><u>Historical concepts:</u> Continuity and change</p> <ul style="list-style-type: none"> What does evidence tell us about the Stone Age Man? What difference did farming make to life in the stone Age? What does the evidence from Skara Brae tell us about life in the Stone Age? Why are there different perspectives about why Stone Henge was built? How did life change during the Iron Age and how do we know? Can you weigh up the evidence to form a perspective of the 52 skeleton found at Maidenhead castle? 	<p><u>Why was Ancient Egypt so successful as an Ancient Civilisation?</u></p> <p><u>Historical concepts:</u> Significance, similarity</p> <ul style="list-style-type: none"> When was the Ancient Egyptian Civilisation? How can we discover what life was like in Ancient Egypt? What sources of evidence have survived and how were they discovered? What does the evidence tell us about how people lived? Did everyone have the same standard of life? What did the Ancient Egyptians believe about life after death and how do we know? Why were the Egyptians so successful as an Ancient Civilization? 	
Year 4	<p><u>Ancient Greece – how did their life and achievements influence the Western World?</u></p> <p><u>Historical concepts:</u> Significance</p> <ul style="list-style-type: none"> When was the Ancient Greek civilization and what else was happening at that time? What do Greek artefacts tell us about everyday life? Why was Athens so strong at this time? What was so significant about life in Ancient Greece? What were the main achievements of the Ancient Greeks and how do we know? In what ways have the Ancient Greeks influenced the Western World? 	<p><u>When was the Roman Empire and what impact did it have on Britain?</u></p> <p><u>Historical concepts:</u> cause and consequence, continuity and change</p> <ul style="list-style-type: none"> When did the Roman Empire happen and what else was happening at that time? Who was Julius Caesar and what were his achievements? What was Rome like in AD42? Who was Claudius and why were his invasions successful? What resistance was there from Britain and how successful was this? How was Britain Romanised and what was the impact of this? 	

<p>Year 5</p>	<p><u>What was life in Britain like, during the time of the Anglo-Saxons and Scots?</u> <u>Historical concepts:</u> continuity and change, similarity and difference, significance</p> <ul style="list-style-type: none"> • What was happening at the time of the Anglo-Saxon invasion and who were they? • Why did the Anglo Saxons invade and where did they settle? • How did people's lives change when Christianity came to Britain? • What does the evidence from Sutton Hoo tell us about what life was like in Anglo Saxon times? Trip • How was Anglo Saxon Britain ruled? • What was the significance of King Alfred and what were his main achievements? • What was Anglo-Saxon Art and Culture like? 	<p><u>What was the Viking and Anglo-Saxon struggle for the Kingdom of Britain like?</u> <u>Historical concepts:</u> cause and consequence, continuity and change, significance</p> <ul style="list-style-type: none"> • Who were the Vikings and when did they arrive in Britain? • Why are there different perceptions of the Vikings and how reliable are they? • What was significant about Alfred the Great? • How did the Anglo-Saxons begin to regain control? • How did things change once Athelstan became the first King? • What was the significance of Edward the Confessor? 	
<p>Year 6</p>	<p><u>Who were the Mayans?</u> <u>Historical concepts:</u> similarity and difference</p> <ul style="list-style-type: none"> • Who were the Mayans and when did they live? • What was everyday life like during the Mayan civilization? • What evidence is there and what does it tell us about the Mayans? • Were the Maya peaceful people? Link to culture, animal sacrifice, conflicting views. • Where did the Maya go? Did they simply disappear? • What are the similarities and differences between the Mayan Civilisation and what was happening in Britain at the time? 	<p><u>What makes the Battle of Britain a significant turning point in the Second World War?</u> <u>Historical concepts:</u> significance</p> <ul style="list-style-type: none"> • Why did Britain go to war in 1939? • What was the battle of Britain and what were the key events? (2 steps) • How did the Blitz affect the lives of people living in London and what is the evidence? • Why were Britain successful in the Battle of Britain? • Why was the Battle of Britain a significant turning point in British history? 	<p><u>Why is the port of King's Lynn significant to its maritime history?</u> <u>Historical concepts:</u> significance, continuity and change</p> <ul style="list-style-type: none"> • Why was King's Lynn ranked as third most important port in England during the 14th Century? • What was the Hanseatic League? • How do the buildings of King's Lynn today help to tell us about the towns maritime past? • Why did King's Lynn lose its status as an important port? • Who was Captain George Vancouver and why was he significant? • What are the key events in King's Lynn's history?

