

Our History Curriculum Overview

National Curriculum Purpose and Aims of Study

- To know and understand the history of these islands 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
- To 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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
- To 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.
- To 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.

By the end of Key Stage Two we want our students to;

- Have a secure chronological knowledge and understanding of some significant periods in British, local and world history,
- Be able to make connections and identify contrasts and trends that have happened over time,
- Use appropriate historical terms,
- Devise historically valid questions about change, cause, similarity and difference and significance,
- Construct informed responses through thoughtful selection of relative historical information,
- Understand how our knowledge of the past is constructed from a range of sources.

	What is being taught?	
	Area of Historical Study	Context of Inquiry
Year Three	Chronology- Know how long ago in years the neolithic times were. Place the neolithic, ancient Greek and Ancient Egyptian eras on a timeline. Understand when these civilizations were, relative to now and each other.	Historical Concepts- Cause, Change and Continuity Inquiry Question: What is the impact of settling in one place? Historical Skills- Using evidence to support historical claims. Understand why some evidence is more compelling. Term 1 <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. Focusing on the late Neolithic hunter-gatherers and early farmers. • Evidence for the Skara Brae Settlement • Evidence for the longevity of the settlement Term 2 <ul style="list-style-type: none"> • The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt. • Evidence that people stayed in Egypt long enough to create a civilization with its own culture distinct from others. • Evidence of how people used their leisure time. • Evidence of different levels in society- from the Pharaoh to slaves Term 3 <ul style="list-style-type: none"> • Ancient Greece- a study of Greek life and achievements. • Ancient Greece- their influence on and legacy to the western world. • Evidence of Greek culture using artefacts and stories.
	Historical terms Before common era, Common Era Hunter-gatherer, artefact, archaeology, primary source civilization	
	Historical Concepts and Questions Concepts- Cause, change and continuity <ul style="list-style-type: none"> • What conditions enable people to settle in one place? • Was the diet of people in ancient times healthy? • How do we know that people stayed in Skara Brae, Egypt and Ancient Greece for a long time? • How do artefacts of the past tell us about how people lived at that time? • How does the past inform the future? 	
	Use of Historical Resources- Primary Sources- arrowheads, flint tools, Greek vases	

Year Four	<p>Chronology- Place the Roman, Anglo Saxon and Viking invasions of Britain on a timeline. Understand when these were, relative to now and each other.</p>	<p>Historical Concepts- Historical similarity and historical difference Inquiry Question: What happens when two societies come together? Historical Skills- Making connections between different events in history, being able to identify how they are similar and how they are different. Being able to refer to knowledge of one event in history to comment about another.</p> <p>Term 1</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • British resistance- Boudica and the Iceni people. • Historical evidence for what Boudica looked like and how she acted. • The impact of Prasutagus' will on the lives of ordinary Celts. <p>Term 2</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo- Saxons and Scots. • Anglo-Saxon invasion, settlement and kingdoms: place names and village life. • Similarities and Differences between Roman Rule and Anglo-Saxon Invasion • Changes for ordinary people during Hengist and Horsa's Rule. • Comparing and contrasting Celtic life and Anglo-Saxon life <p>Term 3</p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Viking raids and invasion. • The effect of Christian conversion- Lindisfarne • Historical sources of life in Lindisfarne and the Viking invasion
	<p>Historical terms Invader (invasion) settler (settlement) Primary source Secondary source Artefact Evidence</p>	
	<p>Historical Questions</p> <ul style="list-style-type: none"> • What is the evidence that invasion was a good thing for Britain? • How did the Roman, Anglo-Saxon and Viking invasion change life in Britain? • What effect do the actions of rulers have on the lives of ordinary people? • How do different historical sources give us an impression of people of the time? 	
	<p>Use of Historical Resources- Historical interpretation- Vercingetorix and Julius Caesar Primary Resources Secondary resources</p>	
Year Five	<p>Chronology- Place all the previous historical times and those studied this year on a timeline.(Neolithic, Ancient Greece, Ancient Egypt, Roman invasion of Britain, Viking invasion of Lindisfarne, Anglo-Saxon invasion) Norman Norwich and Kingdom of Benin timeline</p>	<p>Historical Concepts- Historical similarity and historical difference Inquiry Question: How can one person make a big difference?</p> <p>Historical Skills- Making connections between different events in history, understanding connections between local and national history, understanding the</p>

	<p>Historical terms Invader (invasion) settler (settlement) Primary source Secondary source Artefact Evidence Norman</p>	<p>terms parliament and peasantry. Understanding the significance of the consequences of historical events.</p> <p>Term 1</p> <ul style="list-style-type: none"> • A local history study. (1066- Norman Norwich) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • The impact of Norman Rule on the lives of ordinary people in the time and to the modern day. • The range of evidence for the life of William of Norwich- the variety of reliability of historical sources. <p>Term 2</p> <ul style="list-style-type: none"> • A non- European society that contrasts with British history. • Benin (West Africa) c. AD 900- 1300 • Sources of evidence for the Kingdom of Benin-focussing on artefacts- how are they similar and how different to sources of evidence for the same period of British history? • Evidence in the way people live in modern Nigeria that the historical Kingdom of Benin has had an impact on culture. <p>Term 3</p> <ul style="list-style-type: none"> • A local history study. (1549- Kett's Rebellion) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Understanding the connections between local and national history and the economic impact that enclosure had over a long-term timescale.
	<p>Historical Questions-</p> <ul style="list-style-type: none"> • Does the Norman invasion of 1066 still have an impact on life today? • How can we learn about Norman times from studying Norwich Cathedral? • Can we trust all historical sources to the same degree? • Should historical artefacts be returned to the nations they came from? • Why do so many people still remember Robert Kett? 	
	<p>Use of Historical Resources- The Norman Buildings of Norwich The Benin Bronzes- as art and artefact Paintings of Robert Kett.</p>	
<p>Year Six</p>	<p>Chronology- Know the order of the previously studied historical periods and: The Tudor Period. Work out how long-ago events that were BCE and CE were. Compare how long different periods in history have lasted.</p>	<p>Historical Concepts- The expansion of Empires- the achievements and follies of mankind Inquiry Question: Why do people embark on journeys which involve danger or uncertainty?</p>

	<p>Historical terms Tudor Post war Elizabethan Welfare State</p>	<p>Historical Skills- Making connections between different events in history, understanding connections between local and national history. Understanding how Britain has influenced and been influenced by the wider world. Gain perspective by placing growing historical knowledge into different contexts.</p> <p>Term 1</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • A significant turning point in British history. (Tudor Exploration in Elizabethan England) • Use of historical sources to understand what life was like for a Tudor sailor. • Understand that there are contrasting arguments and interpretation of events. <p>Term 2</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • A significant turning point in British history. (Post WW2/ 1947 The Welfare State & Mabel Clarkson) • Gain historical perspective by considering short- and long-term timescales in history. • Consider the relative influence of two historical figures including by timescale, geography, and cultural, economic, military, political and religious aspects. <p>Term 3</p> <ul style="list-style-type: none"> • Review the Historical periods that we have learned about. Consider how the lives of people and actions of Nations have shaped the world. • Consider the effects on the modern world of some of the events we have studied.
	<p>Historical Questions-</p> <ul style="list-style-type: none"> • What is the lasting effect of Mable Clarkson's campaigning? • What are the similarities and differences between preparing for a journey now and in Tudor times? • Who has more impact on the lives of people in Norwich, Great Britain and globally- Queen Elizabeth I or Mable Clarkson? 	
	<p>Use of Historical Resources- Tudor portrait paintings Letters of Mary Queen of Scots</p>	