



THS Knowledge, Skills and Understanding Curriculum for History

At Thomson House, our history curriculum is designed to develop curious, kind and courageous pupils. We believe that the content learnt through our history topics should be pertinent to the children’s lives, our local context and international issues. We strive for our children to be able to reflect on people and events in the past and understand the impact that this has on their lives today. Our curriculum allows the children to take part in meaningful activities through analysing, questioning and comparing. We understand the importance of teaching History in preparing our children with developing life skills, expanding their opportunities and understanding their place in the world.

In EYFS and Key Stage One children begin by developing an understanding of their place in the time, looking at the key events in their life and their lifetime. They will widen their understanding by studying historical figures, events and places during and before living memory. In Key Stage Two children will build upon their historical knowledge, skills and understanding through overview and in-depth studies of local history, British history and world history. Children will learn about the impact that people and events in the past still have on their lives today.

This is a progressive curriculum which builds on children’s knowledge, skills and understanding of history.

Knowledge: the absorption of information

Skills: application of knowledge

Understanding: the ability to take knowledge and skills and make real meaning from them. It is also the ability to transfer that understanding to other situations, still able to make meaning and sense of a situation, even if the facts have changed.

	Autumn		Spring		Summer	
Year R	<u>Marvellous Me</u>	<u>Transport</u>	<u>Into the Woods</u> Be able to use key vocabulary: now, then, past,	<u>Wild</u>	<u>Africa</u> Be able to use key vocabulary: Africa,	<u>Dinosaurs</u>



Past and Present	Be able to use key vocabulary: now, then, same, different Be able to talk about their lives (using photos from home) Be able to sort photos chronologically (baby, toddler, child) Big Question: How have I changed as a baby?	Be able to use key vocabulary: now, then, past, present Be able to talk about their parents and grandparents (using photos from home) Big Question: What did my grandparents do when they were little? Be able to sort old and new vehicles Be able to identify differences between transport in the past and transport now Big Question: How did my great grandparents travel?	a long time ago, once upon a time Be able to talk about the past using key vocabulary Understand traditional methods of storytelling Be able to ask questions about the past Big Question: How do we know something is old?	Be able to use key vocabulary: now, present, today, yesterday, tomorrow Be able to talk about the life of a Zookeeper (Battersea Park Children's Zoo) Be able to ask questions to find out more Geography based	same, different, present Be able to talk about their life compared to a child in Africa Geography based	Be able to use key vocabulary: past, a long time ago, years Understand that dinosaurs lived in the past Know the names of some dinosaurs Be able to describe some dinosaurs Know some similarities and differences between the past and present Big Question: What happened a long time ago?
	<ul style="list-style-type: none"> • 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. 					
	IPC	National Curriculum	IPC	National Curriculum	IPC	National Curriculum
Year 1	<u>People of the Past (Tudors) –Autumn 2</u> Changes within living memory: their own life (link to transition from EYFS) A study of the life of a significant individual in the past who has contributed to national and		<u>The Magic Toymaker – Spring 1</u> Changes within living memory: toys Significant historical person in the locality: Tim Berners-Lee		<u>Super Humans – Summer 1</u> A study of the life of a significant individual in the past who has contributed to national and international achievements: Mary Seacole	



