

# BURFORD PRIMARY & NURSERY

SUBJECT: HISTORY

LEADER: JAMES KING



## INTENT

Our history curriculum aims to reflect the backgrounds of our children while broadening their horizons through a range of perspectives, by exploring the world's diverse significant people, events and civilisations. Our children will confront past conflicts to equip them better for a peaceful future in which they are active advocates for equality and justice, realising the role they can play in creating change.

By exploring local, national and global history, our children will gain a secure chronological understanding of the processes of change and cause and effect, learning that subsequent periods are affected by what has come before. Our pupils will develop a deeper understanding of world history and the history of Britain, knowing how the past has left its impact on the Britain we know today.

Immersive, real-life experiences, such as trips, will build our children's cultural capital and inspire enthusiasm for study of the past. Pupils will explore sources and understand how we can construct a clear picture of the past from artefacts which have been left behind, using these to ask perceptive questions and develop critical thinking skills in responding to historical enquiries.

## IMPLEMENTATION

We have used the National Curriculum to map out history coverage and deliver this mainly through two whole-school history blocks; the first focusing on British history whilst the second taking historical learning worldwide.

Through our curriculum, we want the children to understand how history has impacted on the world we live in and how our actions today will impact the lives of others. We are preparing children to recognise they can influence change and have their voice heard.

The key historical knowledge and skills are mapped sequentially and built upon year on year. We use retrieval practice to ensure that learning is embedded into long-term memory and secure links are made.

Where possible, we adopt a thematic approach to our learning to engage children, ensure active involvement, secure links and build knowledge. What the children learn about in their history lessons they will read about in shared reading and then write about in English.

At Burford, we are committed to teaching a diverse historical curriculum and thereby consider representation and critical examination in the topics we study and the texts we share.

# HISTORY CURRICULUM COVERAGE MAP

| Year 1                                                                                                                             | Year 2                                                                                                                                     | Year 3                                                                              | Year 4                                                                                                                                                | Year 5                                                           | Year 6                                                                                       |
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| <b>TOYS &amp; TECH</b><br><i>Changes in living memory</i>                                                                          | <b>FIRE OF LONDON</b><br><i>Significant event beyond living memory</i>                                                                     | <b>STONE AGE</b><br><i>Changes in Britain from Stone Age to Iron Age</i>            | <b>INVADERS &amp; SETTLERS</b><br><i>Anglo-Saxons and Scots settlement followed by the Viking and Anglo-Saxon struggle for the Kingdom of England</i> | <b>VICTORIANS</b><br><i>Study of a theme in British history</i>  | <b>WW2</b><br><i>Study of a theme in British history</i>                                     |
| <b>DARWIN &amp; ATTENBOROUGH</b><br><i>Significant individuals who have contributed to national and international achievements</i> | <b>ROSA PARKS &amp; THE SUFFRAGETTES</b><br><i>Significant individuals who have contributed to national and international achievements</i> | <b>INVADERS &amp; SETTLERS</b><br><i>The Roman Empire and its impact on Britain</i> | <b>ANCIENT EGYPT</b><br><i>Early civilizations achievements and in-depth study of Ancient Egypt</i>                                                   | <b>ANCIENT GREECE</b><br><i>In-depth study of Ancient Greece</i> | <b>MAYAN CIVILIZATION</b><br><i>Non-European society that contrasts with British history</i> |
| <b>CASTLES, SHERWOOD FOREST &amp; ROBIN HOOD</b><br><i>Significant events, people and places in own locality</i>                   |                                                                                                                                            |                                                                                     |                                                                                                                                                       |                                                                  | <b>EYAM</b><br><i>Local history study</i>                                                    |

## LINKS TO LEARNING IN EYFS

In the EYFS, the children are guided to make sense of their world and their community. The children begin to make sense of their own life story and their family's history. Activities and experiences will encourage discussions based around images of familiar places and situations in the past, such as schools, homes and transport, observing similarities and changes. Activities will also encourage children to begin to organise events using basic chronology, recognising that things happened before they were born. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems, will help children to begin to develop an understanding of the past and present.

