



## THS Knowledge, Skills and Understanding Curriculum for History

At Thomson House, our curriculum is designed to develop curious, kind and resilient pupils. We believe that the content learnt

is 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.

history curriculum is designed to develop courageous pupils. We believe that through our history topics should be

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  Past and Present	<u>Marvellous Me</u> <b>Big Question: How have I changed as a baby?</b>	<u>Into the Woods</u> <b>Big Question: How do we know something is old?</b>	<u>Wild</u> <b>Geography based</b>	<u>Africa</u> <b>Geography based</b>	<u>Dinosaurs</u> <b>Big Question: What happened a long time ago?</b>

	<p><i>Be able to use key vocabulary: now, then, same, different</i></p> <p>Be able to talk about their lives (using photos from home) Be able to sort photos chronologically (baby, toddler, child)</p>	<p><i>Be able to use key vocabulary: now, then, past, a long time ago, once upon a time</i></p> <p>Be able to talk about the past using key vocabulary Understand traditional methods of storytelling Be able to ask questions about the past</p>	<p><i>Be able to use key vocabulary: now, present, today, yesterday, tomorrow</i></p> <p>Be able to talk about the life of a Zookeeper (Battersea Park Children's Zoo) Be able to ask questions to find out more</p>	<p><i>Be able to use key vocabulary: Africa, same, different, present</i></p> <p>Be able to talk about their life compared to a child in Africa.</p>	<p><i>Be able to use key vocabulary: past, a long time ago, years</i></p> <p>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</p>
<b>Year 1</b>	<p><a href="#">The Tudors – Autumn 2</a> <a href="#">Link to EYFS</a> <b>Big Question: Was King Henry VIII a good king?</b></p>	<p><a href="#">Toys – Spring 1</a> <a href="#">Link to EYFS</a> <b>Big Question: How have toys changed over time?</b></p>	<p><a href="#">Nurturing Nurses – Summer 1</a> <b>Big Question: How does modern day nursing compare to that of the past?</b></p>		

	<p><b>Changes within living memory: their own family tree</b> (<i>link to transition from EYFS- them, parents, grandparents</i>)</p> <p>A study of the life of a significant individual in the past who has contributed to national and international achievements: King Henry VIII - family tree of Henry VIII</p> <p><b>Significant historical place in the locality: Hampton Court Palace</b></p> <p><i>Significant Individuals: King Henry VIII, child led key figure from entry point-dress up day. Historical place: Hampton Court Palace.</i></p> <p><i>Key vocabulary: <b>history, order, past, present, similar, different</b>, some time ago, long ago, before, now, then, today, yesterday, last week, court, local,</i></p>	<p><b>Changes within living memory: toys</b> (<i>Link to transition from EYFS- changes to them. How do they know something is old?</i>)</p> <p>A study of the life of a significant historical person in the locality: Tim Berners-Lee</p> <p><i>Significant Individuals: Tim Berners-Lee (Invention of internet)</i></p> <p><i>Key vocabulary: history, order, past, present, future, <b>some time ago, long ago, before, now, then</b>, living memory, old, new, modern, today, yesterday, similar different</i></p>	<p>A study of the life of a significant individual in the past who has contributed to national and international achievements: Mary Seacole</p> <p>A comparison of the lives of Mary Seacole and Florence Nightingale.</p> <p>A comparison of nursing and healthcare in different periods: Plague (1665); Crimean War (1853 - Victorians); Covid Pandemic (2020)</p> <p><b>Medicine and healthcare in the present day compared to medicine and healthcare in the past</b></p> <p><i>Significant Individuals: Mary Seacole and Florence Nightingale; Prof Sarah Gilbert (Covid jab)</i></p> <p><i>Key vocabulary: history, order, past, present, some time ago, a long time ago, before, now, then, before living memory, years ago, <b>new, modern, old, similar, different</b></i></p>
	<p><b>Curriculum Statements:</b>          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.</p>	<p><b>Curriculum Statements:</b>          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. (<i>EYFS- what makes something old.</i>)</p>	<p><b>Curriculum Statements:</b>          Be able to use common words and phrases relating to the passing of time.          To understand what nursing and healthcare looks like in modern Britain.          Know about nursing and medicine in the past.</p>

