

# Curriculum Intent & Progression Document

# HISTORY

St. Mary's Catholic Voluntary Academy, Grantham

2024-25



Subject Leader: Mrs Chapman

Mrs Chapman/Sara Tyers  
St. Mary's Catholic Voluntary Academy, Grantham  
2023-24

### **Our School Mission**

We Believe, We Succeed and We Soar

Christ is at the centre of St. Mary's as we strive to nurture and care for our community and encourage them to Believe, Succeed and Soar. Through God's love, we support our pupils in recognising their God given gifts, strengthening their work as missionary disciples.

'Do little things with great love' St Therese of Lisieux

The mission of St Mary's Catholic Voluntary Academy is that of Jesus Christ; to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person. At St Mary's, each child is valued as a unique individual, a child of God, made in the image of the Father, Son and Holy Spirit.

### **Our School Vision**

Our vision is for St Mary's to be an inspirational Catholic school which truly reflects God's love. Through a safe, caring and Christ-centred community, we nurture our pupils' spiritual development and support them in developing their unique God-given gifts. We aim to provide an outstanding Catholic education which equips our community with knowledge, skills and emotional intelligence and prepares them to serve the common good whether that be locally, nationally or globally.

### **Our Gospel Values**

Our school values influence the whole school culture at St Mary's. They shape everything we do and every decision we make. They are the central thread, interwoven throughout our curriculum, our behaviour system and our pastoral support. Our pupils and staff endeavour to live these out every day.

With God's love we show:

Love

'My command is this: Love one another as I have loved you.' John 15:12

We recognise God's unconditional love to be our source of love. A Christ-like love respects the talent of each person in our school.

Respect

'In everything, then do to others as you would have them do to you.' Matthew 7:12

We believe that, as children of God, we have a duty not only to respect our friends and teachers but also to show respect to our environment as we are stewards of the earth.

Honesty

'Dear children, let us not love with words or speech but with actions and in truth.' 1 John 3:18

We show honesty in all we say and do, in the pursuit of justice and fairness.

### Forgiveness

‘Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven.’ Luke 6:37  
We believe that mercy will be shown by the way we forgive others, finding God in all things.

### Generosity

‘It is more blessed to give than to receive.’ Acts 20:35

Just as Jesus washed the feet of his disciples, we have a role to serve our neighbours and the wider community. Through fundraising and prayer, we will strive to help the people in our world, our common home.

### Patience

‘Jesus replied, ‘You do not realise now what I am doing, but later you will understand.’ John 13:7

We remember to be patient and trust in God as we know he has a much greater plan for us. He allows us to be tested so that we learn to walk in his ways and trust in him.

## **Curriculum Intent General Principles:**

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards History in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. It is our intention that the children will encounter Jesus through elements of their history work. We hope to encourage them to look at the wonderful and complex world in which we live through new eyes and with greater understanding of how things work, how things change and their role in its preservation. Through the teaching of History, our school values are embedded encouraging children to question and to foster/experience God’s awe and wonder asking ‘why’, whilst showing respect when understanding people’s lives in the past.
- Experience the challenge and enjoyment of learning. As you walk around our school, look at our work and talk to our children, you will see them enjoying learning experiences that demonstrate the love our children have for history. We are a school that nurtures motivated and curious children; who learn how people lived in the past, comparing this to our modern world. Children understand the past so that they can make thoughtful observations and judgements about it. The subject of history encourages comparison, questioning, hypothesising and analysis through practical research of secondary sources and educational visits where primary evidence can be seen and learnt about. Our school sits in the heart of a historical town and county allowing a number of opportunities to teach a child about the history of their local area, from EYFS and up to Year 6. The teaching of History takes a visual, auditory and kinaesthetic approach to learning (VAK) ensuring that it is accessible to all learners. Children find out about different periods in History through our progressive/sequenced/structured History curriculum, which is inspiring and memorable for all, as it is practical and relevant: using video, artefacts, visits and links with the local community. Coming together to build knowledge and skills through lessons, trips and discussion fosters a sense of belonging.
- Learn within a coherent and progressive framework. Following a time of somewhat fragmented planning, that lacked fluency and clear progression, we have created our own long term and medium -term planning with the theme of ‘chronology’ running through it. The framework is progressive, chronological and sequenced. It is