Progression of Skills and Core Knowledge

	KS1	LKS2	UKS2
Historical Interpretations	<p>Skills:</p> <p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> start to compare two versions of a past event - different accounts of Great Fire of London observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>Skills:</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences e.g. Boudicca rebellion investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different e.g. Roman invasion 	<p>Skills:</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda – Battle of Britain know that people in the past represent events or ideas in a way that may be to persuade others – Viking and Anglo-Saxon struggle begin to evaluate the usefulness of different sources.

<p><u>Year 1 Knowledge:</u></p> <ul style="list-style-type: none"> • History is a study of past events. • We can find out about the past by talking to people from that time e.g. our Grandparents. • Books and pictures can also teach us about the past. • Newspaper articles written at the time, have allowed us to find out what happened with the first flight. 	<p><u>Year 2 Knowledge:</u></p> <ul style="list-style-type: none"> • The diary of Samuel Pepys tells us the events of the Great Fire of London. • There are different stories about what happened during the fire and how it started. Evidence suggests that only six people died but the actual number is likely to be far higher. • Different people have different opinions of Florence Nightingale. Although, she was thought highly of for all her work during the war, at the time the doctors didn't like her as they thought she was very bossy. • Physical evidence allows us to find out about the past such as the remains of Castle Rising located just down the road. 	<p><u>Year 3 Knowledge:</u></p> <ul style="list-style-type: none"> • There are many unanswered questions in History such as why Stone Henge was built. Theories suggest that it could have been used for religious ceremonies, a place for healing or as an ancient calendar. Although there are many suggestions, there is no way of us really knowing. 	<p><u>Year 4 Knowledge:</u></p> <ul style="list-style-type: none"> • There are many reasons suggested for why the Romans invaded Britain. Some people say it was because Britain had lots of silver, gold, cattle and slaves whereas other people say it was because Emperor Claudius just wanted to show off and prove a point. • Boudicca's rebellion is depicted in different ways. Those who were supportive of her, portray her as a heroine who led the revolt against the Romans whereas the Romans described her very differently. • Recounts of different events depend on who is giving the recount as you rely on what they think as being true. 	<p><u>Year 5 Knowledge:</u></p> <ul style="list-style-type: none"> • A primary source is a first-hand account of an event e.g. newspaper reports, photos, diaries, videos and artefacts. • A secondary source is information created later, by someone who did not experience first-hand or participate in the events, e.g. scholarly books and articles. • The time of the Anglo-Saxon invasion is often referred to as the Dark Ages. This can be misleading as there were events that would not be considered dark such as the building of new churches and the development of art and learning. This is due to where and who the evidence has come from and how they wanted to present it. • King Alfred was the king between 886AD and 899AD. He is often remembered as Alfred the Great as he was very well liked. However, as he apparently asked a man called Asser to write only positive comments about him it is obviously biased. • The Vikings are generally seen as ruthless invaders but they were also settlers and traders. • The evidence varies as some of the recounts, e.g. The Anglo-Saxon Chronicle, were written by the Saxons who disliked the Vikings. Therefore, they described them as hungry wolves that shamelessly robbed islands and rampaged with fury. • The evidence found from excavations has changed people's 	<p><u>Year 6 Knowledge:</u></p> <ul style="list-style-type: none"> • There was a lot of propaganda around the time of the wars. This was when information was misleading to out across a certain point of view. During the war, information was made more positive to keep the morale of the British people high.
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					views of what the Vikings were like.	