<p>international achievements: King Henry VIII, Queen Elizabeth II</p> <p>Significant historical place in the locality: Hampton Court Palace</p> <p>Historical Enquiry: What have been the key events in my lifetime? Was King Henry VIII a good king?</p> <p>Big Question: Was King Henry VIII a good king?</p> <p>***Look at planning and try to make it more focused by using the question</p> <p>Significant Individuals: King Henry VIII, Queen Elizabeth II, child led key figure from entry point-dress up day. Historical place: Hampton Court Palace.</p> <p>Key vocabulary: history, order, past, present, similar, different, some time ago, long ago, before, now, then, today, yesterday, last week, court, local,</p> <p>Be able to use common words and phrases relating to the passing of time. Be able to ask and answer questions about the past using pictures, stories and artefacts. Be able to begin to understand the passing of time. Be able to create a timeline of a day in their own lives. Know about a day in the life of their parents when they were children.</p>	<p>Historical Enquiry: Were toys better in the past?</p> <p>Big Question: How have toys changed over time? Which one was your favourite and why?</p> <p>Significant Individuals: Tim Berners-Lee (Invention of internet)</p> <p>Key vocabulary: history, order, past, present, future, some time ago, long ago, before, now, then, living memory, old, new, modern, today, yesterday, similar different</p> <p>Be able to use common words and phrases relating to the passing of time. Be able to sort toys in different ways, giving reasons. Be able to order toys from oldest to newest. Be able to describe similarities and differences between toys they play with and toys their parents played with. Be able to ask questions to find out about the past. (Ask parents and grandparents about what toys they played with.) Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Understand that we can use objects and photographs to find out about the past. Know about significant historical people in their own locality – Tim Berners-Lee Know that Tim Berners-Lee went to a local primary school (Sheen Mount) Know about the impact the creation of the internet had on toys and life in general Know where the people and events they study fit within a chronological framework</p>	<p>A comparison of the lives of Mary Seacole and Florence Nightingale.</p> <p>A comparison of aspects of life in different periods: Medicine and healthcare in the present day compared to medicine and healthcare in the past</p> <p>Historical Enquiry: Why do we remember Mary Seacole?</p> <p>Big Question: Why do we remember Mary Seacole?</p> <p>Significant Individuals: Mary Seacole</p> <p>Key vocabulary: history, order, past, present, some time ago, a long time ago, before, now, then, before living memory, years ago, new, modern, old, similar, different</p> <p>Be able to use common words and phrases relating to the passing of time. Know about nursing and medicine in the past Be able to find similarities and differences between medicine and healthcare now and medicine and healthcare in the past Know who Mary Seacole was and the contribution she made Be able to sequence events from Mary Seacole's life Be able to find evidence for Mary's achievements Be able to describe Mary and give reasons for their description Understand the changes and impact that Mary Seacole made to medicine. Be able to compare and contrast the achievements of Mary Seacole and Florence Nightingale</p>
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	<p>Be able to compare and contrast how a day for them is similar and different to a day in their parent's life.</p> <p>Be able to create a timeline of significant events in their own lives. (Link to maths ordering)</p> <p>Know about the lives of children in Tudor times</p> <p>Be able to compare and contrast their life to a child in Tudor times</p> <p>Know about the life of King Henry VIII</p> <p>Know about the life of Queen Elizabeth II</p> <p>Be able to compare and contrast the lives of Henry VIII and Elizabeth II</p> <p>Know where Henry VIII and Elizabeth II fit in a chronological framework</p> <p>Be able to use role play and pictures to retell the life of King Henry VIII</p> <p>Understand the significance of Hampton Court Palace.</p> <p>Be able to identify which historical people are of most interest to the class and research their lives (after dress up as historical figures day).</p>		<p>Know where the people and events they study fit within a chronological framework</p>
<p>Year 2</p>	<p><u>The Circus is Coming to Town</u></p> <p>A study of significant historical individuals beyond living memory.</p> <p>Changes within (and beyond) living memory – circus</p> <p>Historical Enquiry: What were circuses like in the past? Who had the greatest impact on the development of the circus?</p> <p>Big Question: How have circuses changed over time?</p> <p><i>Significant Individuals: Philip Astley (1742), PT Barnum (1810), Pablo Fanque (1810)</i></p>	<p><u>Buildings</u></p> <p>A local history study of Mortlake.</p> <p>A study of a significant event in the locality beyond living memory: The Great Fire of London 1666</p> <p>Historical Enquiry: How do we know about the Great Fire of London? Did anything good come from it?</p> <p>Big Question: Did anything good come from the Great Fire of London?</p> <p><i>Significant Individuals: Samuel Pepys</i></p> <p><i>Visit: Kew Gardens, Kew archive</i></p>	<p><u>Hooray let's Go on Holiday</u></p> <p>A study of the life of a significant individual in the past who has contributed to national and international achievements: Queen Victoria</p> <p>Changes within (and beyond) living memory – seaside holidays</p> <p>Historical Enquiry: What were seaside holidays like in the past? How have seaside holidays changed?</p> <p>Big Question: How have seaside holidays changed?</p> <p><i>Significant Individuals: Queen Victoria (Victorian era)</i></p> <p><i>Place: Brighton</i></p>



