

Curriculum Skills and Progression History: 2024 to 2025



Nebula
where stars are born



The History Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E VA Primary School, we ensure that the teaching of our history curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Courage, Compassion and Responsibility. Through learning about key historical events, children gain an understanding of what has preceded the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs, and religions. Through learning about historical events that have not only shaped British culture but also global cultures, children can hope that we learn from what history has taught us, to live in a more harmonious world. Our history curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Good Samaritan. The Good Samaritan was a man of compassion, courage, and responsibility, who saw it upon himself to always do the right thing by others. Even in times of austerity, when it felt scary to do so, he was courageous in the choices he made. He helped more than just his friends, because he believed it was important to value everybody, whoever they were. In the moment, he took responsibility when another was in need, because it was just the right thing to do. He made a difference, not just to one person, but to scores of communities who heard of the humility he showed. Inspired by this story, it is our vision that Horsford Church of England Primary School will foster the values of **compassion, courage, and responsibility**.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



History - Age Related Statutory Coverage		
EYFS	Key Stage One Learning	Key Stage Two
<p>Children in reception will learn to: <u>Understanding the World</u> EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Past and present ELG - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> • Changes within living memory – family and local life, changes nationally • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. • Compare some aspects of life in different periods- e.g. explorers, kings and queens • Significant historical events, people and places in their own locality. • Simple introduction to some Key Stage Two features <p>(See Appendix 1 for LTP for Cycle 1 & 2).</p>	<ul style="list-style-type: none"> • Combine overview and in-depth studies: • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history <p>(See Appendix 1 for LTP for Cycle 1 & 2).</p>

History - Skills Map	
Early Years children can ...	Year 1 & Year 2 children can...
<p>Reception statements:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Listen to stories from the past • Talk about events in their past <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Understand that people use story to remember what has happened in the past. • Talk about historical characters in books. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Can they use simple words to describe the past? 	<p>HISTORICAL SKILLS</p> <ul style="list-style-type: none"> • Put at least 3 pictures/artefacts or events in chronological order • Use words and phrases such as old, new, a long time ago, before and after with accuracy • Recognise that story may have happened a long time ago • Know that some objects belong to the past • Retell a familiar story set in the past in chronological order • Identify some ways that people have impacted upon our lives • Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago • Recognise why significant individuals did things, why events happened and what happened as a result • Identify similarities and differences between ways of life at different times • Recount personal history and events or changes that have happened • Begin to identify objects from the past and the main differences between old and new objects <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Identify old and new from pictures • Use stories as sources for answering questions about the past • Observe and handle artefacts, and use this to ask and answer questions • Identify old and new from artefacts • Use pictures and artefacts for answering questions about the past • Use a range of simple sources to devise historical questions • Summarise their learning into short sentences • Ask questions about what they have heard or seen

	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Develop a simple awareness of the past • Tell stories from the past • Recognise a past and a present in their own and other people’s lives • Identify some things from their own past • Identify some differences between past and present • Know some of the main events and people studied in a topic • Show some understanding of aspects of the past beyond living memory • Retell stories they have heard about the past • Pick out the main elements of stories they have heard about the past • Discuss what they have enjoyed most about stories from the past • Explain what they think is important about the past and explain reasons why • Use more complex phrases to describe time – a long time ago, centuries ago... • Sort recent historical studies into a broad time order • Recognise some differences & similarities between the time being studied and now • Identify any important changes which happened at the time being studied • <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Use simple words and phrases to describe the past - after, before, between • Arrange objects in order of their age • Begin to use very simple timelines to order some recent events 		
Greater Depth			
<ul style="list-style-type: none"> • Can they ask questions about past events or the lives of people in their family? 	<ul style="list-style-type: none"> • Can they ask relevant questions using a range of artefacts/ photographs provided? • Can they find out more about a person or event from the past through their own research? 	<ul style="list-style-type: none"> • Can they research the past using multiple sources and summarise the key points? • Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing? 	

History - Skills Map	
Year 3 & Year 4 children can...	Year 5 & Year 6 children can...
<ul style="list-style-type: none"> • Ask and answer questions about old and new objects • Spot old and new things in a picture • Answer questions using an artefact /photograph provided • Find out more about a person or event from the past from a given source • Research what it was like for a person in a given period from the past using primary and secondary sources • Give a plausible explanation about what an object was used for in the past • Give more than one reason to support an historical argument <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use a range of documents and printed sources • Use the internet for research • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • Interpret the past through role play – e.g. hot seating • To be able to recognise how my local area has changed over time • Use more complex sources of primary and secondary information • Choose and discriminate between a range of information, and use this to ask questions • Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task • Give reasons for change through analysing evidence • Support own point of view using evidence • Understand that some evidence is limited 	<ul style="list-style-type: none"> • Pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion • Explain how historical artefacts have helped us understand more about people’s lives in the present and past • Research about the lives of significant individuals • Suggest why there may be different interpretations of events • Identify and explain their understanding of propaganda • Suggest why certain events, people and changes might be seen as more significant than others • Pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Rank sources of information in order • Identify differences between different versions of the past • Give a balanced view of interpretations of the past, using different points of view • Make conclusions with evidence as to the most likely version of events • Offer some reasons for different versions of events. • They should note connections, contrasts and trends over time. • Devise historically valid questions about change, cause, similarity and difference • Interpret the past using a range of concepts and ideas • Understand the role of opinion and propaganda • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library or internet for research.