powerful and transferable. It is intended to support a child to build up a sense of knowledge overtime and to use previous knowledge to access future knowledge. Our curriculum is planned in such a way that as a child moves through our school, their historical knowledge and understanding will deepen as it would have been built on the foundations laid in the previous years. Planning provides the class teachers with three units of work for the academic year which will be taught in the terms of Advent 1, Lent 1 and Pentecost 1, with Geography being taught in the alternative terms. Within each unit, the class teacher is provided with six individual lesson objectives for the six lessons that they will teach. Each unit of work begins with placing that particular time on a timeline and comparing it to events/time in history from the child's previous learning. The child's individual timeline then builds up throughout their history learning, unit to unit and school year to school year. The planning allows opportunities for repetition and reinforcement of key learning/sticky knowledge between year groups and from EYFS to Key Stage One and from Key Stage One to Key Stage Two. This ensures that working memory is not overloaded but we give pupils and teachers time to 'dive deeper' and 'linger longer' within a period of history. This supports a child to 'remember more and know more' securing this knowledge in their long-term memory. We have also structured the framework to allow staff to use 'Rosenshine' principles in their teaching alongside their own personal experiences, activities and resources to augment this planning, as we do not follow a scheme. As a school we are working towards small components of learning being taught to reach a bigger composite at the end of a unit of work.

- See clear links between different aspects of their learning. History is not a stand-alone subject. Links are made to other areas of the curriculum, particularly Geography and Science, Religious Education, Art and Design Technology as well as a child's outdoor learning in the WOW area..
- Understand the purpose and value of their learning and see its relevance to their past, present and future. We aim to equip our pupils with the knowledge, understanding and enquiry skills to understand the past, the present and the future.
- Explore the breadth and depth of the national curriculum. The intention is that the learning goes beyond that of the National Curriculum and that areas of learning are planned to teach the history of our local area here in Grantham and beyond, stretching out to our country, England and the wider world, encompassing the countries that some of our children originate from. We believe that teaching History in this way is important in broadening children's horizons and developing life skills, empowering a generation of life-long learners in secondary school and beyond.

## Curriculum Intent: HISTORY (2024-25)

EYFS HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will ...	PENTECOST 2 Children will ...
Families- Immediate		Kings and Queens.		Farming Now and Then	
Toys - Now and Then		Castles			
DIVERSITY: Know that modern toys represent the diversity of children					

<p>more than toys in the past.</p> <p>The first black Barbie and first Hispanic Barbie were released in 1980, allowing children to play with dolls that looked more like the women they knew in their own lives. In 2016, a wider range of diverse Barbies were released, reflecting different skin tones, body shapes and hair texture. Use this as an example of how toy manufacturers are changing their toys to reflect more closely the children who play with them.</p>					
VOCABULARY					

Year 1 HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will ...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>NC: Pupils should be taught about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international Achievements.</p>					

T2: NC Links: Pupils should be taught: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.

Context for Study-The Great Fire of London Advent 1

*The knowledge acquired in this unit will help pupils when studying the unit on the UK (capital city of England- London) in Geography specifically with reference to London landmarks such as St Paul's Cathedral and the River Thames. Historical thinking is developed through understanding the events that lead up to the fire and the changes that were a direct consequence of the fire. It also links to learning in Science on Everyday Materials taught in EYFS, Y1, Y2 and Y5.*

Context for Study- Florence Nightingale (T2)

*There are many key concepts in this unit that link to the Year 6 unit, 'The Victorians'. When looking at Florence Nightingale's upbringing, the concept of wealthy families with servants is introduced. Her father -who would have also been well educated, home schooled her. This is a basis for understanding the rich and the poor divide in Victorian times. The learning of the role of women during war times can be linked to the Year 6 topic 'World War 2' when looking at the role of 'Women at War'. World War 2 changed the expectations and aspirations of women forever as many enjoyed their new found independence and felt valued in their roles in the war effort.*

T3: NC Links: Pupils should be taught: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality.