# YEAR 1

## Disciplinary Skills

| Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                            | Significance<br>Cause & Effect<br>Similarities & Difference                                                                                                                                                                                                                                                                         | Historical Enquiry & Interpretation                                                                                                                                                                                                                                                                                                                                       | Communication                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present</li> <li>Use the terms past and present when telling others about an event</li> <li>Describe things that happened to themselves and other people in the past</li> <li>Order a set of events or objects based on when they happened</li> <li>Group objects based on similarities and differences of things in the past and present</li> </ul> | <ul style="list-style-type: none"> <li>Recall some facts about people/events studied</li> <li>Understand how a location has changed over time</li> <li>Describe how a significant person from the past has contributed to society</li> <li>Describe how a significant person from the present has contributed to society</li> </ul> | <ul style="list-style-type: none"> <li>Explore different ways in which the past is represented</li> <li>Explore events, look at pictures, objects and artefacts and ask questions to compare</li> <li>Look at books, videos, photographs, pictures and artefacts to build a picture about the past</li> <li>Ask and answer questions about old and new objects</li> </ul> | <ul style="list-style-type: none"> <li>Tell stories and experiences about the past</li> <li>Talk, write, draw and role play events and people from the past</li> </ul> |

## Essential Knowledge

| TOYS & TECH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DARWIN & ATTENBOROUGH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CASTLES, SHERWOOD FOREST & ROBIN HOOD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>What is living memory</b></p> <ul style="list-style-type: none"> <li>Know that living memory is history that people who are alive now can remember.</li> <li>Know that everyone has living memory.</li> </ul> <p><b>How have toys changed?</b></p> <ul style="list-style-type: none"> <li>Know that the toys their parents and grandparents played with were different to their own.</li> <li>Know how to organise a number of toys by age.</li> <li>Know that toys were made of different materials depending on what was available at the time.</li> </ul> <p><b>How has tech changed?</b></p> <ul style="list-style-type: none"> <li>Know that technology has had an impact on the development of toys.</li> <li>Know that technology has developed in living memory</li> </ul> | <p><b>Who was Charles Darwin and how did he find out about the natural world?</b></p> <ul style="list-style-type: none"> <li>Know that Charles Darwin lived a long time ago and David Attenborough is still alive.</li> <li>Know some of the key events in Charles Darwin's life that made him want to know more about animals</li> </ul> <p><b>What did Darwin discover and why was it important?</b></p> <ul style="list-style-type: none"> <li>Know that Darwin travelled to different continents by boat and used sketches, journals and kept specimens to learn about the natural world.</li> <li>Know that Darwin realised that animals have changed over time and have changed to live in different environments.</li> </ul> <p><b>Who is David Attenborough and how is he similar / different to Darwin?</b></p> <ul style="list-style-type: none"> <li>Know some of the key events in David Attenborough's life that made him want to know more about animals.</li> <li>Know that David Attenborough has travelled around the world in different ways.</li> <li>Know that David Attenborough uses film and narration to tell people about the natural world</li> <li>Know why David Attenborough wants people to look after the natural world</li> </ul> | <p><b>What were castles like and why did we have them?</b></p> <ul style="list-style-type: none"> <li>Know that castles were built in the past to protect people.</li> <li>Know some of the features of a motte and bailey castle – inside and outside.</li> <li>Know the way castles are used has changed over time.</li> </ul> <p><b>What happened to Nottingham Castle?</b></p> <ul style="list-style-type: none"> <li>Know that Nottingham has a castle and William the Conqueror built it.</li> <li>Know that there are caves under the castle and they have been used in different ways.</li> <li>Know that Nottingham Castle today as not the same as the past</li> <li>Know that Nottingham Castle was set on fire and destroyed in the past (1831)</li> <li>Know that people destroyed it as a rebellion because they were not given the right to vote</li> </ul> |

## Vocabulary

Now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, past, present, after, future, museum