Historical Investigations	<u>Skills:</u> Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:	<u>Skills:</u> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:	<u>Skills:</u> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:			
	<ul style="list-style-type: none">observe or handle evidence to ask simple questions about the past;observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;choose and select evidence and say how it can be used to find out about the past.	<ul style="list-style-type: none">use a range of sources to find out about the past;construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information – Stone Age to iron Agegather more detail from sources such as maps to build up a clearer picture of the past – Romansregularly address and sometimes devise own questions to find answers about the past;begin to undertake their own research.	<ul style="list-style-type: none">recognise when they are using primary and secondary sources of information to investigate the past;use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites – Anglo-Saxons and Scotsselect relevant sections of information to address historically valid questions and construct detailed, informed responses;investigate their own lines of enquiry by posing historically valid questions to answer.			

<p><u>Year 1 Knowledge:</u></p> <ul style="list-style-type: none"> • We can tell if a toy is old or new from what it looks like. Some toys look new but are actually old – they have just been looked after really well. • Old toys often look worn or rusty. 	<p><u>Year 2 Knowledge:</u></p> <ul style="list-style-type: none"> • Evidence from the Great Fire of London, such as the leather buckets, tell us how they tried to put the fire out. • Paintings from the time show the fire service and how people tried to escape using boats on the River Thames. • Florence Nightingale is known as the Lady of the Lamp because at the time, all the paintings showed her carrying a lamp. • Paintings from the hospitals showed the changes that Florence Nightingale made including: making proper beds, cleaning the floors, having patients in rows. This helped many injured soldiers survive. • The remains of Castle Rising allow us to see some of the features of castles such as the battlements and arrow slits. This tells us that castles were built to defend. 	<p><u>Year 3 Knowledge:</u></p> <ul style="list-style-type: none"> • Artefacts and discoveries from the past allow us to build up a picture of what life was like. The discovery of Skara Brae told us how people in the Stone Age lived and what they wore/ate. • Stone Age tools allow us to see how people hunted and survived. • Scrolls of papyrus, paintings on walls and the discovery of tombs has allowed us to find out about life in Ancient Egypt. • The Egyptians relied on the River Nile and it was very important in their success as a civilisation. They farmed and grew crops on the bank of the Nile, used it to transport goods and travel as well as fishing in the waters. The Nile flooded yearly which provided rich soil for farming. • The Egyptians believed in an after-life and used to mummify the dead. This involved a complex process of removing the organs and wrapping the body in linen, before placing it in a tomb. • The discovery of tombs such as Tutankhamun's by Howard Carter in 1922 have shown us what the Egyptians wore and ate as these things were buried with the Pharaoh. • The Egyptians built pyramids to bury the Pharaoh in when they died. 	<p><u>Year 4 Knowledge:</u></p> <ul style="list-style-type: none"> • We know about Ancient Greece from the evidence that has remained. We have evidence from buildings, coins, outdoor theatres, pots and carvings/pictures. • Athens was very strong during this time because its location meant that, not only was it positioned on a flat area of land, it was also close to the sea allowing for trade with other countries. • The Greeks loved sport and the Olympic Games were the biggest sporting event in the ancient calendar. Every four years 50,000 people came from all over the Greek world to watch it. • The Greeks were known for their myths which were stories, usually about gods and goddesses. These stories were told orally and are still well known today. • The Celts occupied British soil before the Romans invaded. The Celts lived in tribes and although they enjoyed fighting – they were no match for the Roman army who were well trained with better weapons. 	<p><u>Year 5 Knowledge:</u></p> <ul style="list-style-type: none"> • In 1939, in Suffolk, a land owner discovered the richest collection of Anglo-Saxon finds ever discovered. Among the finds were a helmet, shield and sword as well as coins which gave us evidence of the dates. This evidence allows us to make assumptions over who may have been buried there. • Early Anglo-Saxon houses were built almost entirely of wood meaning evidence of them is hardly ever found. However, there has been evidence of a settlement found in West Stow. • Excavations have changed our views of what the Vikings were like, particularly the evidence found from Jorvik. In 1970, while building a new shopping centre, evidence of Viking homes, clothing and jewellery were found well preserved in the ground. 	<p><u>Year 6 Knowledge:</u></p> <ul style="list-style-type: none"> • There is evidence to inform us of what happened during the Blitz as it only happened 80 years ago. This means that people who survived this time were able to give a recount of what happened as well as newspaper articles and pictures which gave us a better idea of the events. The evidence can be misleading however, as there was a lot of propaganda around at the time. • There are many buildings still standing in King's Lynn today which tell us important stories about the town's maritime past. Hanse House was used as a warehouse by the Hanseatic League merchants. The Saturday Market Place was a space used for markets. Other buildings of significance are: Custom House, St George's Guildhall and King's Lynn Minster.