<p><b>Events beyond living memory that are significant nationally or globally/ Changes within living memory - The Great Fire of London.</b></p> <p>L1: I will know what the living conditions in London were like at the time of the Great Fire. L2: I will know the key events of the GFofL.</p>		<p><b>The lives of significant individuals- Florence Nightingale, Mary Seacole</b></p> <p>L1: I will know who Florence Nightingale was. L2: I will know what changes FN made to improve nursing and why they were important. L3: I will know the impact of FN's work and why we remember her today.</p>		<p><b>Changes within living memory/ Events beyond living memory. Local Study- Homes (Belton House)</b></p> <p>L1: I will know how the key features of houses have changed over time. L2: Visit to Belton – Georgian property in local area</p>	
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<p>L3: I will know why the fire spread so quickly.</p> <p>L4: I will know how they tried to put out fires during GFoL.</p> <p>L5: I will know how we know about the GFoL today.</p> <p>L6: I will know the changes that came about because of the GFoL (Fire Service and re-building of London with consideration of materials/space).</p>		<p>L4: I will know who Mary Seacole was.</p> <p>L5: I will know how Mary showed resilience.</p> <p>L6: I will know the significance of Mary's actions.</p>		<p>L3/4: I will know how kitchens have changed over time. (comparing them with kitchens from today with kitchens 50yrs ago and 100yrs ago.)</p> <p>L5/6: I will know how lounges have changed over time. (comparing lounges from today with lounges 50yrs ago and 100yrs ago)</p>	
VOCABULARY					
<p>1066, London, straw, wood, building, home, city, transport, horse, cart, boat, on foot</p> <p>St Paul's Cathedral, London, destroyed, Tower of London, order, event, Samuel Pepys, spreads, wind, homeless</p> <p>Fire, building, home, flames, dry, strong winds, Spread, fire brigade, mayor</p>		<p>Crimean War, WW1, Florence Nightingale, cared, nursed, supplies, hospital, Crimea, soldiers, Royal Red Cross, Queen Victoria, England.</p> <p>supplies, hospital, injured, bandages, dressings, rats, germs, dirty, conditions, treated, overcrowded, unclean, hygienic.</p> <p>government, problem, statues, monuments,</p>		<p>detached, semi-detached, terraced, bungalow, flat, caravan,</p> <p>Medieval, Tudor, Georgian and Victorian, thatched roof</p> <p>milk churn, mangle, bath tub, cop[per kettle, dolly tub, chamber pot, steel iron, candle, bricks, door, window, garage, door, roof, door, roof, porch.</p>	

Fire hooks, axes, leather buckets, long ladders, firefighting equipment, gunpowder, citizens, firebreaks Diary, historical source, most reliable, least reliable, information, eyewitness, Samuel Pepys, newspaper rebuilt, St Paul's Cathedral, London, rebuild, King Charles II, Sir Christopher Wren, The Monument, architect, wider, houses, transport, fire service.		museums, St Thomas' Hospital, Kings College London, British Army.			
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Year 2 HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>T2: NC Links: Pupils should be taught: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.</p> <p><u>Context for Study- Rosa Parks and Emily Davison (T3)</u></p> <p><i>This unit follows the study of 'Important People' in Y1 and earlier in Year 2 in which the children studied Florence Nightingale, Rosa Parks, Emily Davidson and Margaret Thatcher. The concentration on Emily Davison as part of the unit focuses on a changing period of time in Britain during and after the Industrial Revolution. There is also the introduction of Rosa Parks. In Year 5, the children will build on their learning of significant individuals during their local study of Isaac Newton.</i></p>					
<b>Events beyond living memory that are</b>		<b>The lives of significant individuals in the past who have contributed to</b>		<b>Changes within living memory. Where appropriate, these</b>	



<p><b>significant nationally or globally.</b>  <b>The lives of significant individuals in the past who have contributed to national and international achievements.</b>  <b>Significant historical events, people and places in their own locality-</b> Up, Up and Away (The Wright Brothers, Amelia Earhart)</p> <p>L1: I will know the first flights were in hot air balloons and why it was significant.</p> <p>L2: I will know the Wright Brothers invented the first aeroplane</p> <p>L3: I will know how air travel has changed over time.</p> <p>L4: I will know why Amelia Earhart was significant and how she challenged stereotypes.</p> <p>L5: I will know why Lincolnshire was known as 'bomber county'.</p>		<p><b>national and international achievements.</b>  <b>Significant historical events, people and places in their own locality-</b> Emily Davidson, Rosa Parks, Margeret Thatcher (British Values).</p> <p>L1: I will know who Emily Davison was and what she wanted to achieve.</p> <p>L2: I will know what Emily Davison did and what she is remembered for today.</p> <p>L3: I will know who Rosa Parks was and what she believed.</p> <p>L4: I will know what Rosa Parks did and what she is remembered for today.</p> <p>L5: I will know who Magaret Thatcher was and where she was from.</p> <p>L6: I will know why Margaret Thatcher is known today.</p>		<p><b>should be used to reveal aspects of change in national life.</b>  <b>Events beyond living memory that are significant nationally or globally.</b>  <b>Significant historical events, people and places in their own locality-</b> Transport.</p> <p>L1: I will know that there are many different forms of on land transport. I will know that the types of transport have changed over time and how.</p> <p>L2: I will know how cars have changed over time.</p> <p>L3: I will know how trains have changed overtime.</p> <p>L4: I will know that Grantham played an important part in railway history.</p> <p>L5: National Rail Museum – York or Miniature Railway museum – Melton Mowbray</p> <p>L6: I will know the impact of on land transport development overtime on society and our world.</p>	
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VOCABULARY					
Flight, hot air balloon, travel, aircraft, envelope, wicker basket, hangs, passengers, open flame aeroplane, Wright Brothers, Orville Wright, Wilbur Wright, engine, aircraft, propellor, wing, pilot, motor. modern, history, fuel, shape, wings, engine, propellor, passenger, weight, distance, speed, purpose, motor, past, present, Amelia Earhart, aviator, pilot, female, Atlantic Ocean, America, significant, solo, role.		Emily Davison, London, England, improve, women, Victorian London, governess, treated, rights, vote in elections. Emily Davison, protests, unfairly, suffragette, law, society, right to vote, parliament, government. Rosa Parks, Alabama, USA, African American, rights, segregation. Rosa Parks, African Americans, equality, equal, dangerous, rights, society, law, Margaret Thatcher, University, president, politics, lawyer, Grantham, Politician, country, parliament, seat in parliament, leader, Conservative party, prime minister, UK, Europe.		Transport, bicycles, cars, motorbikes, buses, trams and trains, purposes, powered by people, horses and engines, invention. Steam, Petrol engine, invented, Karl Benz, Germany, Henry Ford, Model T Ford, factory, affordable, Robert Stephenson, Stephenson's Rocket, locomotive, steam powered, significant, railway lines, goods, passengers, Mallard, diesel, distance, environmentally friendly/greener, Euro tunnel, electric, Maglev, hover/levitate, electromagnetic, Grantham, London, A1, railway station, transported, freight/goods, passenger, manufacturing, engineering, Aveling Bradford, Ruston and Hornsby, engines, agricultural machinery, locomotives, Mallard, Flying Scotsman, Trade, countries, reachable, afford, produce, pollution, damages environment, global	

