History Curriculum Yr R – 6 2021-2022

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|  | Autumn | Spring | Summer |
| Wrens | Topic: Childhood through timeLinks: Materials (Science)Aims of EYFS (for Reception) (working towards) Past and Present ELGTalk about the lives of the people around them and their roles in societyKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classUnderstand the past through settings, characters and events encountered in books read in class and storytellingAims of the NC (For yr1) Events within and beyond living memoryknow and understand the history of these islands as a coherent, chronological narrativeunderstand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions | Topic: Mary Anning ( Significant individual) Links: CoastsAims of EYFS (for Reception) (working towards) Past and Present ELGTalk about the lives of the people around them and their roles in societyKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classUnderstand the past through settings, characters and events encountered in books read in class and storytellingAims of the NC (For yr1)Events within and beyond living memorySignificant individuals in the pastknow and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present dayunderstand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysesunderstand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed | Topic: Changes at the seasideLinks: Coasts, Mary AnningAims of EYFS (for Reception) Past and Present ELGTalk about the lives of the people around them and their roles in societyKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classUnderstand the past through settings, characters and events encountered in books read in class and storytellingAims of the NC (For yr1)Events within and beyond living memoryknow and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nationgain and deploy a historically grounded understanding of abstract termsunderstand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysesunderstand the methods of historical enquiry, including how evidence is used rigorously to make historical claimsgain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history |
| Key knowledgeChildhood is different now to when parents and grandparents were young.Toys have changed, as have the materials from which they were made. External and internal features have changed – Victorian homes did not have electricity.Schooling has changed over time – explore through different eras. Key vocabularysame, different, compare, change, Key historical concepts.Concept of change, chronology, evidence, sourceVisit/Trip/ WOW moment | Key knowledgeMary Anning was a palaeontologist born in 1799. She discovered many fossils including the first complete ichthyosaurus.She taught herself geology and anatomy.She was not credited with or recognised for her discoveries because she was a woman. Key vocabularyfossil palaeontologist chronology time change evidence source research historianKey historical concepts.Concept of change, chronology, evidence, source, significance, Visit/Trip/ WOW momentArchaeological dig in class | Key knowledgeKey vocabularyKey historical concepts.Visit/Trip/ WOW moment |
| Robins | Topic The Great fire of LondonLinks: Will support later Geography topic (UK). English.Aims of the NCKnow and understand the history of these islands.Know and understand significant aspects of the history of the wider world.Understand historical concepts such as continuity, change, cause, consequence, frame historically valid questions, create own accounts.Understand methods of historical enquiry. | Topic A history of nursing Florence Nightingale, Mary Seacole and Edith CavellLinks: EnglishAims of the NC Know and understand the history of these islands.Know and understand significant aspects of the history of the wider world.Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance.  | Topic Farming ( local history) Links: Art, science, English, history units in KS2Aims of the NCKnow and understand the history of these islands.Know and understand significant aspects of the history of the wider world.Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. |