	<p>Be able to create a timeline of significant events in their own lives. (<a href="#">Link to maths ordering/EYFS</a>) Be able to create their own family tree.</p> <p>Know about the life of King Henry VIII Be able to compare and contrast how a <u>day for them</u> is similar to / different from a day for Henry VIII (Tudor life) Know where Henry VIII fits in a chronological framework Be able to use role play and pictures to retell the life of King Henry VIII 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>Be able to describe similarities and differences between toys they play with and toys their parents played with. (<a href="#">EYFS link</a>) Be able to ask questions to find out about the past. (<a href="#">EYFS link</a>- Ask parents and grandparents about what toys they played with.) Understand 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.</p> <p>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 and Emanuel) 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>Be able to find similarities and differences between medicine and healthcare now and medicine and healthcare in the past.</p> <p>Know who Mary Seacole/ Florence Nightingale / Sarah Gilbert was and the contribution they made.</p> <p>Be able to sequence events from Mary Seacole’s life / Florence Nightingale’s life. Be able to find evidence for Mary’s / Florence’s / Sarah’s achievements. Understand the changes and impact that Mary Seacole and Sarah Gilbert made to medicine To be able to compare and contrast the achievements of Mary Seacole and Florence Nightingale Know where the people and events they study fit within a chronological framework</p>
<p><b>Year 2</b></p>	<p><b><u>The Circus</u></b></p> <p><b>Big Question: How have circuses changed over time?</b></p> <p><b>A study of significant historical individuals beyond living memory.</b></p> <p><b>Changes within (and beyond) living memory – circus</b></p>	<p><b><u>The Great Fire of London</u></b> <b><u>(Link to prior learning – the Plague in Y1)</u></b></p> <p><b>Big Question: Did anything good come from the Great Fire of London?</b></p> <p><b>A local history study of Mortlake.</b> <b>A study of a significant event in the locality beyond living memory: The Great Fire of London 1666</b></p>	<p><b><u>The Victorian Seaside</u></b></p> <p><b>Big Question: What were seaside holidays like in the past? How have seaside holidays changed?</b></p> <p><b>A study of the life of a significant individual in the past who has contributed to national and international achievements: Queen Victoria and Queen Elizabeth</b></p>

<p><b>Historical Enquiry: What were circuses like in the past? Who had the greatest impact on the development of the circus?</b></p> <p><i>Significant Individuals: Philip Astley (1742), PT Barnum (1810), <b>Pablo Fanque</b> (1810),</i></p> <p><i>Key vocabulary: Chronological, <b>past, present</b>, some time ago, a long time ago, before, now, then, <b>change, compare</b>, calendar, Roman, Victorian, timeline</i></p>	<p><i>Significant Individuals: Samuel Pepys</i> <i>Visit: Kew Gardens, Kew archive</i></p> <p><i>Key Vocabulary: Chronological, past, present, some time ago, a long time ago, before, now, then, <b>primary sources, secondary sources, local history, calendar</b></i></p>	<p><b>Changes within (and beyond) living memory – seaside holidays</b></p> <p><i>Significant Individuals: Queen Victoria (Victorian era) Queen Elizabeth II</i> <i>Place: Brighton</i></p> <p><i>Significant Places: Osborne House (Victoria’s holiday home on the Isle of Wight); Brighton Pavilion</i></p> <p><i>Key vocabulary: Chronological, past, present, some time ago, a long time ago, before, now, then, calendar, <b>king, queen, during the reign of, artefact, monarchy, Victorian, era, pier, Punch and Judy, bathing machine, donkey.</b></i></p>
<p><b>Curriculum Statements:</b></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</p> <p>Be able to compare and debate the impact that Philip Astley, PT Barnum and Pablo Fanque had on the development of the circus</p> <p>Know stories about a range of people who have lived in a variety of cultures in the past</p>	<p><b>Curriculum Statements:</b></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)</p>	<p><b>Curriculum Statements:</b></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.</p> <p>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>Be able to research the life of Queen Elizabeth II</p>

