

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



History Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that History should develop: the mind (curiosity, critical thinking, analysis and perspective), the body (locality, identity and challenges of their time) and the spirit (knowledge of the wider world, understanding of diversity, understanding of relationships and empathy) of every child.



Mind

History at our school aims to inspire and captivate children's curiosity about the world around them and how past events have led to the way they live today. Children are given the opportunity to build up coherent knowledge and an understanding of the chronology of History through a variety of challenging and interesting History topics. Pupils will use critical thinking skills to analyse evidence from the past, questioning its reliability and developing their own perspective and judgement.



Body

With a strong focus on our local area in our local history studies, our children are encouraged to understand their community and the changes it has been through, and celebrate these. Children will consider their own identities and the challenges that modern day life holds, comparing these to different time periods from the past. History topics are high profile throughout school and our welcoming environment showcases our children's hard work and collaboration through displays.



Spirit

By immersing themselves in sensitive topics throughout history, children will understand the complexity of people's lives, the diversity of societies and the relationships between different groups of people. Children will have a greater understanding of the wider world beyond their locality. We encourage our children to celebrate their history through events such as our Heritage Day where the children embrace the history of our school and immerse themselves in this.

Early Years History (Understanding the World)

Statutory Guidance from the EYFS Framework for Understanding the World

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.

Ackworth Howard's Knowledge Essentials

Understanding the World (Past and Present)

Nursery

- I can use words 'now' and 'next'.
- I can talk about my family, who I live with and any pets.
- I can talk about my past life experiences e.g. birthdays, Christmas.
- I can use the words 'then' 'now' 'next' 'before'.
- I am interested in photographs of myself and other familiar people and objects.
- I understand the terms 'old' and 'new' and recognise old and new objects e.g. cars, shops, photos
- I can comment on my own past experiences e.g. Easter.
- I can show curiosity about objects from the past.
- In pretend play, I can imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.
- I can confidently talk about who I am and who I live with, I can ask questions to family members about when they were young.
- I am beginning to understand how to sequence two events.
- I can sequence family members e.g. baby, mum, grandma.

Early Years History (Understanding the World)

Statutory Guidance from the EYFS Framework for Understanding the World

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.

Ackworth Howard's Knowledge Essentials

Understanding the World (Past and Present)

Reception

- Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.
- I can talk about members of my family and the relationship to them e.g. Mum, Dad.
- I know that you can find out information from different sources
- I can use the language of time when talking about past and present events in my own lives and in the lives of others including people I have learnt about through books.
- I can find out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali.
- I can visually represent my own day on a simple timeline.
- I can make observations or find information about different locations and places.
- I recognise, know, and can describe features of a studied location.
- I understand some changes in the natural world around me, including the seasons.
- I can talk about and understand changes in my own lifetime and what happens when I get older.
- I can describe images of familiar situations in the past when looking and contrast images or stories.
- I understand growth and change.

Early Years History (Understanding the World)

Statutory Guidance from the EYFS Framework for Understanding the World

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.

Ackworth Howard's Knowledge Essentials

Understanding the World (Past and Present)

Reception

- Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.
- I can recount an event that has happened.
- I can talk about roles people have in society (both in the present and past).
- I understand the need for these roles.
- I can order experiences that have happened to me and in stories I have read.
- I am confident in comparing and contrasting the past and present and can describe and ask questions about old and new.
- I notice similarities and differences independently and can talk about these.

Early Years History (Understanding the World)

Statutory Guidance from the EYFS Framework for Understanding the World

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.

Ackworth Howard's Knowledge Essentials

Early Learning Goals








Past and Present

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.

Early Years History (Understanding the World)

Concept	Skills Essentials	Unit	Knowledge Essentials
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Understand that some events and people from history are important because they have achieved something or had an effect. Comment on pictures, stories artefacts and accounts from the past explaining similarities and differences. 	 <p>Understanding the World</p>	<p>History, demonstrated through the three characteristics of effective learning, can be used to support the three prime areas of learning and their associated ELGs especially 'Communication and Language'. This guide has been designed to help identify the steps in progression within history and to aid in the preparation of children for more formal learning ready for Year 1 and beyond.</p> <ul style="list-style-type: none"> We change over time. Changing from babies to children. Ages and birthdays (age as a concept) Traditions and families and how some traditions relate to events that have taken place in the past Seasons – linking the passage of time to changes in children's lives Children are introduced to months and days of the week and the year Great Britain/England having a King and things that the King is doing and has done in the past Looking at toys, transport and technology and how they have changed when encountered within stories Stories have beginning, middle and end. Children are starting to sequence and retell stories.
 <p>Chronology</p>	<ul style="list-style-type: none"> Use everyday language related to time. Order and sequence familiar events. Organise basic events using basic chronology recognising that things happened before they were born. Describe main story setting, events and principal characters. Talk about past and present events in their own lives and in lives of family members. Such as parents, grandparents. Identify that things have happened in the past, relating to themselves and within living memory. 		
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Starting to ask simple questions about people or events from within living memory. 		
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event 		
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. 		
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event 		

Early Years History Vocabulary

(Understanding the World: Past and Present)

Essential Vocabulary










Nursery

Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,	Past, before, events, now, then, before, next.	New, old, past, present, now, different, same, rusty, black and white, modern.	Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.	Family, live with, family tree, old, new, past, questions, happened.	Sequence, first, last, then, before, family, names, family tree.
---	--	--	--	--	--




Reception

Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Information, books, videos, search, internet,	Last week, yesterday, a long time ago, last year, before I was born. History, past, celebrations, festivals.	Timeline, day, week, first, last, them, next, days of the week – names. Technology, search, internet, Antarctica, desert, changes, water, ice, seasons.	Changes, baby, toddler, child, teenager, adult, elderly, ages. Images, pictures, past, present, same, different, grow, change.	Event, special, what happened, then, next. Key worker, job, help, helpful, community, police, fire service, doctor, dentist.	First, then, next, after that, finally, story. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same
---	---	--	---	---	---