|  | Key knowledgeTo know that the fire started on 2nd September 1666 and burned for 3 days. That the fire is thought to have started in Pudding Lane, London. To name other landmarks in London and be able to discuss how they were affected by, or altered, the course of the fire. To name key people alive in 1666 and what part they played in the events. To discuss how the fire could have started and what factors made it spread. To discuss the effects of the fire on the City of London and the impact it had on the people who lived and worked there. To compare and contrast London before and after the fire. To discuss the development of firefighting as a consequence of the fire.Key vocabularySignificant, continuity and change, cause and consequence, similarity and difference, Parliament, Wooden walls Wattle and daub, Thatched roofs, Open fires, Wood burning ovens, CandlesKey historical concepts.chronology, using evidence, source, change, similarity and difference, asking questions. Visit/Trip/ WOW momentMake tudor houses out of cardboard and paper and then set them alight (H&S assessment to be done to ensure safety) to help the children to understand why the fire spread so easily at this time with the construction and layout of housing in London.  | Key knowledgeRecognise how Florence Nightingale changed the face of nursing from a mostly untrained profession to a highly skilled and well-respected medical profession with very important responsibilities.Key vocabulary – nurse, Florence Nightingale, Queen Victoria, Crimean War, Scutari, The Lady with the Lamp.Key historical concepts.chronology, development, empire, evidence, invention, source Visit/Trip/ WOW moment  | Key knowledgeTo understand that farming has changed over time in the local area and beyond. How have farmers in the local area changed and adapted to the passing of time.What type of farming is carried out in this region and why (arable for example due to flat landscape).How farming was more localised, products were grown and sold and traded more locally. Where are products sold to now?Key vocabulary – Arable, livestock, continuity and change, trading, regional, market place.Key historical concepts.using evidence, source, change, similarity and difference, asking questionsVisit/Trip/ WOW momentMuseum of East Anglian Life?Tractors coming into the playground? Alison Stanley |
| Kingfishers | Topic: Stone Age- Iron AgeLinks: Aims of the NCKnow and understand the history of these islands.Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. | Topic: Framlingham Castle ( local history and Magna Carta) Links: Aims of the NCKnow and understand the history of these islands.Understand abstract terms such as ‘empire’ and ‘civilisation’Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. | Topic: What impact did the Tudors have on modern Britain?Links: Framlingham castle – Mary Tudor crowned queen.Aims of the NCKnow and understand the history of these islands.Know and understand significant aspects of the history of the wider world.Understand abstract terms such as ‘empire’ and ‘civilisation’Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. |
|  | In the early Stone Age, which we call the Paleolithic, people were hunters and they found food by roaming from place to place in different seasons.The middle Stone Age was called the Mesolithic. During the Mesolithic period, tools were developed to become smaller and finer. The invention of canoes meant that people were better able to hunt for fish as well as animals.In the late Stone Age, which is called the Neolithic, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops.When people discovered how to get metals out of rocks, a metal called bronze replaced stone as the best material for making tools. Bronze was made using a special process called ‘smelting’. People were able to build better farming equipment and they also began to make bronze weapons and jewellery.In the Iron Age, a metal called iron replaced bronze as the main material for making tools and weapons. People lived in tribesKey vocabularyChronology, archaeology, hunter-gatherers, farmers, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron AgeKey historical concepts.Chronology, development, evidence, inventionVisit/Trip/ WOW momentVisit from Stone Age Man | Key knowledgeFramlingham Castle was built in suffolk by Roger Bigod I.To name certain parts of a castle and understand their function/ purpose. E.g., crenellations, portcullis, mere, curtain wall, arrow loop etc.The castle has changed and been developed throughout time and has had different uses including a prison.The castle has changed ownership due to a range of reaosns throughout the years.Key vocabularycrenellations, portcullis, mere, curtain wall, arrow loop, coat of arms, besieged, suffolk, Bigods, King, Queen, rebelled, inherited, Key historical concepts.chronology, democracy, development, society, development, monarchy, rebellion, evidence, Visit/Trip/ WOW momentA trip to Framlingham Castle | Key knowledgeThe Battle of Bosworth was the last main battle in the ‘War of the Roses’, a civil war between the houses of Lancaster and York. The battle was won by the Lancastrians, and Henry Tudor became the first King of the Tudor period. Richard of York had been an unpopular King, so Henry took his chance to take the throne.Before 1534, England was a Catholic country. Henry