<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers • Understand that some events of the past affect people’s lives today • Summarise the main events from a period in history, using their characteristics • Give reasons for main events and changes • Understand differences in social, religious, political and cultural history • Know some similarities and differences within a period of time- e.g. the lives of rich and poor • Describe how some things from the past affect life today • Use a full range of dates and historical terms • Use a timeline to place events, periods and cultural movements • Show changes on a timeline • Describe and make links between events and changes • Begin to understand why some people acted as they did and give reasons <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Sort events or objects into groups • Use some dates on a timeline • Use a timeline with dates, including both BC and AD • Use evidence to describe changes within a time period. 		<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Organise a series of relevant historical information, and check this for accuracy • Describe the main changes in a period of history, from several perceptions – e.g. political, cultural • Understand links between history and geography • Explain their own point of view, justifying this with a broad range of evidence • Adapt their ideas and viewpoints as new information arises • Suggest omissions from historical accounts • Note connections, contrasts and trends over time • Speculate how present events and actions might be seen and judged in the future • Speculate – what if? What if England lost the war? etc • Bring knowledge gathered from several sources together in a fluent account. • Use historically valid questions about change, similarity, difference and significance. • Understand and use the concept of legacy, including Royal families and dynasties • Speculate and hypothesise about the past, formulating their own theories about reasons for change <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links • Begin to identify factors in change • Understand the concept of decades and centuries and use this to divide the past into periods of time 	
Greater Depth			
<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? 	<ul style="list-style-type: none"> • Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

Historical Sources of Evidence

- Photographs
- Audio recordings
- Video recordings
- Films
- Journals, letters and diaries
- Speeches
- Visitors and interviews
- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls

HISTORY: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> • Past • Present • Lives • Long ago • Events • Stories • Sequence • Time • Before 	<p>General vocabulary:</p> <ul style="list-style-type: none"> • Old • New • A long time ago • Present • Before • After • Future • Decade • Modern • Date order • Era/period <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>	<p>General vocabulary:</p> <ul style="list-style-type: none"> • Empire • Civilisation • Parliament • Peasantry • Source • Timeline • Significant • Chronological • Archaeology • Legacy • Conquest • Effects • Primary/secondary evidence • Eyewitness • Culture <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>

HISTORY: INQUIRY/DEEPER THINKING BIG QUESTIONS		
EYFS	KEY STAGE 1	KEY STAGE 2
<ul style="list-style-type: none"> History is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week. 	<ul style="list-style-type: none"> Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied. Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their historical skills & understanding to answer a deeper thinking question (see Appendix 3 for examples). 	<ul style="list-style-type: none"> Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied. Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit of work, enabling them to use their historical skills & understanding to answer deeper thinking questions (see Appendix 3 for examples).

History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Cycle 1</u>						
Years 1&2		The Great Fire of London	Superheroes- Edith Cavell		Shipwreck- Henry Blogg	
Years 3&4	Stone age to Iron age				Invasion of England by the Anglo-Saxons and the Scots	Normans
Years 5&6	The Victorians	The Victorians			Anglo Saxons and Vikings the battle for the kingdom of England	
<u>Cycle 2</u>						
Years 1&2	The Gunpowder Plot	Moon Landing			The Royal Family	
Years 3&4	Ancient Greeks		Romans			Railways
Years 5&6		Word War 1	Ancient Egypt	Ancient Egypt		

<p>Years 1 / 2</p>	<p>Area of History: The Great Fire of London</p>	<p>Purpose of Study: This unit of study should introduce KS1 children to an event beyond living memory. They will know the story of the GFoL and understand that we know much about this period because of the diary of Samuel Pepys. They will consider the positives and negatives of the fire and start to create, and support, opinions about it.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> • When the GFoL happened. • What London was like at the time – buildings made of wood, no electricity, no cars or trucks or fire engines. • Where the GFoL started – bakery on pudding lane. • That a man lived at that time, Samuel Pepys, and we know much about the fire because of his diary. <p>Scope of learning:</p> <ul style="list-style-type: none"> • To sequence events in a chronological order and to introduce the big question – the great fire of London was a good thing because it killed a lot of disease. • To identify and discuss what life was like in London before the Great Fire of London. • To identify the events of the Great Fire of London. • To explore the life of Samuel Pepys. • To discuss how London changed, and the lives of the people in London changed, after the Great Fire of London. • To show my knowledge of the Great fire of London by answering our deeper thinking question. 		<p>Key Vocabulary:</p> <p>Bakers – people who bake bread and cakes.</p> <p>Burning – what happens when something catches fire.</p> <p>Cart – a method of transporting people or goods, often pulled by a horse or Oxen.</p> <p>Diary – a record of events that happen to a person.</p> <p>King Charles II – the king at the time of the GFoL.</p> <p>Pudding Lane – the place where the GFoL started.</p> <p>River Thames – a river that runs through the centre of London.</p> <p>Samuel Pepys – a famous person who witnessed the GFoL and wrote about it in his diary.</p> <p>Smoke - what is produced when something burns, it can be dark coloured and poisonous.</p> <p>Tower of London – a fortress on the banks of the river Thames.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant globally. • Develop an awareness of the past using common words related to the passing of time. • Understand ways in which we find out about the past. 	<p>Skills:</p> <p>Year 1</p> <ul style="list-style-type: none"> • With support, or as part of a group, sequence events in chronological order. • With support, recount significant events in history. • To describe some key features of the lives of significant individuals from the past. <p>Year 2</p> <ul style="list-style-type: none"> • With support, sequence events in chronological order. • With growing confidence, recount significant events in history. • Showing more independence when describing some key features of the lives of significant individuals from the past. 	