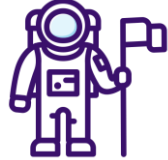

Year 1

Concept	Skills Essentials	Unit	Knowledge Essentials
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). Identify why certain people/events are significant in history – achievements, impact etc. Identify why some individuals are significant both locally and nationally – Luke Howard (local, names the clouds), Queen Victoria (Victorian era) Begin to understand what makes someone or something significant. 	 <p>Toys Past and Present</p>	<ul style="list-style-type: none"> Children will start by considering toys they are familiar with. They will start to understand that toys were different in the past and think about ways in which we could find what toys used to be like (using sources as stories, pictures, photos and personal artefacts). Children will consider some of the ways in which toys were different in the past. They will be introduced to some of the toys their parents and grandparents might have played with and ask questions about what they were like. Children will be introduced to the term 'decade' and investigate which toys were popular in different decades. As well as learning to order chronologically, they will also find out when some popular toys today (such as Lego, Teddy Bears and Mario) were invented. Children learn to see toys as artefacts and think about what we can learn by examining them and the materials they are made from. Using these clues children sort old and new. Mitchum and Steiff both started making toy bears at the similar times in different countries; we cannot be sure who was first, but the name 'teddy' comes from an American president – Teddy Roosevelt.
 <p>Chronology</p>	<ul style="list-style-type: none"> Sequence events or objects in chronological order. Identify that events and people from the past may have occurred across a greater period of time than just themselves. Identify that events and changes have happened in order – development of toys. Identify that there are different periods of time in history – Victorians, Tudors, 20th Century. 		
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Sort artefacts then and now. Use a wide range of sources Answer questions relating to different sources. Who is in our Howard family past and present? What can toys teach us about History? Who was Queen Victoria and Queen Elizabeth I? 	 <p>Queen Victoria and Queen Elizabeth I</p>	<ul style="list-style-type: none"> A Monarch (Queen or King) sets the rules for the country. They are usually part of a royal family and rule as monarch until their death, or if they decided to abdicate (leave their role). There is a 'line of succession' where it is decided who will be the next monarch (usually the eldest child of the current King or Queen). Queen Elizabeth I rules as queen of England, Ireland and Wales from 1558 to 1603. She was on the throne for 45 years. The time she ruled was called the 'Elizabethan Age' because of her name. Queen Victoria was Monarch of the British Empire from 1837-1901. She was married to Prince Albert and had 9 children. A long period of history is named after her – the Victorian Age which marks the 63 years of her reign. When Victoria became Queen, children had to go out to work. By the time she died, children went to school for free. Victorian schools were very different to our schools today and the teachers were very strict. Toys were often made of wood or children created games with what they could find (i.e. stones) Observe fashion and outfits of the Elizabethan and Victorian times (using picture sources). Life has changed since Victorian times for ordinary people and for monarchs.
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 		
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identifying that changes have happened in history that can impact on today – development of schools during Victorian period, toy development and changing materials. Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing 	 <p>The Howard Family Tree</p>	<ul style="list-style-type: none"> A family tree is a diagram showing the order (chronology) and relationship between people in several generations of a family. In your family tree will be all the relatives you have in your family. This includes brothers, sisters, parents, grandparents. Graveyards are places where people have been buried after they die. Some graveyards have gravestones which can tell us information about a person life. Luke Howard was a meteorologist who studied the clouds. They recognised there were different types of clouds and gave them names. Rachel Howard is Luke Howard's daughter, she built our school in 1833. Our school has grown bigger over time. It started as one classroom and house which could hold 70 children in. Now there are 8 classes and 240 children. Over time the uniform, lessons and classrooms have all changed.
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 		



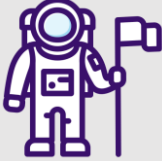
Year 1 History Vocabulary

 <p>Toys Past and Present</p>	 <p>Queen Victoria and Queen Elizabeth I</p>	 <p>The Howard Family Tree</p>
<p>Old, new, past, present, different, similar, Toys, playing, technology, stories, pictures, photos, artefacts, chronological, materials, decade, chronological, President</p>	<p>Monarch, monarchy, Queen, King, reign , rule, successor, Victorian, era/age, Queen Elizabeth I, Queen Victoria, Prince Albert, Jubilee, Empire, significant, abdicate</p>	<p>Parents, grandparents, family tree, auntie, uncle, brother, sister, mother, father, religion, Christian, school, chronology, gravestones. Meteorology, past, present, similarities, differences, legacy</p>










Year 2

Concept	Skills	Unit	Knowledge
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past. Identify different ways to represent the past. Identify why certain people/events are significant in the wider context of history – Neil Armstrong journey to the moon and their impact on the rest of the world. Identify that certain individuals and events have had an impact locally, nationally and internationally. 	 <p>Great Fire of London</p>	<ul style="list-style-type: none"> Children know what London was like in 1665 (including The Plague/Black Death, wooden housing). The fire broke out on night of 2nd September 1666 – there are different viewpoints and interpretations on what or who caused the spread of the fire. The fire burned 13000 houses, nearly 90 churches and destroyed 80% of the city, but only 6 people are known to have been killed by the fire. Houses were close together & made of wood and straw, water difficult to get to, lots of alleyways making it difficult to move around, combustible materials, open fires, people didn't act in time, wind too strong, fire became too big to stop. Thomas Farriner owned a bakery where the fire started. Samuel Pepys kept a diary during the time that has become famous, he also carried information to the King and organised fire fighting crews. There are other sources inc. newspapers & maps. King Charles II helped fire fighters and gave rewards to volunteers. King Charles proclamation for London after the fire for people to help redesign it. Christopher Wren was an architect who designed many building including St. Paul's Cathedral. In February 1667, the city began to be rebuilt.
 <p>Chronology</p>	<ul style="list-style-type: none"> Sequence artefacts which are closer together in time. Sequence events during a time period. Sequence photos from different periods of their life. Identify and compare people from different periods of time – Christopher Columbus, Neil Armstrong, Mary Seacole. Identify how periods of time can impact on individuals and events. Demonstrate a basic understanding of why certain events happened at certain times with some reasoning. Christopher Columbus voyages around the world because the development of ships allowed people to explore new areas of the world. 		
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Use sources – I can ask why, what, who, how and where questions and find answers to them. Sequence a collection of artefacts. Use timelines. Discuss the effectiveness of a source. What was the cause and impact of the Great Fire of London? Why are Florence Nightingale and Mary Seacole Significant? How has exploration developed? 	 <p>Florence Nightingale and Mary Seacole</p>	<ul style="list-style-type: none"> Mary Seacole was a British-Jamaican woman who overcame racial prejudice to help others. Originally she wasn't allowed to help because of the colour of her skin. Mary set up her own hospital the 'British Hotel' where she cared and treated the injured soldiers with her herbal remedies. She received a medal of bravery (Victoria Cross) when the war finished. After he death, her work was sadly forgotten. Florence Nightingale was also a nurse. She was born in Florence, Italy in 1820 who changed the way that hospitals looked after patients, changed the way nurses were perceived and changed the way women were thought about. Her birthday is now known as 'International Nurse's Day'. Before Florence nurses were male only. Florence challenged gender stereotypes. The Crimean War took place between 1853 and 1856. Florence worked as a nurse during the war and worked at a place called Scutari. She realised the condition were horrific; overcrowded and filthy, with blocked drains, broken toilets, bodies piled and rats running everywhere. Florence realised that these conditions weren't right for nursing – in fact, it was definitely making them worse. With funds from back home, she bought better medical equipment and decent food, and paid for workmen to clear the drains. When she returned to Britain, Florence set about transforming nursing. In 1757, London established a branch of its Foundling Hospitals in Ackworth, at the building we now know as Ackworth School.
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources 		
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identifying that changes throughout history have had important consequences – development of railways, understanding of the world from Captain Cook etc. Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc. 	 <p>Explorers: Christopher Columbus and Neil Armstrong</p>	<ul style="list-style-type: none"> An explorer is a person who explores a new or unfamiliar area. Explorers document their travels and adventures through writing, drawing and in modern times, taking pictures. Charles Waterton was a local English naturalist and explorer. He is best known as a pioneering conservationist. He was born at Walton Hall in Wakefield. He travelled far and wide and enjoyed making taxidermy of creatures he found on his explorations. Some of these works from his voyages are still on display now at Wakefield Museum. Christopher Columbus was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates! Columbus only survived by swimming to land. He became famous as the explorer who found new lands called 'The Americas'. But actually, many people already lived there. He found the Americas by accident! He was actually looking for a new way to get to China and India. Christopher Columbus is his name in English but he was born in Italy in 1451, so his real name in Italian is Cristoforo Colombo. The journey is thought to have taken 36 days. People already lived there in the places that Columbus 'discovered'. The Indigenous peoples were friendly and were willing to trade items with the explorer but they did not like that Columbus wanted to claim their land for Spain. He took some of them as slaves. Neil Armstrong was the first man ever to walk on the Moon. As he stepped onto the Moon, he said, "That's one small step for man, one giant leap for mankind." On the 20 July 1969. Only 12 people have ever walked on the surface of the Moon. Armstrong brought back information and important scientific samples to help us to understand more about space.
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources 		

