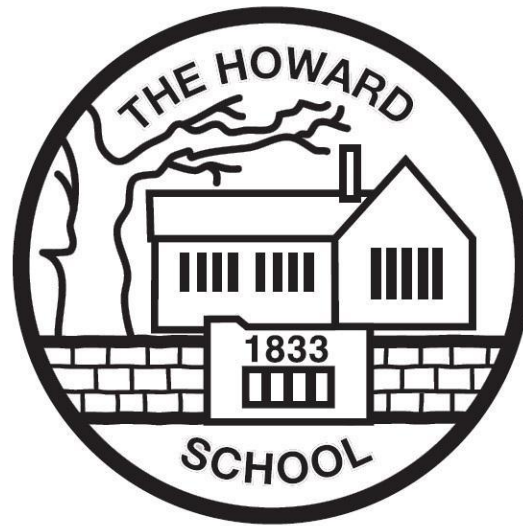


# Ackworth Howard C of E School

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.

# Essentials for History...

- 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 is 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.

# Early Years History (Understanding the World)

Area of Learning	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Understanding the World (History)</u></b></p> <p>Early years outcomes are prerequisite skills for History within the National Curriculum. The table outlines the most relevant Early Years outcomes from 30-50 months to Early Learning Goal, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for History.</p>	<p><b><u>30-50 Months</u></b>  <b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>- To show interest in the lives of people who are familiar to them.</li> <li>- To remember and talk about significant events in their own experiences.</li> <li>- To recognise and describe special times or events for family or friends.</li> <li>- To show interest in different occupations and ways of life.</li> <li>- To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>- To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>- To talk about why things happen and how things work.</li> <li>- To develop an understanding of growth, decay and changes over time.</li> </ul> <p><b><u>40-60 Months</u></b>  <b>The World</b></p> <ul style="list-style-type: none"> <li>- To look closely at similarities, differences, patterns and change.</li> </ul> <p><b><u>Early Learning Goals</u></b>  <b>People and Communities</b></p> <ul style="list-style-type: none"> <li>- To talk about past and present events in their own lives and in the lives of family members.</li> <li>- To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>- To know about similarities and differences in relation to places, objects, materials and living things.</li> <li>- To talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Dressing up and acting out</li> <li>• Creative play, make-believe, role play, dance and drama</li> <li>• Talking and listening to each other; hearing and discussing stories.</li> <li>• Exploring artefacts linked to topics.</li> <li>• Seeing pictures, books and videos of places of worship and meeting believers in class</li> </ul>

# Early Years Understanding the World Vocabulary

## Essential Vocabulary

### The World

Cars  
Wheels  
Steering wheel  
Exhaust pipe  
Engine  
Horse and cart  
Wind up motors  
Steam  
Electric  
Rail tracks  
Coal  
Safety