<p>Years 1 / 2</p>	<p>Area of History: Superheroes, Edith Cavell</p>	<p>Purpose of Study: To learn about the life of a significant person from the local area. To understand the individuals can make a difference to the worlds in which they live, even where their actions are not popular or easy.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To be able to place the life of Edith Cavell in chronological context. To know that Edith Cavell was born in Norfolk and is remembered as a hero in the county. To understand who Edith Cavell was; she was a nurse and a teacher of nursing. To know that Edith was a nurse during a war, and she helped people on both sides. To know that she was killed because she helped people on both sides of the war. <p>Scope of learning:</p> <ul style="list-style-type: none"> To explain what we mean by chronology. To talk about the key events in the life of a significant person. To discuss the events that made Edith Cavell a superhero. To know that there was a war and that Edith Cavell helped everybody. To Know how and why Edith Cavell died and to discuss our opinions about this 		<p>Key Vocabulary:</p> <p>Arrest – where someone is held by the police or army.</p> <p>Escape – to get away from someone else.</p> <p>Execution – when somebody is killed as a result of a crime.</p> <p>Nurse – a person who provides medicine and care to someone.</p> <p>Patriot – somebody who loves their country.</p> <p>Soldier – a person in the army of a country who fights for the country.</p> <p>Traitor – someone who works against their country.</p> <p>Treason – the act of working against your country.</p> <p>War – where two or more countries fight each other.</p> <p>World War 1 – a war in Europe where lots of countries took sides and fought each other.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> To study 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. To study significant historical events, people and places in their own locality. 	<p>Skills:</p> <p>Year 1</p> <ul style="list-style-type: none"> With support, or as part of a group, put at least 3 pictures/artefacts or events in chronological order. Start to use words and phrases such as old, new, a long time ago, before and after with some accuracy. Start to recognise why significant individuals did things, why events happened and what happened as a result. With prompts, recount personal history and events or changes that have happened. Start to summarise their learning into short sentences. Start to ask questions about what they have heard or seen. <p>Year 2</p> <ul style="list-style-type: none"> With support, put at least 3 pictures/artefacts or events in chronological order. Use words and phrases such as old, new, a long time ago, before and after with increasing accuracy. With growing independence, recognise why significant individuals did things, why events happened and what happened as a result. With growing independence, recount personal history and events or changes that have happened. Summarise their learning into short sentences. Ask questions about what they have heard or seen. 	

<p>Years 1 / 2</p>	<p>Area of History: Shipwreck – Henry Bloggs</p>	<p>Purpose of Study: The children will gain an understanding of the life of a significant local person. They will have the opportunity to consider pictures and reports to support their learning and to allow them to use previously taught vocabulary. Also, they will have the opportunity to compare the differences and similarities between historical life and now.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> • Where Henry Blogg’s life was compared to my own and other subjects they have studied. • To know that he was born near to where we live and to understand he is a local hero. • To know how lifeboats have changed since Henry’s life and rescues. • To know about Henry’s most difficult / important rescues. • To know why Henry is a significant local person. <p>Scope of learning:</p> <ul style="list-style-type: none"> • To place the life of Henry Blogg in chronological context. • To understand where Henry Blogg came from and where that is in comparison to where I live. • To understand what a lifeboat is and to compare the job of lifeboat crew from Henry’s time to my own. • To know about Henry’s most significant rescues. • To discuss why Henry is a significant, local, person. 		<p>Key Vocabulary:</p> <p>Crew – a group of people who work together on a boat.</p> <p>Cromer – a coastal town in Norfolk.</p> <p>Lifeboat – a boat that is used to help rescue people in trouble at sea.</p> <p>Mine – an explosive that was designed to damage boats and ships.</p> <p>Norfolk – the county in England where we live.</p> <p>Oar – a paddle to make a boat move when there is no engine.</p> <p>Pyrin & Fernabo – ships that Henry rescued a lot of people from, in very difficult weather.</p> <p>Rescue – the act of saving people who are in trouble.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. 	<p>Skills:</p> <p>Year 1</p> <ul style="list-style-type: none"> • With support, or as part of a group, put at least 3 pictures/artefacts or events in chronological order. • Start to use words and phrases such as old, new, a long time ago, before and after with some accuracy. • With prompts, retell a familiar story set in the past in chronological order. • Start to identify similarities and differences between ways of life at different times. • With prompts, recount personal history and events or changes that have happened. • Begin to identify objects from the past and the main differences between old and new objects. <p>Year 2</p> <ul style="list-style-type: none"> • With support, put at least 3 pictures/artefacts or events in chronological order. • Use words and phrases such as old, new, a long time ago, before and after with increasing accuracy. • With growing independence, retell a familiar story set in the past in chronological order. • Start to identify similarities and differences between ways of life at different times • With growing independence, recount personal history and events or changes that have happened. • Begin to identify objects from the past and the main differences between old and new objects 	

