



History



Haslingfield Endowed Primary School
Curriculum





Our History Curriculum

Intent

The history curriculum at Haslingfield Endowed Primary School draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum aims to ensure that all pupils:

Skills enquiry

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

History is taught in blocks throughout the year. The key knowledge and skills that children acquire and develop throughout each block have been mapped in the whole school Medium Term Plan to ensure progression between year groups throughout the school.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's whole school Medium Term Plan. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs and use of resources from local History Society also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.

Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in topic and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study, pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement





History Programme of Study

EARLY YEARS | YEAR 1 | YEAR 2

	INFANT CYCLES		
	Cycle A	Cycle B	Cycle C
Autumn 1	Fire, Fire The Great Fire of London	Alien Adventure The Moon Landings	Heroes Brilliant Britons
Autumn 2	Fire, Fire The Great Fire of London	Alien Adventure The Moon Landings	Heroes Brilliant Britons
Spring 1	Grab Your Passport The History of Flight	Let's Go Exploring Africa	The Land Before Time Dinosaurs
Spring 2	Grab Your Passport The History of Flight	Let's Go Exploring Antarctica	The Land Before Time Dinosaurs
Summer 1	Castles Castles of the UK	Oh we do like to be beside the seaside History of the Seaside	Home Sweet Home Homes Past and Present
Summer 2	Castles Castles of the UK	Oh we do like to be beside the seaside History of the Seaside	Home Sweet Home Homes Past and Present

YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6

	JUNIOR CYCLES			
	Cycle A	Cycle B	Cycle C	Cycle D
Autumn 1	Is Britain really Great? Victorians	Battle of the Empires Roman Empire	Evolution of Britain Stone Age to Iron Age	Power & Invasion Vikings
Autumn 2	Is Britain really Great? British Empire	Battle of the Empires Greek Empire	Evolution of Britain Stone Age to Iron Age	Power & Invasion Anglo Saxons
Spring 1	Space Quest Space	Globe Trotters Deserts	River Deep, Mountain High UK Geographical place study	Haslingfield Explorers Local Study
Spring 2	Space Quest Space	Survival Refugees	River Deep, Mountain High South American Country Study	Coastal Explorers Local Study
Summer 1	Our Planet De-Forestation Rainforests	20th Century Revolution War and Peace	Power to the People Influencers from Pre 20 th Century	Ancient Times Egyptians
Summer 2	Our Planet Extreme Earth	20th Century Revolution Technology and Fashion	Power to the People Influencers from 20 th and 21 st Century	Ancient Times Shang Dynasty of Ancient China





History in the Early Years Profile

Early Learning Goal | Understanding of the World | Past and Present: Children at the expected level of development will: - 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.

Areas of the EYFSP that explicit connections can be made	Listening Attention and Understanding	Speaking	Building Relationships	Fine Motor	Comprehension	Word Reading
How Early Learning Goals may be demonstrated through history	<ul style="list-style-type: none"> ✓ Listen to and ask questions about the past ✓ Make comments about the past ✓ Begin to take an interest in looking at pictures, videos, artifacts and books to find out about the past 	<ul style="list-style-type: none"> ✓ Use new historical-linked vocabulary to show understanding ✓ Express their ideas and feelings about what they have heard, seen, participated in 	<ul style="list-style-type: none"> ✓ Take turns using and exploring real-life artifacts and example resources from the past 	<ul style="list-style-type: none"> ✓ Use a range of tools, including scissors and paint brushes, to show understanding of tasks relating to a historical context ✓ Begin to show accuracy and care in drawing, in aspects such as observations and ideas relating to historical facts they have seen or heard. 	<ul style="list-style-type: none"> ✓ Demonstrate an understanding of what has been read to them by re-telling stories ✓ Use role-play to deepen understanding of events in the past. 	<ul style="list-style-type: none"> ✓ Through historical themed vocabulary and texts, children can <ul style="list-style-type: none"> ➢ Read words consistent with their phonic knowledge through blending ➢ Read aloud some simple sentences
	Writing	Number	The Natural World	Past and Present	Creating With Materials	Being Imaginative and Expressive
	<ul style="list-style-type: none"> ✓ Through historical themed vocabulary and knowledge learning, children can <ul style="list-style-type: none"> ➢ Spell words by identifying sounds in them and representing the sounds with a letter or letters ➢ Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> ✓ Within historical themed learning, children can apply their counting skills to 20, compare quantities, and addition and subtraction facts to 10. 	<ul style="list-style-type: none"> ✓ Explore the natural world around them, making observations and drawing pictures of animals and plants ✓ Know some similarities between the natural world around them and contrasting environments ✓ Understand some important processes and changes in the natural world around them, including the seasons 	<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 ✓ Understand the past through settings, characters, and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> ✓ Explore a range of materials and techniques to create and represent their understanding of events and objects from the past ✓ Share their creations, explaining the process and meaning. 	<ul style="list-style-type: none"> ✓ Use role-play to explore historical themes and deepen understanding





History Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> *Use everyday language related to time Order and sequence familiar events *Talk about past and present events in their own lives and in lives of family members. *Understand that things change over time 	<ul style="list-style-type: none"> *Sequence 3 or 4 artefacts from distinctly different periods of time *Match objects to people of different ages 	<ul style="list-style-type: none"> *Sequence artefacts closer together in time - check with reference book *Sequence photographs etc. from different periods of their life *Describe memories of key events in lives *Sequence events in their life 	<ul style="list-style-type: none"> *Place the time studied on a time line *Use dates and terms related to the study unit and passing of time *Sequence several events or artefacts 	<ul style="list-style-type: none"> *Place events from period studied on time line *Use terms related to the period and begin to date events *Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> *Know and sequence key events of time studied *Use relevant terms and period labels *Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies *Use relevant dates and terms *Sequence up to 10 events on a time line
Historical Knowledge	<ul style="list-style-type: none"> *Describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> *Recognise the difference between past and present in their own and others' lives *They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> *Recognise why people did things, why events happened and what happened as a result *Identify differences between ways of life at different times 	<ul style="list-style-type: none"> *Find out about everyday lives of people in time studied *Compare with our life today *Identify reasons for and results of people's actions *Understand why people may have wanted to do something 	<ul style="list-style-type: none"> *Use evidence to reconstruct life in time studied *Identify key features and events of time studied *Look for links and effects in time studied *Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> *Study different aspects of different people - differences between men and women *Examine causes and results of great events and the impact on people *Compare life in early and late 'times' studied *Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> *Place current study on time line in relation to other studies *Use relevant dates and terms *Sequence up to 10 events on a time line
Interpretations of history	<ul style="list-style-type: none"> *Know about similarities and differences between themselves/others, and among families, communities and traditions *Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> *Recognise the difference between past and present in their own and others' lives *They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> *Recognise why people did things, why events happened and what happened as a result *Identify differences between ways of life at different times 	<ul style="list-style-type: none"> *Identify and give reasons for different ways in which the past is represented *Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> *Look at the evidence available *Begin to evaluate the usefulness of different sources *Use text books and historical knowledge 	<ul style="list-style-type: none"> *Compare accounts of events from different sources – fact or fiction *Offer some reasons for different versions of events 	<ul style="list-style-type: none"> *Place current study on time line in relation to other studies *Use relevant dates and terms *Sequence up to 10 events on a time line





History Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<ul style="list-style-type: none"> *Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. *Explain own knowledge and understanding, and asks appropriate questions. *Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> *Recognise the difference between past and present in their own and others' lives *They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> *Recognise why people did things, why events happened and what happened as a result *Identify differences between ways of life at different times 	<ul style="list-style-type: none"> *Use a range of sources to find out about a period *Observe small details – artefacts, pictures *Select and record information relevant to the study *Begin to use the library and internet for research 	<ul style="list-style-type: none"> *Use evidence to build up a picture of a past event *Choose relevant material to present a picture of one aspect of life in time past *Ask a variety of questions *Use the library and internet for research 	<ul style="list-style-type: none"> *Begin to identify primary and secondary sources *Use evidence to build up a picture of a past event *Select relevant sections of information *Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> *Place current study on time line in relation to other studies *Use relevant dates and terms *Sequence up to 10 events on a time line
Organisation and Oracy	<ul style="list-style-type: none"> *Question why things happen and give explanations 	<ul style="list-style-type: none"> *Talk about who was important eg in a simple historical account *Can talk about similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> *Talk about who was important eg in a simple historical account *Can discuss and identify similarities / differences between ways of life at different times and begin to give reasons for their thinking 	<ul style="list-style-type: none"> *Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... *Giving reasons for their thinking 	<ul style="list-style-type: none"> *Recall, select and organise historical information *Communicate their knowledge and understanding. *Giving reasons for their thinking 	<ul style="list-style-type: none"> *Recall, select and organise historical information *Communicate their knowledge and understanding. *Give reasons for their thinking with support from appropriate historical evidence 	<ul style="list-style-type: none"> *Place current study on time line in relation to other studies *Use relevant dates and terms *Sequence up to 10 events on a time line *Give reasons for their thinking with support from appropriate historical evidence





