

Unlocking Every Child's Potential as a Unique Child of God

Year 1 History Curriculum

Children Should be taught:

Changes within living memory - Toys

Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally - Victorians

e.g. 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 - Blackbeard

Some should be used to compare aspects of life in different periods e.g. 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.

Significant historical events, people and places in their own locality – Mountnessing Windmill

Enquiry Skills:

Begin to compare two versions of a past event.

Explain that there are different types of sources that can be used to help represent the past.

Observe and use pictures, photographs and artefacts to find out about the past.

Term 1 – Toy Story	Term 2 – Pirate Adventure	Term 3 – Enchanted Woodland
<p>What was life like in the Victorian times?</p> <ul style="list-style-type: none"> • Explore the concept of the past. • Place the Victorians on a simple timeline in history. • Identify who Queen Victoria was. • Find out about Victorian school life (look through Victorian school desk) • Compare Victorian schools and schools today. • Explore holidays in Victorian times and compare them to holidays today. <p>How have toys changed over time?</p> <ul style="list-style-type: none"> • Explore my favourite toys and begin to think about how these might be different to toys in the past. • Explore toys from the past describing their features. • Make a Victorian toy. • Use words relating to the passing of time when comparing toys. • Recognise the difference between old and new toys. 	<p>Why was Blackbeard a significant pirate?</p> <ul style="list-style-type: none"> • Know what makes a person significant in history. • Identify who Blackbeard was. -What was he? -When did he live? • Know the significant and important events that happened in his life. • Understand why Blackbeard is remembered. • Write as if you were Blackbeard. 	<p>Why is the Mountnessing Windmill important to our local area?</p> <ul style="list-style-type: none"> • Learn about the function of a windmill for grinding grain for flour. • Understand how windmills work and why it was important to the village • Learn about the history of Mountnessing's windmill from 1807 to now. • Visit the windmill and see it in action. • Reflect and write about the importance of the windmill.
<p>Key Vocab: Timeline, Victorian, source of information</p>	<p>Key Vocab: Achievement, pirate, significant, event</p>	<p>Key Vocab: Postmill, roundhouse, tail pole, millwright</p>
<p>Curriculum enhancement: Visit to Toy Museum Now Press Play</p>	<p>Curriculum enhancement: Pirate Dan – visitor in school Pirate Day at Danbury</p>	<p>Curriculum enhancement: Visit to windmill - Parish council to explain history and purpose to children (Mrs Stephenson)</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Identify different sources we can use to find out about the past. • Ask and answer simple questions about the Victorians. • Know who Queen Victoria was and what she was like • Compare two toys from different time periods, identifying similarities and differences. • Use words and phrases relating to the passing of time. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Provide some criteria about what makes a person significant in history. • Talk about what they know about Blackbeard. • Have an understanding of the chronology of the historical periods in which he lived. • Recall some key facts about the experiences of Blackbeard 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> • Be able to explain the purpose of a windmill • Understand that the windmill has been improved over time • Understand why it was important to the village in history

Year 2 History Curriculum

Children Should be taught:

Changes within living memory – Memory Box

Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally – The Great Fire of London

e.g. 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 – Florence Nightingale and David Attenborough

Some should be used to compare aspects of life in different periods

e.g. 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.

Enquiry Skills:

Children will begin to compare two versions of a past event. Explain that there are different types of sources that can be used to help represent the past.

Observe and use pictures, photographs and artefacts to find out about the past.