<p>Years 3 / 4</p>	<p>Area of History: The Stone Age to Iron Age</p>	<p>Purpose of Study: The purpose of this unit is to explore the changes in Britain between the Stone age and the Iron Age. Children should have an understanding of what life was like for the people of the time and their homes / settlements. Consideration should be given to what people needed to survive and how those needs were met.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To say what the word chronology means. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Identify changes in Britain from the stone Age to the Iron Age. Understand what the lives of people were like between the Stone age and the Iron age. <p>Scope of learning:</p> <ul style="list-style-type: none"> To understand what humans would need for survival in the stone age. To order events chronologically. To understand different stone age periods and to order them chronologically. To research stone age life and understand their homes and settlement. To research stone age food production and to understand how diets changed over time. To demonstrate my knowledge of the stone age by writing in role. 		<p>Key Vocabulary:</p> <p>Artefact – Found manmade things.</p> <p>Cave – First found homes.</p> <p>Hunter-Gatherer - A member of a nomadic people who live chiefly by hunting, fishing and harvesting wild food.</p> <p>Pottery – items made of sand or clay.</p> <p>Roundhouse – A round home lived in by people in the Bronze and Iron age.</p> <p>Settlement – A place where people live.</p> <p>Skara Brae – An ancient settlement.</p> <p>Stonehenge – A famous site; a prehistoric monument.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> To study changes in Britain from the Stone Age to the Iron Age. 	<p>Skills:</p> <p>Year 3</p> <ul style="list-style-type: none"> Begin to ask and answer questions about old and new objects. With support, answer questions using an artefact /photograph provided. With help, research what it was like for a person in a given period from the past using primary and secondary sources. To begin to think about what an object was used for in the past and to start to explain possible uses. To begin to use reasons to support an historical argument. <p>Year 4</p> <ul style="list-style-type: none"> To develop my ability to ask and answer questions about old and new objects. With some support, answer questions using an artefact /photograph provided. To use my developing enquiry skills to find out more about a person or event from the past from a given source. With some help, research what it was like for a person in a given period from the past using primary and secondary sources. With some help, think about what an object was used for in the past and to start to explain possible uses. 	

<p>Years 3 / 4</p>	<p>Area of History: Invasion of England by the Anglo-Saxons and the Scots</p>	<p>Purpose of Study: The purpose of this unit is to allow children to understand the changes in England between the Roman’s departure and the invasion of the Vikings. This will allow the children to think of the social changes, the religious changes and to create an understanding of what life was like for an Anglo-Saxon.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To know that the Roman’s left Britain. Britain was occupied by the Britons before the Anglo-Saxons and Scots invaded. That the place names of Britain indicate who the original settlers were. To know that the population of Britain converted to Christianity from Paganism. To have an understanding of how the conversion happened and who the key individuals were. <p>Scope of learning:</p> <ul style="list-style-type: none"> To place the Roman withdrawal from England and Anglo-Saxon invasions in chronological order and context. To explain why the Romans left England. To know that the Anglo-Saxon and Scots invaded England. To know that there were different Anglo-Saxon Kingdoms of England and to use place names to recognise where they were. To know that England was not always Christian and to know about the conversion to Christianity. To know about life in Anglo-Saxon England and to consider the Sutton Hoo burial. 		<p>Key Vocabulary:</p> <p>Aidan – an Irish monk and missionary who is credited with converting Northumbria to Christianity.</p> <p>Augustine – sent by the Pope to convert the people of England to Christianity.</p> <p>Invasion – the act of seeking to take control of another area of land, or country.</p> <p>Kingdom – an area ruled over by a monarch, a king or queen.</p> <p>Pagan – a person who does not follow the beliefs of a major religion e.g. Christianity.</p> <p>Scot – invaders from Ireland who took land in Scotland.</p> <p>Settlement – a town, village or city where people live.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> To study Britain from the Roman withdrawal through the settlement by Scots and Anglo-Saxons. To identify similarities and differences in different time periods. 	<p>Skills:</p> <p>Year 3</p> <ul style="list-style-type: none"> Begin to ask and answer questions about old and new objects. With support, answer questions using an artefact /photograph provided. With help, research what it was like for a person in a given period from the past using primary and secondary sources. To begin to think about what an object was used for in the past and to start to explain possible uses. To begin to use reasons to support an historical argument. <p>Year 4</p> <ul style="list-style-type: none"> To develop my ability to ask and answer questions about old and new objects. With some support, answer questions using an artefact /photograph provided. To use my developing enquiry skills to find out more about a person or event from the past from a given source. With some help, research what it was like for a person in a given period from the past using primary and secondary sources. With some help, think about what an object was used for in the past and to start to explain possible uses. 	