Year 2 History Vocabulary

 <p>Great Fire of London</p>	 <p>Florence Nightingale and Mary Seacole</p>	 <p>Explorers: Christopher Columbus and Neil Armstrong</p>
<p>Peasants, fire, Pudding Lane, leather, buckets, Lord Mayor, St Paul's Cathedral, bakery, plague, firework, diary, Thomas Farrinor, Samuel Pepys, John Evelyn, Christopher Wren, King Charles II, evacuation, embers, eye-witness, flammable, escape, homeless, monument, river</p>	<p>Significant, nursing, nurse, Crimea, war, soldier, battlefield, casualty, NHS, prejudice, charity, memorial, disease, infection, germ, anaesthetic, antiseptic, Monarch, Pandemic, Front line</p>	<p>Explorer, Expedition, voyage, courageous, unknown, astronaut, Americas, accidental, discover, indigenous, significant, travel, journey, transport, space, moon</p>










Year 3

Concept	Skills	Unit	Knowledge
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period e.g. museums, cartoons etc Understand that different versions of the past may exist Identify why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identify why our interpretations of these time periods is difficult due to the limited primary sources or written evidence. 	 <p>Iron Age, Stone Age and Bronze Age</p>	<ul style="list-style-type: none"> Prehistory is the time period before things were written down. Up to the year 43AD and it stretches far back in the past. We need to use sources that are not written (such as cave paintings and archaeological finds that need interpretation). AD stands for After Death, BC stands for Before Christ. The stone age hunters and gathers were the first humans recorded to live in Britain. They survived by hunting animals and finding something to eat. The stone age is divided into 3 periods: Palaeolithic Period, Mesolithic Period, and Neolithic Period. Hunters and gathers used tools to survive. Skara Brae is an amazing archaeological find on the isle of Orkney in Scotland where a group of early farmers would have lived. The amazing artefacts found give us an insight into what life was like in Britain during that time. Early humans had mastered the basics of how to survive and so the new Stone Age (Neolithic Age) began where farming was first invented. The Bronze Age started around 2100BC and ended around 650BC. Bronze is a mixture of (alloy) of tin and copper. Copper was mined by children and tools developed now a new material was developed to use. Stone Henge was built during the Bronze Age but no one is sure of its purpose and historians feel very frustrated about why it was built and how. The Iron Age lasted from 700 BC to the Roman Invasion of 43AD (The end of the prehistoric era). Hillforts were a way of enclosing a piece of land so that farming could be protected and controlled. Many people lived in hillforts. Britain was a violent place and Hillforts offered protection from clashing clans. The Druids were the priests of the Celts who were the one of the most powerful tribes in Europe at the time.
 <p>Chronology</p>	<ul style="list-style-type: none"> Place the time studied on a timeline. Sequence events and artefacts Use dates related to the passing of time. Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements. Develop an understanding of concurrence of civilisations around the world during these times. Place previous learnt periods into context and identifying their impact Use terms such as BCE/AD 		
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Use a range of sources to find out about a time period. Observe small details – artefacts and pictures. Select and record information relevant to the study. Begin to use the books and e-learning for research Ask and answer questions. What changes occurred in Britain from the Stone Age to the Iron Age? What do we know about the Ancient Egyptians? Why did Britain build an empire in Africa? 	 <p>Ancient Egyptians</p>	<ul style="list-style-type: none"> Ancient civilisation refers specifically to the first settled and stable communities that became the basis for later states, nations, and empires. The six major ancient civilisations were: Ancient Egypt, Mesopotamia (Iraq and Iran), Indus Valley (Pakistan and Afghanistan), The Shang Dynasty (China), The Inca Empire (Mexico) and the The Maya Civilisation (Peru). Ancient Egypt is the time period from 3100BC to 30BC. It happened on a different continent but similar timescale to the Stone/Bronze/Iron Age. Egypt is the 'Gift of the Nile': fertile land in the middle of the desert for food, protection, transport and trade. That the first civilizations formed on the banks of rivers. Rivers were attractive locations for the first civilizations because they provided a steady supply of drinking water and made the land fertile for growing crops. Goods and people could be transported easily, and the people in these civilizations could fish and hunt the animals that came to drink water. Houses would have been built of mud-bricks with floors made from earth. Often the food you ate depended on your class. Richer people (like priests and pharaohs) ate meat, eggs, figs and grapes. Poorer people, like farmers, ate bread and onions. Everyone loved garlic. The ancient Egyptians' attitude towards death was influenced by their belief in immortality. They regarded death as a temporary interruption, rather than the end of life. To ensure the continuity of life after death, people paid homage to the gods, both during and after their life on earth. When they died, they were mummified so the soul would return to the body, giving it breath and life. Important rituals were performed during mummification in order to ensure the passing through to the afterlife.
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages 		
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the continuity and changes to the local area through Ironstone Mining: <ul style="list-style-type: none"> population jobs local significance 	 <p>British Empire</p>	<ul style="list-style-type: none"> An empire is a group of states or countries ruled over by a single monarch, leader or group. During the nineteenth century (1800-1899), the British Empire grew at a rapid rate, and Britain was seen as the World's unrivalled superpower. By 1900, British rule stretched over one-quarter of the world's landmass, and governed one fifth of the world's population. The British Empire was known as 'the Empire on which the sun never set.' Having an Empire was beneficial for countries. Some of the benefits to Empires were trade, power, religion, ambition, adventure and ports. Britain used its Empire to become one of the richest empires in the World. Infrastructure, language, culture, democracy, Commonwealth, Law and Order and Education were all benefits of the Empire that both Britain and its colonies benefitted from. The Scramble for Africa was the competition between different European empires to take over as much land in Africa (1880-1914). In the late 1870s, Belgium and Portugal began to make moves in Africa. Other countries joined in as they feared they would lose out on the land. The scramble was born. The rules for the Scramble were laid down at the Berlin Conference (1884-1885). Countries who controlled a part of the coast could move inland and take over the next part of Africa without having to fight other European countries. Africa was seen as a great place to take over as they were rich in minerals like golds and diamonds. The Boer Wars were a series of battles between the British Army and Boer Farmers (who were descended from Dutch settlers). The battles took place between 1879 and 1915. The Boer War was seen as one of the most shameful episodes in British Empire.
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages 		