## YEAR 2

### Disciplinary Skills

| Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Significance<br>Cause & Effect<br>Similarities & Difference                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Historical Enquiry &<br>Interpretation                                                                                                                                                                                                                                                                                                                    | Communication                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>Use words and phrases relating to the passing of time</li> <li>Describe things that happened to themselves and others in the past and present their findings</li> <li>Develop an understanding of the term 'chronological' when discussing timelines</li> <li>Understand how to put people, events and objects in order of when they happened, using a timeline</li> <li>Identify similarities and differences between periods</li> </ul> | <ul style="list-style-type: none"> <li>Use information given to describe events and people beyond living memory</li> <li>Compare and contrast the differences within a locality, over time</li> <li>Give reasons why a significant person in the past may have made a decision in order to bring about change</li> <li>Begin to identify similarities and differences between social classes and gender</li> <li>Give example of how their lives are different to the lives of others in the past</li> </ul> | <ul style="list-style-type: none"> <li>Recall different ways in which the past is represented</li> <li>Ask question and find out answers about the past</li> <li>Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past</li> <li>Identify the difference between primary and secondary sources</li> </ul> | <ul style="list-style-type: none"> <li>Describe objects, people or events in history, building on others' ideas and discussions</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing and using technology</li> </ul> |

### Essential Knowledge

| FIRE OF LONDON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ROSA PARKS & THE SUFFRAGETTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>What caused the Great Fire?</b></p> <ul style="list-style-type: none"> <li>Know that houses were built close together due to a rising population</li> <li>Know that houses were made from timber, covered in pitch and roofed with thatch</li> <li>Know that the fire started in a bakery at Pudding Lane (2 Sep 1666)</li> </ul> <p><b>How did the fire stop?</b></p> <ul style="list-style-type: none"> <li>Know some tools used to fight fire in 1600s e.g. fire hook, leather buckets of water from the River Thames</li> <li>Compare fire prevention in the 1600s with that of the modern-day fire service</li> <li>Know that the River Thames was an important means of escape</li> </ul> <p><b>How do we know about the Great Fire?</b></p> <ul style="list-style-type: none"> <li>Know that first-hand accounts tell us about the fire e.g. Diary of Samuel Pepys</li> <li>Know that some accounts are more reliable than others.</li> </ul> <p><b>What was the impact of the Great Fire?</b></p> <ul style="list-style-type: none"> <li>Know that houses began to be made out of brick</li> <li>Know that some streets were widened</li> <li>Know that firefighting tools changed</li> </ul> | <p><b>Who was Rosa Parks?</b></p> <ul style="list-style-type: none"> <li>Know Rosa Parks refused to give up her seat on a bus</li> <li>Know Rosa Parks changed American history forever</li> </ul> <p><b>What is democracy?</b></p> <ul style="list-style-type: none"> <li>Know that democracy means 'rule by people'</li> <li>Know that suffrage means the right to vote in political elections and this right has changed over time</li> </ul> <p><b>Have women always had the right to vote?</b></p> <ul style="list-style-type: none"> <li>Know that women have not always had the right to vote</li> <li>Know that there were different expectations between the roles of boys and girls in the early 1900s</li> </ul> <p><b>How did the Suffragette movement fight for women's rights?</b></p> <ul style="list-style-type: none"> <li>Know that the group seeking women's rights were called the Suffragettes.</li> <li>Know some of the ways supporters protested</li> <li>Know that during WWI, women were encouraged to work and did jobs that only men did before the war</li> <li>Know that in 1918, the laws changed and some women over 30 were allowed to vote.</li> <li>Know that it wasn't until 1928 that all women aged over 21 could vote.</li> </ul> |

### Vocabulary

Chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eyewitness, significant, compare, historical, ancient, modern, suffrage