	<p>Be able to find out about famous circus clowns from history such as Coco the Clown, Bip the Clown, Charlie Cairoli and The Fratellinis,</p> <p>Know about the Roman Coliseum and Circus Maximus (earliest circus) (<a href="#">Future link to Year /Year5 Ancient Rome</a>)</p> <p>Be able to use common words and phrases relating to the passing of time Be able to describe changes over time</p> <p>Know how circuses have changed over time (outfits, use of animals)</p> <p>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</p> <p>Understand the impact individuals had on the development of the circus.</p>	<p>Know about a key historical event: the great fire of London</p> <p>Be able to research the events that took place during the great fire of London.</p> <p>Know about significant historical events, people and places in their own locality.</p> <p>Be able to investigate the diary of Samuel Pepys.</p> <p>Be able to critically view historical sources.</p> <p>Understand the impact that the Great Fire of London had on modern day London</p>	<p>I can compare the lives of Queen Victoria and Queen Elizabeth II</p>
<p>Year 3</p>	<p><a href="#">The Aztec Empire- Chocolate</a></p> <p><b>Big Question: What was life like in the Aztec Empire?</b></p> <p><b>An overview of how chocolate was created.</b></p>	<p><a href="#">The Industrial Revolution – A time of Exploration (Explorers and Adventurers)</a></p> <p><a href="#">Link to Year 2 Victorians</a> <b>Big Question: Did the industrial revolution positively impact the people of Britain?</b></p>	<p><a href="#">Ancient Egyptians (Temples, Tombs and Treasures)</a></p> <p><b>Big Question: What can we find out about Ancient Egypt from what has survived?</b></p>

	<p><b>A study of a non-European society that provides contrasts with British History – Aztec Empire</b></p> <p><i>Significant Individuals: Christopher Columbus, Montezuma, Hernan Cortes</i>  <i>Gods- Huitzilopochtli, Quetzalcoatl, Tlaloc, Tonatiuh, Chalchiuhtlicue</i>  <i>Significant Place: Tenochtitlán, Mexico City</i></p> <p><i>Key vocabulary: AD, BC, <b>ancient civilisation</b>, decade, century, change, <b>chronology</b>, <b>empire</b>, enquiry</i>  <i>Ancient Aztec: Ahau, Dynasty, Maize, <b>Hieroglyphics</b>, Scribe, Haab, Jade, Sacrifice, City-states, <b>Pyramid</b>, teocalli, Peasant, Cacao, alliance, empire, Mexico, nomads, trade and tribe</i></p>	<p><b>An overview of key moments of discovery in world history</b></p> <p><b>A local history study:</b> Isambard Kingdom Brunel and the development of the railway and its impact on London (British Industrial Revolution)</p> <p><i>Significant Individuals: Charles Darwin, <b>Karl Benz</b>, Isambard Kingdom Brunel, <b>Dwayne Fields (modern day explorer)</b></i>  <i>(Marco Polo, Pytheas, Zheng He, Christopher Columbus before Industrial Revolution)</i></p> <p><i>Key vocabulary: Agriculture, <b>artefact</b>, <b>discovery</b>, chronology, <b>explorer</b>, <b>local</b>, <b>global</b>, primary evidence, secondary evidence, enquiry, <b>railway</b>, <b>travel</b>, <b>migration</b></i></p>	<p><b>An overview of where and when first civilisations appeared (Ancient Egypt, Ancient Sumer, the Indus Valley, the Shang Dynasty of Ancient China)</b></p> <p><b>An in-depth study of Ancient Egypt</b></p> <p><i>Significant Individuals: Tutankhamun, Howard Carter, Hatshepsut</i></p> <p><i>Key vocabulary: BC, ancient <b>civilisation</b>, chronology, museum, enquiry, <b>archaeology</b>, agriculture, Gods, Goddesses, dynasty</i>  <i>Ancient Egypt: Religion, Technology, <b>Pharaoh</b>, Scarab, Papyrus, Scribe, Amulet, Canopic Jars, Sarcophagus, Tomb, Afterlife, Hieroglyphics, <b>Mummification</b>, <b>embalming</b>, Irrigation, Sphinx, Oasis, Egyptologist, Ankh, Pyramid,</i></p>
	<p><b>Curriculum Statements:</b>          Be able to use historical terms to describe a timeline          Know about the main events, dates and characteristics of the Aztec Empire and Mayan civilisation            Know about the lives of people in those periods- Gods/religion, art, music, culture (men + Women), warriors, food. (Aztecs)</p>	<p><b>Curriculum Statements:</b>          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</p>	<p><b>Curriculum Statements:</b>          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>