Year 3 History Vocabulary

 <p>Iron Age, Stone Age and Bronze Age</p>	 <p>Ancient Egyptians</p>	 <p>British Empire</p>
<p>Prehistory, timeline, BC, AD, Mesolithic, Neolithic, Paleolithic, bronze, iron, stone, Bronze Age, Stone Age, Iron Age, sources, evidence, deduce, archeologist, remains, settlement, monument, construct, tribe, extinct, sacrifice, hunter, gather, forage, agriculture, nomad, Druids, Celts, farmer, primitive, roundhouse, mystery, theory, hillfort, tin, copper</p>	<p>Civilisation, Egypt, BC/AD, ancient, Nile, irrigation, silt, flooding, pharaoh, pyramid, hieroglyphics, tomb, burial chamber, embalming, mummification, sarcophagus, scarab, sphinx, temple, tomb, amulet, papyrus, symbolism, canopic, artefacts, afterlife, Tutankhamun</p>	<p>Empire, Africa, colony, colonisation, trade, empress, Commonwealth, immigrant, imperialism, power, religion, adventure, ambition, ports. Infrastructure, language, culture, democracy, Boer War, materials, natural resources, slavery</p>










Year 4

Concept	Skills	Unit	Knowledge
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Look at the evidence available to us in a topic. Begin to evaluate the usefulness of different sources. Use text books and own historical knowledge to interpret an event. Use Boudicca primary sources to understand that is one viewpoint and cannot be verified. Identify why Boudicca is such a significant individual for both British and Roman British History. Identify why Nelson Mandela is a significant individual in international black history 	<p>What legacy did the Anglo-Saxons, Scots and Viking invasions have on Britain?</p> 	<ul style="list-style-type: none"> Tribes (including Jutes, Saxons, Angles, Picts and Scots) came to Britain to invade and settle for many different reasons (push and pull factors). The Anglo-Saxons were a cultural group who inhabited England in the Early Middle Ages. They traced their origins to settlers who came to Britain from mainland Europe in the 5th century. Viking, also called Norseman or Northman, were members of the Scandinavian seafaring warriors who raided and colonized wide areas of Europe from the 9th to the 11th century. They mainly arrived from Norway and Denmark (thanks to unique technology of longboats/being excellent sailors). Lindisfarne was a monastery which was raided by the Vikings. These raids took place before Vikings invaded and settled. Lindisfarne is the monastery in which St Cuthbert was a monk, before his body was transported around the North of England and visiting Ackworth. They moved him to flee from the Viking invaders. The seven Anglo-Saxon Kingdoms (650-800AD); influenced Britain with place names and how Britain was ruled by Kings. Danegeld was a tax raised to pay tribute or protection money to the Viking raiders to save a land from being ravaged. Early Anglo-Saxons practised a religion called paganism but the message of Christianity spread among the people. Legacy of pagan beliefs (e.g. days of the week) Artefacts from sites such as Sutton Hoo helped historians understand Anglo-Saxons but still leave questions.
 <p>Chronology</p>	<ul style="list-style-type: none"> Place events studied from the places studied onto a timeline. Use terms related to the time period and begin to date events. Understand and explain more complex terms e.g BCE/AD Placing early civilisations into chronological context linking to Stone, Bronze and Iron Age. Placing Ancient Romans and Roman Britain into the wider context of historical chronology. Deeper understanding of concurrent civilisations around the world and their impact on later civilisations. 		
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time. Ask a variety of questions. Use e-books and e-learning for research. What legacy did the Anglo-Saxons, Scots and Viking invasions have on Britain? How significant was Nelson Mandela in abolishing Apartheid? What influence did the Roman Empire have on Britain? 	<p>How significant was Nelson Mandela in abolishing Apartheid?</p> 	<ul style="list-style-type: none"> Apartheid means 'apartness' in Afrikaans language. Apartheid was the system of legislation segregated and discriminated non-white citizens of South Africa. After the National Party gained power in South Africa in 1948, its all-white government immediately began enforcing existing policies of racial segregation. Contact between people with white skin and black skin would be limited. Discrimination means being treated badly or unfairly based on a personal characteristic. People can be discriminated against for their gender, skin colour, beliefs etc. The Civil Right Act was introduced in 1964 and ended segregation in public places and banned employment discrimination on the basis of race, colour, religion, gender or national origin. It is considered one of the biggest achievements of the Civil Rights Movement. Nelson Mandela was sent to a school where he was made to change his name to an English name so the teachers could find it easier to pronounce. He began to be more politically aware after he ran away to Johannesburg. Mandela was imprisoned for 27 years for working against the government. He became the President of South Africa in 1994 to 1999. He established the Truth and Reconciliation Commission, providing a safe place to investigate past human rights abuses, avoiding civil war and bloodshed. He established measures to combat poverty and expand healthcare services. He became a global symbol of peace-making, after he won the Nobel Peace Prize with F.W. De Klerk. He used sports to bring the racially divided country together. Mandela used the country's love for rugby as a way to unite blacks and whites in the racially divided country. He maintained his dignity and humour, even through the bad times of his life and became a beacon of hope. He established the Commission for Gender Equality, as he wanted to create a "society free from gender oppression and all forms of inequality".
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 		
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 	<p>What influence did the Roman Empire have on Britain?</p> 	<ul style="list-style-type: none"> Caesar invaded Britain in 55 BCE and 54 BCE. He invaded to stop Britons supporting Gaul during the Gallic Wars, and to enhance his own reputation. Caesar first claimed that he invaded Britain as self defence! His invasion was technically illegal, but the Senate granted him 20 days of thanksgiving. His 55 BCE invasion failed due to bad weather and sea conditions. In 54 BCE, Caesar was better prepared and managed to cross the River Thames. There were also personal reasons for Julius Caesar's invasion of Britain: he had heard that the British Isles were known for 'gold and silver and other metals'. Claudius was under intense pressure as a new emperor. His predecessor, Caligula, was thought to be mad and had made some questionable decisions, so Claudius had to prove that he was a better emperor. His strong and tremendously large army quickly conquered the South East of Britain and eleven local tribes surrendered to him. They then successfully invaded Camulodunum, the enemy capital. However, it took many decades until all of England was under Roman rule as the tribes kept on fighting. Claudius was better prepared than Julius Caesar before him. He assembled a massive army of 40,000 men with War Elephants & War Machines. Claudius stayed in Britain for a grand total of 16 days before returning to Rome. His work was done, he had, through his military victory, made it clear he was a competent Emperor. So, Claudius left but the Roman army were here to stay. They conquered the majority of England and Wales and didn't leave until 410AD! In AD 60, Queen Boudicca of the Iceni Tribe led an uprising against the Romans. When Boudicca's husband, Prasutagus, died, he left his territory to the Romans and to his two daughters. When the Roman's invaded, they looted and settled in parts of this kingdom, making it difficult for locals. Boudicca had had enough! She began to lead an uprising (rebellion) against the Roman soldiers. The huge Roman armies were focused fighting elsewhere, so the Iceni tribe reeked havoc in Colchester and London. To escape capture, it is thought that Boudicca drank poison. In AD410, the Roman Emperor Honorius sent a goodbye letter to the people of Britain. He wrote, "fight bravely and defend your lives...you are on your own now". The city of Rome was under attack and the empire was falling apart, so the Romans had to leave to take care of matters back home. After they left, the country fell into chaos. Native tribes and foreign invaders battled each other for power. Many of the Roman towns in Britain crumbled away as people went back to living in the countryside.
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs 		




