

# Curriculum Skills and Progression History: 2021 to 2022



Nebula  
where stars are born



## The History Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E VA Primary School, we ensure that the teaching of our history curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Courage, Compassion and Responsibility. Through learning about key historical events, children gain an understanding of what has preceded the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs, and religions. Through learning about historical events that have not only shaped British culture but also global cultures, children can hope that we learn from what history has taught us, to live in a more harmonious world. Our history curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Good Samaritan. The Good Samaritan was a man of compassion, courage, and responsibility, who saw it upon himself to always do the right thing by others. Even in times of austerity, when it felt scary to do so, he was courageous in the choices he made. He helped more than just his friends, because he believed it was important to value everybody, whoever they were. In the moment, he took responsibility when another was in need, because it was just the right thing to do. He made a difference, not just to one person, but to scores of communities who heard of the humility he showed. Inspired by this story, it is our vision that Horsford Church of England Primary School will foster the values of **compassion, courage, and responsibility**.

**'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'**



History - Age Related Statutory Coverage		
EYFS	Key Stage One Learning	Key Stage Two
<p><b>Children in reception will learn to:</b>  <b><u>Understanding the World</u></b>  <b>EYFS Statutory Educational Programme:</b>                      Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p><b>Past and present ELG</b>                      - Talk about the lives of the people around them and their roles in society;                      - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;                      - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>• Changes within living memory – family and local life, changes nationally</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Compare some aspects of life in different periods- e.g. explorers, kings and queens</li> <li>• Significant historical events, people and places in their own locality.</li> <li>• Simple introduction to some Key Stage Two features</li> </ul> <p>(See Appendix 1 for LTP for Cycle 1 &amp; 2).</p>	<ul style="list-style-type: none"> <li>• Combine overview and in-depth studies:</li> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared.</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• A non-European society that provides contrasts with British history</li> </ul> <p>(See Appendix 1 for LTP for Cycle 1 &amp; 2).</p>

History - Skills Map	
Early Years children can ...	Year 1 & Year 2 children can...
<p><b>Reception statements:</b></p> <ul style="list-style-type: none"> <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> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Listen to stories from the past</li> <li>• Talk about events in their past</li> </ul> <p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Understand that people use story to remember what has happened in the past.</li> <li>• Talk about historical characters in books.</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>• Can they use simple words to describe the past?</li> </ul>	<p><b>HISTORICAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Put at least 3 pictures/artefacts or events in chronological order</li> <li>• Use words and phrases such as old, new, a long time ago, before and after with accuracy</li> <li>• Recognise that story may have happened a long time ago</li> <li>• Know that some objects belong to the past</li> <li>• Retell a familiar story set in the past in chronological order</li> <li>• Identify some ways that people have impacted upon our lives</li> <li>• Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li> <li>• Recognise why significant individuals did things, why events happened and what happened as a result</li> <li>• Identify similarities and differences between ways of life at different times</li> <li>• Recount personal history and events or changes that have happened</li> <li>• Begin to identify objects from the past and the main differences between old and new objects</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Identify old and new from pictures</li> <li>• Use stories as sources for answering questions about the past</li> <li>• Observe and handle artefacts, and use this to ask and answer questions</li> <li>• Identify old and new from artefacts</li> <li>• Use pictures and artefacts for answering questions about the past</li> <li>• Use a range of simple sources to devise historical questions</li> <li>• Summarise their learning into short sentences</li> <li>• Ask questions about what they have heard or seen</li> </ul>

