

**INTENT/WHY?**

* **encourage an interest in the past and stimulate enquiry skills**
* **enable children to learn about significant events in British history and to appreciate how things have changed over time;**
* **develop a sense of chronology; know how the British system of democratic government has developed and thus contribute to a child’s citizenship education and their understanding of core British values.**
* **understand how Britain is part of a wider European culture and to study some aspects of European history;**
* **have some knowledge and understanding of historical development in the wider world;**
* **help children understand their place within society, so that they develop a sense of cultural heritage.**

Executive Summary for: History Date: August 2022

Leader: Philippa Antoniou Link Governor:

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| **Term** |  |  |
| **Reception** **Understanding of the world**  | **Year One** | **Year Two** | **Year Three** | **Year Four** | **Year 5**  | **Year Six** |
| **Autumn**Units & Key Vocabulary | Comment on images of familiar situations in the pastrecognise that people have different beliefs and celebrate different times in different ways.Comment on images of familiar situations in the pastChildren talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditionsrecognise that people have different beliefs and celebrate different times in different ways.Know some similarities and differences between things in the past and now, drawing on their experiences. Understand the past through settings, characters and events encountered in books read in class and storytelling.Children use everyday language to talk about time | **Toys now and then** | **The Wright Brothers**  | **Stone Age to Iron Age**  | **Stone Age to Iron Age (In 2022 only)**  | **The Maya**  | **The Maya (In 2022 only)**  |
| **Key vocabulary:** decade, earlier, later, older, newer | **Key vocabulary** Wright Brothers, December, aeroplane, aircraft, aviation, 2oth Century, flight, glider, modern, significance | **Key vocabulary:** Stone Age, Bronze Age, Iron Age, Neolithic, thatched, forage, pre-historic, tribe, Skara Brae, Stonehenge artefact, archaeologists, ritual, Paleolithic, hunter gatherer. | **Key vocabulary:** advanced, ancient, calendar, Chichen Itza, chocolate, civilization, civilized, empire, Glyphs, hierarchical, maize, Mesoamerica, Polytheisticsacrifice, Spanish Conquest, Tikal |
| **Autumn** Core Concepts | -**Chronological understanding**: Identifying similarities and differences between ways of life in different periods.- gain historical perspective by placing their growing knowledge into different contexts understanding the connections between short and long-term timescales. -**Continuity and Change**: Changes within living memory of the adults around them.  | -**Continuity and change;** To understand how flight had changed and developed over time. **-** Lives of significant individuals in the past who have contributed to national and international achievements.  | -**Chronological understanding-** understanding the Stone Age as a large time period. **Change and continuity**: Develops ideas of similarities and differences between the old/middle and new stone ages. The key differences in daily life between these periods of time will be explored looking at the change from hunter gatherers to farmers. **-Historical enquiry-** Enquiry using evidence to test interpretations from historical sources and case studies (Danebury, Starr Carr, Skara Brae). Enquiry is also based on images to make deductions about studying evidence from ruins/remains and artist impressions to make inferences about the way of life. Children are encouraged to think critically and think about how can we possibly know what it was like so many years ago before man recorded his thoughts in writing.  | **-Chronological understanding-**  How people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. How their learning of the subject is placed within wider historical understanding and prior knowledge. Allowing children to compare this civilization with earlier civilizations such as Egypt which allows context and allows an understanding characteristics and features of past societies around the world. **Disciplinary concepts:** **-Historical significance-** To understand how an ancient civilization shaped and developed their own societies and why the Maya are worth studying. To be aware that the history of the past is constructed from what has remained and what may still be being discovered. -**Cause and consequence-** Explore how to make a valid judgement about how an event occurred (specifically how the Maya ‘declined’ so suddenly) based on historical theories and interpretations.  **Substantive concepts:** **Civilisation-** to understand how society is organised in different cultures, times and groups**Achievements-** to understand that people in the past were as inventive and sophisticated in thinking as people of today * To be able to identify the achievements of civilisations and explain why these achievements were so important.

