

# History Curriculum



**Happy Hearts, Open Minds, Bright Futures**  
Jesus promised: "I came that you may have life and have it to the full."  
- John 10:10




## Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

## Our History Aims

At Fladbury, our history curriculum inspires our children to be curious to know more about the past and wider world. Children's' curiosity is sparked through engaging them in workshops, through drama, by taking trips and through interacting with significant people within their locality. Children at Fladbury will develop the skills required to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. These enquiry skills will help our children understand the complexity of people's lives in the past and how these have influenced our lives today. Pupils will also develop their understanding of the History of the wider world and how different civilisations and cultures have impacted each other over time. Through understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and challenges of their time. Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our History teaching and learning will pull on prior learning to draw similarities and differences between societies, leaders and time periods.



| Happy Hearts  | Open Minds  | Bright Futures   |
|---|---|--|
|    |    |   |
| <p>Through our History Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy heart', we will learn how to make a better future for ourselves and others by learning from the mistakes and successes of the past.</p> <p>We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.</p> <p>Our children will nurture an enjoyment of History through carefully planned and enthusiastically delivered learning opportunities. For example, through workshops, by meeting visitors and by going on trips. Thus, creating an intrinsic passion for history.</p> | <p>The history curriculum at Fladbury endeavours to expose our children to different historical cultures and open their minds to different ways of living. Children will begin to understand the historical concepts of continuity and chance, cause and consequence as well as similarities and differences. This will equip the children with wisdom to use what they know to influence their decisions moving forwards.</p> <p>Children are encouraged to use their voices and have an opinion on historical events that influence them and their world today. Through investigating, fact-finding, research and myth-busting children develop the wisdom to think critically and seek the truth.</p> <p>Children are encouraged to persevere and never give up by learning about the lives of people who did just that and the impact that they have had on their lives today.</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own discoveries.</p> | <p>Through learning about history, historical events and changes over time, children are given a sense of hope for their bright future and the impact that they could have upon it within their lifetimes.</p> <p>Children develop a historical perspective by placing their growing knowledge into different contexts and therefore being able to apply their knowledge moving forwards.</p> <p>Through learning about the events of the past, children begin to make connections between; cultural, economic, political, religious and social history. They create their own bright futures by developing a strong moral compass and carry this throughout their lives.</p> <p>Children will be given the opportunity to widen their horizons by having an in depth knowledge of the wider world as well as how historical teachings can apply to their daily lives and futures. Children will learn to be proud of their heritage and culture whilst respecting how historical events impact the culture and society of different countries across the world.</p> |

## Spirituality in History

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

In History we encourage pupils to relate their learning to a wider frame of reference by persistently asking 'how?' and 'why?' A sense of curiosity is central to the study of History and is strongly encouraged. Spiritual development is encouraged by providing pupils opportunities to appreciate intangible concepts. The idea of truth is central to all History lessons that use sources. A sense of empathy is consistently extended in lessons. History demands an understanding of others and other contexts. Lessons often include a task that asks students 'How would you feel?', 'What would you do?' and 'How would you react?' This is particularly vital when studying topics that have a big human impact. This use of empathy allows pupils to more easily engage with the topics taught.

| Intent   | Implementation   | Impact  |
|--|--|---|
| <p>At Fladbury we deliver a coherently planned sequence of lessons which ensure the children have progressively covered the skills and concepts required in the National Curriculum. We aim to develop our children's understanding of substantive concepts which are revisited throughout different units. Historical enquiry skills, Substantive concepts and Historical vocabulary are built upon progressively throughout the units. Additionally progression of Disciplinary concepts are woven into the units as well.</p> <p>The coverage of some history in KS1 such as travel and transport and significant explorers enables our children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories. For KS1 our curriculum is covered chronologically in each year group to allow a full opportunity for our children to really grasp the difficult concepts of the passing of time.</p> <p>The intent in KS2 is that our children work chronological from Year 3 to Year 4 on the core British history units taken from the National Curriculum. The aim is for children to truly develop and embed a sense of time, understand how civilisations were interconnected and to be exposed to a diverse range of history topics. Our children start to understand how some historical events occurred concurrently in different locations.</p> | <p>In order for our children to know more and remember more in each area of history studied, our lessons are sequenced so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons. Our remember it sections at the start of lessons often revisit key substantive knowledge. Retrieval quizzes also provide great opportunities to help make the key knowledge stick.</p> <p>Through revisiting and consolidating skills, our lessons and resources help our children build on prior knowledge alongside introducing new skills and challenge.</p> <p>Through our lessons we intend to inspire our children to develop a love of history and see how it has shaped the world we live in. It is important for our children to understand that the past influences the present and the future. We want to encourage our children to learn that they can't change history but what they can do is learn about it and learn from it then use this information to help shape a better future.</p> | <p>The impact will be seen across the school with an increase in the profile of history and the visibility of progression in the history curriculum. The learning environment with historical technical vocabulary displayed will ensure history is loved by children across the school.</p> <p>The children will have a developed understanding of the historic facts at an age appropriate level. They will be confident in discussing history, enjoying lessons and looking forward to finding out more.</p> |