History Knowledge & Vocabulary

Key Stage 1 Cycle A			
	Fire, Fire!	Grab Your Passport	Castles
	Autumn	Spring	Summer
National Curriculum	1. Events beyond living memory that are significant nationally or globally.	2. The lives of significant individuals in the past who have contributed to national and international achievements.	3. Significant historical events, people and places in their own locality
Historical Aims / Focus	<u>The Great Fire of London</u> To know the causes and consequences of the Great Fire of London	<u>The History of Flight</u> To know the timeline and evolution of air transport during the 20 th Century.	<u>Castles of the UK</u> To know the features and significance of castles in United Kingdom (with focus most local).
Knowledge	<ul style="list-style-type: none"> ✓ Know why the fire spread so quickly ✓ Know how firefighters fought against the fire and compare to modern fire engines ✓ Understand how historians know about the fire ✓ Know the consequences of the fire ✓ Be able to compare London in 1666 to London now 	<ul style="list-style-type: none"> ✓ Identify different types of flight transport from the past. ✓ Order air travel progression on a basic timeline ✓ Know the significance of the Wright Brother's work on air travel ✓ Identify the impact of the Wright Brother's discoveries on our lives today ✓ Identify the SPARKLE values applied by the Wright Brothers 	<ul style="list-style-type: none"> ✓ Know the names of some significant castles in the UK (Eg, Windsor Castle, Edinburgh castle, Cardiff castle) ✓ Compare the design of castles that are most local to Cambridgeshire (<i>Norwich Castle, Hedingham Castle, Castle Rising, Framlingham Castle, Oxburgh Hall, Longthorpe Tower, Sandringham Castle</i>). ✓ Name some of the most common features of castles ✓ Know the purpose of some of the key features of castles
Significant people	Samuel Pepys, King Charles I, Sir Christopher Wren	The Wright Brothers (Orville Wright and Wilbur Wright).	Henry III, Queen Elizabeth II, King Charles III
Vocabulary	Fire, bakery, blaze, causes, diaries, monument, trading, River Thames, London Bridge, St Pauls Cathedral, Pudding Lane, fire hooks, architecture	Airplane, helicopter, motor, motorised, powered-flight, engine, thrust, drag, wings, propeller, first, pioneer, timeline, impact, American	Castle, turret, keep, ramparts, moat, portcullis, drawbridge, dungeon, bailey, barbican, tower, window, knight arrow slit, suit of armour, shield, lance, hill
Key Question/s	Why did the Great Fire of London get out of control?	How did the Wright Brother's discoveries change the way people can travel?	How were castles used in the past?





History Knowledge & Vocabulary

Key Stage 1 Cycle B			
	Alien Adventure	Let's Go Exploring	Oh I Do Like to Be Beside the Seaside
	Autumn	Spring	Summer
National Curriculum	1. The Lives of significant individuals in the past who contributed to national and international achievements.	2.	3. Changes in living memory
Historical Aims / Focus	The Moon Landings To know the events of the Apollo 11 mission to the moon.		History of the Seaside To know the way people holiday has changed over time.
Knowledge	<ul style="list-style-type: none"> ✓ Know of some key events about space exploration (<i>first man in space, first rocket launch etc</i>) ✓ Plot on a timeline by year at least 6 key events of space exploration. ✓ Know the story of the Apollo 11 mission to the moon ✓ Know the name of the astronauts who landed on the moon ✓ Find out from people who were alive in 1969 and can remember the event, what it felt like to watch it happen. 	✓	<ul style="list-style-type: none"> ✓ To know that UK seaside locations have changed over time ✓ Know that the places people have holidayed have changed over time ✓ Know that improvements in travel technology/options have enabled more people to travel abroad ✓ Compare vehicles used for travel to holidays locations from the past and now ✓ From conversations with older adult visitors, know where people holidayed in the 50s and 60s (if at all!) – compare with holidays today.
Significant people	Neil Armstrong, Buzz Aldrin, Michael Collins		Speak with local people/relatives
Vocabulary	space, moon, rocket, landing, Apollo 11, mission, NASA, United States, exploration, television, live transmission, mission control		Holiday, location, past, present, change, difference, similar, UK, England, abroad, airplane, ferry, car, train.
Key Question/s	What made the Apollo 11 mission so special?		How did people holiday/take day trips in the past?