**Power-** to know that there are different reasons for the decline of empires. |
| **Spring**Units & Key Vocabulary | **Homes in the Past** **[Local history]** | **The Great Fire of London**  | **Railway Revolution** **[Local history]** | **Railway Revolution** **(For 2023 only)**  | **The Zulu Kingdom** | **The Ancient Greeks**  |
| **Key vocabulary**: homes, building, Medieval, Tudor, Georgian, Victorian | **Key vocabulary**: fire, London, Pudding Lane, destroyed, Samuel Pepys, Stuart, King Charles II, source,  | **Key vocabulary**Transport, travel, railway, passenger, Metropolitan Railway, steam locomotives, industrial revolution, industrialists, Victorian Britain, improvement, factories, Railway mania, expansion  | **Key vocabulary:** King Shaka Zulu, Anglo-Zulu War, artefact, assumption, colonisation, culture, Victorian Era, Victorians, Battle of Isandlwana, King Chetshwayo | **Key vocabulary:** monarchy, oligarchy, democracy, Athens, Sparta, Primary, Secondary, Empire, civilization, philosopher, philosophy, scholar, nature, origin, purpose, source, reliability/provenance, scholar, Olympics, ancient, government,  |
| **Spring** Core Concepts | **Historical enquiry:** Use sources such as photographs to explore Victorian home interiors. Explore images of objects to explore what daily life was like in the Victorian time. **Chronological understanding:** recognising the order of Medieval, Tudor, Georgian and Victorian periods. Understanding that houses built today are different from houses built a long time ago. **Change and continuity** Explaining how house designs have changed over time. Naming objects found in a Victorian house which is no longer used in the present day. Explaining differences in the way people lived compared to today e.g. electricity and washing clothes without washing machines.  | **Chronological understanding:** Sequencing events in order and forming an understanding in which London was different in 1666 to today. **Cause and consequence-** develops ideas of causation and consequences and what changes come about as a result of a major event. Explaining some factors that made the Fire last so long and be difficult to extinguish-**Enquiry**- raise historically valid questions and extract information from sources. Distinguishing between objects, writing and pictures as historical sources.  | **Change and continuity:** To consider how developments in rail travel have changed the lives of people in Britain since 1830. **Cause and consequence:** Develops the ideas of causation and consequence and what changes come about as a result of major events or difficulties. Look at how technological advancements **Chronological understanding:** Exploring key events on a timeline of the industrial revolution.**Historical enquiry:** Using graphs to show the numbers of passengers using railways since 1830 to infer understanding. Using primary sources from 1863 about the opening of the London underground.  | **Interpretations of History:** To be able to compare accounts of events from different sources. Consider ways of checking accuracy of interpretations (e.g. nature, origin and purpose) **Historical enquiry**: use evidence to build up a picture of past events and use a range of sources to find out about an aspect of time past. 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 Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’How Britain has influenced and been influenced by the wider world. **Chronological understanding:** Exploring how time periods overlap and can happen in sequence with each other. E.g. Victorian period and the Zulu Kingdom. **Historical interpretation:** developing knowledge about interpretations of the past and how these can be used as evidence for own judgements. Thinking about the provenance of a source of information and ‘thinking critically’ in order to make a rounded judgement. Thinking how and why historical interpretations can differ from each other. Linking to nature, origin and purpose of a historical source, artefact.  | -**Historical significance-** To be able to build up an understanding and an appreciation of past civilizations and Empires and how this has had an impact on the Western world -**Historical interpretations-** children look at sources to investigate the past. They are encouraged to look at sources with a critical eye thinking about the provenance/reliability of a source based on its nature, origin and purpose. This will help build up an understanding of how Historians can use these to construct understanding of past civilizations. -**Chronological understanding-** To understand where Ancient Greece is within their historical understanding of other previously learnt time periods. Make judgements based on their own historical understanding about what it might have been like based on their own understanding of past civilizations.  |
| **Summer**Units & Key Vocabulary | **Intrepid Explorers**  | **Communication Then and Now**  | **Anglo Saxons, Picts and Scots** | **Ancient Egypt** | **Year 5-Geography Over Summer 1 and 2** **Volcanoes and Earthquakes**  | **Vikings Vs Anglo Saxons** |