Year 4 History Vocabulary

 <p>The Romans</p>	 <p>Anglo-Saxons, Celts and Viking Invasions</p>	 <p>Nelson Mandela: Apartheid</p>
<p>Empire, emperor, conquer, conquest, senate, republic, legionary, centurion, ruler, betrayal, politician, celts, aqueduct, invasion, resistance, romanisation, amphitheatre, tribe, settlements, hillfort, natural resources, peasuant, slaves, Governor, city state, empire, republic, Julius Ceaser, Emperor Cladius, Queen Boudicca, army, military, Emperor Honourious</p>	<p>Invasion, invaders, settlement, settlers, tribe, Jutes, Saxons, Danegeld, hostage, succession, monarchy, merchant, runes, descendant, settlement, trade, Sutton Hoo, Lindisfarne, Pagan, St Augustine, King Ethelred, King Arthur, Cnut the Great, Harald Hardrada, Eric Bloodaxe. Anglo-Saxon, Vikings, Middle Ages, monastery, Paganism, Christianity, Tax, Taxation, longboats</p>	<p>Privilege, race, segregation, discrimination, human rights, government, racism, partitioning, conflict, abolished, inter-race relations, apartheid, Nelson Mandela, F.W. De Klerk, President, government, politics, protest, Civil Rights, religion, gender, Black Lives Matter</p>