	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Develop a simple awareness of the past</li> <li>• Tell stories from the past</li> <li>• Recognise a past and a present in their own and other people’s lives</li> <li>• Identify some things from their own past</li> <li>• Identify some differences between past and present</li> <li>• Know some of the main events and people studied in a topic</li> <li>• Show some understanding of aspects of the past beyond living memory</li> <li>• Retell stories they have heard about the past</li> <li>• Pick out the main elements of stories they have heard about the past</li> <li>• Discuss what they have enjoyed most about stories from the past</li> <li>• Explain what they think is important about the past and explain reasons why</li> <li>• Use more complex phrases to describe time – a long time ago, centuries ago...</li> <li>• Sort recent historical studies into a broad time order</li> <li>• Recognise some differences &amp; similarities between the time being studied and now</li> <li>• Identify any important changes which happened at the time being studied</li> <li>•</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>• Use simple words and phrases to describe the past - after, before, between</li> <li>• Arrange objects in order of their age</li> <li>• Begin to use very simple timelines to order some recent events</li> </ul>		
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>• Can they ask questions about past events or the lives of people in their family?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they ask relevant questions using a range of artefacts/ photographs provided?</li> <li>• Can they find out more about a person or event from the past through their own research?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they research the past using multiple sources and summarise the key points?</li> <li>• Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing?</li> </ul>	

History - Skills Map	
Year 3 & Year 4 children can...	Year 5 & Year 6 children can...
<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects</li> <li>• Spot old and new things in a picture</li> <li>• Answer questions using an artefact /photograph provided</li> <li>• Find out more about a person or event from the past from a given source</li> <li>• Research what it was like for a person in a given period from the past using primary and secondary sources</li> <li>• Give a plausible explanation about what an object was used for in the past</li> <li>• Give more than one reason to support an historical argument</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Use a range of documents and printed sources</li> <li>• Use the internet for research</li> <li>• Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</li> <li>• Interpret the past through role play – e.g. hot seating</li> <li>• To be able to recognise how my local area has changed over time</li> <li>• Use more complex sources of primary and secondary information</li> <li>• Choose and discriminate between a range of information, and use this to ask questions</li> <li>• Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task</li> <li>• Give reasons for change through analysing evidence</li> <li>• Support own point of view using evidence</li> <li>• Understand that some evidence is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion</li> <li>• Explain how historical artefacts have helped us understand more about people’s lives in the present and past</li> <li>• Research about the lives of significant individuals</li> <li>• Suggest why there may be different interpretations of events</li> <li>• Identify and explain their understanding of propaganda</li> <li>• Suggest why certain events, people and changes might be seen as more significant than others</li> <li>• Pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Rank sources of information in order</li> <li>• Identify differences between different versions of the past</li> <li>• Give a balanced view of interpretations of the past, using different points of view</li> <li>• Make conclusions with evidence as to the most likely version of events</li> <li>• Offer some reasons for different versions of events.</li> <li>• They should note connections, contrasts and trends over time.</li> <li>• Devise historically valid questions about change, cause, similarity and difference</li> <li>• Interpret the past using a range of concepts and ideas</li> <li>• Understand the role of opinion and propaganda</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library or internet for research.</li> </ul>

<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Guess what objects from the past were used for, using evidence to support answers</li> <li>• Understand that some events of the past affect people’s lives today</li> <li>• Summarise the main events from a period in history, using their characteristics</li> <li>• Give reasons for main events and changes</li> <li>• Understand differences in social, religious, political and cultural history</li> <li>• Know some similarities and differences within a period of time- e.g. the lives of rich and poor</li> <li>• Describe how some things from the past affect life today</li> <li>• Use a full range of dates and historical terms</li> <li>• Use a timeline to place events, periods and cultural movements</li> <li>• Show changes on a timeline</li> <li>• Describe and make links between events and changes</li> <li>• Begin to understand why some people acted as they did and give reasons</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>• Sort events or objects into groups</li> <li>• Use some dates on a timeline</li> <li>• Use a timeline with dates, including both BC and AD</li> <li>• Use evidence to describe changes within a time period.</li> </ul>		<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Organise a series of relevant historical information, and check this for accuracy</li> <li>• Describe the main changes in a period of history, from several perceptions – e.g. political, cultural</li> <li>• Understand links between history and geography</li> <li>• Explain their own point of view, justifying this with a broad range of evidence</li> <li>• Adapt their ideas and viewpoints as new information arises</li> <li>• Suggest omissions from historical accounts</li> <li>• Note connections, contrasts and trends over time</li> <li>• Speculate how present events and actions might be seen and judged in the future</li> <li>• Speculate – what if? What if England lost the war? etc</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Use historically valid questions about change, similarity, difference and significance.</li> <li>• Understand and use the concept of legacy, including Royal families and dynasties</li> <li>• Speculate and hypothesise about the past, formulating their own theories about reasons for change</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>• Identify changes across periods of time, using chronological links</li> <li>• Begin to identify factors in change</li> <li>• Understand the concept of decades and centuries and use this to divide the past into periods of time</li> </ul>	
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>• Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> </ul>