| **Key vocabulary:** explorer, exploration, discovery, change, Asia, astronaut, America, space, Neil Armstrong, Christopher Columbus. | **Key Vocabulary:**,printing press, Alexander Graham Bell, Time Berners-Lee, William Caxton,telegram,telegraph, Morse code, hieroglyphics  | **Key vocabulary:** Sutton Hoo, archaeological, burial/buried, excavation, invade, settle, cultures, Anglo-Saxons, Picts, Scots, Christianity, religion, King Raewald, pagans, Beowulf  | **Key vocabulary:** ancient, Nile, Pharaoh, pyramids, civilization, hierarchical/hierarchy, mummification, afterlife, hieroglyphics, sarcophagus, archaeologist, artefact | **Key vocabulary:** Invasion, settlement, Anglo-Saxon, Viking, kingdoms, Lindisfarne, peace treaty, agreement, unified, Alfred the Great, legacy, The Battle of Hastings |
| **Summer** Core Concepts | **The lives of significant individuals** in the past who have contributed to national and international achievements. Events beyond living memory that are significant individuals in the past to national and international achievements. **Continuity and Change**: Children will explore how exploration has changed and evolved over time. **Historical representations-** understanding some of the ways we find out about the past and identify different ways which it is represented.  | **Historical enquiry:** use texts and images to find out about the past. **Chronological understanding:** order and sequencing events and inventions on a timeline. To understand some of these changes happened a long time ago **Significance and change-** understand what makes an individual significant over a period of time and how their inventions(changes) still have a modern day use. **The lives of significant individuals:** Comparing the lives and achievements of significant individuals who have contributed to national and international achievements (William Caxton and Tim Berners-Lee)  | **Historical enquiry-** construct informed responses which involve thoughtful selection and organisation of relevant historical information. Understand that knowledge of the past is constructed from a range of sources. **Chronological understanding**- Know and understand the history of these islands as a coherent, chronological narrative. How people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider worldGain and deploy a historically grounded understanding of abstract terms such as ‘***empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’***-**Sources and evidence-** Look at a range of sources to investigate the past in relation to how people lived. Develop an understanding about how Historians use evidence/artefacts to investigate the past. -children use historical evidence to generate and explain their decisions. Make judgements about the usefulness of evidence.  | **Chronological understanding:** creating timelines and differentiating between ‘ancient’ and ‘modern’. Using knowledge of time periods either overlapping, before or after to draw conclusions/inferences about what a period of time was like based on this knowledge. How people’s lives have shaped this nation and how Britain has been influenced by the wider world. **Sources and evidence:** exploring artefacts to infer meaning and understanding about a time period.  |  **Historical enquiry:** Understand that knowledge of the past is constructed by a range of sources. To be able to use these sources of information e.g. maps to draw conclusions as to what might have happened based on knowledge of a period of time. **Chronological understanding**: To understand and draw comparisons between Britain before the arrival of the Vikings. To be able to relate current study and make comparisons and connections between different contexts in the past. **Substantive concepts:** **Achievements and follies of mankind:** to understand the impact of war on local communities. To be able to identify the achievements of civilisations and explain why these were important.**Civilisation**: to understand the changes and reasons for the organisation of society in Britain. **Power:** to understand that there are changes in nature of society**.** Linking changes in power from the Romans to seven Kingdoms and finally unification. **Disciplinary concepts:** **Change and continuity:** draw conclusions, comparisons and making links between events and changes between different time periods/ societies. To have an increasing understanding and awareness or the struggle for power and how this changed in England. **Similarity and difference**: Thinking about the similarities and differences between groups/ societies within the same time period .  |

LINKS TO? (Cross curricular History, Geography and Science links, PSHE, Values etc)

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|  | **Year 1**  | **Year 2**  | **Year 3** | **Year 4**  | **Year 5** | **Year 6**  |
| Whole Year | **Toys Then and Now** links to:Science (Everyday Materials) **Intrepid Explorers links to:** Literacy (The Smeds and the Smoos) Computing (Maze Explorers)   | **The Wright Brothers links to:** Science ( Materials Good Choices) PE (locomotion- movement, turning and changing directions) **The Great Fire of London links to:** Art- be an architect  | **Anglo Saxons, Picts and Scots links to:** **RE (**aspects of Christianity) | **Stone Age to Iron Age links with literacy text: Stone Age Boy/The Wild Girl (for 2022 only)** **Anglo Saxons, Picts and Scots links to:****RE (**aspects of Christianity) **Ancient Egypt links to:** **Art (** storytelling through drawing)  |  **Zulu Kingdom links to:** **Computing** (games creator)  | **World War 2 links to:** **English** (Carries War- Nina Bawden) Enrichment experience day- WW2 trip to Lincolnsfields  |