History Knowledge & Vocabulary

Key Stage 1 Cycle C			
	Heroes	The Land Before Time	Home Sweet Home
	Autumn	Spring	Summer
National Curriculum	1. The Lives of significant individuals in the past who contributed to national and international achievements.	2. Events beyond living memory that are significant nationally or globally.	3. Changes in living memory
Historical Aims / Focus	<u>Brilliant Britons!</u> To know some key people from Britain who have made a positive contribution to history	<u>Dinosaurs</u> To know the timeline and evolution of air transport during the 20 th Century.	<u>Homes in the past and homes now</u> To know that homes of the past are different to homes of present.
Knowledge	Through Looking at Focus People: <ul style="list-style-type: none"> ✓ Know what they are famous for ✓ Know why their legacy has been important ✓ Know how they have had an influence on the Britain of today ✓ Compare two different significant people 	<ul style="list-style-type: none"> ✓ Know that dinosaurs lived a long time ago in the past and did not coexist alongside humans ✓ Know that the environment was different to when dinosaurs lived ✓ Know that palaeontologists have helped us to know more about dinosaurs ✓ Show some understanding of how fossils help us know about how dinosaurs lived. ✓ Understand why there are so many unanswered questions about dinosaurs and why we are able to know more about other points of history than this period. 	<ul style="list-style-type: none"> ✓ Look at photos of houses and homes in the past and now and compare differences ✓ Find out from older relatives of their experiences of changes in the home – especially technology ✓ From different sources (books / videos), know how fashions in the home change over time. ✓ Plot on a timeline at least 5 different time periods demonstrating different types of homes (use pictures from houses in Haslingfield/Cambridge where possible).
Significant people	William Shakespeare, The Beatles, Emmeline Pankhurst, Mary Seacole	Mary Anning	Speak with local people/relatives
Vocabulary	Britain, hero, past, significant, history, achievement, legacy, influence,	Dinosaur, Jurassic, past, reptile, scales, environment, herbivore, carnivore, fossil, palaeontologists, excavations, extinct, (+ some dinosaur classifications)	Home, house, past, present, difference, change, account, memory, interview, record, picture, video, book, evidence
Key Question/s	Why is 'this' person's achievement important?	How did the Wright Brother's discoveries change the way people can travel?	How have homes changed since your grandparents were children?





History Knowledge & Vocabulary

Key Stage 2 Cycle A			
	Is Britain Really Great?	Space Quest	Our Planet
	Autumn	Spring	Summer
National Curriculum	1. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	1. A study of a key historical world event 2. A study of significant individuals within world history	
Historical Aims / Focus	Victorians To know about how life was like for people in Victorian Britain British Empire With a critical eye, examine the impact of British colonialism of India.	The History of Space Exploration To know the journey of our understanding of Space and its exploration	
Knowledge	Victorians <ul style="list-style-type: none"> ✓ Know the period known as Victorian Britain and plot on timeline showing present day, the Victorian period, and other relevant times in history that the children have been taught. ✓ Have an understanding of what life was like for children in Victorian Britain. British Empire <ul style="list-style-type: none"> ✓ Know when the British Empire occurred. ✓ Understand how Britain benefited from the Empire during the period. ✓ Know ways in which the Empire benefited India, and ways in which it did not. ✓ Know the subsequent effect of imperial colonialism on the Britain of today. 	<ul style="list-style-type: none"> ✓ Learn of early (pre 20th century) astrologers and their early inventions for space exploration and theory ✓ Know key events of 20th and 21st Century space exploration and plot on timeline. ✓ Know some facts about the space race between Russia and the United States, and its impact on the development 	
Significant people	Queen Victoria. Charles Dickens.	Aristarchus, Galileo Galilei, Robert H. Goddard, Yuri Gagarin, Guion Bluford, Neil Armstrong, Valentina Tereshokova	
Vocabulary	Victorians: Britain, Queen Victoria, Industrial revolution, empire, invention, medicine, transport British Empire: Empire, colonialism, trade, impact, British Raj, independence, migration	Space, exploration, theory, invention, science, rocket, transmission, mission control, NASA, Cape Canaveral, Kennedy Space Centre, astronaut, gravity, universe, planet	
Key Question/s	How has British Empire of the past shaped the modern Britain of today?	How has people's understanding of space changed over time?	