### Historical Sources of Evidence

- Photographs
- Audio recordings
- Video recordings
- Films
- Journals, letters and diaries
- Speeches
- Visitors and interviews
- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls



HISTORY: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• Lives</li> <li>• Long ago</li> <li>• Events</li> <li>• Stories</li> <li>• Sequence</li> <li>• Time</li> <li>• Before</li> </ul>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Old</li> <li>• New</li> <li>• A long time ago</li> <li>• Present</li> <li>• Before</li> <li>• After</li> <li>• Future</li> <li>• Decade</li> <li>• Modern</li> <li>• Date order</li> <li>• Era/period</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Empire</li> <li>• Civilisation</li> <li>• Parliament</li> <li>• Peasantry</li> <li>• Source</li> <li>• Timeline</li> <li>• Significant</li> <li>• Chronological</li> <li>• Archaeology</li> <li>• Legacy</li> <li>• Conquest</li> <li>• Effects</li> <li>• Primary/secondary evidence</li> <li>• Eyewitness</li> <li>• Culture</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>

<b>HISTORY: INQUIRY/DEEPER THINKING BIG QUESTIONS</b>		
<b>EYFS</b>	<b>KEY STAGE 1</b>	<b>KEY STAGE 2</b>
<ul style="list-style-type: none"> <li>History is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied.</li> <li>Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their historical skills &amp; understanding to answer a deeper thinking question (see Appendix 3 for examples).</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied.</li> <li>Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit of work, enabling them to use their historical skills &amp; understanding to answer deeper thinking questions (see Appendix 3 for examples).</li> </ul>

**Appendix 1 – Long term plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Cycle 1</u></b>						
Years 1&2		The Great Fire of London	Superheroes- Edith Cavell		Shipwreck- Henry Blogg	
Years 3&4	Stone age to Iron age			Anglo Saxon Settlements		Normans
Years 5&6	The Victorians	The Victorians			Anglo Saxons and Vikings the battle for the kingdom of England	Mayans
<b><u>Cycle 2</u></b>						
Years 1&2	Brothers Grimm study	Moon Landing			The Royal Family	
Years 3&4	Ancient Greeks		Romans			Railways
Years 5&6		Word War 1	Ancient Egypt	Ancient Egypt		

**Appendix 2: Long Term Plan**

**Overview – Cycle 1**

	Autumn 1	Skills
Year 1/2	<b>Geography unit</b>	
Year 3/4	<b>Stone age to Iron age</b> Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Changes in Britain from the stone Age to the Iron Age.</li> </ul> <b>E.g</b> <ul style="list-style-type: none"> <li>• Late neolithic hunter-gatherers and early farmers, for example Skara Brae.</li> <li>• Bronze Age religion, technology, and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>
	Vocabulary	Big Questions
	<b>Cave</b> – First found homes <b>Artefact</b> – Found manmade things <b>Stonehenge</b> – A famous site; a prehistoric monument <b>Pottery</b> – items made of sand or clay <b>Roundhouse</b> – A round home lived in by people in the Bronze and Iron age <b>Skara Brae</b> – An ancient settlement <b>Settlement</b> – A place where people live <b>Hunter-Gatherer</b> - A member of a nomadic people who live chiefly by hunting and fishing, and harvesting wild food	<ul style="list-style-type: none"> <li>• What was the most useful tool for a Stone Age person?</li> <li>• How are cave paintings similar to hieroglyphics?</li> <li>• Life is better now than in Stone Age time. Do you agree with this statement?</li> </ul>