				warming, environmentally friendly, renewable energy.	
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Year 3 HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>T1: NC Links: Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age This could include late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p><u>Context for Study Stone age to Iron age</u></p> <p><i>This is the beginning of the pre-history topics. The children will have learnt about Mary Anning and the dinosaurs in Year 1 (Term 1). This topic introduces the idea of hunter-gatherers. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs (seen late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture, again in Anglo Saxons- Year 5 and the Mayans later in Year 3)</i></p> <p><i>The topic also introduces the term 'archaeologist'. This term will be used in Year 4 T2- The Roman Empire in Britain and again throughout the Year 5 topic of Anglo Saxons and the Scots, The Vikings, Ancient Egypt (Year 3) and Ancient Greece (Year 4). It will also be used in Year 3's T3 study of the Mayans.</i></p> <p><i>In the latter part of the topic, the idea of farming and understanding of seasons is explained. (The Winter Solstice and the Summer Solstice) This links to the Ancient Egyptians (Y3 T2) using the three seasons to farm and their dependence on the River Nile. 'Trading' is studied at the end of the topic, which is seen again in Y6 T2 and in the Romans (Y4 T2) and also Anglo-Saxons and the Scots (Y5 T2) and the Vikings (Y5 T1). It also explains that during the Bronze Age, hill forts were built to protect against raiders (Vikings Year 5 T1 link) Children are taught that the Roman Emperor Julius Caesar led an invasion to conquer Britain in search of the rich resources of gold, silver, lead, copper and tin. This was the end of Prehistoric Britain (as the Romans could read and write) (Y4 T2)</i></p> <p>T2: NC Links: Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p><u>Context for Study-Ancient Egypt (T2)</u></p> <p><i>This unit links back to knowledge of the Stone Age (Year 3 T1). People have lived in Egypt since the Stone Age. Ancient Egypt mentions the invasion of the Greeks (Y4 T1) and the Romans (Y4 T2). The children will learn that the last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became part of the Roman Empire (studied in Year 4 T2). The term 'archaeologist' will be used and also the introduction of the term 'Egyptologist'. The topic will cover the discovery of Tutankhamun and the Ancient Egyptian beliefs in different gods. This links to the Vikings (Y5 T1) and their beliefs in Gods and the 'Afterlife'. Children will learn some of the main Egyptian Gods. Children will study how Egyptians prepared themselves for the 'Afterlife' and the similarities between the Egyptians burials with belongings and the Anglo-Saxons(Y4 T3) and the Vikings rituals (Y5 T1). It uses the term 'ritual' (also seen in the topic of Vikings and Anglo-Saxons). Ancient Egypt was one of the wealthiest civilizations of all time. The</i></p>					

terms 'trade' and 'bartering' is taught (as in Y6 T2) and the idea that the Egyptians did not use coins and money as we do. (links to Anglo Saxons and Vikings) Children will also learn about hieroglyphics which is also taught in Year 3 Mayans.