# National Curriculum

## Early Years

At Fladbury we deliver a coherently planned sequence of lessons which ensure the children have progressively covered the skills and concepts required in the National Curriculum. We aim to broaden and deepen our children's understanding of the different areas of History. They will begin to make sense of their own life-story and their family's history, comment on images of familiar situations in the past, and compare and contrast characters from stories, including figures from the past.

We intend to develop our children's curiosity and a fascination with people and events from the past that will remain with them as they grow and develop as historians. They will enjoy a range of opportunities for interacting with historical artefacts, stories, and key events, and develop their historical vocabulary. We will provide opportunities for consolidation, challenge and variety to ensure interest and progress.

## Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## Lower Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

# Our Cycles of Learning

| Cycle A                         | Autumn   | Spring                                   | Summer   |
|---------------------------------|--|--|--|
| Maple<br>Preschool<br>Reception | Throughout the year, children in Maple Class will be developing their historical skills and knowledge through the ' <b>Understanding the World</b> ' area of learning. Children will have opportunities for learning through both adult led activities and child led learning based around their interests and own lines of enquiries.<br><b>Children in Maple Class will:</b> <ul style="list-style-type: none"> <li>- Talk about what they see, using a wide vocabulary</li> <li>- Begin to make sense of their own life-story and family's history</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past</li> </ul> |  |  |
| Elm<br>Year 1/2                 | Autumn 2<br><b>The Gunpowder Plot</b>  | Spring 2<br><b>Nurturing Nurses</b>      | Summer 2<br><b>Travel and Transport</b>            |
| Oak<br>Year 3/4                 | Autumn 1<br><b>Stone Age to Iron Age</b>   | Spring 1<br><b>The Ancient Egyptians</b> | Summer 1<br><b>Local Study (Battle of Evesham)</b> |

| Cycle B                         | Autumn   | Spring                                   | Summer                                   |
|---------------------------------|--|--|--|
| Maple<br>Preschool<br>Reception | Throughout the year, children in Maple Class will be developing their historical skills and knowledge through the ' <b>Understanding the World</b> ' area of learning. Children will have opportunities for learning through both adult led activities and child led learning based around their interests and own lines of enquiries.<br><b>Children in Maple Class will:</b> <ul style="list-style-type: none"> <li>- Talk about what they see, using a wide vocabulary</li> <li>- Begin to make sense of their own life-story and family's history</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past</li> </ul> |  |  |
| Elm<br>Year 1/2                 | Autumn 2<br><b>The Great Fire of London</b>  | Spring 2<br><b>War and Remembrance</b>   | Summer 2<br><b>Significant Explorers</b> |
| Oak<br>Year 3/4                 | Autumn 1<br><b>Maya Civilisation</b>   | Spring 1<br><b>Anglo-Saxons to Scots</b> | Summer 1<br><b>The Romans</b>            |