Year 5

Concept	Skills	Unit	Knowledge
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). Identify why certain people/events are significant in history – achievements, impact etc. Identify why some individuals are significant both locally and nationally – Luke Howard (local, names the clouds). Queen Victoria (Victorian era) Begin to understand what makes someone or something significant. 	 <p>Benin</p>	<ul style="list-style-type: none"> Located in modern day Nigeria, formed around 900AD when small villages joined to become conglomerates. At first, they lived in small family groups, but gradually these groups developed into a kingdom. The kingdom was called Igodomigodo. It was ruled by a series of kings, known as Ogisos, which means 'rulers of the sky'. Early leaders were called Ogiso and early building projects included The Benin Moat. In the 1100s the Ogisos lost control of their kingdom. The Edo people feared that their country would fall into chaos, so they asked their neighbour, the King of Ife, for help. The king sent his son Prince Oranmiyan to restore peace to the Edo kingdom. Oranmiyan chose his son Eweka to be the first Oba of Benin. An Oba was a ruler. By the 1400s Benin was a wealthy kingdom. The Obas lived in beautiful palaces decorated with shining brass. There are no written accounts of early Benin. This puts a huge importance on storytelling for beliefs/values/cultures. After Ogiso came Obas, in charge of the army, trading and commerce. He was treated like God. Many artefacts show Obas' power. Many jobs, trades and guilds. Artefacts exist inc. bronze plaques, manilla, busts and clapper bells. Art is highly symbolic and historians have tried to 'read' artefacts. Around 1440, Ewuare became the new Oba of Benin. He built up an army. He also rebuilt Benin City and the royal palace. Oba Ewuare was the first of five great warrior kings. Find out more about them below. By the 1800s, the kingdom of Benin began to lose power. Benin was also under threat from Britain who wanted to gain control of Benin's rich natural resources (palm oil and rubber). The Oba tried to stop all contact with Britain, but the British insisted on their right to trade. In 1897, a group of British officials tried to visit Benin. They were sent away because the Oba was busy with a religious ceremony, but they decided to visit anyway. As they approached the borders of Benin, a group of warriors drove them back and several British men were killed. This attack made the British furious. They sent over a thousand soldiers to invade Benin. Benin City was burnt to the ground and the kingdom of Benin became part of the British Empire.
 <p>Chronology</p>	<ul style="list-style-type: none"> Sequence events or objects in chronological order. Identify that events and people from the past may have occurred across a greater period of time than just themselves. Identify that events and changes have happened in order – development of toys. Identify that there are different periods of time in history – Victorians, Tudors, 20th Century. 		
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Sort artefacts then and now. Use a wide range of sources Answer questions relating to different sources. Who is in our Howard family past and present? What can toys teach us about History? Who was Queen Victoria and Queen Elizabeth I? 	 <p>Industrial Revolution</p>	<ul style="list-style-type: none"> The Industrial Revolution began around 1760. It led to many of the biggest changes of the Victorian era. The Industrial Revolution is the name for a time of great change in industry, technology and science. Energy, technology, work, transport and engineering. It ended around 1840. Before the coming of the machines the spinning used to be done on the spinning wheels by the women whose husbands wove the thread on the wooden looms set up in the kitchens. The first step in the revolution was the invention of the fly shuttle by John Kay in 1733. Other key names include James Hargreaves, Samuel Crompton and Richard Arkwright. This improved the speed of production and therefore the amount that could be produced. This led to the establishment of factories throughout Britain and Britain being the first country to industrialize. The steam engine was one of the most important inventions of the Industrial Revolution and perhaps one of the most important inventions in human history. Steam engines were used in all sorts of applications including factories, mines, locomotives, and steamboats. Steam engines use hot steam from boiling water to drive a piston (or pistons) back and forth. The movement of the piston was then used to power a machine or turn a wheel. To create the steam, most steam engines heated the water by burning coal. The first useful steam engine was invented by Thomas Newcomen in 1712. The Newcomen engine was used to pump water out of mines. Steam power really took off with improvements made by James Watt in 1778. The Watt steam engine improved the efficiency of steam engines considerably. His engines could be smaller and use less coal. By the early 1800s, Watt steam engines were used in factories throughout England. The unit of power (the Watt) was named after inventor James Watt. Large steam engines were used in factories and mills to power machines of all types. Smaller steam engines were used in transportation including trains and steamboats. Britain had large and accessible supplies of coal and iron - two of the most important raw materials used to produce the goods for the early Industrial Revolution. Also available was water power to fuel the new machines, harbours for its merchant ships, and rivers for inland transportation. The invention of canals completely revolutionized Britain and was a major factor in the industrialization of the country. Goods were able to be transported all across the country - quickly, cheaply and easily. People could now produce goods on a larger scale and ship them to far away towns. The benefits of canals outweighed the price of building them, and soon they were everywhere. More jobs appeared, there were more markets opening and much more goods being produced. The working man had the opportunity to expand his business into an industry. Canals created new ways of raising capital, as most canals were built by stock companies. Once the canals could sell shares, and buy land brought in widespread investment. Sea ports could connect to inland trade, and goods were being transported all over Britain, and the price of coal was halved, all due to the development of canals. Working conditions were often unsanitary and the work dangerous. Education suffered because of the demands of work. Home life suffered as women were faced with the double burden of factory work followed by domestic chores and child care. Men assumed supervisory roles over women and received higher wages. Unsupervised young women away from home generated societal fears over their fate.
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 		
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identifying that changes have happened in history that can impact on today – development of schools during Victorian period, toy development and changing materials. Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing 	 <p>World War One</p>	<ul style="list-style-type: none"> On 4 August 1914, Britain declared war on Germany. The war was fought between: The Triple Alliance: Germany, Austria-Hungary and their allies, and The Triple Entente: Great Britain, France and Russia. Great Britain, Germany, Austria-Hungary and Russia all ruled many countries (colonies) across the world. They wanted to keep their empires strong and saw other countries taking over new territories as a threat. When Germany and Austria-Hungary took control of small countries like Bosnia and Morocco, the rest of the world thought they were being aggressive. Many countries had made alliances with one other. They agreed to protect each other. If one was attacked, the others would defend them. On 28 June 1914, Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary, was shot and killed by a Serbian man who thought Serbia should control Bosnia instead of Austria. Because its leader had been shot, Austria-Hungary declared war on Serbia. As a result: Russia got involved because Russia had an alliance with Serbia. Germany then declared war on Russia because Germany had an alliance with Austria-Hungary. Britain declared war on Germany because of its invasion of neutral Belgium. Britain had agreements to protect both Belgium and France. Trenches were long, narrow ditches dug into the ground where soldiers lived. They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop medical problems such as trench foot. There were many lines of German trenches on one side and many lines of Allied trenches on the other. In the middle was no man's land, which soldiers crossed to attack the other side. Propaganda is used to try to make people think a certain way. Stories about bad things the Germans had done were told to make people angry and frightened so everyone would want Britain to beat them in the war. But many tales were untrue and Germany told the same stories about Britain. The government needed to recruit lots of soldiers and wanted people to support them. Posters were printed that made the army look exciting. Other posters told men it was their duty to join, that they would feel proud if they did and guilty or embarrassed if they didn't join. Women were not allowed to fight as soldiers in World War One. So they found other ways to help on the front line. By 1917 the Army was running short of men. The War Office realised that some front line jobs which did not involve fighting were being done by men. They decided that women could do these jobs instead. Women learnt new skills and some worked as doctors, mechanics and in other jobs which would have been unthinkable before the war. They experience independence that they had not known before. Marie Curie, Flora Sandes and Gabrielle Petit are well known heroic women for how they helped soldiers. Air raids were common. Britain was attacked from the sky for the first time, early in 1915. No one expected air raids, so when German airships first flew over Britain, the country was unprepared. The bombs were not accurate but they still caused injury and damage. In times to come, whistles would sound the alarm and people learnt to run for cover in the Underground or at home in cellars. German airships were called Zeppelins. Large bags filled with hydrogen gas enabled them to float. The Gotha bomber could travel a long way and fly higher than British aircrafts. The government tried to warn people when an attack was coming and to keep them safe.
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 		