<p>Years 3 / 4</p>	<p>Area of History: The Normans</p>	<p>Purpose of Study: To give the children a historical understanding of the period just before the Norman invasion, through the invasion and to include the Norman cementation of power. This will include a local study, and where possible, a field trip to explore the Norman castle or cathedral in Norwich.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To understand the different claimants to the throne of England. To know about the battles of Stamford Bridge and Hastings. To recognise that life in England changed under Norman rule. To know that significant landmarks in our own city (Castle and cathedral) owe their creation to the Normans. <p>Scope of learning:</p> <ul style="list-style-type: none"> Understand the chronology of the Norman invasion of England. To understand who wanted to be the successor to Edward the Confessor. To know the events of the battles of Stamford Bridge and Hastings. To look at, and consider, the Bayeux Tapestry as a historical source. To understand how Norwich, and the lives of the people living in England generally, changed under the Normans. 		<p>Key Vocabulary:</p> <p>Armour - A protective covering that is used to prevent damage from being inflicted by an object.</p> <p>Cavalry - Soldiers who fought on horseback.</p> <p>Heir - A person entitled by law to inherit the estate of another.</p> <p>Imprison – To lock up or confine, in or as in a jail.</p> <p>Motte and Bailey - A wooden or stone keep building which sits on a raised mound called a motte and is accompanied by an enclosed courtyard, called a bailey.</p> <p>Succession - The action or process of taking over an office or position.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> A local history study (Norwich castle) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Edward the confessor and his death in 1066. 	<p>Skills:</p> <p>Year 3</p> <ul style="list-style-type: none"> Begin to ask and answer questions about old and new objects. With support, answer questions using an artefact /photograph provided. With help, research what it was like for a person in a given period from the past using primary and secondary sources. To begin to think about what an object was used for in the past and to start to explain possible uses. To begin to use reasons to support an historical argument. <p>Year 4</p> <ul style="list-style-type: none"> To develop my ability to ask and answer questions about old and new objects. With some support, answer questions using an artefact /photograph provided. To use my developing enquiry skills to find out more about a person or event from the past from a given source. With some help, research what it was like for a person in a given period from the past using primary and secondary sources. With some help, think about what an object was used for in the past and to start to explain possible uses. 	

<p>Years 5 / 6</p>	<p>Area of History: The Victorians</p>	<p>Purpose of Study: The aim of the unit is to introduce the children to Britain of the Victorian era. There should be a particular focus on the divide between rich and poor. An awareness of Empire and traditions should also feature.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> • When the Victorian era was. • Who Victoria and Albert were. • What workhouses were and what life was like for people in them. • What the British Empire was; Victoria’s roll within it; and to start to identify positives and negatives of the Empire. • That many of our current Christmas traditions have continued from the Victorian era. <p>Scope of learning:</p> <ul style="list-style-type: none"> • To know when the Victorian era was and key dates. • To know key facts Queen Victoria’s life. • To have an understanding about Victorian life of rich and poor people, and the role of the Workhouse. • To know about key inventions and discoveries of the Victorian. • To know about the Victorian Empire and consider the positives and negatives of Empire. • To find out about Victorian Christmas traditions. 		<p>Key Vocabulary:</p> <p>Cane – A long stick usually made of birch that would be used to punish children.</p> <p>Dunce – A word used to mean someone incapable of learning.</p> <p>Industrial Revolution – A period when manufacturing grew more common and people moved to cities to work.</p> <p>Workhouse – A place where the poorest people can work in return for food and lodgings.</p> <p>Gruel - a thin liquid food of oatmeal or other meal boiled in milk or water.</p> <p>Chimney Sweep - a person whose job is cleaning out the soot from chimneys, often a child.</p> <p>Queen Victoria – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. On 1 May 1876.</p> <p>Prince Albert – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> • A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066. • A significant turning point in British history. 	<p>Skills:</p> <p>Year 5</p> <ul style="list-style-type: none"> • To start to rank sources of information in order of reliability or usefulness. • Using my developing skill, ask historical questions and to begin to resolve them by using primary and secondary sources. • To start to understand that there may be different interpretations of events. • To start to understand the role of propaganda and start to weigh the strengths and weaknesses of historical sources. • To start to identify themes throughout historical periods. <p>Year 6</p> <ul style="list-style-type: none"> • To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources. • To understand that there may be different interpretations of events. • To have a greater understanding of the role of propaganda and start to weigh the strengths and weaknesses of historical sources. • To start to identify themes throughout historical periods. 	

<p>Years 5 / 6</p>	<p>Area of History: The Viking and Anglo-Saxon struggle for the Kingdom of England, to the time of Edward the confessor.</p>	<p>Purpose of Study: Pupils will explore the historical period of the Viking and Anglo-Saxon struggle for the Kingdom of England, leading up to the reign of Edward the Confessor. They will examine the cultural, political, and military aspects of this period.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> An understanding of the chronology of the Anglo-Saxon period. An understanding of the Anglo-Saxon kingdoms before the Viking invasions. An understanding of what life was like for an Anglo-Saxon prior to invasion. An understanding of the impact on the daily life of Anglo-Saxon as a result of the Viking invasions. Knowledge of how the Anglo-Saxons overcame the Vikings and, the lasting impact of Viking invasion and settlement. <p>Scope of learning:</p> <ul style="list-style-type: none"> To understand what the Anglo-Saxon kingdoms were and to identify them before the Viking invasions. To understand why the Vikings invaded England and what life was like for Anglo-Saxons before the invasion. To how my knowledge by writing in role. To understand the impact of Viking invasion on Anglo-Saxon life, culture and religion. To consider the strengths and weaknesses of the Viking and Anglo-Saxon armies and why significant battles were won or lost. To understand the make up of England’s people and places at the end of the period. To answer the question: England was completely changed by the Viking invasions for the worse. In detail, explain whether you agree or disagree. 		<p>Key Vocabulary:</p> <p>Danegeld - “Paying the Dane”. King Etherlred paid the Vikings 4,500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.</p> <p>Exile -To be sent away.</p> <p>Invade -To enter and occupy land.</p> <p>Kingdom - An area ruled by a king.</p> <p>Longship - A long, wooden, narrow boat used by the Vikings.</p> <p>Outlawed- Having all property taken away and no longer being able to live in the community.</p> <p>Pagans - A religion where many gods and goddesses are worshipped.</p> <p>Pillaged - To violently steal something.</p> <p>Raid -A surprise attack.</p> <p>Wergild - A payment system used to settle disputes between a criminal and the victim or their family.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. 	<p>Skills:</p> <p>Year 5</p> <ul style="list-style-type: none"> Using my developing skill, ask historical questions and to begin to resolve them by using primary and secondary sources. To start to understand that there may be different interpretations of events. To start to understand the role of propaganda and start to weigh the strengths and weaknesses of historical sources. To start to identify themes throughout historical periods. <p>Year 6</p> <ul style="list-style-type: none"> To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources. To understand that there may be different interpretations of events. To have a greater understanding of the role of propaganda and start to weigh the strengths and weaknesses of historical sources. To start to identify themes throughout historical periods. 	