	<p>Gods/religion, food and writing. (Maya civilisation)</p> <p>Be able to compare ancient and modern-day uses of chocolate? <i>(Related to English)</i></p> <p>Know about the key events which led to the creation of modern-day chocolate <i>(related to English)</i></p> <p>Be able to give some reasons for particular events and changes.</p> <p>Be able to gather information from simple sources.</p> <p>Be able to use their knowledge and understanding to answer simple questions about the past and about changes.</p> <p>Understand how to address and devise historically valid questions.</p>	<p>Know about the life of Brunel and place him within the wider context of the time in which he lived <b>(Victorian- relate to Year 2)</b></p> <p>Be able to ask and answer questions about Brunel's life</p> <p>Be able to identify reasons for Brunel's actions</p> <p>Know the affect Brunel's work had on people's lives</p> <p>Be able to identify why Brunel is famous</p> <p>Know about the lives of people in this period including children's lives. <i>(Work/Education)</i></p> <p>Know about the lives of key explorers within the time of exploration.</p> <p>Be able to create a timeline of key moments of exploration. <i>(Relate to English)</i></p> <p>Be able to use their knowledge and understanding to answer simple questions about the past and about changes</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</p> <p>Be able to compare Ancient Egypt to other ancient civilisations.</p> <p>Know about the main similarities and differences between the Mayan Empire and Egyptian civilisation</p> <p>Be able to make connections and contrasts between the Mayan Empire and Egyptian civilisation</p> <p>Be able to note connections, contrasts and trends over time</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>Understand that the past has been recorded in a variety of different ways</p>	
<p><b>Year 4</b></p>	<p><b><u>Fashion</u></b>  <b>Links to Industrial Revolution- global trade. Relate to Year 3.</b></p> <p><b>Big Question: How does culture influence fashion?</b></p>	<p><b><u>The Shang Dynasty</u></b>  <b>Link to previous civilisations studied.</b></p>	<p><b><u>Ancient Rome (Active Planet CC link with geography)</u></b></p> <p><b><u>Big Question- Was living in Ancient Rome positive?</u></b></p> <p><b>A local history study – Vernon Road church building. <i>Link to Year 2 local study and Year 3.</i></b></p>	<p><b><u>Stone Age to Iron Age</u></b></p> <p><b>Big Question: Would you prefer to live in the Stone Age or the Iron Age? Why?</b></p> <p><b>Know about changes in Britain from the Stone Age to the Iron Age:</b></p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> </ul>