## YEAR 3

### Disciplinary Skills

| Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                                                                      | Significance<br>Cause & Effect<br>Similarities & Difference                                                                                                                                                                                                                                                                                       | Historical Enquiry & Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                              | Communication                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and BCE/CE</li> <li>Describe and order significant events within the period study and compare to the present day, using dates</li> <li>Begin to use dates when describing events</li> <li>Use a timeline to place historical periods and events in chronological order and give reasons for their order</li> </ul> | <ul style="list-style-type: none"> <li>Use information given to describe key features of a time period</li> <li>Find out about everyday lives of people in the time studied</li> <li>Identify reasons for and results of people's actions in the past</li> <li>Identify similarities and differences between social classes and gender</li> </ul> | <ul style="list-style-type: none"> <li>Use primary and secondary sources as evidence about the past</li> <li>Ask questions to find answers about the past from a range of sources</li> <li>Explore the idea that there are different accounts of history and why they exist</li> <li>Suggest why certain events happened as they did in history</li> <li>Recognise the part that archaeologists have had in helping us understand more about the past</li> </ul> | <ul style="list-style-type: none"> <li>Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions</li> </ul> |

### Essential Knowledge

| STONE AGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | INVADERS & SETTLERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>What were the first people in Britain like? (30,000BC)</b></p> <ul style="list-style-type: none"> <li>Know that early Stone Age people lived in caves or very simple shelters</li> <li>Know that they made stone tools and survived by hunting and fishing</li> </ul> <p><b>What was life like in the Mesolithic Period? (8000BC to 4500BC)</b></p> <ul style="list-style-type: none"> <li>Know that Britain was linked to Europe by a strip of land called Doggerland</li> <li>Know that settlements were set up along riverbanks and the British coast</li> <li>Know that humans lived a hunter-gatherer lifestyle</li> </ul> <p><b>How did life change during the Neolithic Period? (4000BC to 2500BC)</b></p> <ul style="list-style-type: none"> <li>Know that Doggerland flooded and Britain became an Island at the start of this period</li> <li>Know that people learned to farm and settled in small communities</li> <li>Know that Skara Brae is a Neolithic settlement and know some of the key discoveries e.g. houses, people</li> </ul> | <p><b>How did the Romans conquer Britain?</b></p> <ul style="list-style-type: none"> <li>Know that an Empire is a group of countries ruled over by a person, government or country.</li> <li>Know that Julius Caesar tried to invade Britain but failed (54-55BC) and that Emperor Claudius succeeded in invading Britain (43AD)</li> <li>Know some of the key features of the roman military e.g. people (legionaries, auxiliaries), structure (legions, centuries, centurion), weapons and armour</li> </ul> <p><b>Who was Boudica?</b></p> <ul style="list-style-type: none"> <li>Know some key events and features of Boudica's life.</li> <li>Know that Boudica rebelled and the reasons for that rebellion</li> <li>Know what life was like for people living in tribes e.g. Iceni</li> </ul> <p><b>What was life like in Roman Britain?</b></p> <ul style="list-style-type: none"> <li>Know key features of a Roman villa in Britain</li> <li>Know key features of Roman culture in Roman Britain e.g. clothes, pastimes, foods etc.</li> <li>Know similarities and differences of life for Roman women in Britain and women in tribes</li> </ul> <p><b>How did Britain change during Roman Rule?</b></p> <ul style="list-style-type: none"> <li>Know that building roads were an important part of trying to conquer and control Britain</li> <li>Know that Romans built aqueducts throughout Britain</li> </ul> <p><b>Why did the Romans leave Britain?</b></p> <ul style="list-style-type: none"> <li>Know that Romans left Britain as the City Rome was under attack and the empire was falling apart. (410AD)</li> </ul> |

### Vocabulary

Pre-historic, Neolithic, archaeology, excavate, century, primary source, secondary source, first hand, second hand, decade, century, cause, consequence, nomadic, Empire, Caesar, revolt, rebel, import, trade, rebellion, Anno Domini, millennium, Before Christ