<p>Years 5 / 6</p>	<p>Area of History: The Mayans</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include a society of non-European origin. It is designed to be broad and to give the children an understanding of daily life, the role of certain foods, significant sites and social activities.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To know who the Mayans were and to be able to place them in historical chronology. To know what life was like in the Mayan civilisation. To know the importance of certain crops and resources to the Mayans. To apply historical thinking to a significant historical site. To understand the importance of pok-a-tok and to recognise similarities in different times and cultures. <p>Scope of learning:</p> <ul style="list-style-type: none"> To know who the Mayans where and when they lived. To understand the importance of the cocoa crop to the Mayans both then and now. To know about the discovery of Chichen Itza and to think about what we can learn from the ruins. To know which sources tell us about the Mayan civilisation and to consider their strengths and weaknesses. To understand the game of pok-a-tok and to consider its cultural importance; are there any similarities with games we still play? 		<p>Key Vocabulary:</p> <p>Cacao - Seeds that the Maya used to make chocolate.</p> <p>Chichen Itza - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.</p> <p>Glyph - A symbol used in writing.</p> <p>Haab' - The Maya solar calendar that was used to measure time and had 365 days.</p> <p>Pyramid - A large monument with four sides that tapers at the top. The Maya build step pyramids with flat tops. At the top they built a temple to their gods</p> <p>Yucatan Peninsula - An area in south-eastern Mexico where some of the Maya civilization developed</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation, including a study of Baghdad around AD 900; Mayan civilisation around AD 900; or Benin (West Africa) around AD 900–1300. 	<p>Skills:</p> <p>Year 5</p> <ul style="list-style-type: none"> Using my developing skill, ask historical questions and to begin to resolve them by using primary and secondary sources. To start to understand that there may be different interpretations of events. To start to understand the role of propaganda and start to weigh the strengths and weaknesses of historical sources. To start to identify themes throughout historical periods. <p>Year 6</p> <ul style="list-style-type: none"> To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources. To understand that there may be different interpretations of events. To have a greater understanding of the role of propaganda and start to weigh the strengths and weaknesses of historical sources. To start to identify themes throughout historical periods. 	

Cycle 2

<p>Years 1 / 2</p>	<p>Area of History: The Gunpowder Plot</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include a significant event that we still commemorate today. The aim is for children to add to their chronological understanding and to recognise that historical events become part of our lives today.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To know about the events of the Gunpowder Plot. To know who the main characters were in the Gunpowder Plot. To have a high-level understanding of why there were people who wished to blow up parliament and the King. To sequence some events from the Gunpowder Plot, showing an understanding of chronology. <p>Scope of learning:</p> <ul style="list-style-type: none"> To understand who Guy Fawkes was. To understand why there was a plot to blow up parliament and to think about some of the difficulties. To find out about how the plot was stopped. To understand the search for Thomas Percy. To use our knowledge to sequence and describe the events of the Gunpowder Plot. To understand how we commemorate the Gunpowder Plot today. 		<p>Key Vocabulary:</p> <p>Guy Fawkes – most remembered plotter of the gunpowder plot.</p> <p>Thomas Percy – significant plotter.</p> <p>King James I – king of England during the Gunpowder plot.</p> <p>Parliament – sits in the Palace of Westminster and makes decisions on the running of the country.</p> <p>Gunpowder – a powder used to blow things up and cause explosions.</p> <p>Plot – a plan created by a group of people working together.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> To develop an understanding of events beyond living memory that are nationally significant. To understand the connections between the past and present (how the Gunpowder Plot is commemorated today). 	<p>Skills:</p> <p>Year 1</p> <ul style="list-style-type: none"> With support, or as part of a group, sequence at least 3 simple events in chronological order. To discuss, as a class, that some things were different in the past and some things are the same. With support, recount significant events in history. As a class, discuss an area of your learning. <p>Year 2</p> <ul style="list-style-type: none"> With support, sequence 4 simple events in chronological order. To work in small groups to identify changes over a time period, or period of study. To describe some key features of the lives of significant individuals from the past. In small groups, discuss areas of the learning. 	