	<p><i>Key vocabulary: Chronological, past, present, some time ago, a long time ago, before, now, then, change, compare, calendar, Roman, Victorian, timeline</i></p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements (Philip Astley, PT Barnum and Pablo Fanque's impact on the development of the circus) Be able to research the lives of PT Barman, Philip Astley, Pablo Fanque Be able to compare and debate the impact that Philip Astley, PT Barnum and Pablo Fanque had on the development of the circus Know stories about a range of people who have lived in a variety of cultures in the past Be able to find out about famous circus clowns from history such as Coco the Clown, Bip the Clown, Charlie Cairoli and The Fratellinis, Know about the Roman Coliseum and Circus Maximus (earliest circus) Be able to use common words and phrases relating to the passing of time Be able to describe changes over time Know how circuses have changed over time (outfits, use of animals) Know where the people and events they study fit within a chronological framework Be able to create a class timeline and plot famous individuals over the course of the year Understand the impact individuals had on the development of the circus</p>	<p><i>Key Vocabulary: Chronological, past, present, some time ago, a long time ago, before, now, then, primary sources, secondary sources, local history, calendar</i></p> <p>Be able to use common words and phrases relating to the passing of time Know how buildings have changed in Mortlake and in London over time Be able to identify similarities and differences between ways of life in different periods. Be able to identify changes between the past and the present. Know about changes in the local area using photos of Mortlake Highstreet. Be able to describe how houses have changed over time.</p> <p>Understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London) Know about a key historical event: the great fire of London Be able to research the events that took place during the great fire of London. Know about significant historical events, people and places in their own locality. Be able to investigate the diary of Samuel Pepys. Be able to critically view historical sources. Understand the impact that the Great Fire of London had on modern day London</p>	<p><i>Key vocabulary: Chronological, past, present, some time ago, a long time ago, before, now, then, calendar, king, queen, during the reign of, artefact, monarchy, Victorian, era, pier, Punch and Judy, bathing machine, donkey.</i></p> <p>Know where the people and events they study fit within a chronological framework. Be able to use common words and phrases relating to the passing of time. Be able to research the life of Queen Victoria with a focus on the Victorian holidays to the seaside. Know about seaside holidays in the Victorian era Be able to describe seaside holidays in the Victorian era Be able to describe seaside holidays now Be able to describe similarities and differences between seaside holidays in the past and present Be able to compare and contrast seaside holiday in Brighton (as a place Londoners visit) now and in the past Understand how Victorians spent leisure time</p>
<p>Year 3</p>	<p><u>Chocolate</u> An overview of how chocolate was created.</p>	<p><u>Explorers and Adventurers</u> Host Country: Brazil</p>	<p><u>Temples, Tombs and Treasures</u> Host Country: Egypt</p>