History Knowledge & Vocabulary

Key Stage 2 | Cycle B

	Battle of the Empires	Globe Trotters	Survival	20 th Century Revolution
	Autumn	Spring 1	Spring 2	Summer
National Curriculum	<ol style="list-style-type: none"> 1. Ancient Greece – A study of Greek life and achievements 2. The Roman Empire and its impact on Britain 			<ol style="list-style-type: none"> 1. A significant turning point in British history. 2. Changes in an aspect of social history; leisure and entertainment in the 20th Century
Historical Aims / Focus	<p>Greek Empire: To know what life was like in Ancient Greece To understand how and why they built an Empire and its impact</p> <p>Roman Empire: To understand how and why the Roman's built an Empire. To know how and why it was successful To know the impact of the Empire in England.</p>			<p>World War II To understand the causes of WWII To understand the significant battles and their impact on the outcome of the war To understand the impact of war To understand how the war ended and why To understand the lasting impact</p> <p>Technology and Fashion To understand how and why technology develops. To understand the significant technologies and the individuals responsible for creating them. To understand the changes in fashion through time To understand what drives the changes in fashion</p>
Knowledge	<p>Greek Empire:</p> <ul style="list-style-type: none"> ✓ When the Empire existed, how it was built and why it succeeded ✓ How this Empire fits into the development of history ✓ What life was like within the Empire <p>Roman Empire:</p> <ul style="list-style-type: none"> ✓ When the Empire existed, how it was built and why it succeeded ✓ How it fits into the development of history ✓ What was life like in Roman Britain ✓ What it the lasting impact of the empire 	Geography focus	Geography focus	<p>World War II:</p> <ul style="list-style-type: none"> ✓ Why did the war begin and how long did it last ✓ What were the significant battles and individuals ✓ How did the war end and why ✓ What was its lasting impact <p>Technology and Fashion:</p> <ul style="list-style-type: none"> ✓ What are the key technological developments of the 20th and 21st centuries ✓ Who were the significant individuals involved in their developments ✓ What impact did these technologies have ✓ How has fashion changed and why
Significant people	Greece: Alexander the Great, Cleinthenes. Draco, Augustus Rome: Augustus Nerva Trajan, Hadrian Antoninus Pius and Marcus Aurelius			WWII - Churchill, Roosevelt, Chamberlain, Stalin, Hitler Tech & fashion - So many to choose from fro technology (see twinkl) as initial ideas and then choose some technologies to focus on
Vocabulary	Empire, battle, professional soldier, army, leader, legions, defeat, victory Greeks: Romans:			WWII: - ally battle, victory, defeat, peace treaty, battles, armed forces, rations, indoctrination Tech & Fashion: developments, technology, fashion, idols, changes,
Key Question/s	Why were the Greek and Roman Empires so successful? What has been their legacy?			Why was WWII so significant in world history? Why are developments in fashion and technology so significant?