Year 5/6	The Victorians	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• A significant turning point in British history, for example, the first railways.</li> </ul>
	<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Cane</b> – A long stick usually made of birch that would be used to punish children</p> <p><b>Dunce</b> – A word used to mean someone incapable of learning</p> <p><b>Industrial Revolution</b> – A period when manufacturing grew more common and people moved to cities to work</p> <p><b>Workhouse</b> – A place where the poorest people can work in return for food and lodgings</p> <p><b>Gruel</b> - a thin liquid food of oatmeal or other meal boiled in milk or water.</p> <p><b>Chimney Sweep</b> - a person whose job is cleaning out the soot from chimneys, often a child</p> <p><b>Queen Victoria</b> – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. On 1 May 1876</p> <p><b>Prince Albert</b> – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.</p>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• Victorian empire – Bigger countries are more powerful. Agree/disagree? Explain.</li> <li>• Would it be better to be rich in Victorian times or today?</li> <li>• If you were an orphan, would you choose to go to a workhouse? Why?</li> </ul>

	Autumn 2	Skills
Year 1/2	<b>The Great Fire of London</b>	<ul style="list-style-type: none"> <li>• Significant historical events.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• Simple introduction to some Key Stage Two features. (Inquiry)</li> </ul>
	<p><b>Vocabulary</b></p> <p>Burning, River Thames, Tower of London, Samuel Pepys, Pudding Lane, King Charles II, Bakers, Diary, Cart &amp; Smoke</p>	<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• The Great Fire of London helped to destroy lots of disease in the city. It was good for London. Do you agree with this statement? Why?</li> </ul>
Year 3/4	<b>Geography unit</b>	
Year 5/6	<b>The Victorians</b>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066</li> <li>• A significant turning point in British history, for example, the first railways.</li> </ul>
	<p><b>Vocabulary</b></p> <p><b>Cane</b> – A long stick usually made of birch that would be used to punish children  <b>Dunce</b> – A word used to mean someone incapable of learning  <b>Industrial Revolution</b> – A period when manufacturing grew more common and people moved to cities to work  <b>Workhouse</b> – A place where the poorest people can work in return for food and lodgings  <b>Gruel</b> - a thin liquid food of oatmeal or other meal boiled in milk or water.  <b>Chimney Sweep</b> - a person whose job is cleaning out the soot from chimneys, often a child  <b>Queen Victoria</b> – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. On 1 May 1876  <b>Prince Albert</b> – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.</p>	<p><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• Victorian empire – Bigger countries are more powerful. Agree/disagree? Explain.</li> <li>• Would it be better to be rich in Victorian times or today?</li> <li>• If you were an orphan, would you choose to go to a workhouse? Why?</li> </ul>

	Spring 1	Skills
Year 1/2	Superhero – Edith Cavell	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
	<b>Vocabulary</b> World War 1 Soldier, Nurse War Escape Arrest Execution Traitor Patriot Treason	<b>Big Questions</b> <ul style="list-style-type: none"> <li>What might we learn from Edith Cavell’s story?</li> </ul>
Year 3/4	Geography unit	
Year 5/6	Geography unit	