# Glossary

| <b>Substantive Knowledge</b>   | <b>Substantive Concepts</b>   | <b>Disciplinary Knowledge</b>   |
|--|---|---|
| <p>This refers to the residual knowledge that children take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts.</p> | <p>These are concepts that our children will come across repeatedly throughout their education in history. As our children learn a little more about the concept each time they come across it, they are slowly building a coherent understanding of the concept throughout history.</p> <p>Our substantive concepts are taught within historical contexts which provide our children with a stronger base for understanding.</p> | <p>This includes all the skills that our children need to develop over their time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgement about the past. In planning disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</p> |

| <b>Disciplinary Concepts</b>   | <b>Historical Enquiry</b>  |
|--|--|
| <p>These form the basis of many questions our children as historians will ask about the past and include continuity and change, cause and consequence, similarity and difference and historical significance. These concepts enable our children to ask historically valid questions, create connections, identify contrasts, examine trends and construct analyses.</p> | <p>This refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through Historical Enquiry our children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.</p> |

# Year 1/2

|  | The Gun Powder Plot  | Nurturing Nurses  | Travel and Transport  |
|--|--|---|---|
| <b>Historical Enquiry and Key Concepts</b> | <p><b>Why do we celebrate bonfire night?</b></p> <p><b>Historical Significance</b><br/>                     City<br/>                     The Church<br/>                     Commemoration<br/>                     Government (Parliament)<br/>                     Religion<br/>                     Ruler (king)</p>   | <p><b>How do nurses look after people?</b></p> <p><b>Similarities and Difference</b><br/>                     Commemoration<br/>                     Discrimination (including racism and sexism)<br/>                     Travel<br/>                     War</p>  | <p><b>How do we travel?</b></p> <p><b>Continuity and Change</b><br/>                     Exploration<br/>                     Technology<br/>                     Trade<br/>                     Transport<br/>                     Travel</p>  |
| <b>Substantive Knowledge</b>               | <ul style="list-style-type: none"> <li>The plot happened in 1605</li> <li>The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant</li> <li>King James 1 was the King of England</li> <li>The Gunpowder Plot was a plot to kill King James 1 and his government by blowing up the House of Parliament on 5<sup>th</sup> November 1605</li> <li>The plot failed</li> <li>On the 5<sup>th</sup> November each year, people burn bonfires and light fireworks to commemorate the failure of the plot</li> </ul> | <ul style="list-style-type: none"> <li>Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856)</li> <li>The Nightingale Training School for Nurses was opened in 1860</li> <li>Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War</li> <li>Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army.</li> </ul> | <ul style="list-style-type: none"> <li>The Vikings travelled in longships. They travelled to explore and trade.</li> <li>The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories.</li> <li>The first trains were steam engines</li> <li>The first passenger train journey was in 1830</li> <li>The Wright Brothers created the first aeroplane, which flew in 1903</li> </ul>                             |
| <b>Key Vocabulary</b>                      | City<br>The Church<br>Commemoration<br>Government (Parliament)<br>Religion<br>Ruler (king)   | Commemoration<br>Discrimination (including racism and sexism)<br>Travel<br>War  | Exploration<br>Technology<br>Trade<br>Transport<br>Travel   |
| <b>End Points</b>                          | <p>Assessment Task: Create a booklet to sequence the events of the Gunpowder Plot</p> <p>Children will demonstrate that they can:</p> <ul style="list-style-type: none"> <li>Talk about some of the key events and people involved in the Gunpowder Plot.</li> <li>Explain why the Gunpowder Plot happened.</li> <li>Sequence the main events of the Gunpowder Plot.</li> </ul>  | <p>Assessment Task: Create a comparison table for Florence Nightingale, Mary Seacole, and Edith Cavell</p> <p>Children will demonstrate that they can:</p> <ul style="list-style-type: none"> <li>Provide some criteria about what makes a person significant in history.</li> <li>Talk about what they know about Florence Nightingale, Mary Seacole and Edith Cavell.</li> <li>Know how Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today.</li> </ul>  | <p>Assessment Task: Create a fact file for different forms of transport</p> <p>Children will demonstrate that they can:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the ways in which travel and transport has changed throughout history.</li> <li>Talk about what they know about the inventions of cars, trains and aeroplanes.</li> <li>Know some of the significant people involved in the development of different types of transport</li> </ul> |