	<p>A study of a non-European society that provides contrasts with British History – Aztec Empire and Mayan civilisation c AD900</p> <p>Child led Historical Enquiry</p> <p>Big Question: How do the ancient and modern day uses of chocolate compare?</p> <p><i>Significant Individuals: Christopher Columbus, Montezuma, Hernan Cortes</i></p> <p><i>Key vocabulary: AD, BC, ancient civilisation, decade, century, change, chronology, empire, enquiry</i></p> <p><i>Ancient Maya: Ahau, Dynasty, Maize, Hieroglyphics, Scribe, Haab, Jade, Sacrifice, City-states, Pyramid, Peasant, Cacao</i></p> <p>Know about the key events which led to the creation of modern-day chocolate Be able to use historical terms to describe a timeline (of events related to chocolate) Know about the main events, dates and characteristics of the Aztec Empire and Mayan civilisation Know about the lives of people in those periods Know about the main similarities and differences between the Aztec Empire and Mayan civilisation Be able to make connections and contrasts between the Aztec Empire and Mayan civilisation</p> <p>Be able to give some reasons for particular events and changes Be able to gather information from simple sources</p>	<p>A local history study: Isambard Kingdom Brunel and the development of the railway and its impact on London (British Industrial Revolution)</p> <p>An overview of key moments of discovery in world history</p> <p>Historical Enquiry: How did the development of the railway change the way people travel?</p> <p>Big Question: How has engineering changed over time?</p> <p><i>Significant Individuals: Marco Polo, Pytheas, Zheng He, Charles Darwin, Dwayne Fields, Isambard Kingdom Brunel</i></p> <p><i>Key vocabulary: Agriculture, artefact, discovery, chronology, explorer, local, global, primary evidence, secondary evidence, enquiry, railway, travel,</i></p> <p>Be able to use historical terms to describe changes over time in the local area Know about the main similarities and differences between the local area now and in the past Be able to give some reasons for particular events and changes in the local area Be able to gather information from simple sources Know about the life of Brunel and place him within the wider context of the time in which he lived (Victorian) Be able to ask and answer questions about Brunel’s life Be able to identify reasons for Brunel’s actions Know the affect Brunel’s work had on people’s lives Be able to identify why Brunel is famous</p> <p>Know about the lives of key explorers Be able to create a timeline of key moments of exploration Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p>	<p>An overview of where and when first civilisations appeared (Ancient Egypt, Ancient Sumer, the Indus Valley, the Shang Dynasty of Ancient China)</p> <p>A depth study of Ancient Egypt</p> <p>Historical Enquiry: What can we find out about Ancient Egypt from what has survived?</p> <p>Big Question: How did beliefs influence funeral processes in Ancient Egyptian times? <i>Link to what they would want to do themselves at tend of topic (tomb possession lesson to go last)</i></p> <p><i>Significant Individuals: Tutankhamun, Howard Carter, Hatshepsut</i></p> <p><i>Key vocabulary: BC, ancient civilisation, chronology, museum, enquiry, archaeology, agriculture, Gods, Goddesses, dynasty</i></p> <p><i>Ancient Egypt: Religion, Technology, Pharoah, Scarab, Papyrus, Scribe, Amulet, Canopic Jars, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, embalming, Irrigation, Sphinx, Oasis, Egyptologist, Ankh, Pyramid,</i></p> <p>Know where and when the first civilisations appeared (Ancient Sumer, the Indus Valley, the Shang Dynasty) Know about the main events, dates and characteristics of Ancient Egypt Be able to plot key events from c.3100 BC (Early Period) to 30 BC (Ptolemaic Period) Know about the lives of people in those periods (Tutankhamun, Hatshepsut) Be able to describe and understand the process of mummification</p>
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	<p>Be able to use their knowledge and understanding to answer simple questions about the past and about changes. Understand how to address and devise historically valid questions.</p>	<p>Understand that the past can be considered in terms of different time periods</p>	<p>Be able to gather information from simple sources about Ancient Egypt Be able to compare Ancient Egypt to other Ancient civilisations Be able to note connections, contrasts and trends over time Be able to give some reasons for particular events and changes Be able to use their knowledge and understanding to answer simple questions about the past and about changes Understand that the past has been recorded in a variety of different ways</p>
<p>Year 4</p>	<p>Fashion A study of the changing fashion trends in the UK and the world over time</p> <p>Child led Historical Enquiry</p> <p>Big Question: How does culture influence fashion?</p> <p><i>Significant Individuals: Mary Quant, Bruce Oldfield, Fanny Eaton, Naomi Campbell</i></p> <p><i>Key vocabulary: decade, century, millennium, change, causation, continuity, diversity, international, enquiry</i></p> <p>Be able to gather information from simple sources Be able to create a timeline of fashion through different time periods Know about the main similarities and differences of fashion trends over time</p>	<p>Active Planet Host Country: USA-Hawaii A local history study – Vernon Road church building.</p> <p>An in-depth study of Pompeii and the eruption of Mount Vesuvius in 79AD</p> <p>Historical Enquiry: What impact did the eruption of Mount Vesuvius have?</p> <p>History Big Question: In 2 billion years do you think there will be new nations formed? What would it look like?</p> <p><i>Significant Individuals: Pliny the Younger</i></p> <p><i>Key vocabulary: AD, decade, century, millennium, change, continuity, diversity, international, enquiry</i></p> <p>Know about the main events, dates and characteristics of past societies Know about the lives of people in those periods</p>	<p>Saving the World Host Country: Borneo Know about changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Historical Enquiry: How do we know about Britain in the Stone Age?</p> <p>Big Question: What do you think the anthropological age will be called and why? // Would you prefer to live in the Stone Age or the Iron Age? Why?</p> <p><i>Key vocabulary: Iron Age, Bronze Age, Stone Age, Prehistory, era, epoch, Enquiry, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homo Sapiens, Pelt, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticate</i></p>