History Knowledge & Vocabulary

Key Stage 2 Cycle C			
	Evolution of Britain	River Deep, Mountain High	Power to the People
	Autumn	Spring	Summer
National Curriculum	Changes in Britain from the Stone Age to the Iron Age		Changes in an aspect of social history; leisure and entertainment in the 20 th Century
Historical Aims / Focus	<p>Stone Age to Iron Age</p> <p>To understand the developments of society in Britain from the Stone Age to the Iron Age.</p> <p>To understand the significance of these developments on life</p>		<ul style="list-style-type: none"> ✓ Segregation in the US (could do Apartheid in South Africa, or Independence in India - Gandhi) ✓ To understand the importance of social movements, their impact and the significance in world history ✓ To understand the impact individuals can have ✓ Compare what life was like before and after the fight for equality ✓ Leisure and Entertainment ✓ To understand what life was like before and after these changes (invention of the radio, TV, music systems, computers, internet) ✓ To understand the impact on society of these inventions
Knowledge	<p>Stone Age</p> <ul style="list-style-type: none"> ✓ What was life like before the stone age ✓ How do we know what life was like ✓ What are the three stages of the stone age ✓ Why were these developments so significant <p>Iron Age</p> <ul style="list-style-type: none"> ✓ Why was the use of iron so significant in the development of society ✓ What lasting impact did this quick development have 	Geography focus	<ul style="list-style-type: none"> ✓ Understand why the movement occurred, ✓ Understand the impact of the movement on everyday life for people of colour and white people ✓ Explore the significance of individuals who inspired the movement and brought about lasting change ✓ Understand the impact of this movement within America and across the world ✓ Leisure and entertainment ✓ Compare life before and after inventions. ✓ Assess the impact of these inventions
Significant people	Boudicca		Philip Randolph, Martin Luther King, Rosa Parks, James Farmer, John Lewis, Alan Campbell-Swinton (TV), Marconi (radio) Babbage (computer)
Vocabulary	Stone age – paleolithic, mesolithic, Neolithic, hunter gatherers, farmers, community, tools solitary Bronze age, iron age, Celts, society, agriculture		Social change, segregation, civil rights, discrimination, equality, change, TV, radio, interventions, technology, internet, mobile phones, world wide success,
Key Question/s	Why was there such rapid change within this period? How do we, as historians, know what happened so long ago? What is lasting impact of the developments within society?		Why was the civil rights movement so significant? Who were the key individuals in bringing about change? What happened to make sure that the movement was successful? What impact do inventions have on society?



History Knowledge & Vocabulary

Key Stage 2 | Cycle D

	Power & Invasion	Haslingfield Explorers	Coastal Explorers	Ancient Times
	Autumn	Spring 1	Spring 2	Summer
National Curriculum	Britain's settlement by Anglo-Saxons The Viking and Anglo Saxon struggle for the Kingdom of England at the time of Edward the confessor.	A local history study		The Achievements of the earliest civilizations – the Shang Dynasty of Ancient China. A non European society that provides contrasts with British history – Ancient Egypt
Historical Aims / Focus	Anglo Saxons: To know what life was like in Anglo-Saxon Britain Vikings: To understand the push and pull factors that led the Vikings to invade Britain To understand how they invaded.	A study of the history of Cambridge or Cambridgeshire – there's scope here to focus on an aspect of local history that you think your class will enjoy Make sure that you focus on the skills – enquiry, using sources, asking questions etc, incorporate maps etc		Ancient Egypt To understand what life was like in Ancient Egypt To compare life in Ancient Britain and Ancient Egypt Shang Dynasty To understand what life was like in a non-European society To make comparisons between our history and theirs To understand the achievements of the Shang Dynasty
Knowledge	Anglo Saxons: ✓ What was life like in Anglo-Saxon Britain ✓ How was the country organised Vikings: ✓ Why did the Viking want to invade Britain ✓ How did they invade ✓ What was the impact of these invasions on everyday life and Anglo-Saxon Britain	Options ✓ Cambridge as a city – it's history, it's development, comparing Cambridge when it was founded to present day ✓ You could focus on one aspect of the city 0 eg the university, how it began, how it grew, why it's considered to be one of the best in the world ✓ You could focus on a village that has a significant exciting past.	Geography focus	Ancient Egypt: ✓ Understand what everyday life was like (including clothes, beliefs, food, society) ✓ Compare what life was like in Ancient Egypt and Ancient Britain Shang Dynasty: ✓ Understand what everyday life was like (including clothes, beliefs, food, society) ✓ Compare what life was like in Ancient Egypt and Ancient Britain
Significant people	Edward The Confessor, King Ethelred, Alfred the Great	Dependant on focus		Cheng Tang, King Wu Ding, Fu Han, Di Xin Khufus. Hatshepsut, Tutankhamen, Ramisis
Vocabulary	Anglo Saxons: Vikings, exile, danegeld, invade, kingdom, long ship, outlawed, pagans, pillaged, raid, wergild Scandinavia, Denmark, Sweden, Norway	Historical enquiry, compare, sources, significance,		Ancient Egypt: pharaoh, Canopic jars, pyramids, afterlife, hieroglyphics, Osiris, Isis, mummification, irrigation, Shang Dynasty: Oracle bones, jade, bronze, intact, cowrie shell
Key Question/s	What was life like in Anglo-Saxon Britain? Why did the Vikings invade? What impact did these invasions have on Britain?			What was everyday life like in these ancient civilisations? What are the key similarities and differences between their history and ours?