Term 1 – Memory Box	Term 2 – Paddington in London	Term 3 – Roots and Shoots
<p>What important events have happened in my life so far?</p> <ul style="list-style-type: none"> Understand how they have changed over the years. (Study photographs of themselves). Reflect on big events in their lives. Understand what family trees show us and create their own. Recall what makes a person significant in history. (Focus on current Monarch) Think of questions to ask the current Monarch. <p>Why is Florence Nightingale remembered as a significant person in history?</p> <ul style="list-style-type: none"> Understand who Florence Nightingale was. Recall events in Florence Nightingale's life. Describe the conditions Florence Nightingale worked in. Understand how Florence helped people and nursing. Compare experiences of Florence Nightingale. Write as if they were Florence Nightingale. 	<p>How have landmarks and transport in London changed over time?</p> <ul style="list-style-type: none"> Recall London landmarks – link to Geography topic in autumn term. Compare transport in the past and now. <p>Why was The Great Fire of London such a huge disaster?</p> <ul style="list-style-type: none"> Identify what Stuart London was like – what people did during this time. Learn main events of the Great Fire – writing task. Understand if anyone could have stopped the fire and know how people's lives changed during that time. Know how London was rebuilt – how people changed. 	<p>How has Attenborough's research helped our understanding of the world?</p> <ul style="list-style-type: none"> Explore work of David Attenborough. Place key events in Attenborough's life on a timeline. Recall significant and important events in Attenborough's life. Understand how David Attenborough has helped us know about the world. Reflect on why Attenborough is significant. Write about the experiences of David Attenborough. Compare the work of David Attenborough to Charles Darwin.
<p>Key Vocab: Significant, history, monarch, influence, memory, Florence Nightingale, conditions, Victorian</p>	<p>Key Vocab: Landmark, transport, Stuarts, chronological, Thomas Farriner, Samuel Pepys</p>	<p>Key Vocab: David Attenborough, species, naturalist, environment</p>
<p>Curriculum enhancement: Florence Nightingale virtual visit Now Press play</p>	<p>Curriculum enhancement: Trip to The Tower of London Now Press play</p>	<p>Curriculum enhancement: Link with Forest School</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Recall things that have happened in their life Provide some criteria about what makes a person significant in history. Talk about what they know about Florence Nightingale and how has helped and influenced nursing and hospitals today. Have an understanding of chronology. Understand how sources help us find out about the past. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Show awareness of how London has changed, including its buildings, people and transport. Talk about some of the key events of the Great Fire of London. Say why the Great Fire of London spread and eventually stopped. Explain how we know about the Great Fire of London from a variety of primary sources. Explain their reasons why some sources are more useful than others in their historical enquiry. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Provide criteria about what makes a person significant in history. Recall key facts about the experiences of Attenborough and how he has helped us to understand more about the world. Have an understanding of the chronology of the historical periods in which he lived. Talk about the differences and similarities in the experiences of Darwin. Start questioning the reliability of some historical evidence.

Year 3 History Curriculum

Children Should be taught:

Famous travellers – Where’s Wally?

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

Pre-Roman Britain – Funny Bones

Changes in Britain from the Stone Age to the Iron Age.

Ancient Civilizations – Ancient Egypt

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.

Enquiry Skills:

Use a range of sources to find out about a period.

Observe small details – artefacts, pictures.

Select and record information relevant to the study.

Begin to use the library and internet for research.

Term 1 – Where’s Wally?	Term 2 – Funny Bones	Term 3 – Ancient Egypt
<p>Who are some of the world’s greatest travellers and why are they remembered?</p> <ul style="list-style-type: none"> Explore the adventures of Ernest Shackleton. Identify the discoveries of Christopher Columbus. Understand why Amelia Earhart’s flight was so significant. Discover the importance of Tim Peake’s Principia Mission. Discuss why Jeanne Baret’s expedition is remembered. To consider how a famous traveller would have felt on their adventures (long writing task). 	<p>How did life change in the Stone Age?</p> <ul style="list-style-type: none"> Explore how we know about life in the Stone Age. Understand where the Stone Age fits chronologically on a timeline. Explain how hunter-gatherers found food and survived. Discuss how much life changed when man learned how to farm (long writing task). Identify the changes and developments that were made during the Stone Age. Consider how modern Britain been shaped by our Neolithic ancestors. 	<p>Who were the Ancient Egyptians?</p> <ul style="list-style-type: none"> To place key events from the ancient Egyptian period on a timeline. Discover how society was organised in Ancient Egypt. Explore what daily life was like for Ancient Egyptians. <p>What did the Ancient Egyptians believe?</p> <ul style="list-style-type: none"> Identify the Gods the Ancient Egyptians believed in. Understand who the pharaohs were and why they were important. Know why the ancient Egyptians built temples, tombs and pyramids. Uncover what the ancient Egyptians believe about death and the afterlife. Know who Tutankhamun was and why he is significant (long writing task). Compare the beliefs of ancient to views today.
<p>Key Vocab: Expedition, Voyage, Discovery, Aviation, Pioneer, Circumnavigation, mission ESA Astronaut.</p>	<p>Key Vocab: Ancient, Neolithic, Change, Hill Fort, Hunter Gatherer Empire, Kingdom, Hoard, Stone Age, Civilization, Culture, Invention, Archaeology, Nomadic, Settle, Settlement, Community, Era / Period.</p>	<p>Key Vocab: Ancient, Creation, Society, Social Class, Gods, Goddesses, Pharaoh, Temple, Tomb, Pyramid, Afterlife, Mummification, Tutankhamun.</p>
<p>Curriculum enhancement: Now Press Play – Mission to Mars</p>	<p>Curriculum enhancement: Now Press Play – Stone Age Caveman Day Stone Age Cave Extravaganza - https://www.prehistoricexperiences.com/stone-age-cave-trip-experience Celtic Harmony - https://celticharmony.org/schools/day-trips/stone-age-trip/</p>	<p>Curriculum enhancement: Now Press Play – Ancient Egypt Visitor in school</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Talk about the adventures of each travellers. Explain why the travellers are important. Know why each traveller is remembered. Discuss how each traveller has impacted life today. Consider the feelings of a significant traveller. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Reach any conclusions about Britain at this time by exploring some of the buried hoards. Talk about how people lived in the Stone Age. Construct a simple timeline showing some of the changes throughout the Stone Age. Identify some of the similarities and differences between Stone Age and modern life. Explain how Stone Age developments impacted lives at the time. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Place Ancient Egypt in time using a timeline. Recognise the Egyptian gods/goddesses and what they represented. Understand why the Egyptians built temples, tombs and pyramids and what they may have looked like. Understand what Egyptians believed happened to you when you died. Know why Pharaohs were important n Ancient Egyptian history. Understand the mummification process. Explain who Tutankhamun was.