VIII wanted to divorce his first wife but the Pope refused. He broke from the Catholic Church and proclaimed himself a leader of the Church of England.Mary Queen of Scots was born in 1542 and had been Queen of Scotland since she was 6 days old. She had been married to the French King until he died. She was forced to give up her throne to her son in Scotland and fled to England. As she was considered a threat to the English throne, she was imprisoned by Elizabeth for 19 years.The Spanish launched a massive fleet of 130 ships carrying 30,000 men to defeat England. The smaller English navy managed to comprehensively defeat the Armada. It was considered one of Elizabeth I’s greatest moments.Key vocabularyMonarch, heir, Church of England, reformation, Pope, divorce, execution, treason, Spanish Armada, Battle of Bosworth, religion, Key historical concepts.chronology, democracy, development, empire, evidence, invasion, monarchy, oppression, rebellion, society, source, tyranny,Visit/Trip/ WOW momentTrip to Kentwell hall |
| Barn Owls | Topic: The ‘Friendly invasion’ and the Battle of Britain. ( local history) Links: Poetry – Dreadful menace, Letters from the Lighthouse( class reader), Aims of the NCKnow and understand the history of these islands.Know and understand significant aspects of the history of the wider world.Understand abstract terms such as ‘empire’ and ‘civilisation’Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. | Topic: Ancient GreeceLinks: Ancient Civilisations overview and Ancient Egypt Yr ¾, Romans Yr 4/5 Mayan Yr 6Aims of the NCKnow and understand significant aspects of the history of the wider world.Understand abstract terms such as ‘empire’ and ‘civilisation’Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. | Topic Was the industrial revolution a golden age or a dark era?Links: Victorian schooling Yr2 Australia empire links ( Yr 2 geography)Aims of the NCKnow and understand the history of these islands.Know and understand significant aspects of the history of the wider world.Understand abstract terms such as ‘empire’ and ‘civilisation’Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. |
|  | Key knowledge\*1/9/1939 Germain invades Poland\*3/9/1939 England and France declare war on Germany. \*July 1940 The Blitz leads to increased evacuation including many children sent to East Anglia.\*Propaganda and rationing posters: Mothers: send them out of London; Dr Carrot; \*During World War II, over 100 aerodromes and airfields were built in East Anglia \*From the start of 1942, over 350,000 American Air Force personal came to East Anglia in WW11. This was part of the so called ‘Friendly Invasion.’ These changes impacted farming, food, language and relationships in the locality. \*8/5/1945 VE day\*Key figures: Neville Chamberlain, Winston Churchill, Adolf Hitler, Franklin RooseveltKey vocabularyAllies, Axis, blackout, Blitz, evacuation, rationing, Key historical concepts.Key historical concepts.chronology, community, democracy, development, evidence, invasion, oppression, source, tyrannyVisit/Trip/ WOW momentDuxford or Evacuation day on Poppy Line | Key knowledge\*Ancient Greece civilisation 1600BC to 30AD. \*Ancient Greece was not one nation a culture consisting of many city- states, including Athens, Sparta and Ephesus.\*Each city-state ruled itself and were very different to each other. \*Compare women’s rights between Athens and Sparta.\*Democracy formed in Athens about 2500 years ago. \*The Greeks were sailors, farmers, soldiers, artists, scholars and traders.\*Alexander the Great developed and ruled the world’s largest empire.\*The Greeks were the first Europeans to write with an alphabet.\*We know so much about them as lots of evidence has been recovered plus their style was copied by the Romans and spread across Europe including to England. Legacy\* The importance of religion, customs and culture.Key vocabularyAltar, amphitheatre, architecture, archaeologist, chronology, citizen, city-states, civilisation, culture, customs, coast, commodities, conquer, democracy, empire, exported, fertile, free men, imported, myth, oligarchy, philosophy, ritual, sacrifice, scholar, temples, territory, underworld, Key historical concepts.chronology, civilization, community, culture, democracy, development, empire, evidence, invasion, invention, society, sourceVisit/Trip/ WOW momentAncient Greek day. | Key knowledgeVictoria was viewed more favourably that previous monarchsEmpireBritain’s landscape and occupations changed dramatically due to Industrial RevolutionConditions in workhouses, textile mills and minesLots of inventions which still impact us todayFamily life very important Reformers changed the way the poor were viewedKey vocabularyBritish Empire, census, Cholera, coronation, domestic service, Industrial Revolution, mechanisation, monarch, paupers, reign, reformer, rural, slums, tuberculosis, urban, workhouseKey historical concepts.Chronology, development, empire, evidence, invention, monarchy, society, sourceVisit/Trip/ WOW moment |