## YEAR 4

### Disciplinary Skills

| Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Significance<br>Cause & Effect<br>Similarities & Difference                                                                                                                                                                                                                                                                                    | Historical Enquiry & Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Communication                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>Understand that a timeline can be organised into BC/AD, BCE/CE and eras</li> <li>Use mathematical skills to help work out time differences between certain major events in history</li> <li>Describe and order significant events and dates on a timeline using prepositional language</li> <li>Describe significant events within a period of history and how they have evolved over time</li> <li>Begin to identify short-term impact of significant events</li> </ul> | <ul style="list-style-type: none"> <li>Research what life was like and the key features of a given time period</li> <li>Identify similarities and differences between social classes and the causes behind them</li> <li>Identify reasons for and results of people's actions in the past and explain the impact on modern day life</li> </ul> | <ul style="list-style-type: none"> <li>Analyse and evaluate primary and secondary sources to collect evidence about the past</li> <li>Ask questions and find answers about the past, from a range of sources, evaluating the reliability</li> <li>Explore different versions of the same event in history</li> <li>Give reasons why there may be different accounts of history</li> <li>Know that people in the past represent events or ideas in a way that persuades others</li> </ul> | <ul style="list-style-type: none"> <li>Present opinions that are contradictory to their own</li> <li>Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions coherently</li> </ul> |

### Essential Knowledge

| INVADERS & SETTLERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ANCIENT EGYPT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>When and why did the Anglo Saxons invade Britain?</b></p> <ul style="list-style-type: none"> <li>Know that the Anglo Saxons invaded Britain in 449AD and know they were invited to help defend the celts against the Picts and Scots then they decided to stay.</li> <li>To know that the Anglo Saxons were made of three tribes the Angles, Saxons and Jutes and they came from Denmark Holland and Germany.</li> </ul> <p><b>What was Anglo Saxon life like?</b></p> <ul style="list-style-type: none"> <li>To know what Anglo Saxons houses were like.</li> <li>Know that most Anglo Saxons were farmers but would fight at warriors for their thanes.</li> </ul> <p><b>When and why did the Vikings invade Britain?</b></p> <ul style="list-style-type: none"> <li>Know that the Vikings raided Lindisfarne in 793AD and know some of the key events</li> <li>Know that there were first-hand accounts of these raids in historical records (that may show bias)</li> </ul> <p><b>How did the Vikings invade so successfully?</b></p> <ul style="list-style-type: none"> <li>Know that Vikings engineered boats that could navigate seas and rivers and that this gave them an advantage over others</li> <li>Know that Vikings used rivers, including the river Trent, to invade and control Britain</li> <li>Know that King Alfred of Wessex made peace with the Vikings and shared the country with the vikings</li> </ul> <p><b>What was life like in Viking Britain?</b></p> <ul style="list-style-type: none"> <li>Know that Vikings lived in longhouses, with a family sharing one room</li> </ul> <p><b>Did the Vikings invade Nottingham?</b></p> <ul style="list-style-type: none"> <li>Know that Nottingham was an Anglo-Saxon settlement known as Snotta-inga-ham.</li> <li>Know that Snotta-inga-ham was captured in 867AD by Danish Vikings and turned into a fortified settlement</li> <li>Know that Nottingham became part of Danelaw in 878AD</li> </ul> | <p><b>When and where did the ancient Egyptians live?</b></p> <ul style="list-style-type: none"> <li>Know that the ancient civilisation began 5000 years ago and lasted approximately 3000 years</li> <li>Know some of the key finds that Egyptologists and archaeologists have discovered e.g. Tutankhamun's Tomb, Rosetta Stone etc.</li> </ul> <p><b>What did the ancient Egyptians believe?</b></p> <ul style="list-style-type: none"> <li>Know that the ancient Egyptians believed there were many gods and goddesses</li> <li>Know that the rulers of ancient Egypt were called Pharaohs</li> <li>That Tutankhamun was a child pharaoh who spend his reign undoing many of the laws imposed by his father Akhenaten</li> <li>Know some of the key stages and processes of mummification</li> <li>Know why the ancient Egyptians built the pyramids</li> </ul> <p><b>What was life like for the ancient Egyptians?</b></p> <ul style="list-style-type: none"> <li>Know some of the key features of life in ancient Egypt: pastimes, food, clothing, housing, jobs</li> <li>Know some of the similarities and differences between the lives of rich and poor children</li> </ul> <p><b>What happened to the ancient Egyptians?</b></p> <ul style="list-style-type: none"> <li>Know that by 1000BC, Egypt became divided by war: priests ruled in the south and pharaohs in the north</li> <li>Know that Alexander the Great and his Greek army conquered Egypt (332BC)</li> <li>Know that in 30BC, the Romans invaded Egypt and it became part of the Roman Empire</li> </ul> |