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| | | <ul style="list-style-type: none">• Compare and contrast ancient beliefs with modern and understand the similarities and differences in context. |
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Year 4 History Curriculum

Children Should be taught:

Ancient Greece – Who let the Gods out?

A study of Greek life and achievements and their influence on the western world.

Anglo Saxons – Raiders and Invaders

Britain's settlement by Anglo-Saxons and Scots. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Christian conversion – Canterbury, Iona and Lindisfarne.

Titanic - Coasts

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Enquiry Skills:

Use a range of sources to find out about the past.

Look at more than two versions of the same event or story in history and identify differences.

Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information

Begin to undertake own research.

Term 1 – Who let the Gods out?	Term 2 – Raiders and Invaders	Term 3 – Coasts
<p>What did life look like in Ancient Greece?</p> <ul style="list-style-type: none"> Undertake my own research about Ancient Greece. Develop an awareness of who the Ancient Greeks were and place their civilisation on a timeline. Explore the different types of Government in ancient Greece. Compare and contrast the cities of Athens and Sparta. Find out about daily life in Ancient Egypt using a variety of sources. Explain the importance of polytheistic religion. <p>Who were the Gods and Goddesses of Ancient Greece?</p> <ul style="list-style-type: none"> Explore the beliefs of the Ancient Greeks. Investigate different accounts of a Greek God or Goddess. Consider the most significant God or Goddess and explain why (long writing task). 	<p>How did the Anglo Saxons shape the world we live in today?</p> <ul style="list-style-type: none"> Find out about Anglo-Saxon migration and how the Anglo-Saxons have influenced the names of places in Britain. Describe what village life was like during the Anglo-Saxon period (long writing task). Analyse Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. Explore Anglo-Saxon society and culture. Explain the religious beliefs of Paganism in the early Anglo-Saxon era and the conversion to Christianity. Use historical evidence to draw some conclusions about The Great Ship Burial at Sutton Hoo. 	<p>Why was the voyage of the Titanic voyage so significant?</p> <ul style="list-style-type: none"> Discuss and explore the timeline of the Titanic and her maiden voyage. Investigate sources of information which tell us about the Titanic and the people on board. Understand why the Titanic sunk. Use evidence from my work and various sources to produce a piece of writing as if I were a Titanic survivor (long writing task).
<p>Key Vocab: Civilisation, Athens, Sparta, Chariot, Amphora, Drachma, Hearth, Mosaic, Assembly, Citizen, City-state, Council, Democracy, Underworld, Temple, Shrine, Offering, Myth</p>	<p>Key Vocab: Angles, Saxons, Invaders, Britons, Pagan and Paganism, Kingdom, Christianity, Sutton Hoo, King Vortigern, Hengest and Horsa, Augustine, King Ethelbert.</p>	<p>Key Vocab: Titanic, Voyage, White Star Line, Bruce Ismay, Edward Smith, Crew, Destination, Disaster, Passenger, First class, Second Class, Steerage, Hypothermia, Iceberg, Life jacket, Lifeboat, Survivor, Victims.</p>
<p>Curriculum enhancement: Visitor in school – Ancient Egypt dress up day</p>	<p>Curriculum enhancement: Trip to Westow</p>	<p>Curriculum enhancement: Now Press Play – Titanic (history / maths theme)</p>
<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Examine artefacts from Ancient Greece and begin to produce ideas about what they tell us about that time period. Order significant events on a timeline. Explain the difference between a democracy, oligarchy and a monarchy in ancient Greece. List similarities and differences between the two city-states of Athens and Sparta. Explain why ancient Greece had a polytheistic religion. Name some Greek Gods and Goddesses and why they were significant. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Who the Anglo-Saxons were, where they came from, and when and why they came to Britain. Name the seven kingdoms the Anglo-Saxons formed. Describe a typical Anglo-Saxon village and explain the jobs people did. Analyse, describe and compare artefacts. Use the story of Beowulf to infer and explore how society in Anglo-Saxon Britain was organised. Use timelines to discuss the two major shifts in religious beliefs and practices during the Anglo-Saxon era. Use various resources to conclude important discoveries from The Great Ship Burial at Sutton Hoo, considering the reliability of each source. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> Key events in the timeline of the Titanic. The planned journey of the Titanic. Company that owned the ship and the captain. Factors contributing to the sinking of the Titanic. Why so many people perished. Consider the reliability of different sources when using them for a long piece of writing.