<p><b>A study of the changing fashion trends in the UK and the world over time</b></p> <p><i>Significant Individuals: Mary Quant, <b>Bruce Oldfield</b>, Twiggy (first supermodel), Charles Rennie Mackintosh, Vivienne Westwood .</i></p> <p><i>Key vocabulary: <b>decade, century, millennium, change, causation, continuity, diversity, international, enquiry</b></i></p>	<p><b>Big Question: What was life like in the Shang dynasty?</b></p> <p><b>A study of an ancient civilisation.</b></p> <p><i>Significant Individuals: Fu Hao , Cheng Tang, King Wu Ding, Shang Di</i></p> <p><i>Key vocabulary: Oracle bones, Fu Hao, intact, jade, bronze, cowrie shells, dynasty, civilisation</i></p>	<p><b>An in-depth study of Rome from the founding of the city in 753BC to the Ides of March (assassination of Julius Caesar- 15<sup>th</sup> March 44BC)</b></p> <p>A study of Pompeii and the eruption of Mount Vesuvius in 79AD (Geography CC link)</p> <p><i>Significant Individuals: Julius Caesar, 12 Gods and Goddesses, Spartacus, Romulus and Remus</i></p> <p><i>Key vocabulary: decade, century, millennium, change, continuity, diversity, international, enquiry, <b>empire, emperor, Amphitheater, aqueduct, temple, BC, AD, legend, rebellion</b></i></p>	<ul style="list-style-type: none"> <li>• <b>Bronze Age religion, technology and travel, for example, Stonehenge</b></li> <li>• <b>Iron Age hill forts: tribal kingdoms, farming, art and culture</b></li> </ul> <p><i>Key vocabulary: <b>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</b></i></p>
<p><b>Curriculum Statements:</b></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</p>	<p><b>Curriculum Statements:</b></p> <p>Be able to explain when and where the Shang Dynasty was in existence and describe features of its location. Be able to use archaeologist</p>	<p><b>Curriculum Statements:</b></p> <p>Know about the main events, dates and characteristics of past societies Know about the lives of people in those periods Be able to give some reasons for particular events and changes. Be able to gather information from a range of sources Understand how knowledge of the past is constructed from a range of sources</p>	<p><b>Curriculum Statements:</b></p> <p>Know about the main events, dates and characteristics of the Stone Age and Iron Age Know about the lives of people in the Stone Age and Iron Age Know about the main similarities and differences between the Stone Age and Iron Age Be able to note connections, contrasts and trends throughout the Stone Age and Iron Age</p>

	<p>differences of fashion trends over time</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</p> <p>Understand that the past has been recorded in a variety of different ways</p> <p>Understand how to address and devise</p>	<p>evidence to draw conclusions about what life was like in the Shang dynasty.</p> <p>Understand the social hierarchy of the Shang Dynasty and discuss what life was like for different people.</p> <p>Know some religious beliefs and practices of the people from the Shang dynasty.</p> <p>To understand the significance of oracle bones and discuss the purpose.</p> <p>To be able to examine a range of artefacts to find out about life in the Shang dynasty.</p> <p>To know who Fu Hao was and understand why the discovery of her tomb was significant.</p>	<p>Be able to present their historical findings in a variety of ways by selecting and organising relevant information.</p> <p><i>Be able to compare and contrast buildings in different historical periods. (VR – Roman) <a href="#">Link to local history study.</a></i></p> <p><b>Know about the legend of how Rome was created.</b></p> <p><b>Know the reasons as to why Rome became a Republic.</b></p> <p><b>To understand the causes of Spartacus’ rebellion.</b></p> <p><b>To understand how Julius Caesar became the first dictator of Rome.</b></p> <p><b>To understand the themes and styles of Ancient Roman architecture.</b></p> <p><b>Be able to name significant Gods and Goddesses, whilst understanding their characteristics.</b></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>
--	--	--	---	---