### People and Communities

Family  
Baby  
Toddler  
Child  
Teenager  
Adult  
Elderly person  
Birthday

# Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>- To know where the people and events they study fit in a chronological framework and identify similarities and differences between ways of life in this period.</li> <li>- To use a wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>- To locate time periods on a timeline to support chronological understanding.</li> <li>- To use our school's history timeline to identify events that happened before and after the studied topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Use and create timelines to place events and objects in chronological order.</li> <li>- Use a wide historical vocabulary.</li> </ul>
<p><b><u>Knowledge and understanding of changes in the past</u></b></p> <ul style="list-style-type: none"> <li>- To know about changes within living memory, which, where appropriate, are used to reveal aspects of change in national life.</li> <li>- To experience a wide range of secondary sources to investigate changes in their own lives and others around them.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><u>Toys</u></b></li> <li>- To recognise the difference between toys of the past and those of today.</li> <li>- To compare toys from the world and consider whether all children have the same access to toys.</li> <li>- To investigate toys made from recycled materials.</li> <li>- Use their scientific knowledge to consider the properties most suitable for different toys</li> <li>- To interview parents, carers, teachers or friends who were born in a different time period to ask questions and build up an understanding of key features of events.</li> <li>- To visit a museum or a gallery to see artefacts, or invite visitors into school.</li> </ul>	<ul style="list-style-type: none"> <li>- Through the study of toys: compare children's experiences today with their parents/carers/grandparent's. (What toys did they have? How does this compare with my toys today? What can that tell me about the time that my parents/grandparents were growing up?)</li> <li>- Look at pictures and photographs from the past of their own families and create a family tree.</li> <li>- Sort toys and books (their own and those of parents and grandparents) into old and new, and create a time line.</li> <li>- Design and create a toy from recycled materials based on research and examples.</li> <li>- Have a photographic study of toys using cameras and iPads to take a selection of photos from a toy that show features reflecting the toy's age and write labels.</li> </ul>
<p><b><u>Local Historical Study</u></b></p> <ul style="list-style-type: none"> <li>- To know about significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><u>Howard Family</u></b></li> <li>- To visit our school's graveyard and understand why it was built here and the history it holds.</li> <li>- To visit Luke Howard's plaque and investigate who he was and what impact he had.</li> <li>- To investigate the history of Rachel Howard.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore a wide range of secondary sources to investigate the way of life of people in the more distant past who lived in the local area.</li> <li>- To explore a wide range of secondary sources to investigate significant events in the local area: visits.</li> </ul>

# Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Historical Interpretation and Enquiry</u></b></p> <ul style="list-style-type: none"><li>- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li><li>- To understand some ways in which we find out about the past and identify different ways in which it is represented. To explore significant individuals in the past who have contributed to National and International achievements, comparing and making links where relevant.</li></ul>	<ul style="list-style-type: none"><li>- <b><u>Queen Elizabeth I and Queen Victoria</u></b></li><li>- To order some pictures of famous English monarchs, stating what has changed from the oldest to our current Queen.</li><li>- To explain the key jobs of a monarch.</li><li>- To learn about the life of Elizabeth I through art, stories, drama and role play.</li><li>- To learn about the life of Queen Victoria through art, stories, drama and role play.</li><li>- To compare pictures of Elizabethan and Victorian images, noting changes in fashion.</li><li>- To consider what makes a good King or Queen.</li></ul>	<ul style="list-style-type: none"><li>- To role-play aspects of Elizabethan life and explore aspects of Elizabeth I's legacy through mystery items.</li><li>- To make a collage using Elizabethan and Victorian images.</li><li>- To design and create an outfit influenced by the outfits of the Elizabethan or Victorian times. (collage)</li></ul>

# Year 1 History Vocabulary

## Essential Vocabulary

### Chronological Understanding

Week  
Month  
Year  
Timeline  
Living memory  
Decade  
Order  
Sort

### Knowledge and understanding of changes in the past

Different  
Inventions  
Modern  
Ancient  
Generation  
Similar  
Artefact  
Reign

### Local Historical Study

Compare  
Important  
Same  
Different  
Change

### Historical Interpretation and Enquiry

Opinion  
Trust  
Believe  
Why  
How  
When  
Where  
Who  
Because  
I wonder



# Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>- To know where the people and events they study fit in a chronological framework and identify similarities and differences between ways of life in this period.</li> <li>- To use a wide vocabulary of everyday historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the school's history timeline to place events in chronological order.</li> <li>- Discuss event's chronology in terms of topics learned in Year 1. (e.g. Queen Victoria (Y1) ruled in the Victorian times which was when Florence Nightingale (Y2) lived.)</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to place events and objects in chronological order.</li> <li>- Create own timelines of events in chronological order.</li> </ul>
<p><b><u>Knowledge and understanding of events in the past</u></b></p> <ul style="list-style-type: none"> <li>- To know about events beyond living memory that are significant nationally or globally.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><u>Great Fire of London</u></b></li> <li>- To place the events of the Great Fire of London in chronological order.</li> <li>- To understand the cause and effect of the Great Fire of London.</li> <li>- To find out more about how we fight fires today compared with the 17th century.</li> <li>- To learn about the life and significance of Samuel Pepys.</li> <li>- To name several types of materials used in construction of buildings in 1666 and explain the reasons why those materials have been selected for purpose.</li> <li>- To empathise with the people involved in and affected by the Great Fire of London.</li> <li>- To experience and explore a wide range of secondary sources to investigate the Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>- Use drama and role play to become the roles of people affected by the Great Fire of London and Samuel Pepys.</li> <li>- Invite a visitor into school to help children to learn about fire safety today and how fire fighting methods have changed over time.</li> <li>- DT link – baking bread.</li> <li>- Create table top maps/models of Tudor London and invite visitors for a guided tour of the events of the Great Fire of London given by the children.</li> </ul>

# Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Knowledge and understanding of people in the past</u></b></p> <ul style="list-style-type: none"> <li>- To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><u>Florence Nightingale and Mary Seacole</u></b></li> <li>- To learn about the life and career of Mary Seacole.</li> <li>- To learn about the life and career of Florence Nightingale.</li> <li>- To compare the duties and experiences of Mary Seacole and Florence Nightingale.</li> <li>- To explain the impact of the Crimean War on Florence Nightingale.</li> <li>- To explain about the conditions of Scutari and compare this to the hospitals of today.</li> <li>- To investigate the lives of significant women from Britain and the wider world by exploring a wide range of secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Invite a nurse in to speak to the children about duties and life in a hospital today.</li> <li>- Use drama opportunities to empathise with Florence Nightingale and Mary Seacole, and to learn basic first aid skills.</li> <li>- Link: Healthy Eating in Science.</li> </ul>
<p><b><u>Historical Interpretation and enquiry</u></b></p> <ul style="list-style-type: none"> <li>- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>- To understand some ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>- <b><u>Explorers &amp; Pioneers (Christopher Columbus, Neil Armstrong &amp; Charles Waterton)</u></b></li> <li>- To study, order and map the journeys and achievements of Christopher Columbus, Neil Armstrong and Charles Waterton. (Geography link)</li> <li>- To use sources to explain the legacy of each explorer and how our life is different today because of them.</li> <li>- To read sceptic accounts of the moon landing and be introduced to how evidence can be interpreted in different ways.</li> <li>- To prepare questions to interview visitors to build up their understanding of the topic studied.</li> <li>- To be exposed to different sources (e.g. stories, pictures and visitors) to help the children build up their own interpretations of past events.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast Columbus' achievements with Waterton's inventions and Neil Armstrong's journey to the moon.</li> <li>- Create booklets, information texts, drama, artwork or use computing skills to present and communicate findings.</li> </ul>

# Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Local History Study</u></b> - To know about significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"><li>- To focus study on farming in our local area (Ackworth)</li><li>- Invite a local farmer into school to talk to children about their duties and why their jobs are essential (link to healthy eating in Science.)</li><li>- Conduct a local walk, identifying farmland in our local area (link to Geography)</li></ul>	<ul style="list-style-type: none"><li>- Compare how farming has changed over time based on secondary sources and visitor's information.</li><li>- Present their findings about how local farming has changed over time using computing skills.</li></ul>

# Year 2 History Vocabulary

## Essential Vocabulary

### Chronological Understanding

Chronological order  
Era  
Period  
Sequence  
Week  
Month  
Year  
Timeline  
Living memory

### Knowledge and understanding of events and people in the past

Plotters  
Protestant  
Catholic  
Parliament  
Traitor  
Encounter  
Treason  
Pioneer

### Local Historical Study

Significant  
Investigate  
Impact  
Developed  
Change  
Compare  
Similar  
Same  
Different

### Historical Interpretation and Enquiry

Anachronism  
Source  
Secondary  
Story  
Photograph  
Illustration  
Version  
Opinion  
Trust

# Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across time periods studied.</li> <li>- To note connections, contrasts and trends over time.</li> <li>- To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>- To place events on the school's historical time line.</li> <li>- To refer back to previously learned topics and comment on chronology.</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>- Create an on-going timeline throughout topics, adding significant events as they are learned.</li> <li>- Use a wide vocabulary of historically relevant words.</li> </ul>
<p><b><u>Changes in Britain from the Stone Age to the Iron Age</u></b> (8000BC – 500BC)</p> <ul style="list-style-type: none"> <li>- To establish clear narratives within and across time periods studied.</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To devise and ask questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>- To know when the Stone Age period took place.</li> <li>- To know that the Bronze Age followed the Stone Age, and that the Iron Age followed this.</li> <li>- To establish how man lived during these times and compare this with other time periods already studied, and with modern life today.</li> <li>- To devise and ask historically valid questions about why life was the way it was and why it changed over time, making links between different time periods.</li> <li>- To be exposed to a range of secondary sources to develop their knowledge that the past is constructed from these.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the challenges of survival for 'Early Man'.</li> <li>- Explore an important festival in the Druid calendar.</li> <li>- Consider how homes have changed over the time period studied and in later times.</li> <li>- Explain why Bronze Age people mined copper.</li> <li>- Explain why there are so many ideas about why Stone Henge was used.</li> </ul>
<p><b><u>Achievements of the Earliest Civilisations</u></b> (3100BC – 30BC)</p> <ul style="list-style-type: none"> <li>- To develop an overview of where and when the first civilizations appeared and conduct a depth study of <i>Ancient Egypt</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand how we live today has developed from the Earliest Civilizations.</li> <li>- To know when the Ancient Egypt period took place.</li> <li>- To understand why rivers were vital to Ancient Civilisations, noting trends over time and how this has gradually changed.</li> <li>- To recognise the different rulers of Ancient Egypt, using secondary sources to devise their own opinions about whether they were good rulers or not.</li> <li>- To understand the Ancient Egyptian beliefs about death, religion and burials, comparing and contrasting this with Christian beliefs.</li> <li>- To explain about the lives and significance of key people (Tutankhamun) and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- Use artefacts to gather more information about Ancient Egypt.</li> <li>- Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.</li> <li>- Develop the appropriate use of historical terms such as 'BC/AD', 'civilisation' and 'artefact'.</li> </ul>

# Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>British Empire of Africa</u></b> (1897 – 1957)</p> <ul style="list-style-type: none"> <li>- To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- To develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>- To note connections, contrasts and trends over time.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand what the British Empire is, which countries are a part of it, and when it began.</li> <li>- To understand why the British Empire began.</li> <li>- To define the word 'colonisation'.</li> <li>- To consider the impact of colonisation on people who already lived in these countries.</li> <li>- To consider the benefits and disadvantages of the British Empire for all involved.</li> <li>- To use a range of sources to consider the total impact of the British Empire of Africa, asking historically valid questions to improve their understanding of the significance of this event.</li> </ul>	<ul style="list-style-type: none"> <li>- Create key word glossaries featuring vocabulary such as 'colonisation' and 'imperialism'.</li> <li>- Use image sources and stories to make inferences about the colonisation of Africa.</li> <li>- Use drama activities to empathise with colonised people and consider the impact on their lives.</li> <li>- Tanzania link.</li> </ul>
<p><b><u>Historical interpretation and enquiry</u></b></p> <ul style="list-style-type: none"> <li>- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore significant people, events and time periods through a range of sources.</li> <li>- To use the sources provided to offer responses to key questions asked.</li> <li>- To begin to devise questions about significant events of the time period studied.</li> <li>- To define the terms 'primary' and 'secondary' sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the internet to research themes and topics studied.</li> <li>- Use topic books and the library to research themes and topics studied.</li> <li>- Use different types of primary and secondary evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> <li>- Present their findings in a variety of ways (art, drama, writing, dance, computing etc.)</li> </ul>

# Year 3 History Vocabulary

## Essential Vocabulary

<u>Chronological Understanding</u>	<u>Changes in Britain from the Stone Age to the Iron Age</u>	<u>Achievements of the Earliest Civilisations</u>	<u>British Empire of Africa (1897 – 1957)</u>	<u>Historical interpretation and enquiry</u>
B.C. A.D. Century Decade Millennium Period Modern Ancient	Primitive Hunter Gatherer Tribe Skara Brae Food source Extinct Agriculture Evolving Adaptation Nomad Palaeolithic Mesolithic Neolithic	Civilisation Amulet Sarcophagus Papyrus Embalm Irrigation Shaduf Pharoah Sphinx Symbolism Canopic	Colony Colonisation Empire Trade Empress Commonwealth Immigrant Imperialism	Artefact Reliable Unreliable Trustworthy Primary Secondary Source

# Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>- To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- To note connections, contrasts and trends over time.</li> <li>- To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>- To place events on the school's historical time line.</li> <li>- To refer back to previously learned topics and comment on chronology.</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>- Create an on-going timeline throughout topics, adding significant events as they are learned.</li> <li>- Use a wide vocabulary of historically relevant words.</li> </ul>
<p><b><u>The Roman Empire and its impact on Britain</u></b> (27BC - 467 AD)</p> <ul style="list-style-type: none"> <li>- To use evidence to ask questions and find answers to questions about the past.</li> <li>- To suggest suitable sources of evidence for historical enquiries.</li> <li>- To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>- To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>- To suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the rise of the Roman Empire and explain when the Romans conquered Britain.</li> <li>- To consider the Romanisation of Britain through the impact of technology, culture and beliefs, including early Christianity.</li> <li>- To understand the reasons why Julius Caesar invaded Britain in 55 BCE.</li> <li>- To explore the invasion of Britain and gain a deeper understanding of its impact on the people who were there.</li> <li>- To understand the events leading up to the Roman conquest of Britain by Emperor Claudius in 43 CE.</li> <li>- To understand examples of British rebellion and resistance (Boudicca) and consider why this happened.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell and re-enact the story of Romulus and Remus and the beginning of Rome.</li> <li>- Recap on what life was like in Iron Age Britain before the Romans came along.</li> <li>- Map out the growth of the Roman Empire on a map.</li> <li>- Write analyses of why the Roman Empire was so successful.</li> <li>- Use role play and Latin commands to understand how the Romans tried to, and then ultimately invaded Britain.</li> <li>- Investigate the inventions and ways of entertainment in Roman times.</li> </ul>
<p><b><u>Britain's Settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b> (400 – 793 AD)</p> <ul style="list-style-type: none"> <li>- To use evidence to ask questions and find answers to questions about the past.</li> <li>- To suggest suitable sources of evidence for historical enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain who the Anglo-Saxons and Scots were and when and why they invaded Britain.</li> <li>- To explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.</li> <li>- To demonstrate a deep understanding of how life in Britain has been shaped by the Anglo-Saxons.</li> <li>- To where the Vikings came from and when they invaded Britain.</li> <li>- To describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments.</li> </ul>	<ul style="list-style-type: none"> <li>- Take into account the needs of the Anglo-Saxons and plan and create a model village.</li> <li>- Map out a journey of the Anglo-Saxons to settle in England, considering why the Romans left in the early 5<sup>th</sup> Century.</li> <li>- Use drama and role play to explore religious beliefs, including Christianity.</li> <li>- Use artefacts (Sutton Hoo) to explore and draw conclusions.</li> </ul>



# Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<ul style="list-style-type: none"> <li>- To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>- To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>- To suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain where and why some Viking raids or attacks took place.</li> <li>- To describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld.</li> <li>- To evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history.</li> <li>- To compare and contrast the modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Use technology and libraries to research sources and present findings on crime and punishment and rulers in this time.</li> <li>- Use different types of primary and secondary evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> </ul>
<p><b><u>Apartheid</u></b> (1948 – 1994)</p> <ul style="list-style-type: none"> <li>- To know and understand significant aspects of history of the wider world, achievements and follies of mankind.</li> <li>- To gain and deployment a historically grounded understanding of abstract terms such as empire.</li> </ul>	<ul style="list-style-type: none"> <li>- To explain what the Apartheid was.</li> <li>- To define the words 'discriminate' and 'segregate'.</li> <li>- To explain who Nelson Mandela was and to understand his significance in world history.</li> <li>- To consider how Nelson Mandela's actions affected the world and people's responses to this.</li> <li>- To consider relationships between races during the apartheid and after its abolishment.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider social and moral dilemmas through drama, learning about the events of the apartheid.</li> <li>- Create fact files about Nelson Mandela.</li> <li>- Create glossaries to define new vocabulary.</li> <li>- Write narratives that retell the events of the apartheid.</li> <li>- Investigate contrasting arguments and consider how and why people think in this way.</li> <li>- Link to PE: Interpretative dance.</li> </ul>
<p><b><u>Historical interpretation and enquiry</u></b></p> <ul style="list-style-type: none"> <li>- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore significant people, events and time periods through a range of sources.</li> <li>- To use the sources provided to offer responses to key questions asked.</li> <li>- To begin to devise questions about significant events of the time period studied.</li> <li>- To define the terms 'primary' and 'secondary' sources.</li> <li>- To understand the term 'inter-racial relations'.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the internet, topic books and libraries to research secondary sources based on themes and topics studied.</li> <li>- Use different types of primary and secondary evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> <li>- Present their findings in a variety of ways (art, drama, writing, dance, computing etc.)</li> </ul>