Year 5 History Curriculum

Children Should be taught:

Extended chronological study – WWII

Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

Enquiry Skills:

Children will find and analyse a wide range of evidence about the past and use a range of evidence to offer some clear reasons for different interpretations of events.

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.

Begin to evaluate the usefulness of different sources.

Select relevant sections of information to address historically valid questions and construct detailed, informed responses.

Term 1 – WWII

Term 2 – Incredible Earth

Term 3 – Being Human

How was daily life during WWII different to life as we know it today?

- Identify how WWII started
- Learn about axis and allies and which countries were involved in the war.
- Know who the key leaders were and their roles
- Discuss what life was like in 1930s and 40s. This will include rationing, roles of women and men, propaganda,
- Learn about the Blitz and know about blackouts, gas masks, air raids and shelters
- Understand why and where children were evacuated (from the East End to Essex)
- Understand evacuation in our local area.
- Begin to understand more about Holocaust

What is the impact of historical natural disasters?

Children will learn about some of the deadliest natural disasters and understand that some are completely unpredictable. They will learn about the impact these had on humans and the environment as well as the climate.

- Pompeii
- Kilauea

How have scientists shaped our world today?

Pupils will learn about some famous scientists from History:

- Marie Curie
- Alexander Fleming
- Charles Darwin

Key Vocab: Air raid, siren, alliance, power, Anderson, shelter, treaty, axis, ally, billet, blackout, blitz, evacuate, ration, holocaust, propaganda

Key Vocab: Natural disaster, volcanoes, unpredictable, change, climate, impact

Key Vocab: Biography, Nobel prize, discovery, legacy, revolutionary,

Curriculum enhancement:

Visitor in school
Now Press Play – WW2

Curriculum enhancement:

Curriculum enhancement:

Now Press Play – evolution (link to science)

Essential Knowledge:

- WWII started on 1.9.39 and would carry on for 6 years
- It started when Adolf Hitler, the leader of Germany, along with the Nazi Party, decided they wanted to rule over Europe and invaded Poland.
- During the war, countries made a pact to help each other. The two sides were called The Allies and The Axis. (The Allies: Britain, France, Russia, China and the USA. The Axis: Germany, Italy and Japan.)
- The Allies won the war when Germany surrendered in 1945
- Food was rationed during the war because supplies were low and it could no longer be imported
- Large numbers of children were evacuated from the big cities to the countryside because of the many air raids and bombs.
- From 7th September 1940 to May 1941, the German Luftwaffe deliberately bombed British cities. This period in the war is referred to as the Blitz
- In preparation for air raids, families protected themselves in different ways using blackouts, gas masks and shelters.
- The Nazis called themselves the ‘master race’ and anyone who didn’t fit what they thought was right, were sent to concentration camps.