T3: NC Links: Pupils will learn about - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

#### Context for Study Mayan Civilization (T3)

*Prior knowledge of the Ancient Egyptian Civilisation in the previous topic Year 3 (T2) can be revised as many aspects of life for the Mayans and Egyptians were very similar. Both civilisations built pyramids, performed rituals and ceremonies and had similar religious beliefs (different Gods that had an effect on farming such as Kinich Ahau the Sun God and also the belief in the afterlife) Another topic these beliefs can be linked to is also the Year 5, T1 unit The Vikings, who also held similar religious beliefs to both the Mayans and the Ancient Egyptians. Both the Mayans and Egyptians had Royal Families and hierarchies to organise society. It can also be discussed that hieroglyphics were a way of writing in both societies (although the actual symbols were quite different).*

<p><b>Changes in Britain from the Stone Age to the Iron Age.</b></p> <p>L1: I will know where to place the stone age on a timeline. I will know why it is called the stone age and how people lived at this time.</p> <p>L2: I will know what was discovered at Skara Brae and know why this is important</p> <p>L3: I will know where to place the bronze age on a timeline and why it was called the Bronze age.</p> <p>L4: I will know the impact of copper mining to the Bronze Age people.</p>		<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China- Ancient Egypt.</b></p> <p>L1: I will know where to place the Ancient Egyptians on a timeline. I will know who Pharaohs were and their position in society.</p> <p>L2: I will know some of the Gods the Egyptians worshipped and why.</p>		<p><b>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300- Mayan civilization c.AD 900.</b></p> <p>L1: I will know where to place Mayan Civilisation on a timeline. I will know what the ancient Mayan people were known for.</p> <p>L2: I will know about the Mayan society and it's structure.</p>	
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<p>L5: I will know where to place the Iron age on a timeline and why it was known as the iron age.</p> <p>L6: I will know how people lived during the Iron age and the importance of the hillforts.</p>		<p>L3: I will Know that Egyptians believed in Life after Death and the significance of mumification.</p> <p>L4: I will know the significance of the pyramids in Ancient Egypt.</p> <p>L5: I will know how we learn about Ancient Civilisations – Egypt. I will know who discovered the Tomb of Tutankhamun and why this was significant.</p> <p>L6: I will know why Ancient Egypt was such a wealthy civilisation</p>		<p>L3: I will know about the Temple of Kukulcan and what it tells us about the Mayan people.</p> <p>L4: I will know about the class system in the Mayan society.</p> <p>L5: I will know why the Mayans developed trade systems and what goods they traded.</p> <p>L6: I will know about the ancient Mayan writing systems and why they were important</p>	
VOCABULARY					
		<p>Pharaohs, descendants, Ra, monuments, Pharaoh Ramses II, Karnak Temple, Luxor, Ceremonial beard, power ankh, official, Vizier, Gods, goddesses, Atum, worshipped, Anubis, Horus, Isis, Osiris, Ra, Thoth, Set, temples, offerings, high priests, sanctuary, shrines, sacred, ritual, Afterlife, spirits of the dead, Duat, Anubis, Feather of Truth, Ammut, mummified, internal organs, canopic jars,</p>		<p>civilisation, Mesoamerica. base 10, base 20, vigesimal number system. hieroglyphs, syllabogram, logogram, codex, codices.</p>	

		natron salt, linen, coffin, ritual, sarcophagus, Pyramids, tombs, The Pyramids of Giza, The Great Pyramid of Giza, Pharaoh Khufu, Pyramid of Khafre, Pyramid of Menkaure, man- made structure, Great Sphinx, chisel, wooden sledges, burial chamber, Archaeologist, ancient civilisation, expeditions, archaeological digs, excavate, Egyptologists, The Valley of the Kings, Howard Carter, Luxor, Tutankhamun, Trade, travel, River Nile, mine, Scarab beetle, lapis lazuli, bartering, merchants, papyrus, oars, sails, hieroglyphs, scribes.			
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Year 4 HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>T3: NC Links: Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Context for Study- Ancient Greece (T1)</u>  <i>This unit has many language and concept links to periods of time studied throughout the curriculum. The term ‘archaeologists’, ‘historians’ and ‘excavate’ are used throughout (Links to previous Yr 3 T2 topic ‘Ancient Egyptians’). The term ‘city states’ is introduced to describe the beginning of main cities surrounded by countryside. This</i></p>					

term is also used in the Year 3 topic 'The Mayans'. City states were separate and had their own way of life, but all shared the same language and beliefs. *During the topic the children will be taught about the terms 'priestess' and 'high priestess' (also seen in Year 5, 'The Mayans where children learn about social structures) The roles of women are studied in comparing Spartan women's lives to the lives of the women from Athens. These aspects could also be linked to 'Inspirational People, Rosa Parks, Emily Davison, (Yr2) and World War 2 (Yr6) The role of women during WW2. The Greeks also believed in different Gods for different elements of life. These elements of religion can be linked to The Vikings (Y5 T1) and also The Egyptians (Y 3 T2). Both had beliefs in many various Gods.*

T2: NC Links: Pupils should be taught about: The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall.