| Eagles | Topic: Crime and punishmentLinks: Anglo-Saxons, Vikings, Victorians and Tudors history units in years 3-5 Aims of the NCKnow and understand the history of these islands.Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. | Topic Dancing through the agesLinks: Aims of the NCKnow and understand the history of these islands.Know and understand significant aspects of the history of the wider world.Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts.  | Topic Mayan civilisationLinks: Ancient civilisations over view yr 3/4, Ancient Egyptians yr 3/4 Romans yr 4/5, Ancient Greece yr 4/5 Aims of the NCKnow and understand significant aspects of the history of the wider world.Understand abstract terms such as ‘empire’ and ‘civilisation’Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts. Understand methods of historical enquiry. |
|  | Key knowledgeRoman: society was made up of very poor and wealthy. Twelve tables outlined their laws. Poor would be harshly punished: rich could get away with more. Woman had little to no rights yet. The court system is similar to today. Saxon and middle ages: Hue and Cry. No court systems. Tithing of ten men would make you accountable. Trial by ordeal normal led to death. Punishments were harsh to deter people from committing them.Tudor: significance of Tower of London in the role of crime and punishment. Tudors were harsh. Reformation. Tudors were known for their tortore techniques. Stuart and Georgian: Guy Fawkes and how is legacy lives on today. Relevance of Tower of London and how his crime was punished.Victorian: Police are now in society. Jails were built but were not pleasant places. People were extremely poor. In jails they were forced to work, many died. End of public executions. Many people sent abroad to work as punishment. Large empire but many went to Australia.Modern punishments: wealthier than in previous eras. Now have digital crime as well as physical crime. Death penalty no longer exists. Prisons now rehabilitate people. Court system. DNA profiling and the influence of technology in capturing people.Key vocabularyDeterrence, DNA profiling, gallows, highwayman, justice, prevention, retribution, sin, stocks, witch trials, exile, pillory, judge, victim, trial by ordeal and witnessKey historical concepts.culture, tyranny, rebellion, oppression, democracy, society, community, source, evidence, chronology, Visit/Trip/ WOW momentTower of London  | Key knowledge1920/30 Charleston1940 Jive1950 Rock ‘n’ Roll1990 Vogue1990 Hip Hop2000 Street/ contemporaryUnderstand how popular culture has changed and why this has happened.To look at the slave trade and how this influenced life (in America) in the 1900s.How discrimination and segregation influenced popular culture in the 1900s.Key vocabularymotif, canon, unison, isolation, trigger, levels, segregation, lynching, discrimination, integration.Key historical concepts.chronology, community, culture, democracy, development, diversity, evidence, society, source, Visit/Trip/ WOW momentPerformance of dances to school/ parents | Key knowledgeChronological understanding of the Ancient Maya in relationship to Britain.Know where the ancient Maya lived and explore Mesoamerica’s human and physical geographyDiscuss and explore different sources of evidence about the MayaUnderstand the structure of society in the Mayan period and the importance of farmingUnderstand the Maya writing system and how it was used and to look at syllable glyphs of the Maya people and write/draw words using glyphsUnderstand the importance of the Maya numerals and become familiar with the Maya maths systemUnderstand the Maya religion and why their Gods are important to themKnow about the organisation of Maya architecture and citiesUnderstand how the Maya civillicsation came to an end and why there is much debate in this.Key vocabularyMaya, Artefact. Polities Chichen Itza ,Mayans Ruins, Empire , Astronomy ,Civilisation Underworld, SacrificeMesoamerica Key historical concepts.chronology, civilization, community, culture, democracy, development, diversity, empire, evidence, invasion, invention, monarchy, oppression, rebellion, society, source, tyranny, Visit/Trip/ WOW moment |

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Understand historical concepts such as continuity, change, cause, consequence, similarity, difference and significance. Make connections, draw contrasts, analyse trends, frame historically valid questions, create own accounts.

Understand methods of historical enquiry.