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Chronological Understanding	<p>Skills:</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sequence artefacts and events that are close together in time – What is History • order dates from earliest to latest on simple timelines - What is History • sequence pictures from different periods - What is History • describe memories and changes that have happened in their own lives - What is History • sequence parts of a complex story where action takes place over a longer period e.g., realises that Florence Nightingale’s life can be divided into phases – before she went into nursing, Crimea and afterwards • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>Skills:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>Skills:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> • order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • understand and describe in some detail the main changes to an aspect in a period in history – Maritime History • understand how some historical events/periods occurred concurrently in different locations – comparison between Maya and British History at the time • Understand what was happening in world history compared with British History e.g., the Mayans and Anglo-Saxon Britain
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	<p><u>Year 1 Knowledge:</u></p> <ul style="list-style-type: none"> • Dates are a way of recording when something happened e.g. the year you were born. • Timelines show the order things happened. • There are significant events that have happened in our lives such as being born and starting school. These can be shown on a timeline. 	<p><u>Year 2 Knowledge:</u></p> <ul style="list-style-type: none"> • The events of the Great Fire of London can be sequenced using a timeline. • Florence Nightingale was born into a wealthy family and later in her life, decided to go to war to help soldiers who were suffering. After the war, she returned home and was awarded many medals for her work. • Castles were built by the Normans after they took charge of England. • Castle Rising started being built in 1138. 	<p><u>Year 3 Knowledge:</u></p> <ul style="list-style-type: none"> • The term Stone Age covers an enormous period of time which started approximately 15,000 years ago. • The Stone Age was followed by the Bronze Age and the Iron Age. • Timelines can be split into BC (Before Christ) and AD (Anno Domini) which is used for the years after Jesus was born. • The Ancient Egyptian Civilisation began approximately 5000 years ago and lasted for nearly 3000 years. • This was going on in Egypt at the same time as the Bronze Age - Iron Age in Britain. 	<p><u>Year 4 Knowledge:</u></p> <ul style="list-style-type: none"> • The Greek period ran from 800BC to 480BC. This overlaps with the Iron Age period in Britain. • The Celts lived in Britain before the Roman Invasion. • Julius Caesar first attempted to invade Britain in 55BC but failed. He invaded because he wanted to protect Rome. • He invaded again in 54BC and this time was better prepared with a larger army. This time Caesar was successful but returned to Rome with hostages rather than staying in Britain. • The Romans eventually invaded and conquered Britain nearly 100 years later in 43AD. 	<p><u>Year 5 Knowledge:</u></p> <ul style="list-style-type: none"> • In the AD400s when the Roman rule was coming to an end, Britain was being attacked. The Picts and Scots were attacking from the North and the Anglo-Saxons from the sea. Without the Roman Army to defend Britain, it was eventually invaded. • The first Viking raids were for riches; one of the earliest known invasions was the raid on Lindisfarne in AD 793. • By the mid 9th Century, the Vikings had started to settle throughout Britain, including East Anglia. 	<p><u>Year 6 Knowledge:</u></p> <ul style="list-style-type: none"> • The Mayan Civilisation lived there 4,000 years ago (from about 2000BC) and lasted approximately 3000 years. • During the end of the Mayan Civilisation, the Anglo-Saxons were settling in Britain. There are many comparisons to make including similarities such as: they both had religious buildings, played games and had similar ways of writing. • In 1939, Britain went to war with Germany. • Winston Churchill was the Prime Minister from 1940 – 1945. • The Battle of Britain was the aerial conflict that took place between the British and German air forces in the sky over the UK. This happened between July and September 1940. • From as early as the 13th Century, King's Lynn was one of England's most important ports. • By the 15th Century, trade with the Hanseatic League was very important for the town. • By the 16th Century, King's Lynn was no longer a major international port. This was partly because of the export of wool declining and also the use of the London Port bringing in more trade. • King's Lynn is still a smaller successful port. The port infrastructure developed in the 19th century following the formation of a docks and railway company in 1865.