<p>Years 1 / 2</p>	<p>Area of History: The Moon Landing</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> • To know that moon orbits the Earth. • To have an outline of the development of space exploration. • To know that the USA and Russia were competing to see who could send men to the moon first. • To know that the Russians were the first nation to put a man in space. • To know that the USA was the first country to put men on the moon. <p>Scope of learning:</p> <ul style="list-style-type: none"> • To begin to understand the order of space exploration events leading to the moon landing. • To know about the astronauts that landed on the moon. • To know how the astronauts got to the moon and how they landed on it. • To think about the significance of men landing on the moon. 		<p>Key Vocabulary:</p> <p>Astronauts – people who go into space. Eagle Lunar Module – the craft that landed on the moon. Edwin ‘Buzz’ Aldrin – astronaut who walked on the moon. Michael Collins – astronaut who remained on the space craft. Moon – satellite that orbits Earth. Neil Armstrong – astronaut who walked on the moon. Orbit – to move around something like a planet or moon. Saturn – the rocket used to send astronauts into space. Surface – the outside part of the moon.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> • Significant historical events. • The lives of significant individuals in the past who have contributed to national and international achievements. • Simple introduction to some Key Stage Two features. (Inquiry) 	<p>Skills:</p> <p>Year 1</p> <ul style="list-style-type: none"> • With support, or as part of a group, sequence 3 simple events in chronological order. • With support, recount significant events in history. • To describe some key features of the lives of significant individuals from the past. <p>Year 2</p> <ul style="list-style-type: none"> • With support, sequence 4 simple events in chronological order. • To work in small groups to identify changes over a time period, or period of study. • As a class, to recognise that the lives of individuals changed over time. 	

<p>Years 1 / 2</p>	<p>Area of History: The Royal Family</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include significant individuals in the life of the United Kingdom and to use this to understand changes in their lifetime.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To understand that the UK has had a monarchy for a long time. To understand that the king or queen is the child of the last king or queen. To know who the current king is. To recognise some of the symbols of monarchy and to understand their importance to the UK. <p>Scope of learning:</p> <ul style="list-style-type: none"> To understand changes in the royal family during their lifetime. To understand who the members of the royal family are. To identify similarities and differences between now and the past. To write about the lives of significant individuals in the past. 		<p>Key Vocabulary:</p> <p>Charles III – the current king of the United Kingdom. Coronation – the ceremony at which a king or queen is made king or queen. Crown – a headdress or hat worn by a king or queen to show that they are royalty. Monarchy – the king or queen. Reign - the period of time a person is king or queen. Royalty – members of the family from which the king or queen is chosen. Throne – the chair used by the king or queen during important ceremonies.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Changes within living memory – family and local life, changes nationally. Compare some aspects of life in different periods- e.g. explorers, kings and queens. (Inquiry) 	<p>Skills:</p> <p>Year 1</p> <ul style="list-style-type: none"> To describe memories and changes that have happened in my life. To discuss, as a class, that some things were different in the past and some things are the same. To describe some key features of the lives of significant individuals from the past. <p>Year 2</p> <ul style="list-style-type: none"> To describe memories and changes that have happened in my life and to order them using appropriate words. As a class, to recognise that the lives of individuals changed over time. To describe some key features of the lives of significant individuals from the past and to order at least 3 of them. 	

<p>Years 3 / 4</p>	<p>Area of History: The Ancient Greeks</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include an ancient civilisation and to understand how their ideas and systems persevere today. To explore the achievements of a significant historical figure and to understand their achievements.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To know who the ancient Greeks were and to be able to place them in their chronological place. To know that Greece was made up of city states. To know about the possible systems of ruling and to understand that Greece is considered to be the birthplace of democracy. To know who Alexander the great was and to recognise his achievements. To develop an understanding of daily life in ancient Greece; its similarities and differences from today. <p>Scope of learning:</p> <ul style="list-style-type: none"> To know who the ancient Greeks were and to be able to place them in their chronological place. To understand that Greece was made up of City States; to identify the main ones. To understand what democracy is and to recognise that Greece is the home of democracy. To have an understanding of daily life in Ancient Greece; what is the same and what is different to today. To know who Alexander the great was and to recognise his achievements. To understand the importance of Greek culture and art; how it impacts and influences us today. 		<p>Key Vocabulary:</p> <p>Athens – one of the most important city states in Greece. A centre of learning and culture.</p> <p>Sparta – a city state of ancient Greece that prized war and fighting above other attributes.</p> <p>Alexander the Great – Greek leader who conquered a substantial empire.</p> <p>Democracy – a system of government that relies on the people (demos) and where people express their wishes through voting.</p> <p>Monarchy – a system of government that relies on one individual to rule and make laws.</p> <p>Hoplite – a Greek soldier (mainly of Athens) who fought in coordinated ways.</p> <p>City State – a city that runs in much the same way as a country does today.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. Extending understanding of early civilisations. 	<p>Skills:</p> <p>Year 3</p> <ul style="list-style-type: none"> With support, sequence events in chronological order. With help, research what it was like for a person in a given period from the past using primary and secondary sources. To describe some key features of the lives of significant individuals from the past. <p>Year 4</p> <ul style="list-style-type: none"> With growing independence, sequence events in chronological order. With help, research what it was like for a person in a given period from the past using primary and secondary sources. To describe the key features of the lives of significant individuals from the past. 	