*(Recap knowledge of Stone Age to Iron Age content which leads into the story of the Roman Empire)*

#### Context for study: Romans T2

*This unit follows on from the Y3 topic of 'Stone Age to Iron Age'. The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). The beginning of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the last topic of Year 4- Britain's Settlement by Anglo Saxons and Scots. The term 'archaeologists' is used throughout the history curriculum (Stone Age- Yr3 , Vikings- Yr5 and Mayans- Yr3). Children will learn about the building of Hadrian's Wall. The year ends with Y4 pupils learning about the attacks and raids from different groups such as: the Picts, Scots, and Saxons- T3.*

T3: NC Links: Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Lindisfarne.

#### Context for Study- Anglo Saxons and Scots T3

*This is the first of two units looking into the changes in British History after the Roman invasion. The Anglo Saxons and the Scots topic is a direct link to the previous Year 3 topic, 'The Roman Empire in Britain' (T2). The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with the Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate. Eventually settling in different parts of the country. The unit explores how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding the follow-on unit, 'The Vikings' in Y5 as the Viking and Anglo Saxon leaders fought for power over these parts. (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) .The unit also teaches the children about Anglo Saxon settlements and way of life. The building of houses with thatched roofs and farming is taught (link to 'Mayans' in Year 3 as they also built houses with thatched roofs) Towards the end of the topic, children are taught about the importance of religion and the Viking attack on the Lindisfarne Monastery. This can also be linked back again to the Romans (Year 4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. This ends the unit and leads into the 'The Vikings'.*

<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>		<b>The Roman Empire and its impact on Britain.</b> L1: I will know where to place the ancient Romans on a timeline; I will know		<b>Britain's settlement by Anglo-Saxons and Scots.</b>  L1: I will know where to place the Anglo Saxons	
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<p>L1: I will know where to place the ancient Greeks on a timeline;</p> <p>I will know what daily life was like in Ancient Greece (Homes, clothing, food)</p> <p>L2: I will know what daily life was like in Ancient Greece (cont. looking at school and toys)</p> <p>L3: I will know that Ancient Greeks had many Gods and Goddesses.</p> <p>L4: I will know about the significance of the gods and goddesses worshipped by the Ancient Greeks. I will know the importance of Greek Temples including their design.</p> <p>L5: I will know what the Ancient Greeks did for us.</p> <p>L6: I will know that the Olympics originated in Ancient Greek times;</p> <p>I will know some similarities and differences between the</p>		<p>how Roman Society was structured.</p> <p>L2: I will know what is meant by the Roman Empire.</p> <p>L3: I will know why the Roman army was successful</p> <p>L4: I will know why the Romans wanted to invade Britain.</p> <p>L5: I will know about 3 of the first invasions of Britain by the Roman Empire,</p> <p>L6: I will know what the Romans did for Britain today.</p>		<p>and the Scots (Celts) on a timeline; I will know who the Anglo-Saxons were and why they came to Briton.</p> <p>L2: I will know that there were many Anglo Saxon kingdoms.</p> <p>L3: I will know that Anglo-Saxon society had a hierarchy.</p> <p>L4: I will know that historical artefacts can reveal much about the object's use or owner.</p> <p>L5: I will know the design of a particular Anglo-Saxon village</p> <p>L6: I will know the changes in faith during Anglo-Saxon Briton.</p>	
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Olympic games then and now.					
VOCABULARY					
ancient, civilisation, empire, trade, timeline, chronology, chronologically, BC, AD, similarities, differences, gods, goddesses, beliefs, altar, temple, era, religion, priests, immortal, mortal, myths.		Society, citizen, non-citizen, slave, Emperor, dictator, senate, senators, government, taxes, Italy, Rome, Roman Empire, country, power, conquered, army, invasion, foot soldiers, standard bearers, sling shots, archers and calvary men, centuries, centurions, legions, troops, rebellions, military, Invasions, Julius Caesar, Emperor Claudius, Mediterranean sea, trade, imports, slaves, gold, silver, copper, bronze, fertile land, hostages, Gaul, Dirt tracks, levelled land, Roman roads, aqueducts, plumbing/central heating/ sanitation, architecture, calendar, currency, Latin, laws and legal systems, artefacts, primary and secondary sources, evidence.		invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, root meaning, village, town county, kingdom, ceorl, hierarchy, king, kingdom, settlement, slave, society, thegn, Artefact, evidence, archaeology, archaeologist, primary source, secondary source, burial ground, settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre, Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Pagan, Picts, Romans, Saxons, Scots.	