	<p>Understand how the past influences fashion trends</p> <p>Be able to give some reasons for particular events and changes</p> <p>Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>Know about the lives of people in periods studied</p> <p>Be able to research a significant figure in fashion- Bruce Oldfield</p> <p>Be able to compare and contrast contributions of significant individuals – Fanny Eaton and Naomi Campbell</p> <p>Understand that the past has been recorded in a variety of different ways</p> <p>Understand how to address and devise historically valid questions</p>	<p>Be able to give some reasons for particular events and changes</p> <p>Be able to gather information from a range of sources</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Be able to present their historical findings in a variety of ways by selecting and organising relevant information</p> <p>Geography What do you think the planet will look like in another 2 billion years?</p>	<p>Know about the main events, dates and characteristics of the Stone Age and Iron Age</p> <p>Know about the lives of people in the Stone Age and Iron Age</p> <p>Know about the main similarities and differences between the Stone Age and Iron Age</p> <p>Be able to note connections, contrasts and trends throughout the Stone Age and Iron Age</p> <p>Be able to demonstrate a growing understanding of chronology by recognising when in history the Stone Age and Iron Age were</p> <p>Understand that different versions of the past may exist</p>
<p>Year 5</p>	<p>An overview of the history of space exploration and its impact on technology</p> <p>Child led Historical Enquiry</p> <p>Big Question: How has space travel changed over time?</p> <p>***Need to look at this topic and planning in more depth</p> <p><i>Significant Individuals: Yuri Gagarin, Valentina Tereshkova, Dr Sally Ride, Helen Sharman</i></p> <p><i>Key vocabulary: Chronological, Causation, Monarchy, Parliament, Invention, Technological Advancement, Enquiry</i></p>	<p>The Great, the Bold and the Brave Host Country: Greece/Italy Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Know about the Roman Empire and its impact on Britain including:</p> <ul style="list-style-type: none"> • British resistance e.g. Boudicca • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity • Roman withdrawal from Britain in c AD410 and the fall of the Western Roman Empire <p>The legacy of Greek or Roman culture (art, architecture, literature) on later periods in British history, including the present day</p>	<p>The Earth as an Island No History content in IPC unit Home Country focus: UK</p> <p>An overview of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>Historical Enquiry: Why did the Vikings invade and settle in Britain?</p> <p>Big Question: Why did the Vikings invade and settle in England?</p>