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Knowledge and Understanding of Events, People and Changes in the Past	<p>Skills:</p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods – Castle Rising • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe significant individuals from the past – Wright Brothers, Mary Seacole and Florence Nightingale 	<p>Skills:</p> <p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes – Stone Age to Iron Age • find out about the everyday lives of people in time studied compared with our life today – Ancient Egypt, Ancient Greeks • explain how people and events in the past have influenced life today – Ancient Greeks, Romans • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Skills:</p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people – Battle of Britain • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children – Maya, Anglo-Saxons

<p><u>Year 1 Knowledge:</u></p> <ul style="list-style-type: none"> • Things have changed since our grandparents were young e.g. they might have had different hairstyles or worn different clothes. • You can sometimes tell if a toy is old or new based on the material it is made from. Older toys were not made from plastic as it hadn't been invented, so they were often made from wood, metal or paper. • Modern toys often use electricity but this couldn't be used many years ago as they didn't have it. • The Wright Brothers were the first people to build and fly the first motor-operated plane. This event happened in 1903. • The first flight was a significant event in history as it changed the way people travelled. 	<p><u>Year 2 Knowledge:</u></p> <ul style="list-style-type: none"> • The Great Fire of London started in Pudding Lane in 1666. King Charles II was the monarch at the time. • The Great Fire of London spread so quickly because houses at the time were very different to today. They were made from wood/straw and packed closely together. There was also not a proper fire service like today and they only had leather buckets to put the fire out. • After the fire, London had to be rebuilt with stricter measures in place. Houses had to be made from different materials to stop a similar event happening again. • Florence Nightingale and Mary Seacole were both nurses that helped during the time of the Crimean war. • Florence Nightingale worked within hospitals whereas Mary Seacole set up her own hospital on the battlefields. This was because she was not allowed to help in the same way as Florence Nightingale. • During the time that castles were around, there were very different standards of life. Some people lived in luxury such as the Lord and Lady whereas other people like the servants had to do all the jobs. 	<p><u>Year 3 Knowledge:</u></p> <ul style="list-style-type: none"> • There were many changes between the Stone Age and Iron Age because of changes in the way people lived. • Initially, people were known as Hunter-Gatherers as they roamed around to find food. As time went on, they learnt to farm the land and could therefore live in permanent houses. These later developed into Hill Forts. • The Egyptians lived in different ways depending on their position in the hierarchy. The Pharaoh was the ruler and therefore had a good standard of life whereas the slaves and the farmers were peasants and lived poorly. Only some people were educated and known as scribes. Most children would help on the land or help to build structures such as pyramids. 	<p><u>Year 4 Knowledge:</u></p> <ul style="list-style-type: none"> • The concept of democracy was founded in Athens. However there was still a social hierarchy with landowners at the top and slaves at the bottom. • Only men were involved in government. Women were expected to look after the home and the children. • Ancient Greece has influenced life today and is often referred to as the birthplace of Western Civilisation. It has influenced our lives by its language, architecture, science and philosophy. • During the time of the Celts, people lived in tribes with lots of fighting. • The Romans brought many things to Britain such as the invention of roads, villas, baths and central heating. Many people argue that Britain would not be as developed today had the Romans not invaded when they did. • The Romans also built Hadrian's wall which is still standing today. This was built as a barrier to separate Roman Britain from Scotland which wasn't controlled by the Romans. 	