	Spring 2	Skills
Year 1/2	Geography unit	
Year 3/4	Anglo-Saxon settlements	<ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>• Local study: Sutton Hoo</li> </ul>
	<b>Vocabulary</b>	<b>Big questions</b>
	Settlement, farming, trading, coins, runes, King Athelstan, Beowulf, Augustine, Pagan, Alfred the Great, Edward the Confessor, Angles, Saxons, Jutes, Europe, East Anglia, Mercia, Northumbria, Wessex, Kent, Essex, Sussex, Bayeux tapestry, Sutton Hoo.	<ul style="list-style-type: none"> <li>• What style of house would you expect to live in if you lived in an Anglo-Saxon village?</li> <li>• Would you like to live as an Anglo Saxon – yes/no – why?</li> <li>• Why do you think Anglo-Saxon villages were generally located near rivers? Give three reasons.</li> </ul>
Year 5/6	Geography unit	



	Summer 1	Skills
Year 1/2	Shipwreck – Henry Blogg	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Significant historical events, people and places in their own locality.</li> <li>Simple introduction to some Key Stage Two features.</li> </ul>
	<b>Vocabulary</b>	<b>Big Questions</b>
	Norfolk, Cromer, Lifeboat, Crew, Mine, Oar, Rescue, Pyrin & Fernabo	<ul style="list-style-type: none"> <li>How might you have felt, if you were a member of Henry Blogg’s crew on a rescue mission?</li> </ul>
Year 3/4	Geography unit	
Year 5/6	Anglo Saxons and Vikings the battle for the kingdom of England	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.</li> </ul>
	<b>Vocabulary</b>	<b>Big Questions</b>
	<p><b>Danegeld</b> - “Paying the Dane”. King Etherfred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.</p> <p><b>Exile</b> -To be sent away.</p> <p><b>Invade</b> -To enter and occupy land.</p> <p><b>Kingdom</b> - An area ruled by a king.</p> <p><b>Longship</b> - A long, wooden, narrow boat used by the Vikings.</p> <p><b>Outlawed</b>- Having all property taken away and no longer being able to live in the community.</p> <p><b>Pagans</b> - A religion where many gods and goddesses are worshipped.</p> <p><b>Pillaged</b> - To violently steal something.</p> <p><b>Raid</b> -A surprise attack.</p> <p><b>Wergild</b> - A payment system used to settle disputes between a criminal and the victim or their family.</p>	<p><b>Anglo Saxons:</b></p> <ul style="list-style-type: none"> <li>How did the Anglo Saxons bring law and order?</li> <li>What things are left that proves the Anglo Saxons came to Britain.</li> <li>Would you like to live as an Anglo Saxon – yes/no – why?</li> </ul> <p><b>Vikings:</b></p> <ul style="list-style-type: none"> <li>Was the Viking life glamorous? Why?</li> <li>Are the Vikings misunderstood? (always portrayed as negative)</li> <li>What did the Vikings ever do for us?</li> <li>Was the Dane Geld a good idea? Why/why not? Could you think of a better solution?</li> </ul>

	Summer 2	Skills
Year 1/2	<b>Geography unit</b>	
Year 3/4	<b>Normans</b>	<ul style="list-style-type: none"> <li>• A local history study (Norwich castle)</li> <li>• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> <li>• Edward the confessor and his death in 1066</li> </ul>
	<b>Vocabulary</b> <b>Imprison</b> – To lock up or confine, in or as in a jail <b>Succession</b> - The action or process of taking over an office or position <b>Heir</b> - A person entitled by law to inherit the estate of another <b>Cavalry</b> - Soldiers who fought on horseback. <b>Armour</b> - A protective covering that is used to prevent damage from being inflicted by an object <b>Motte and Bailey</b> - A wooden or stone keep building which sits on a raised mound called a motte and is accompanied by an enclosed courtyard, called a bailey.	<b>Big Questions</b> <ul style="list-style-type: none"> <li>• What do you think it would have been like to live in a motte and bailey castle?</li> <li>• What does the Bayeux Tapestry tell us about the Normans?</li> <li>• How might the story of the Battle of Hastings have been altered over time?</li> <li>• William the Conqueror was a great leader. Do you agree with this statement? Why?</li> </ul>
Year 5/6	<b>Mayans</b>	<ul style="list-style-type: none"> <li>• A non-European society that provides contrast with British history: Ancient (Inquiry)</li> </ul> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. (Geography Field Work Day – An opportunity to ensure that any field work skills are achieved)
	<b>Vocabulary</b> <b>Cacao</b> - Seeds that the Maya used to make chocolate. <b>Chichen Itza</b> - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today. <b>Glyph</b> - A symbol used in writing. <b>Haab'</b> - The Maya solar calendar that was used to measure time and had 365 days. <b>Pyramid</b> - A large monument with four sides that tapers at the top. The Maya build step pyramids with flat tops. At the top they built a temple to their gods <b>Yucatan Peninsula</b> - An area in southeastern Mexico where some of the Maya civilization developed	<b>Big Questions</b> <ul style="list-style-type: none"> <li>• How would you feel if you experienced a Mayan sacrifice?</li> <li>• Who might be chosen and why?</li> <li>• What is similar/different between the Mayans and Egyptians?</li> </ul>