Year 5 History Vocabulary

 <p>Benin</p>	 <p>Industrial Revolution</p>	 <p>World War One</p>
<p>Slavery, slave trade, civil rights, repatriation, archaeology, indigenous, looting, abolition, dynasty, primitive, Empire, British Empire, trade, oracle, sacrifice, conglomerat, Ogiso, Igodomigdo, bronze, brass, artefact, trading, oral storytelling, guild, trade, trading, craftsmen, goods, plantain, ivory, empire, plaque, manilla, bust, clapper bell, primitive, legacy, golden age, invasion, colonial, decline</p>	<p>Industry, technology, science, mechanise, Cottonpolis, piston, rotary, furnace, smelting, coalfield, coalmine, packhorse, aqueduct, locomotive, mass production, urbanisation, Samuel Crompton, John Kay, Richard Arkwright, steam engine, factories, James Watt, coal, iron, canals, transportation,</p>	<p>Rifle, treaty, allies, enemy, artillery, trenches, no man's land, assassinate, armistice, empire, propaganda, nationalism, imperialism, neutrality, military, Archduke Franz Ferdinand, invasion, allies, triple entente, neutral, truce, Marie Curie, Flora Sandes, Gabrielle Petit, raid, Zeppelins, sacrifices, soldiers</p>

Year 6

Concept	Skills	Unit	Knowledge
 <p>Interpreting and Questioning</p>	<ul style="list-style-type: none"> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). Identify why certain people/events are significant in history – achievements, impact etc. Identify why some individuals are significant both locally and nationally – Luke Howard (local, names the clouds). Queen Victoria (Victorian era) Begin to understand what makes someone or something significant. 	 <p>World War Two</p>	<ul style="list-style-type: none"> The Treaty of Versailles was one of the most hated peace treaties in history and blamed Germany as the cause for WW1. Leaders couldn't decide whether it was fair that Germany was punished by having land, resources and military taken from them, or whether they weren't punished harshly enough. The negotiations regarding the Treaty of Versailles were dominated by the 3 countries: France, USA and Great Britain. Germany felt humiliated and found a new sense of pride when their new leader, Adolf Hitler, took power. The Second World War was started by Germany in an unprovoked attack on Poland. Britain and France declared war on Germany after Hitler had refused to abort his invasion of Poland. The Nazi Party was a political group that ruled Germany between 1933 and 1945. Under Adolf Hitler's leadership, the Nazi's actions contributed to the start of World War II. They also carried out the Holocaust—the murder of about 6 million Jewish people. They believed that Germany had no use for democracy, rule of law, human rights, or peace. The Nazis also thought that Germans were born to rule over what they called "inferior races". About the reasoning behind the blackout (1st September 1939, two days before the outbreak of war) and how this affected people. That the Blitz was heavy and frequent bombing attacks on London and other cities night after night, from September 1940 until May 1941. That children were evacuated from the cities and separated from their families to keep them safe. That Nazi strategy had concentrated on getting Jews to leave the Reich but when war broke out in September 1939 a different plan emerged. The SS had started to develop plans to deport Jews to newly invaded Poland: the first steps towards the systematic murder that would follow. In Poland itself, thousands of Poles and Jews were rounded up and shot. Alongside this, Hitler approved a new programme of euthanasia to exterminate the handicapped and mentally ill. The Treaty of Versailles was one of the most hated peace treaties in history and blamed Germany as the cause for WW1. Leaders couldn't decide whether it was fair that Germany was punished by having land, resources and military taken from them, or whether they weren't punished harshly enough. The negotiations regarding the Treaty of Versailles were dominated by the 3 countries: France, USA and Great Britain. Germany felt humiliated and found a new sense of pride when their new leader, Adolf Hitler, took power. The Second World War was started by Germany in an unprovoked attack on Poland. Britain and France declared war on Germany after Hitler had refused to abort his invasion of Poland. About the reasoning behind the blackout (1st September 1939, two days before the outbreak of war) and how this affected people. That the Blitz was heavy and frequent bombing attacks on London and other cities night after night, from September 1940 until May 1941. That children were evacuated from the cities and separated from their families to keep them safe. The Nazi Party was a political group that ruled Germany between 1933 and 1945. Under Adolf Hitler's leadership, the Nazi's actions contributed to the start of World War II. They also carried out the Holocaust—the murder of about 6 million Jewish people. They believed that Germany had no use for democracy, rule of law, human rights, or peace. The Nazis also thought that Germans were born to rule over what they called "inferior races".
 <p>Chronology</p>	<ul style="list-style-type: none"> Sequence events or objects in chronological order. Identify that events and people from the past may have occurred across a greater period of time than just themselves. Identify that events and changes have happened in order – development of toys. Identify that there are different periods of time in history – Victorians, Tudors, 20th Century. 		
 <p>Historical Enquiry</p>	<ul style="list-style-type: none"> Sort artefacts then and now. Use a wide range of sources Answer questions relating to different sources. Who is in our Howard family past and present? What can toys teach us about History? Who was Queen Victoria and Queen Elizabeth I? 	 <p>The Tudors</p>	<ul style="list-style-type: none"> The dynasty started when Henry Tudor defeated Richard III at the Battle of Bosworth Field. This was the final stage of the Wars of the Roses and made him King Henry VII of England. The Tudor period lasted 22 August 1485 – 24 March 1603. Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I and Elizabeth I were the monarchs during the Tudor time. Henry VII is known for successfully ending the War of the Roses between the houses of Lancaster and York and for founding the Tudor dynasty. Henry VIII brought his nation into the Protestant Reformation. He famously married a series of six wives in his search for political alliance, marital bliss and a healthy male heir. Edward VI was King Henry VIII's only legitimate son. He was crowned king at 9. Henry VIII started the English Reformation in order to divorce his first wife, Catherine of Aragon. The pope turned down the divorce request in order to avoid angering Charles V, the Holy Roman Emperor. The Catholic Church also did not look upon divorce favourably. Henry VIII divorced Catherine anyway and set up his own church, the Church of England. It had many of the same ceremonies as the Catholic Church, but the money stayed in England. Henry VIII used this break with the Pope to seize monasteries. He gave his state church favoured status and took over monasteries and parishes. He used the money to enrich the Crown. The average life expectancy was just 35 years. Tudor England was a farming society. Over 90 % of the population lived in small villages and made their living from farming. Under Tudor rule England became a more peaceful and richer place. Towns grew larger and the mining of coal, tin and lead became very popular. As England grew more and more prosperous life for the well off became more and more comfortable. Upper class and middle class people benefited from the growing wealth of the country. However, for the poor in Tudor England life did not improve. Tudor society was divided into four broad groups. At the top were the nobility who owned huge amounts of land. Below them were the gentry and rich merchants. Below the gentry were yeomen and craftsmen. Yeomen owned their own land. They could be as wealthy as gentlemen but they worked alongside their men. Below the yeomen were the tenant farmers who leased their land from the rich. There were also wage labourers. They were often illiterate and very poor. In Tudor Times prison was seldom used as a punishment. Instead, people were held in prison until trial then the prisoner was given a physical punishment. Tudor punishments were simple but harsh like flogging. Minor crimes were also punished by the pillory or the stocks. More serious crimes were punished by death. Beheading was reserved for the wealthy. Ordinary people were usually hanged. Henry VIII's will established that Edward VI's uncle, Edward Seymour, should be delegated the Regency Council's power. He awarded himself the title of Duke of Somerset and Lord Protector. He governed largely with members of his own household so he had more control. The public's acceptance of some of his key ideas was uncertain. He called for an 'obedience' order to be read in parish churches. He created enemies through his dictatorial manner. His policies failed which weakened his position of power and caused rebellions. In October 1549, he was arrested and succeeded by John Dudley who became Duke of Northumberland. Edward's health declined in 1553 and there were issues with the succession; should Mary succeed him then Catholicism would be restored and Northumberland would be ruined. Difficult relations with foreign powers proved costly financially and politically.
 <p>Historical Investigation</p>	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 		
 <p>Change and Cause</p>	<ul style="list-style-type: none"> Identifying that changes have happened in history that can impact on today – development of schools during Victorian period, toy development and changing materials. Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing 	 <p>Ancient Greece</p>	<ul style="list-style-type: none"> Ancient Greece is considered the birth place of Western civilisation. Ancient Greece covers: the Archaic Period (800BC – 480BC) before the beginning of democracy in Athens; the Classical period (480BC – 323BC) which flourished during the 5th to 4th centuries BC; the Hellenistic Period (323BC – 31BC) between Alexander the Great and the Roman conquest. Classical Greek culture had a powerful influence on the Roman Empire and consequently on much of Europe. It brought us philosophy, mathematics and theatre in addition to the myths and stories known and loved by many. Ancient Greece had no central government. People lived in city-states, known as 'polis' Each city-state was completely independent from the others, with their own form of government, usually a monarchy (ruled by a king), oligarchy (usually ruled by a small group of rich men) or democracy (the council was responsible for making laws). Alexander was the son of a Greek king called Philip II. Philip had started to build up an empire by uniting some of the separate city-states to the north of Greece. This empire was called Macedonia, and when Alexander grew up, he inherited control of it. It was still separate from the other Greek city-states. Although the city-states in Greece shared the same language, they had their own laws and cultures. Uniting the city-states into one empire made them stronger. When he was younger, Alexander had been taught by a famous philosopher and teacher called Aristotle. Alexander took control as king of Macedonia at the age of 19, when his father Philip II died in 336 BC. After gaining control of all of Greece by the age of 21, Alexander invaded other countries nearby. In 332BC, he conquered Egypt in North Africa. He named an Egyptian city 'Alexandria' after himself. A few years later, Alexander spread his campaign even further across Asia to the Indus river (which is in modern-day Pakistan and India). In his 13-year reign, Alexander had created the largest empire in human history! After his sudden death, the Greek Empire broke up into different kingdoms. Athens' Government ruled as a democracy. They were first ever to rule in this way. The city was built below the acropolis which stood on a high hill above Athens. Sparta was a city strictly ruled by the king. He made all the decisions in Sparta. Sparta is surrounded by mountains which made it very difficult for it to be invaded. The Battle of Marathon took place in September 490 BC on the plain of Marathon. It was fought between the Athenians and the Persians. The battle was the end of the first attempt by Persia, under King Darius I, to conquer Greece. It was part of the first Greco-Persian war. The Persian invasion was a response to Greek involvement in the Ionian Revolt. The ancient Greeks had a polytheistic religion. This means that they believed in lots of different gods and goddesses. It was essential to the ancient Greeks to keep the gods happy. Happy gods were helpful and generous, whereas unhappy gods were vengeful and would punish them. The Greek city-state of Athens first introduced the world to the idea of a true democracy. Some of history's greatest philosophers were Ancient Greeks including Plato, Aristotle, and Socrates. Today, philosophy students still study the writings and teachings of Greek philosophers. Much of western philosophy is based on the ideas of the Ancient Greeks. The Greeks invented the western drama where written art is performed by actors. Greek theatre introduced the ideas of the comedy and the tragedy. Greek theatre influenced art throughout Europe including plays such as those written by William Shakespeare. Greek architecture has been imitated throughout history. The Ancient Greeks loved athletics and sports. Their legacy is exemplified in the modern-day Olympic Games which began with the Ancient Greeks in 776 B.C. Greek art heavily influenced western art throughout history.
 <p>Presenting Ideas</p>	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 		

