



## The Batt C.E. School & St Mary's Infant School

### History Curriculum



| History Knowledge Coverage |                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                     |                                                                 |                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |
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| Year                       | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Spring                                                                                                                                                                                                                                                                              |                                                                 | Summer                                                                                                                                                                                                                                                                                                                                                                      |                                                                 |
| R                          | Throughout the year children will look back at their lives and share what they can remember about being younger and about starting school. We will invite an older member of the community to come in and share their experiences of being 4 and 5 and we will think about things that are old and new by enhancing the learning environment with different curiosities such as typewriters, cameras, records and cds and old telephones. |  |                                                                                                                                                                                                                                                                                     |                                                                 |                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |
| Key Vocabulary             | Today, yesterday, tomorrow, past, present, change, growing, old, new, before, after, parents, grandparents, same, different                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                     |                                                                 |                                                                                                                                                                                                                                                                                                                                                                             |                                                                 |
| 1                          | <b>How am I making History?</b><br>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.                                                                                                                                                                                   |  | <b>How have toys changed?</b> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future. | <u>Prior Knowledge Question</u><br><br>How am I making History? | <b>How have explorers changed the world?</b><br>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered. | <u>Prior Knowledge Question</u><br><br>How have toys changed?   |
| Key vocabulary             | Move, Celebrate, Religion, History, Objects, Map, before, after, events, parents, grandparents, same, different                                                                                                                                                                                                                                                                                                                           |  | Past, Present, Change, Timeline, Growing, Old, New, Toys, Photograph, artefacts                                                                                                                                                                                                     |                                                                 | Race, Equality, Impact, Beliefs, Dreams, Figures, Speech, Marches, Protest, Opinions                                                                                                                                                                                                                                                                                        |                                                                 |
| 2                          | <b>How was school different in the past?</b><br>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognize some continuity between their lives and the past.                                                                                                                         |  | <b>How did we learn to fly?</b><br>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history  | <u>Prior Knowledge Question</u><br><br>How have explorers       | <b>What is a Monarch?</b><br>Finding out the role of a monarch, children investigate how William the Conqueror became King and learn how he used castles to rule. They learn about different types of castles and how these evolved.                                                                                                                                        | <u>Prior Knowledge Question</u><br><br>How did we learn to fly? |

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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                              | of flight.                                                                                                                                                                                                                                                                                                                                                                                                                                                                | changed the world?                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                             |
| <b>Key vocabulary</b> | Past, present, same, different, schools, now, then, beyond living memory, evidence                                                                                                                                                                                                                                                                                                                                                                       |                                                                              | Flight, change, invented, Wright Brothers, transport, aircraft, enquiry, same, different, moon, landing, Neil Armstrong, Amelia Earhart.                                                                                                                                                                                                                                                                                                                                  |                                                                                         | Monarch, Power, War, Similar, Different, Religion, Gender, Woman, Life, Celebrate                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                             |
| <b>3</b>              | <b>British History 1: Would you prefer to live in the Stone age, Bronze age or Iron age?</b><br>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer. | <u>Prior Knowledge Question</u><br><br>How am I making History?              | <b>British History 2: Why did the Romans settle in Britain?</b><br><br>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today. |                                                                                         | <b>How different were the beliefs in Ancient Egypt?</b><br>Developing awareness of how historians learn about the past using mummies, tombs and pyramids, children learn the place of the Ancient Egyptians in time. Learning about who the Ancient Egyptians are and the importance of religion in the life of Egyptians and how this led to Pyramids, tombs and mummies. Investigating the tomb of Tutankhamun, they learn about the importance of Egyptian Pharaohs. | <u>Prior Knowledge Question</u><br><br>How was school different in the past?                |
| <b>Key vocabulary</b> | BC, AD, archaeologist, cave, spear, hide, flint, settlements, chronological, timeline, Neolithic, farming,                                                                                                                                                                                                                                                                                                                                               |                                                                              | Civilisation, Empire, Expansion, settlers, Conquer, Gladiator, Tortoise, BC/AD, Emperor, Toga, Mosaic, Villa, Invade, Revolt, Tribe, Legion, Boudicca, soldiers                                                                                                                                                                                                                                                                                                           |                                                                                         | Amulet, afterlife, hieroglyphics, mummification, papyrus, pharaoh, pyramid, ritual, sphinx, temple, tomb, Tutankhamun                                                                                                                                                                                                                                                                                                                                                   |                                                                                             |
| <b>4</b>              | <b>British History 3: How hard was it to invade and settle in Britain?</b><br>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.                                                                 | <u>Prior Knowledge Question</u><br><br>Why did the Romans settle in Britain? | <b>British History 4: Were the Vikings raiders, traders or settlers?</b><br>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources, they investigate whether the Vikings were raiders or settlers using historical enquiry techniques.                                          | <u>Prior Knowledge Question</u><br><br>How hard was it to invade and settle in Britain? | <b>How have children's lives changed?</b><br>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.                                                         | <u>Prior Knowledge Question</u><br><br>What changed between the Stone Age and the Iron Age? |
| <b>Key vocabulary</b> | Archaeologist, shires, Anglo-Saxon Kingdoms,                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              | Peasantry, parliament, exile, invade, kingdom, long ship, outlawed, pagans, pillaged, raid, wergild                                                                                                                                                                                                                                                                                                                                                                       |                                                                                         | chronological order, inference, observation, apprentice, chaffing wheat, textile mills, Primary source, secondary source, domestic servant, working conditions                                                                                                                                                                                                                                                                                                          |                                                                                             |