	historically valid questions				
Year 5	<p><u>Space</u> <u><a href="#">Link to English and Science- Relate to Year 3 Explorers/the use of animals in the circus Year 2</a></u></p> <p><b>Big Question: How has space travel changed over time?</b></p> <p>An overview of the history of space exploration and its impact on technology</p>	<p><u>Ancient Greece</u> <u>Link to Year 1 Nurturing Nurses- Hippocrates.</u></p> <p><b>Big Question: Can we thank the Ancient Greeks for anything in our lives today?</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><i>Significant Individuals: Alexander the Great, Spartans and Athenians, Hippocrates (relate to medicine in Year 1),</i></p>	<p><u>Roman Britain</u> <u>Link to Year 4 The Romans</u></p> <p><b>Big Question: What impact does the Roman Empire have on modern life?</b></p> <p>Know about the Roman Empire and its impact on Britain including:</p> <ul style="list-style-type: none"> <li>• British resistance e.g. Boudicca</li> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs,</li> </ul>	<p><u>Vikings and Anglo Saxons</u></p> <p><b>Big Question: Why did the Vikings invade and settle in England?</b></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"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> <p><i>Significant Individuals: Alfred the Great, Athelstan, King Cnut. Gildas. The Venerable Bede.</i></p> <p><i>Key vocabulary: Conquest, Invasion, Settler, Significance, Enquiry</i></p>	

	<p><i>Significant Individuals: Yuri Gagarin, Valentina Tereshkova, Dr Sally Ride, Helen Sharman, Neil Armstrong</i></p> <p><i>Key vocabulary: <b>Chronological, Causation, Monarchy, Parliament, Invention, Technological Advancement, Enquiry</b></i></p>	<p><i>Socrates, Plato and Aristotle</i></p> <p><i>Key vocabulary: Chronological, <b>past, present</b>, some time ago, a long time ago, before, now, then, <b>change, compare</b>, calendar, timeline</i></p> <p><i>Greeks: <b>Democracy, Acropolis, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Peninsula, ancient, civilization, city states, empire, democracy, legacies, myth</b></i></p>	<p><b>including early Christianity</b></p> <ul style="list-style-type: none"> <li><b>Roman withdrawal from Britain in c AD410 and the fall of the Western Roman Empire</b></li> </ul> <p><b>The legacy of Roman culture (art, architecture, literature) on later periods in British history, including the present day</b></p> <p><i>Significant Individuals: Boudicca, Julius Caesar, <b>Septimius Severus</b></i></p> <p><i>Key vocabulary: <b>Rebellion, Revolt, Enquiry, Christianity</b></i></p> <p><i>Romans: <b>Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Legionary</b></i></p>	<p><i>Anglo-Saxons: Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, <b>Lindisfarne, Monk, Manuscript, Weregeld, Christianity</b></i></p> <p><i>Vikings: longboat, longhouse, chieftain, berserker, feast, <b>raid, trade, pagan, Danelaw, Valhalla</b></i></p>
--	--	---	--	--

	<p><b>Curriculum Statements:</b>          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)          To understand a political ideologies sphere of influence on the world (communist sphere vs capitalist sphere)          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          To understand the significant role undertaken by women in the space race.          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</p>	<p><b>Curriculum Statements:</b>          To know where and when the Ancient Greek civilisation existed and order events on a timeline.          Be able to use common words and phrases relating to the passing of time          To know some significant events from the history of Ancient Greeks.          To know about the Greek Empire, how it is established and maintained and the impact on the wider world.          To understand the religious beliefs of Ancient Greek people and know some of the gods they worshipped.          To understand the Ancient Greek writing system and know some well know</p>	<p><b>Curriculum Statements:</b>          Know about the characteristic features of specific periods and societies – the Roman Empire.          Know about the ideas, beliefs, attitudes and experiences of people in the Roman Empire.          Know about the social, cultural, religious and ethnic diversity the Roman Empire.          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 the Roman Empire          Be able to describe and make links between main events, situations and changes both within and across periods</p>	<p><b>Curriculum Statements:</b>          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 8<sup>th</sup> century to 1066          Be able to describe and make links between main events, situations and changes both within and across periods.</p>
--	--	--	--	---