# Year 1/2

|  | The Great Fire of London  | War and Remembrance   | Significant Explorers   |
|--|---|---|---|
| <b>Historical Enquiry and Key Concepts</b> | <p><b>What caused the Great fire of London?</b></p> <p><b>Historical Significance</b><br/>           Building<br/>           City,<br/>           Commemoration<br/>           Ruler (King)<br/>           Technology</p>   | <p><b>Why do people wear poppies?</b></p> <p><b>Cause and Consequence</b><br/>           Army<br/>           Commemoration<br/>           Nation/country<br/>           Peace<br/>           Society<br/>           War (battle, conflict)</p>  | <p><b>How has the world been explored?</b></p> <p><b>Historical Significance</b><br/>           Commemoration,<br/>           Discrimination (including racism and sexism)<br/>           Exploration,<br/>           Technology<br/>           Travel</p>  |
| <b>Substantive Knowledge</b>               | <ul style="list-style-type: none"> <li>The Great Fire of London happened in 1666</li> <li>The fire started in a bakery on Pudding Lane</li> <li>Buildings were close together and often made of wood, meaning that the fire spread quickly</li> <li>For many years after the fire, buildings were rebuilt further apart and made with stone</li> <li>Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt</li> </ul> | <ul style="list-style-type: none"> <li>The First World War took place between 1914 and 1918</li> <li>People who fought in the wars, like Walter Tull, are remembered for their bravery</li> <li>People are remembered in different ways, such as on monuments or plaques and by symbols such as poppies</li> <li>Soldiers in the First World War often fought in trenches</li> <li>Many women took on men's jobs during the First World War</li> <li>Remembrance Day on 11<sup>th</sup> November each year, is a time when people remember those who fought in wars.</li> </ul> | <ul style="list-style-type: none"> <li>Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years</li> <li>Matthew Henson was one of the first explorers to reach the North Pole</li> <li>Felicity Aston is the first woman to ski across Antarctica on her own</li> <li>In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon</li> <li>Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.</li> </ul>   |
| <b>Key Vocabulary</b>                      | Bakery<br>Diary<br>Fire engine<br>Firefighter<br>Rebuilt<br>River Thames<br>St Paul's cathedral<br>17 <sup>th</sup> century   | Army<br>Courage<br>Front line<br>Home front<br>Poppy<br>Remembrance<br>Trenches   | Achievement<br>Astronaut<br>Equipment<br>Expedition<br>Explorer<br>Polar<br>Significant   |
| <b>End Points</b>                          | <p><b>Assessment Task: Write a diary entry as Samuel Pepys</b></p> <ul style="list-style-type: none"> <li>Explain some ways that London was different in the 17<sup>th</sup> century.</li> <li>Discuss and order some of the key events of the Great Fire of London.</li> <li>Explain how the fire spread and finally stopped.</li> <li>Explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary.</li> </ul>  | <p><b>Assessment Task: Hot seating as a man, woman, or animal involved in the First World War</b></p> <ul style="list-style-type: none"> <li>Talk about some of the key events and countries involved in the First World War.</li> <li>Recall key facts about the life of Walter Tull and why he is significant in history.</li> <li>Describe some experiences of men, women and animals involved in the First World War.</li> <li>Explain what happens on Remembrance Day and why it is marked.</li> </ul>   | <p><b>Assessment Task: Create a poster or leaflet about the discovery of a new land</b></p> <ul style="list-style-type: none"> <li>Select reasons why people are considered to be significant;</li> <li>Know some of the ways that we can find about the recent past and also about explorers from long ago;</li> <li>Say what the explorers studied are known for; with prompts, make some simple comparisons between explorations in the recent and more distant past;</li> <li>Talk about some of the ways that we remember significant explorers;</li> <li>Explain why at least one of the explorers studied is significant.</li> </ul> |