Overview – Cycle 2

	Autumn 1	Skills
Year 1/2	<b>Brothers Grimm Study</b>	<ul style="list-style-type: none"> <li>The lives significant individuals in the past who have contributed to national and international achievement</li> </ul>
	<b>Vocabulary</b> Jacob Grimm, Wilhelm Grimm, German, Hansel, Gretel, German, Novels, Woodcutter, Witch & Forest	<b>Big Questions</b> <ul style="list-style-type: none"> <li>In your opinion, what was the greatest story written by the Brothers Grimm? Give reasons for your answer.</li> </ul>
Year 3/4	<b>Ancient Greeks</b>	Ancient Greece – a study of Greek life and achievements and their influence on the western world (Inquiry)
	<b>Vocabulary</b> <b>Assembly</b> - In Athens the Assembly consisted of the group of citizens who showed up to vote. <b>Athens</b> - One of the most powerful Greek city-states, Athens was the birthplace of democracy. <b>Chiton</b> - A type of clothing worn by the Greeks. It was often made from a single piece of cloth with a belt at the waist. <b>City-state</b> - A city-state consisted of a large city and the surrounding areas. Ancient Greece consisted of a number of independent city-states such as Athens, Thebes, and Sparta. <b>Democracy</b> - A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws. <b>Homer</b> - A Greek epic poet who wrote the <i>Iliad</i> and the <i>Odyssey</i> . <b>Olympics</b> - An athletic event held by the Ancient Greeks every four years. <b>Sparta</b> - A power Greek city-state and rival to Athens, Sparta's culture was based around warfare and preparing for battle.	<b>Big Questions</b> <ul style="list-style-type: none"> <li>Do you think the ancient Greeks truly established democracy and why?</li> <li>Would you rather take part in the ancient or modern Olympics?</li> <li>Which state would you rather live in, Athens or Sparta?</li> <li>Which Greek god would you prefer to be and why?</li> <li>Do you think the Trojan horse really existed? Give reasons for your answer.</li> <li>Was Paris right to run off with Helen of Troy? Give reasons for your answer.</li> </ul>
Year 5/6	<b>Geography unit</b>	