<p><u>Year 5 Knowledge:</u></p> <ul style="list-style-type: none"> • Anglo-Saxons came to Britain for many reasons: to farm, to fight, for the precious metals and because some of them were invited to help protect Britain. • People's lives changed from Paganism to Christianity in this time – people started to visit churches. People felt that everything that happened was a result of God and therefore the Church ruled their daily lives. • Around the end of the 8th Century the Vikings started to carry out many raids which started the struggle between the Anglo-Saxons and Vikings for control of Britain. The Saxons tried to stop the Vikings invading by giving them gold and land but they took this and attacked anyway. This eventually led to the formation of Danelaw. • The Vikings are generally seen as ruthless invaders but they were also settlers and traders. • There are many arguments for how we should remember the Vikings. In terms of the Vikings being remembered as favourable: family life was important, they held markets where they traded goods and they made valuable jewellery showing skilled craftsmanship. In terms of remembering them in a more negative way: they attacked innocent monks in their monasteries, they fought wildly and they captured people and kept them as slaves. 	<p><u>Year 6 Knowledge:</u></p> <ul style="list-style-type: none"> • The Maya were able to build massive stone-stepped pyramids and cities without metal tools or cartwheels. They were architects, scientists, astronomers, mathematicians as well as writers – they developed their own hieroglyphic writing. • Similar to life in Ancient Egypt, Mayan society was hierarchical. The King was the most important; this was followed by top generals, scribes and priests; merchants and warriors; farmers and labourers; and finally slaves at the bottom. The position within the hierarchy affected their lifestyle. • The Maya practised human sacrifice as a way to appease their gods. • There were many reasons why Britain won the war including: the use of radar, better planes and being able to manufacture planes quicker. • Lives in London were affected by the Blitz because of the constant air raids. Anderson shelters were introduced so that people could hide during an attack. Night bombings were really frequent and some people resorted to living underground. Children were evacuated to the country where it was safer. • The Hanseatic league was founded by Northern German trading towns to protect their mutual economic interests. King's Lynn was part of this and it allowed them to travel and trade in groups which was far safer due to the threat from pirates and
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						robbers. The Hanseatic League also received privileges which meant they could make more money because they were not taxed on anything they imported or exported.
Presenting, Organising and Communicating	Skills: Pupils should use a wide vocabulary of everyday historical terms. Children can: <ul style="list-style-type: none"> show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 	Skills: Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 	Skills: Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none"> know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period. 			

Key Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
old, new, event, Royal family, Guy Fawkes	sequence, then, now, past, present, date, timeline, difference, modern, appearance, Victorian, launch, invention, inventor, evidence, transport, flight, aviation, significant	London, eye-witness, diary, River Thames, embers, St Pauls Cathedral, Tower of London, valuable, monarch, nurse, health, disease, soldier, wounded, war, castle, medieval, Lord/Lady, battlements, portcullis, drawbridge, moat	BC, AD, settlements, artefacts, evidence, archaeologist, hillfort, chronological, hunter-gatherer, pharaoh, archaeologist, ancient civilisation, hieroglyphs, mummification, Canopic jars, sarcophagus, tomb, peasantry	government, democracy, city state, architecture, legacy, Olympics, Athens, myth, Celts, Emperor, Empire, ruled, invasion, battle, conquer, villa, mosaic, legion, aqueduct	culture, invade, resistance, settlement, society, social justice, religious, primary source, secondary source, bias, reliability, raid, trader, excavation, treaty, Danelaw	Empire, sacrifice, rituals, class society, astronomer, culture, dynasty, calendar, Blitz, propaganda, Luftwaffe, RAF, Anderson shelter, retaliation, evacuation, allies, economic, merchants, traders, Hanseatic league, maritime, trading privileges