**Year 5  
HISTORY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>T2: NC Links: Pupils should be taught about: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion resistance by Alfred the Great further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066.</p> <p><u>Context for Study-Anglo Saxon and Viking Struggle (T1)</u></p> <p><i>This is the second of two units looking into the changes in British History after the Roman invasion. Children will be familiar with the Viking invasion on Lindisfarne at the end of the Anglo Saxons and the Scots unit (Y4 T3). Revise with the children how the Anglo Saxons, Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate Britain. Eventually settling in different parts of the country. The previous knowledge of the Anglo Saxon settlements (Y4 T3) (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the ‘The Vikings’ as the Viking and Anglo Saxon leaders fought for many years over these parts. The unit explores the Norse religious beliefs such as different worlds, Gods and also the ‘afterlife’. (Similar to the T2 topic in Year 3 ‘The Egyptians’). The terms ‘archaeologists’ and ‘excavations’ will also be used when discussing the Viking settlements in Jorvik (York). Children will be familiar with this language from previous learning-Anglo Saxons and Scots (Yr 4 T3), Stone Age to the Iron Age (Y3 T1) and the Romans (Yr4 T2).</i></p> <p><u>Context for Study- Local History Study- Isaac Newton (T3)</u></p> <p><i>This unit builds on the Year 1 study of Houses and Homes and the local home of Belton House (Local History).</i></p>					
<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p>L1: I will know who the Vikings were and about their initial raids of Britain.</p> <p>L2: I will know about Norse Beliefs.</p> <p>L3: I will know about the attack on Lindisfarne.</p> <p>L4: I will know the significance of King Alfred</p>		<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- A local history study.</b></p> <p>L1: I will know what we mean by the industrial revolution. I will know when the industrial revolution was.</p> <p>L2: I will know who James Watts was and the significance of his work.</p> <p>L3: I will know the impact of the increase in demand</p>		<p><b>A local history study- Isaac Newton.</b></p> <p>L1: I will know where to place Isaac Newton on a timeline;</p> <p>L2: I will know about Isaac Newton’s early life, childhood and up until university.</p> <p>L3: I will know that Isaac Newton discovered gravity including the story of how this discovery came about.</p> <p>L4: I will know about Isaac Newton’s other major discoveries</p>	

<p>during the Viking invasion.</p> <p>L5: I will know how the Vikings came to own a part of Mercia which they ruled from York.</p> <p>L6: I will know the key events which led up to the Battle of Hastings in 1066.</p>		<p>for coal and challenges that were faced.</p> <p>L4: I will know the impact of factories on workers.</p> <p>L5: I will know what transport developments there were during the industrial revolution and why they were important.</p> <p>L6: I will know some of the key societal changes during the industrial revolution.</p>		<p>L5: Enrichment – Trip to Woolsthorpe and follow-up lesson on his achievements.</p>	
VOCABULARY					
<p>Vikings, Norseman, Norway, Sweden, Denmark, Scandinavia, raiding, longships, harvest, trading goods, invaders, Danes, Norse beliefs, ‘afterlife’, Odin, Frigg, Thor, Tyr, Loki, gods, goddesses, Valhalla, Asgard, feast, mead, Norsemen, Lindisfarne, monasteries, priory, monks, easy targets, isolated, church, Wessex, King Alfred the Great, reigned, Guthrum,</p>		<p>Industrial Revolution, change, industry, technology, science, new developments, inventions, innovations, transportation, Victorian era, steam train, canals, roads, products, goods, coal, steam-powered machinery, wealth, James Watts, British inventor, steam engine, factories, power, production, goods, coal, demand, patented, Coal mines, Midlands, south Wales,</p>		<p>Isaac Newton, Grantham, Lincolnshire, Woolsthorpe, laws, MP, discovery, university, Cambridge, inventor, gravity, forces, maths, apple, Moon, orbit, prism, refract, disperse, Westminster Abbey William Clarke, Grantham, grammar school, mechanics and technology, elaborate, sundials, St John Baptist’s Church, Trinity College, Cambridge, Issac Barrow, prodigy, calculus.</p>	

Chippenham, Somerset, baptised, Christian, Danish Vikings, retreat, treaty, peace, Mercia, Danelaw, York, Jorvik., Athlestan, retaken, Aethelred, 'Athlered the unready', King Canute, 'Edward the Confessor', successor to the throne, Battle of Hastings, William of Normandy, 'William the Conqueror', Harold, Bayeux Tapestry.		north of England, jobs, demand, cramped, conditions, dangerous, tunnels, collapsing, gas explosion, Factories, manufacturing, craftspeople, labour intensive, production, small scale, manufacturing process, Industries, raw materials, products, transported, horse-drawn transport, tracks, impassable, John Macadam, tarmac, canals, volume, steam train, growth of factories, Population, overcrowding, poor living conditions, health issues, cramped, cellars, sanitation, disease, cholera, water supply, capitalism, corporations, trade, commerce, working class, social class.		Gravity, observing, occurred, accounts, discovery, gravitational pull, Proposed, white light, telescope, Newton's three laws of motion.	
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Year 6 HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...