	Autumn 2	Skills
Year 1/2	<b>Moon Landing</b>	<ul style="list-style-type: none"> <li>• Significant historical events.</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Simple introduction to some Key Stage Two features. (Inquiry)</li> </ul>
	<b>Vocabulary</b>	<b>Big Questions</b>
	Orbit, Saturn V, Eagle Lunar Module, Orbit, Surface, Neil Armstrong, Edwin 'Buzz' Aldrin, Michael Collins, Moon & Astronauts	<ul style="list-style-type: none"> <li>• How might Michael Collins have felt about getting so close to the moon but never getting to step foot on its surface?</li> </ul>
Year 3/4	<b>Geography unit</b>	
Year 5/6	<b>WW1</b>	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066. Combine overview and in-depth studies.
	<b>Vocabulary</b>	<b>Big Questions</b>
	<p><b>Allied Powers</b> - An alliance between a number of countries including Britain, France, Russia, Italy, and Japan. The Allied Powers fought against the Central Powers in World War I. The U.S. fought on the same side of the Allies but called itself an "associated" power.</p> <p><b>Armistice</b> - An agreement by both sides to stop fighting while a peace treaty is negotiated.</p> <p><b>Artillery</b> - Large, heavy guns used on land warfare.</p> <p><b>Central Powers</b> - The Central Powers included Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. They fought against the Allied Powers in World War I.</p> <p><b>Conscript</b> - A person who is enlisted into the army whether they want to join or not.</p> <p><b>Front line</b> - The front line was the point at which the armies of each side met. This is where most of the fighting took place.</p> <p><b>No Man's Land</b> - The area between the front lines of two enemy armies was called No Man's Land.</p> <p><b>Propaganda</b> - Information used and distributed to present one side of an issue.</p> <p><b>Trench warfare</b> - A type of land warfare where each side digs long lines of trenches for protection. Much of the western front during World War I was fought for years using trench warfare.</p>	<ul style="list-style-type: none"> <li>• What would you dislike the most about trench warfare?</li> <li>• Do you think that going to war was the correct decision and why?</li> <li>• How might life have changed for the families of the soldiers sent to fight in the war?</li> </ul>

	Spring 1	Skills
Year 1/2	<b>Geography unit</b>	
Year 3/4	<b>Romans</b>	The Roman Empire and its impact upon Britain (Inquiry) Examples
	<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Century</b> - A division of the Roman army made up of 80 soldiers and led by a centurion.</p> <p><b>Circus Maximus</b> - A large oval shaped stadium used for chariot races.</p> <p><b>Citizen</b> - A Roman citizen had certain rights and privileges including the right to vote. Only freeborn men were fully Roman citizens.</p> <p><b>Emperor</b> - The leader of an empire. The first emperor of Rome was Augustus.</p> <p><b>Gaul</b> - What the Romans called the lands to the north and west of Italy.</p> <p><b>Gladiator</b> - A person who fought for the entertainment of Roman audiences. Gladiators sometimes fought to the death.</p> <p><b>Gladius</b> - A short sword used by Roman soldiers.</p> <p><b>Mosaic</b> - A type of art using small tiles made of glass or stone to create a picture.</p> <p><b>Patrician</b> - A member of the original elite land-owning families of Rome.</p> <p><b>Plebeian</b> - A common person or person not of the patrician class.</p> <p><b>Toga</b> - A long robe worn by Roman citizens. It was generally white with colour markings for high ranking officials.</p>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• What do these buildings tell us about Romans and why?</li> <li>• Would you prefer to live in a Celtic or Roman home? Why?</li> <li>• Why is a Roman home so different to a Celtic home?</li> <li>• Which is the most interesting God and why?</li> <li>• Having learnt about their love of art, what can we learn about the Romans?</li> <li>• Would you rather live as a Roman or Celt?</li> <li>• Would you want to be a Roman soldier living in Britain?</li> <li>• The Romans were good for Britain. Do you agree with this statement?</li> </ul>