	<p>Understand how to address and devise historically valid questions. To understand the importance of technological advancements on the Space Race.</p>	<p>Greek writers and stories. Be able to research and describe an important Ancient Greek Artefact: vases. To know and understand Greek myths.</p> <p>Be able to identify similarities and differences between ways of life in different periods- Ancient Greek Civilisation to now. Be able to identify changes between the past and the present. Know how the idea of a 'democracy' was invented in Athens</p>	<p>Be able to describe how the history of one country affects that of another Be able to select and record information relevant to an historical topic Be able to place the events, people and changes into the periods they have studied into a chronological framework 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 some aspects of the past have been represented and interpreted in different ways Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint Understand how the legacy of Roman culture</p>	
--	---	--	---	--

			impacts life in Britain today
Year 6	<p><b>WW2</b></p> <p><b>Big Question: Did anything positive come out of WW2?</b></p> <p><b>A depth study of WW2 and its impact on Britain, including the local area</b></p> <p><b>A study of the Battle of Britain as a significant turning point in British history</b></p> <p><i>Significant Individuals: Lilian Bader, Winston Churchill, Noor Inayat Khan, Adolf Hitler, Franklin Roosevelt, Joseph Stalin, Bernite Mussolini, Anne Frank</i></p> <p><i>Key vocabulary: Enquiry, Nation, Interpretation, Migration, Emigrant, Immigrant, Causation, Democracy, parliament, War, Battle, Blitz, Evacuation</i></p>	<p><b>The Civilisation of Benin</b></p> <p><b>Big Question: How does the kingdom of Benin compare to other ancient civilisations?</b></p> <p><b>A study of a non-European society that provides contrasts with British history – Benin (West Africa) c. 900-1700</b></p> <p><i>Significant Individuals: Oba Ewedo, Ewuare the Great, Olaudah 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><b>Civil Rights Movement</b></p> <p><b>Big Question- How did the civil rights movement improve the lives of African Americans in the 20th Century?</b></p> <p><b>US Civil Rights to Black Lives Matter.</b></p> <p><b>A study of the US Civil Rights movement in the 20<sup>th</sup> century and its impact on the lives of African Americans.</b></p> <p><b>Significant Individuals:</b> Rosa Parkes, Martin Luther King Jnr, John Lewis, Barack Obama, Thurgood Marshall, Alicia Garza, Patrisse Cullors, and Opal Tometi (<i>Black Lives Matters Movement</i>)</p> <p><i>Key vocabulary: Racism, segregation, civil rights, prejudice, discrimination, activism, protest, political movement, inequality, democratic, democracy, slave trade.</i></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>Know about the general history of the host country - Benin</p> <p>Know about the characteristic features of a particular period in the history (Benin c AD900-1700)</p> <p>Know about the ideas, beliefs, attitudes and experiences of people in the past in Benin</p>	<p>To know about the origins of slavery and the abolition of slavery in 1855 in America. (Abolition of Slavery in the UK 1833)</p> <p>To understand racial segregation in America (Jim Crow laws.) <i>Relate back to Rosa Parkes.</i></p> <p>Know about the ideas, beliefs, attitudes and experiences of people in the past.</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 explain what life was like for children in the Second World War?</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>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>To know the chronology of the Montgomery Bus Boycott.</p> <p>To understand the impact on British society of the Windrush movement.</p> <p>Be able to explain how American society protested Racial segregation.</p> <p>Be able to describe and identify reasons for historical events, situations and changes</p> <p>Be able to understand the causes of consequences of the Civil Rights Act in 1964.</p> <p>Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>To understand the importance of Martin Luther King Jnr on the Civil Rights movement.</p> <p>To understand the impact the Civil Rights movement has on modern America. (First Black president of America and Black Lives Matter.)</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>
--	---	--	---