# Year 3/4

|  | Stone Age to Iron Age   | The Romans   | Own Local Study  |
|--|---|--|--|
| <b>Historical Enquiry and Key Concepts</b> | <p><b>What was Prehistoric life like?</b></p> <p><b>Continuity and Change</b><br/>                     Building<br/>                     economy (money)<br/>                     Farming<br/>                     Migration<br/>                     Settlement<br/>                     Technology<br/>                     Tribe</p>   | <p><b>What was life like in Roman times?</b></p> <p><b>Cause and Consequence</b><br/>                     Civilisation<br/>                     Conquest<br/>                     Empire<br/>                     Power<br/>                     Ruler (Emperor)<br/>                     Religion<br/>                     Occupation (of territory)</p>  | <p><b>Who was Simon De Montfort?</b></p> <p><b>Historical Significance</b><br/>                     Parliament<br/>                     Medieval history<br/>                     Monarchy<br/>                     Magna Carta<br/>                     Significant person – Simon de Montfort<br/>                     Battle of Evesham</p>   |
| <b>Substantive Knowledge</b>               | <ul style="list-style-type: none"> <li>In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age</li> <li>The major change that happened later in the Stone Age was that people started to settle in communities and farm the land</li> <li>People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them</li> <li>In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</li> <li>Stonehenge is a historic site that developed throughout this period. Lots of people added to it over the years</li> <li>During the Iron Age, people began to make tools and weapons from iron</li> <li>Hillforts developed during the Iron Age. Communities lived on hills for protection.</li> </ul> | <ul style="list-style-type: none"> <li>The city of Rome was founded in 753BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55BC</li> <li>They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</li> <li>In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</li> <li>The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61</li> <li>In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall</li> <li>The Romans' legacy can be seen in many places around Britain today</li> </ul> | <ul style="list-style-type: none"> <li>Simon de Montfort was born 1208 - 1265</li> <li>He died in Evesham</li> <li>He was Earl of Leicester</li> <li>He married the King Henry III sister and was a favourite of the King's men</li> <li>His legacy is that he summoned Parliament which we still use today to lead our country and make decisions.</li> <li>He died at the Battle of Evesham in 1265</li> <li>The Battle of Evesham was a war between the Royalists and the rebels.</li> <li>Britain at the time was ruled by the Monarchy, Parliament was set up to reduce the King's power.</li> <li>The Magna Carta was issue on 1215 to do this.</li> </ul> |
| <b>Key Vocabulary</b>                      | Agriculture<br>Archaeologist<br>Hunter-gatherer<br>Migration<br>Monument<br>Prehistoric<br>Settlement<br>Technology<br>Tribe  | Citizen<br>Celts<br>Conquest<br>Emperor<br>Empire<br>Legion<br>Rebellion<br>Roman empire<br>Tribe  | Knight<br>Crest<br>Monarchy<br>Royalists<br>Rebels<br>Parliament<br>Simon de Montfort<br>Magna Carta<br>Earl<br>Nobles<br>King Henry III<br>Battle of Evesham  |

## End Points

### Assessment Task: Comparison table of the three Ages

#### Children will demonstrate that they can:

- Identify some key features of Stone Age life and know what people needed to survive as hunter-gatherers.
- Note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture.
- Understand some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae.
- Research aspects of life in the Bronze Age, making simple comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age.
- Address questions relating to the building of Stonehenge and give simple explanations that show their reasoning.
- Evaluate the impact on daily life of changes in metalworking skills in the Iron Age.
- Recognise the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.
- Recognise the chronology of Prehistoric Britain from the Stone Age to the Iron Age.

### Assessment Task: Diary entry as a Roman in Britain

#### Children will demonstrate that they can:

- Order a number of significant events from the Romano-British era on a timeline.
- Identify why roads and towns were so important to the Romans.
- Recognise the different viewpoints relating to Boudicca's Rebellion.
- Ask questions about historical artefacts and answer some simple questions by finding evidence from primary sources.
- Make some simple deductions about the lives of people in the past.
- Find out about an aspect of Roman daily life and record key facts.
- Use primary and secondary sources to gain a better understanding of the Romano-British era.
- Evaluate the impact and legacy of the Romans on Britain.

### Assessment Task: Quiz about the life of Simon De Montfort and the Battle of Evesham

#### Children will demonstrate that they can:

- Order a number of significant events from the British Medieval period on a timeline.
- Identify who Simon De Montfort was
- Ask questions about historical artefacts and answer some simple questions by finding evidence from primary sources.
- Make some simple deductions about the lives of people in the past.
- Find out about an aspect of Medieval daily life and record key facts.
- Use primary and secondary sources to gain a better understanding of the Battle of Evesham.
- Evaluate the impact and legacy of the Simon de Montfort.

the impact and legacy of Simon de Montfort on Britain.