### Vocabulary

Interpretation, civilisation, gods, goddesses, conquer, conquest, legacy, invasion, resistance, democracy, continuity, reliable, unreliable, truce

## YEAR 5

### Disciplinary Skills

| Chronological Understanding                                                                                                                                                                                                                                                                                                                                                                       | Significance<br>Cause & Effect<br>Similarities & Difference                                                                                                                                                                                                                                                                                             | Historical Enquiry & Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Communication                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>Make connections between time periods within British history and the wider world, using decades and centuries to describe when they occurred</li> <li>Explain how significant events and dates have impacted on a period of time</li> <li>Research and explain the origins of a concept and its development through time e.g. industrialisation</li> </ul> | <ul style="list-style-type: none"> <li>Research and evaluate what life was like and the key features of a given time period</li> <li>Identify similarities and differences between social classes and the causes behind them, within and between time periods</li> <li>Give own reasons why changes may have occurred, backed up by evidence</li> </ul> | <ul style="list-style-type: none"> <li>Compare and contrast primary and secondary sources to collect evidence about the past</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>Investigate own lines of enquiry by posing questions and use primary and secondary sources when answering</li> <li>Know that people in the past could also have a point of view and that this can affect interpretation</li> <li>Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment</li> </ul> | <ul style="list-style-type: none"> <li>Structure a detailed argument or complex narrative on a period of time</li> <li>Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source</li> </ul> |

### Essential Knowledge

| VICTORIANS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ANCIENT GREECE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Who was Queen Victoria?</b></p> <ul style="list-style-type: none"> <li>Know some of the key events in the life of Queen Victoria (1819-1901)</li> </ul> <p><b>What was life like in Victorian Britain?</b></p> <ul style="list-style-type: none"> <li>Know how lives of rich and poor Victorians differed.</li> <li>Know about the struggles of living in a workhouse.</li> </ul> <p><b>What was the Industrial Revolution?</b></p> <ul style="list-style-type: none"> <li>Know that industrialisation changed Britain from a mainly agricultural society to larger scale manufacturing in mills and factories</li> <li>Know that railways and canals were built to move lots of good from one place to another</li> <li>Know that the Luddites were British weavers and textile workers who rebelled against industrialisation (including in Nottingham)</li> </ul> <p><b>How did society change during the Victorian era?</b></p> <ul style="list-style-type: none"> <li>Know some of the key actions key social reformers took to improve lives e.g. Dr Barnardo, Elizabeth Fry and William Booth.</li> </ul> | <p><b>What was life like in Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>Know some key features of Ancient Greek life: homes, family, pastimes, food, fashion, jobs, art</li> <li>Know that the Ancient Greek religion was polytheistic and they believed the gods/goddesses watched over them</li> </ul> <p><b>What was life like in Athens?</b></p> <ul style="list-style-type: none"> <li>Know that Athens was ruled by democracy</li> <li>Know that Athens was the richest and largest city-state in ancient Greece</li> <li>Know some of the key roles of men, women and children in Athens.</li> </ul> <p><b>What was life like in Sparta?</b></p> <ul style="list-style-type: none"> <li>Know that Sparta was ruled by an oligarchy of two Kings and a council of elders</li> <li>Know some of the key features of Sparta training for life as a soldier</li> <li>Know some of the key roles of men, women and children in Athens.</li> </ul> <p><b>What impact have the Ancient Greeks had on the modern world?</b></p> <ul style="list-style-type: none"> <li>Know that the Olympics were important to the Ancient Greeks and the legacy lives on</li> <li>Know that the Ancient Greek government and law has influenced modern day life e.g. democracy, trial by jury, lawful equality</li> </ul> |