<p>Years 3 / 4</p>	<p>Area of History: The Romans</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include a different, but related, ancient civilisation that had a significant impact upon the life of the United Kingdom in the past and the present.</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> • To understand who the Romans were, where they came from and when they were an empire. • To know that Britain was conquered and ruled by the Romans for about four hundred years. • To know about the Roman army and why they were so successful. • To know what life was like in Roman Britain. • To know about Boudicca and her uprising <p>Scope of learning:</p> <ul style="list-style-type: none"> • To know where the Romans came from and when the Roman Empire existed. • To understand the Roman invasion of Britain. • 		<p>Key Vocabulary:</p> <p>Boudicca – Iceni queen who led an uprising against the Riomans.</p> <p>Citizen - A Roman citizen had certain rights and privileges including the right to vote. Only freeborn men were fully Roman citizens.</p> <p>Emperor - The leader of an empire. The first emperor of Rome was Augustus.</p> <p>Gladiator - A person who fought for the entertainment of Roman audiences. Gladiators sometimes fought to the death.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact upon Britain (Inquiry) • 	<p>Skills:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Using <p>Year 4</p> <ul style="list-style-type: none"> • 	

<p>Years 3 / 4</p>	<p>Area of History: The Development of the Railways</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include</p>	
<p>Essential knowledge:</p> <ul style="list-style-type: none"> • To <p>Scope of learning:</p> <ul style="list-style-type: none"> • To • 		<p>Key Vocabulary:</p>	
<p>National curriculum:</p> <ul style="list-style-type: none"> • 	<p>Skills:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Using <p>Year 4</p> <ul style="list-style-type: none"> • 		

Years 5 / 6	Area of History: World War 1	Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include	
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To understand which countries fought in the first world war. To understand the events that contributed to the outbreak of WW1. To know what life was like on the western front for a soldier. To know what life was like for the people left in Britain. To know the contribution animals made to the war effort. To know about the end of WW1 and what happened afterwards – peace treaties. <p>Scope of learning:</p> <ul style="list-style-type: none"> To investigate what led to the first world war. To understand what life was like for a soldier on the Western Front and how warfare changed. To understand the role of animals in WW1. To explore what life was like for people ‘at home’ during the war. To understand the peace process and to start to explore what happened after. 		<p>Key Vocabulary:</p> <p>Allied Powers - An alliance between a number of countries including Britain, France, Russia, Italy, and Japan.</p> <p>Armistice - An agreement by both sides to stop fighting while a peace treaty is negotiated.</p> <p>Artillery - Large, heavy guns used on land warfare.</p> <p>Central Powers - The Central Powers included Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. They fought against the Allied Powers in World War I.</p> <p>Conscript - A person who is enlisted into the army whether they want to join or not.</p> <p>Front line - The front line was the point at which the armies of each side met. This is where most of the fighting took place.</p> <p>No Man's Land - The area between the front lines of two enemy armies was called No Man's Land.</p> <p>Propaganda - Information used and distributed to present one side of an issue.</p>	
<p>National curriculum:</p> <ul style="list-style-type: none"> A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066. Combine overview and in-depth studies. 	<p>Skills:</p> <p>Year 5</p> <ul style="list-style-type: none"> Independently, sequence events in chronological order. Using my developing skill, ask historical questions and to begin to resolve them by using primary and secondary sources. To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources. <p>Year 6</p> <ul style="list-style-type: none"> To accurately sequence events on a timeline. To have a greater understanding of the role of propaganda and start to weigh the strengths and weaknesses of historical sources. To ask historical questions and to work towards resolving them, with increasing independence, by using primary and secondary sources. 		

<p>Years 5 / 6</p>	<p>Area of History: The Ancient Egyptians</p>	<p>Purpose of Study: This unit is an opportunity for the historical understanding of the children to expand to include</p>
<p>Essential knowledge:</p> <ul style="list-style-type: none"> To <p>Scope of learning:</p> <ul style="list-style-type: none"> To 		<p>Key Vocabulary:</p> <p>Dynasty - A period of rule when a series of kings or pharaohs all came from the same family.</p> <p>Egyptologist - An archaeologist who specialises in Ancient Egypt.</p> <p>Giza - A place where several large pyramids and the Great Sphinx were built.</p> <p>Hieroglyphics - A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.</p> <p>Mummy - A dead body that has been specially preserved using embalming so that it won't rot.</p> <p>Papyrus - A plant that grew on the banks of the Nile. The Ancient Egyptians used it to make paper, boats, sandals, baskets, and rope.</p> <p>Pharaoh - The supreme ruler of all of Ancient Egypt. He or she was considered a god.</p> <p>Pyramid - A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.</p> <p>Rosetta stone - A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics. It was very helpful in translating and understanding hieroglyphics.</p> <p>Sarcophagus - A large stone box that held a mummy's coffin.</p> <p>Tutankhamun - A pharaoh of Egypt that is famous for his tomb that was discovered. The tomb was largely untouched and was full of treasure.</p>
<p>National curriculum:</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared. Combine overview and in-depth studies (Inquiry). 	<p>Skills:</p> <p>Year 5</p> <ul style="list-style-type: none"> Using <p>Year 6</p> <ul style="list-style-type: none"> 	

Curriculum Skills and Progression Map