Year 6 History Vocabulary

 <p>World War Two</p>	 <p>The Tudors</p>	 <p>Ancient Greece</p>
<p>Evacuees, allies, axis powers, surrender, propaganda, ration, blackout, blitz, holocaust, genocide, Nazi, concentration camp, civilians, German Workers Party, Great Depression, Treaty of Versailles, Paris Peace Conference, Democracy, Fascism, Communism, Adolf Hitler, Kinder transport, expansion, resistance, social, armistice</p>	<p>Annul, armada, Battle of Bosworth, Catholic, Church of England, heir, Protestant, reign, succeed, treason, Tudor Rose, tyrant, House of York, House of Lancaster, War of the Roses, Henry Tudor (Henry VII), Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I, reformation, dynasty, hierarchy, social</p>	<p>Legacy, protection, trade, travel, law, city-states, conquer, rule, splinter, phalanx, tactics, empire, gods, goddesses, Hellenisation, culture, festival, army, tactics, democracy, acropolis, Parthenon, marathon, Olympics, citizen, philosopher, tyranny, oligarchy, mythology, oracle</p>

Aspirational Outcomes...

- To inspire in children a curiosity to know more about the past and its significance.
- To know and understand significant aspects of the history of Britain and the wider world, including people, events and changes.
- To know how Britain has influenced and been influenced by the wider world.
- To put events, people, objects and changes in chronological order.
- To identify challenges to their own identity and time through studying diversity in societies and relationships between different groups.
- To know children's own place in time and context.
- To know how and why things have changed over time, understanding that actions have consequences.
- To know about different types and sources of evidence, and how they are used to draw conclusions about the past.
- To understand that evidence can be interpreted in different ways, and that this why different interpretations of the past have been constructed.
- To question the reliability of sources.
- To learn about local history, investigating significant people, events and changes in our local area over time.
- To use historical vocabulary with confidence and understanding.
- To explore and experience a wide range of secondary sources including stories, eye witness accounts, pictures, photographs and artefacts to draw their own conclusions about historic events.
- To enrich historical learning through visits and welcoming visitors into school.