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| 5                     | <p><b>British History- what was it like in Tudor England?</b></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>                                                         | <p><u>Prior Knowledge Question</u></p> <p>How hard was it to invade and settle in Britain?</p> | <p><b>What did the Greeks ever do for us?</b></p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the Ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>                                                                                                                              | <p><b>Yr 6 What does the Census tell us about our local area?</b></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p> | <p><u>Prior Knowledge Question</u></p> <p>How have children's lives changed?</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Key vocabulary</b> | Heir, King, Monarch, Reign, Throne, The age of exploration, Wealth, Middle class, Poor, Wattle and daub, tyrant, propaganda, inventory                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                | Ancient, Civilisation, City states, Empire, Legacies, Democracy, Governments, Law, Ruler, Citizens, Gods and goddesses, Sacrifice, Trojan war, Olympic games , Chariot                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           | Census, head of household, governess, inference, observation, occupation, scholar, suffragette                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6                     | <p><b>Why did the Maya Civilisation decline so quickly?</b></p> <p>Extending their knowledge of civilisations, children will compare and contrast the Maya to Britons. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Learning about the achievements of the Maya, they make contrasts to the experience of the people of Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p> | <p><u>Prior Knowledge Question</u></p> <p>How hard was it to invade and settle in Britain?</p> | <p><b>Unheard histories: Who should go on the banknote?</b></p> <p>This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.</p> <p>The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.</p> | <p><u>Prior Knowledge Question</u></p> <p>How have children's lives changed?</p>                                                                                                                                                                                                                                                                                                                                                          | <p><b>What was the Impact of World War 2 on the people of Britain?</b></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II</p> |
| <b>Key vocabulary</b> | city-state, Classic period, creation story decline, deforestation, drought, hieroglyphics pyramid, rainforest, slash and burn tropical rainforest                                                                                                                                                                                                                                                                                                                                                       |                                                                                                | Alan Turing, criteria, issuing bank, historically significant, Jane Austen, Joseph William Turner Remarkable, remembered, watermark Winston Churchill                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           | Axis , Allies , Nazi ,evacuation ,evacuee ,Blitz, Holocaust ,Luftwaffe ,refugees ,Anne Frank, Winston Churchill, battlefield, siren, gas mask, air raid, Blitz, invade                                                                                                                                                                                                                                                                                                                                         |