	<p>Know that the study of history is concerned with the past in relation to the present Know about the ideas, beliefs, attitudes and experiences of people in the past Know about the significant individuals who have contributed to the advancement of space exploration over time Be able to find out about aspects of the past from a range of sources Be able to describe and make links between main events, situations and changes both within and across periods Be able to describe how the history of one country affects that of another (USA/USSR) Be able to ask and answer questions about the past Be able to select and record information relevant to an historical topic Be able to place missions to Mars in a chronological framework Be able to use dates and terms relating to the passing of time Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms Understand how to address and devise historically valid questions.</p>	<p>Historical Enquiry: How do we use Ancient Greek ideas today? What impact does the Roman Empire have on modern life?</p> <p>Big Question: Can we thank the Ancient Greeks for anything in our lives today?</p> <p><i>Significant Individuals: Boudicca, Julius Caesar, Septimius Severus</i></p> <p><i>Key vocabulary: Rebellion, Revolt, Enquiry, Christianity</i> <i>Greeks: Democracy, Acropolis, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Peninsula</i> <i>Romans: Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Legionary</i></p> <p>Know about the characteristic features of particular periods and societies – Ancient Greece and the Roman Empire Know about the ideas, beliefs, attitudes and experiences of people in Ancient Greece and the Roman Empire Know about the social, cultural, religious and ethnic diversity of Ancient Greece and the Roman Empire Know how the idea of a ‘democracy’ was invented in Athens Know about the life and legacy of Septimius Severus Be able to enquire into historical issues and their effects on people’s lives Be able to describe and identify reasons for historical events, situations and changes in Ancient Greece and the Roman Empire Be able to describe and make links between main events, situations and changes both within and across periods Be able to describe how the history of one country affects that of another</p>	<p><i>Significant Individuals: Alfred the Great, Athelstan, King Cnut</i></p> <p><i>Key vocabulary: Conquest, Invasion, Settler, Significance, Enquiry</i> <i>Anglo-Saxons: Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Monk, Manuscript, Weregeld, Christianity</i> <i>Vikings: longboat, longhouse, chieftain, berserker, feast, raid, trade, pagan, Danelaw, Valhalla</i></p> <p>Be able to refer to prior learning about the Romans leaving Britain Know about the seven Anglo-Saxon kingdoms and what life was like for everyday Anglo-Saxons Know when the Vikings first invaded Britain Understand reasons for why the Vikings invaded Britain Know about the events surrounding the attack on Lindisfarne in 793 Be able to use a variety of sources to gather information Be able to describe how the Vikings gained control of the northeast of England Know about the reign of Alfred the Great Be able to establish a clear narrative from the 8th century to 1066 Be able to describe and make links between main events, situations and changes both within and across periods.</p>
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		<p>Be able to select and record information relevant to an historical topic</p> <p>Be able to place the events, people and changes into the periods they have studied into a chronological framework</p> <p>Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p> <p>Understand how some aspects of the past have been represented and interpreted in different ways</p> <p>Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p> <p>Understand how the legacy of Greek or Roman culture impacts life in Britain today</p>	
Year 6	<p>Time Tunnel A depth study of WW2 and its impact on Britain, including the local area</p> <p>A study of the Battle of Britain as a significant turning point in British history</p> <p>Historical Enquiry: What was it like for children in the Second World War?</p> <p>Big Question: Did anything positive come out of WW2?</p> <p><i>Significant Individuals: chosen by children, Lilian Bader, Winston Churchill, Noor Inayat Khan</i></p> <p><i>Key vocabulary: Enquiry, Nation, Interpretation, Migration, Emigrant, Immigrant, Causation, Democracy, parliament, War, Battle, Blitz, Evacuation</i></p>	<p>Spring 1: Out of Africa Host Country: Benin</p> <p>A study of a non-European society that provides contrasts with British history – Benin (West Africa) c. 900-1700</p> <p>Child led Historical Enquiry</p> <p>Big Question: How does the kingdom of Benin compare to other ancient civilisations?</p> <p>How can we evaluate what we have learnt about Benin?</p> <p>***Topic needs re-planning</p> <p><i>Significant Individuals: Oba Ewedo, Ewuare the Great, Oludah Equiano</i></p> <p><i>Key vocabulary: Enquiry, Animists, Ogiso/Oba, Guild, Brass, Elders, Dynasty, Yam, Cowrie Shell, Oracle, Oral culture, Sacrifice, Ivory, Edo, Ife, Slave trade, Ceremony, Plaque, Igodomigodo, Storyteller, Merchant</i></p>	<p>Climate Control Host Country: Haiti (North America and one of countries identified as being most affected by climate change)</p> <p>An overview of British history An overview of world history</p> <p>Child led historical enquiry</p> <p><i>Significant Individuals (studied throughout): Henry VIII, Elizabeth II, Tim Berners-Lee, Mary Seacole, Florence Nightingale, Pablo Fanque, Samuel Pepys, Queen Victoria, Christopher Columbus, Hernan Cortes, Charles Darwin, Isambard Kingdom Brunel, Tutankhamun, Howard Carter, Boudicca, Julius Caesar, Septimius Severus, Alfred the Great, Winston Churchill, Lilian Bader, Oludah Equiano</i></p> <p>Know about the development of climate change in the UK and around the world</p>