NC Links: T3: A significant turning point in British history, for example, the first railways or the Battle of Britain.

Context for Study-WWII (T2)

*This is the last history unit in Year 6 . The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum so far. When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected. Children will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. The children will be familiar with what a primary and secondary source is from the Year 1 ‘Great Fire of London’ unit, in which children were introduced to the terms ‘primary’ and ‘secondary’ when looking at evidence of the Great Fire. Part of the unit will look into racial discrimination and the Holocaust. This is a direct link to previous studies on how discrimination, segregation and boycotting can affect people’s lives due to their race or beliefs. (Seen in Year 2 T3, Inspirational People: Rosa Parks ) and the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule. Another link to previous topics is when looking at the role of ‘Women at War.’ Women had the right to vote (Link to Year 2, Inspirational People: Emily Davison) however, their roles were still mainly in the household. World War 2 changed expectations and aspirations for women as many enjoyed their newfound independence and felt valued in their roles in the war effort. Many did not want to go back to how things were before the war and it was another factor in the changing role of women in Britain. It can also be linked back to Year 1, Important People; Florence Nightingale, as Florence had a very important nursing role throughout war times and brought light to the importance of women during the Crimean War.*

<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- The Suffragettes.</b></p> <p>L1: I will know who the suffragettes were. I will know where to place the suffragette movement on a time line.</p> <p>L2: I will know why the Women’s Social and Political Union was formed and the action taken by them</p> <p>L3: I will know about the consequences of the</p>		<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- WWII</b></p> <p>L1: I will know that World War Two was a key event in the timeline of British history and why it began.</p> <p>L2: I will know that the Battle of Britain was a significant event in World War Two.</p> <p>L3/4: I will know that the Blitz targeted many cities over a number of years and what it was like.</p>		<p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066-Civil Rights Movement.</b></p> <p>L1: I will know what ‘The Civil Rights Movement’ was and where it fits in history.</p> <p>L2: I will know the history which lead up to the Civil Rights Movement.</p> <p>L3: I will know how and why the Civil Rights Movement started.</p>	
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<p>direct action taken by the suffragettes and how this was perceived</p> <p>L4: I will know how the suffragettes changed women's lives.</p> <p>L5: I will understand how difficult it is to change and implement new laws in society.</p>		<p>L5: I will know the impact of WW2 on the Homefront.</p> <p>L6: I will know that women played an important role during World War Two.</p>		<p>L4: I will know how the knowledge of the past is constructed from a range of sources.</p> <p>L5: I will know some of the links between the works of Abraham Lincoln and Martin Luther King Jr.</p> <p>L6: I will know how the Civil Rights movement in the USA is reflected in British history.</p>	
VOCABULARY					
<p>Suffragette movement, Votes for Women, Campaign, WSPU, militant tactics, well-connected, scandalous, cause, debate, propaganda, suffrage, Equal rights, Emmeline Pankhurst, founder, NUWSS, treated differently, change, political persuasion, act within the law, suffragist, suffragette, confrontational, Herbert Asquith, Black Friday, 'radical party', direct action, public property,</p>		<p>Reparation, alliance, appeasement, imperialism, militarism, declaration, treaty, economy, dictatorship, cause, effect, consequence, Turning point, battle, airforce, Luftwaffe, RAF, defence, airfield, military, campaign, Operation Sealion, Blitzkrieg, air raid, shelter, Anderson shelter, Morrison shelter, blackout, offensive, bombing, Ration, ration book, starvation, Dig for</p>		<p>African-American Civil Rights Movement, racial discrimination, movement, civil rights, rights, freedoms, civil liberties, Landowners, slavery, labour, imported, tobacco, cotton and rice plantations, Rosa Parks, Boycott, Dr. Martin Luther King Jr., integrated, protestors, trespassing, Montgomery Bus Boycott, non-violent sit-in, discrimination, Excerpt, primary source of evidence Segregation,</p>	

imprisonment, Direct action, decades, petitions, appeals, 'Deeds not words', momentum, physical force, hunger strikes, force-feeding, restraining, cruel treatment, Demonstrations on hold, response, Representation of the People Act, equal terms.		Victory, Ministry of Food, queue, vegetables, Black Market, evacuation, evacuee, Society, significant, role, women, crucial, vital, influence, propaganda.		curse, Negro, smothering, poverty, affluent society, stammering, concoct, cross-country, automobile, motel, Rooted, American Dream, Abraham Lincoln, President of United States of America, 'I had a dream', abolishing slavery, self-evident, creed, slave owners, brotherhood, oppression, freedom, justice, character, Employ, protest, influential, Bristol Bus Boycott, Race Relations Act 1965, UK law, unlawful.	
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