Essential Knowledge:

For each event studied, children will know

- Key Dates
- Events leading up to it
- Timeline of key events
- Impact of event on humans
- Impact of event on environment
- Different sources of information (witness accounts, historical evidence, archaeologist reports)
- What the area like now (comparison)

Essential Knowledge:

For each scientist studied, children will know

- Birth and death
- Childhood and family
- Education
- Special interests
- Discoveries
- Prizes and awards
- Legacy

Year 6 History Curriculum

Children Should be taught:

Ancient Civilizations - China

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.

Roman Britain - Romans

Pupils should be taught about the Roman empire and its impact on Britain

Enquiry Skills:

Children will find and analyse a wide range of evidence about the past and use a range of evidence to offer some clear reasons for different interpretations of events.

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.

Begin to evaluate the usefulness of different sources.

Select relevant sections of information to address historically valid questions and construct detailed, informed responses.

Term 1 – Magic and Mayhem	Term 2 – Romans	Term 3 – China
<p>Why is it important to learn about black history?</p> <p>Pupils will learn about some famous people with extraordinary lives from History</p> <ul style="list-style-type: none"> Nelson Mandela Rosa Parks Martin Luther King Jesse Owens Harriet Tubman Barack Obama 	<p>What impact did the Romans have on Britain?</p> <ul style="list-style-type: none"> Find out where the Roman Empire originated Place the beginning of the Roman Empire onto a timeline Evaluate stories about the founding of Rome Know how the Roman army helped to expand the Roman Empire Design a Roman shield Understand Britain was like before the Romans invaded (long writing task) Discuss how Britain became part of the Roman Empire Know who Boudica was and how she rebelled against the Romans Investigate the Roman impact in Essex and visit Colchester Castle Know what the Romans invented that we still use today 	<p>What would it have been like to live in the Shang Dynasty era?</p> <ul style="list-style-type: none"> Understand where and when the Shang Dynasty was Learn about the social hierarchy system Understand what life was like for different groups of people Know about the importance of the army Understand religious beliefs and practises Find examples of early writing and calendars, investigate oracle bones Discuss the importance of Fu Hao (long writing task)
<p>Key Vocab: Extraordinary, significant, cultural, change, advocate, activism, civil rights, inclusive, discrimination, diversity, stereotype, justice</p>	<p>Key Vocab: Empire, romans, shield, invade, rebel</p>	<p>Key Vocab: Shang dynasty, civilisation, archaeological, hierarchy, worship, oracle,</p>
<p>Curriculum enhancement: Now Press Play – Harriet Tubman,</p>	<p>Curriculum enhancement: Now Press Play – Roman Britain Trip to Colchester Castle</p>	<p>Curriculum enhancement: Now Press Play – Shang Dynasty Shang Dynasty enrichment day</p>
<p>Essential Knowledge: For each life studied, children will know</p> <ul style="list-style-type: none"> Birth and death Childhood and family Education Special interests Hardships/traumas Discoveries Prizes and awards Legacy 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> The ancient Romans were one of the most advanced and successful civilisations in history The Romans invaded Britain in 43AD and ruled for around 400 years. The Romans came to Britain nearly 2000 years ago and changed our country. Evidence can be seen in the ruins of Roman buildings, forts, roads, and baths can be found all over Britain. The Roman Empire covered much of Europe, north Africa, and the Middle East The Romans built new towns all over Britain. Each one had a marketplace, town hall, shops, temples and homes; larger towns had an amphitheatre. Look at Roman evidence in Essex – Colchester archaeological digs. When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introducing coins, straight roads, laws and a legal system 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> The Shang Dynasty ruled the area of modern China around the Yellow River from around 1600 -1046 BCE. The Shang is the earliest civilisation for which we have any written records. what we know about the Shang comes from two sources; written histories, and finds at the Palace of YinXu archaeological site near Anyang City. Oracle Bones show early writing. The people of the Shang dynasty worshipped many gods. The supreme god was Shangti, also known as the Jade Emperor Shang had a rigid class system. The royal family were at the top, and slaves were at the bottom The army was very important in Shang times as they were frequently at war with their neighbours. Fu Hao was one of the first known female military leaders and the most powerful military leader of her time

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| | <ul style="list-style-type: none">• Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands.• Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.• Roman soldiers were strong and tough.• The Roman Army was well trained and very efficient at invading other lands. It was an important tool in conquering tribes and creating the Roman Empire | |
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