### Vocabulary

Revolution, industrial, legislation, interpretation

## YEAR 6

### Disciplinary Skills

| Chronological Understanding                                                                                                                                                                                                                                                                                                                                                           | Significance<br>Cause & Effect<br>Similarities & Difference                                                                                                                                                                                                                                                                                                   | Historical Enquiry & Interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Communication                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>Draw parallels and conclusions between time periods within British history and the wider world</li> <li>Construct detailed timelines</li> <li>Place features of historical events and people from past societies and periods in a chronological framework</li> <li>Identify and compare changes within and across different periods</li> </ul> | <ul style="list-style-type: none"> <li>Research and formulate an opinion about what life would have been like and key features of a given time period Analyse trends between different social classes and the causes behind them, within and between time periods</li> <li>Create a structured account of a past event, from multiple perspectives</li> </ul> | <ul style="list-style-type: none"> <li>Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others</li> <li>Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory</li> <li>Create a historical account, using existing primary and secondary sources as evidence</li> <li>Understand that some events from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</li> </ul> | <ul style="list-style-type: none"> <li>Structure a talk and debate in both formal and informal ways by grouping arguments by a theme Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support</li> </ul> |

### Essential Knowledge

| WW2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | MAYAN CIVILATIZATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EYAM |
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| <p><b>Why did Britain declare war on Germany?</b></p> <ul style="list-style-type: none"> <li>Know some of key events leading up to the invasion of Poland e.g. Kristallnacht</li> <li>Know that Neville Chamberlain was the Prime minister at the time Britain declared war and was succeeded by Winston Churchill</li> </ul> <p><b>What happened during the Blitz and what was its impact?</b></p> <ul style="list-style-type: none"> <li>Know that the German warfare strategy was called blitzkrieg</li> <li>Know some of the ways the Blitz affected life in Britain</li> <li>Know some of the keyways Britain protected itself from attack e.g. air raid shelters, gasmask drills and blackout regulations</li> <li>Know that Anderson and Morrison shelters were used at home to provide protection</li> <li>Know that children were evacuated from cities</li> <li>Know that evacuated children were separated from their families to be rehoused in the country</li> </ul> <p><b>What was the impact of war on daily life?</b></p> <ul style="list-style-type: none"> <li>Know that propaganda was used to provide information about the war and to shape public view</li> <li>Know that rationing was used to preserve food supplies</li> <li>Know that conscription was used, and this impacted the workforce</li> <li>Know some of the duties women undertook in WWII e.g. mechanics, engineers, tank drivers etc.</li> </ul> | <p><b>Who were the Maya and where did they live?</b></p> <ul style="list-style-type: none"> <li>Know that the Maya were hunter-gathers who settled (2000BC)</li> <li>Know some of the key finds archaeologists have made and what they have told us about the Maya</li> <li>Know that carvings, murals and sculptures can tell us about Mayan life</li> </ul> <p><b>What was life like for the Maya?</b></p> <ul style="list-style-type: none"> <li>Know that the Maya built huge amounts of temples, palaces, causeways, schools and marketplaces</li> <li>Know that temples and palaces were built from stone and huts to live in were made from wood and thatch</li> <li>Know some of the key features of Mayan homes</li> <li>Know that clothes helped people to identify between rich and poor</li> </ul> <p><b>What did the Maya believe? (Compare with Ancient Egypt and Ancient Greece)</b></p> <ul style="list-style-type: none"> <li>Know that the Mayans belief was polytheistic (many gods)</li> <li>Know that ancestor worship was important to the Maya (similar Ancient Egypt at the time)</li> </ul> <p><b>What happened to the Maya?</b></p> <ul style="list-style-type: none"> <li>Know that the Maya were conquered and destroyed by Spanish invaders (1600AD)</li> </ul> |      |

### Vocabulary

Propaganda, bias, motive, morale, alliance, home front, subjective, objective