Year 5/6	<b>Ancient Egypt</b>	The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared. Combine overview and in-depth studies (Inquiry)
	<b>Vocabulary</b>	<b>Big Questions</b>
	<p><b>Dynasty</b> - A period of rule when a series of kings or pharaohs all came from the same family.</p> <p><b>Egyptologist</b> - An archaeologist who specialises in Ancient Egypt.</p> <p><b>Giza</b> - A place where several large pyramids and the Great Sphinx were built.</p> <p><b>Hieroglyphics</b> - A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.</p> <p><b>Mummy</b> - A dead body that has been specially preserved using embalming so that it won't rot.</p> <p><b>Papyrus</b> - A plant that grew on the banks of the Nile. The Ancient Egyptians used it to make paper, boats, sandals, baskets, and rope.</p> <p><b>Pharaoh</b> - The supreme ruler of all of Ancient Egypt. He or she was considered a god.</p> <p><b>Pyramid</b> - A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.</p> <p><b>Rosetta stone</b> - A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics. It was very helpful in translating and understanding hieroglyphics.</p> <p><b>Sarcophagus</b> - A large stone box that held a mummy's coffin.</p> <p><b>Tutankhamun</b> - A pharaoh of Egypt that is famous for his tomb that was discovered. The tomb was largely untouched and was full of treasure.</p>	<ul style="list-style-type: none"> <li>• Why do we need archaeologists?</li> <li>• Which tool is most important to an archaeologist? Why?</li> <li>• Was it fair that only the pharaohs were buried in tombs? Why?</li> <li>• How would Ancient Egypt be different without the River Nile?</li> </ul>

	Spring 2	Skills
Year 1/2	Geography unit	
Year 3/4	Geography unit	
Year 5/6	<p><b>Ancient Egypt</b> The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared. Combine overview and in-depth studies (Inquiry)</p>	
	<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Dynasty</b> - A period of rule when a series of kings or pharaohs all came from the same family.  <b>Egyptologist</b> - An archaeologist who specialises in Ancient Egypt.  <b>Giza</b> - A place where several large pyramids and the Great Sphinx were built.  <b>Hieroglyphics</b> - A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.  <b>Mummy</b> - A dead body that has been specially preserved using embalming so that it won't rot.  <b>Papyrus</b> - A plant that grew on the banks of the Nile. The Ancient Egyptians used it to make paper, boats, sandals, baskets, and rope.  <b>Pharaoh</b> - The supreme ruler of all of Ancient Egypt. He or she was considered a god.  <b>Pyramid</b> - A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.  <b>Rosetta stone</b> - A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics. It was very helpful in translating and understanding hieroglyphics.  <b>Sarcophagus</b> - A large stone box that held a mummy's coffin.  <b>Tutankhamun</b> - A pharaoh of Egypt that is famous for his tomb that was discovered. The tomb was largely untouched and was full of treasure.</p>	<p style="text-align: center;"><b>Big Questions</b></p> <ul style="list-style-type: none"> <li>• Why do we need archaeologists?</li> <li>• Which tool is most important to an archaeologist? Why?</li> <li>• Was it fair that only the pharaohs were buried in tombs? Why?</li> <li>• How would Ancient Egypt be different without the River Nile?</li> </ul>

	Summer 1	Skills
Year 1/2	<b>The Royal Family</b>	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Changes within living memory – family and local life, changes nationally.</li> <li>Compare some aspects of life in different periods- e.g. explorers, kings and queens. (Inquiry)</li> </ul>
	<b>Vocabulary</b>	<b>Big Questions</b>
	Royalty, Jewels, Crown, Majesty, Throne, Coronation, Queen Elizabeth II & Reign	<ul style="list-style-type: none"> <li>Do you think that the Royal Family is really needed in our modern society? Why?</li> </ul>
Year 3/4	<b>Geography unit</b>	
Year 5/6	<b>Geography unit</b>	

	Summer 2	Skills
Year 1/2	<b>Geography unit</b>	
Year 3/4	<b>Railways</b> Focus: Richard Trevithick	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> <li>A significant turning point in British history (Geography Fieldwork Day – An opportunity to ensure that any field work skills are achieved.)</li> </ul>
	<b>Vocabulary</b>	<b>Big Questions</b>
	Locomotive Nationalised Passenger Privatised Railroad Rainhill Trials	<ul style="list-style-type: none"> <li>What are some of the benefits of the growth of the railway network in Great Britain?</li> <li>Do you think there have been more positive or negative impacts from the growth of railways on society?</li> </ul>
Year 5/6	<b>Geography unit</b>	