<p>Know about the main events, dates and characteristics of WW2</p> <p>Be able to enquire into historical issues and their effects on people's lives</p> <p>Be able to find out about aspects of the past from a range of sources</p> <p>Be able to describe and identify reasons for historical events, situations and changes in the periods they have studied</p> <p>Be able to describe and make links between main events, situations and changes both within and across periods</p> <p>Be able to describe how the history of one country affects that of another</p> <p>Be able to ask and answer questions about the past</p> <p>Be able to select and record information relevant to an historical topic</p> <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>Be able to use dates and terms relating to the passing of time</p> <p>Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p> <p>Understand the impact of the Battle of Britain on British history</p> <p>Understand that different versions of the past may exist and the reasons for this</p>	<p>Know about the general history of the host country - Benin</p> <p>Know about the characteristic features of a particular period in the history of the host country (Benin c AD900-1700)</p> <p>Know about the ideas, beliefs, attitudes and experiences of people in the past in Benin</p> <p>Be able to find out about aspects of the past from a range of sources and critically assess their reliability</p> <p>Be able to describe and identify reasons for historical events, situations and changes in Benin</p> <p>Be able to describe and make links between main events, situations and changes both within and across periods (early British history and Benin)</p> <p>Be able to select and record information relevant to an historical topic</p> <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>Be able to use dates and terms relating to the passing of time</p> <p>Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p> <p>Understand how to address and devise historically valid questions</p>	<p>Know about the general history of the home country – UK</p> <p>Be able to plot historical periods studied on a timeline (Tudors, Victorians, Aztecs, Mayans, Ancient Egyptians, Stone Age, Bronze Age, Iron Age, Ancient Greeks, Romans, Anglo-Saxons, Vikings, WW2, Benin)</p> <p>Be able to plot significant individuals studied on a timeline (Henry VIII, Elizabeth II, Tim Berners-Lee, Mary Seacole, Florence Nightingale, Pablo Fanque, Samuel Pepys, Queen Victoria, Christopher Columbus, Hernan Cortes, Charles Darwin, Isambard Kingdom Brunel, Tutankhamun, Howard Carter, Boudicca, Julius Caesar, Septimius Severus, Alfred the Great, Winston Churchill, Lilian Bader, Olaudah Equiano)</p> <p>Be able to describe the impact of the time periods studied on the present day</p> <p>Understand the history of the UK as a coherent, chronological narrative.</p> <p>Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
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