# Year 3/4

|  | Ancient Egypt  | Anglo-Saxons and Scots   | Maya Civilization   |
|--|--|--|---|
| <b>Historical Enquiry and Key concepts</b> | <p><b>What was life like in ancient Egypt?</b></p> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Civilisation</li> <li>Culture</li> <li>Economy (barter)</li> <li>Empire</li> <li>Farming</li> <li>Ruler (Pharaoh)</li> <li>Religion</li> </ul>  | <p><b>How did the Anglo-Saxons change life in Britain?</b></p> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Conquest</li> <li>Enslavement</li> <li>Farming</li> <li>Kingdom</li> <li>Migration</li> <li>Tribe</li> <li>War (invasion, conflict)</li> </ul>   | <p><b>Who were the Ancient Mayans?</b></p> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Empire</li> <li>Nation</li> <li>Power</li> <li>Trade</li> </ul>   |
| <b>Substantive Knowledge</b>               | <ul style="list-style-type: none"> <li>• Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms</li> <li>• Life revolved around the Nile, which supported farming, craft and was used for trade</li> <li>• The ancient Egyptians built the pyramids</li> <li>• When pharaohs dies, priest would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</li> <li>• The ancient Egyptians wrote in hieroglyphics on papyrus</li> <li>• The ancient Egyptians worshipped gods who were responsible for different aspects of life</li> </ul> | <ul style="list-style-type: none"> <li>• The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms</li> <li>• Anglo-Saxon influence can be seen in place names in Britain today</li> <li>• Anglo-Saxons preferred to live in small villages rather than towns like the Romans did</li> <li>• The religion of the early Anglo-Saxons was Paganism. They worshipped many gods</li> <li>• At the end of this period, Christianity became the main religion in Britain</li> <li>• Many place of worship were built, including Canterbury Cathedral.</li> </ul> | <ul style="list-style-type: none"> <li>• The Maya people were a Mesoamerican civilisation who lived in modern day Guatamala.</li> <li>• The Maya developed an advanced number system for their time. They were one of only two cultures in the world to develop the concept of zero as a placeholder</li> <li>• The Maya writing system was used to write several different Maya languages. It was made up of many symbols called glyphs. Logograms are glyphs representing whole words. Syllabograms are glyphs representing units of sound (syllables).</li> <li>• The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. The Maya people would dance, sing and make offerings to the gods/goddesses.</li> <li>• The Maya called Earth the 'Middleworld'. They also believed that there was an Upperworld and an Underworld.</li> </ul> |
| <b>Key Vocabulary</b>                      | <ul style="list-style-type: none"> <li>Ancient</li> <li>Civilisation</li> <li>Egypt</li> <li>Hieroglyphics</li> <li>Irrigation</li> <li>The Nile</li> <li>Pharaoh</li> <li>Tomb</li> <li>Tutankhamun</li> </ul>  | <ul style="list-style-type: none"> <li>Angles</li> <li>Christianity</li> <li>Invaders</li> <li>Kingdom</li> <li>Pagan</li> <li>Picts</li> <li>Saxons</li> <li>Scots</li> </ul>   | <ul style="list-style-type: none"> <li>Artefact</li> <li>Calendar</li> <li>Sacrifice</li> <li>Alphabet</li> <li>Hieroglyphs</li> <li>Chichen Itza</li> <li>Pok-a-Tok</li> <li>Civilisation</li> </ul>   |

# End Points

## Assessment Task: Quiz about life in Ancient Egypt

### Children will demonstrate that they can:

- Understand what was important to people during ancient Egyptian times.
- Compare the powers of different Egyptian gods.
- Find Egypt on a map.
- Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.

## Assessment Task: Annotate a picture of an Anglo-Saxon artefact

### Children will demonstrate that they can:

- Say who the Anglo-Saxons and scots were and when and why they invaded Britain.
- Be able to explain some key features of life in Anglo-Saxon Britain.
- Describe some artefacts that have been discovered.

## Assessment Task: Create a poster about life in Mayan times

### Children will demonstrate that they can:

- Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail.
- Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.
- Research and provide some of their own ideas about the significance of corn and chocolate.
- Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.