# Year 4 History Vocabulary

## Essential Vocabulary

<u>Chronological understanding</u>	<u>The Roman Empire and its impact on Britain</u>	<u>Britain's Settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u>	<u>Apartheid</u>	<u>Historical interpretation and enquiry</u>
Pre Post Century B.C. A.D. Millennium Modern Ancient	Empire Emperor Conquer Conquest Senate Republic Legionary Centurion Ruler Betrayal Politician Celts Aqueduct Invasion Resistance Romanisation Amphitheatre	Danegeld Hostage Succession Invader Merchant Runes Descendant Settlement Trade Wattle and Daub Sutton Hoo Lindisfarne Christianity Pagan	Privilege Race Segregation Human Rights Government Discrimination Civil Rights Racism Partitioning Conflict Abolished	Evidence Reliable Unreliable Primary Secondary Claims Interpretation Constructed Analyse

# Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- To note connections, contrasts and trends over time.</li> <li>- To develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>- To place events on the school's historical time line.</li> <li>- To refer back to previously learned topics and comment on chronology.</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>- Create an on-going timeline throughout topics, adding significant events as they are learned.</li> <li>- Use a wide vocabulary of historically relevant words.</li> </ul>
<p><b><u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW1 (1914 – 1918)</u></b></p>	<ul style="list-style-type: none"> <li>- To explain what an alliance system is.</li> <li>- To understand and explain the causes of the First World War.</li> <li>- To explain why Franz Ferdinand was assassinated.</li> <li>- To explain what 'propaganda' is and how it was used in WW1.</li> <li>- To explore what life was like in the trenches and consider how the soldiers must have felt.</li> <li>- To recall what happened at the Battle of Somme (1916)</li> <li>- To consider the impact of the First World War on women.</li> <li>- To consider how we remember and show respect to those who lost their lives in WW1.</li> <li>- To understand how the Treaty of Versailles lead to the Second World War.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider the propaganda posters and how they were persuasive. Create their own.</li> <li>- Use drama following stories and other sources to empathise with the soldiers in the trenches and what life was like.</li> <li>- Create own Suffragette campaigns.</li> <li>- Plan a mark of respect for those who fought in the First World War.</li> </ul>
<p><b><u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: Industrial Revolution (1760 – 1840)</u></b></p>	<ul style="list-style-type: none"> <li>- To begin to understand why the Industrial Revolution was important to Britain.</li> <li>- To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.</li> <li>- To understand the significance of the steam engine during the Industrial Revolution.</li> <li>- To understand why coal and iron were so important for the Industrial Revolution.</li> <li>- To understand the impact that canals had on trade and transport in Britain.</li> <li>- To know about the first train lines to be built in Britain.</li> <li>- To consider the role of women and how it has changed over time periods studied.</li> <li>- To consider Charles Waterton's role as an environmentalist and conservationist and his opposition to the pollution being created during this time.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare 2 views of the railway and debate which one is the most trustworthy.</li> <li>- Visit the National Coal Mining Museum to view artefacts from the Industrial Revolution.</li> <li>- Visit and ride on a canal boat and consider whether this was an effective form of transport.</li> </ul>

# Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>A non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900 – 1300.</u></b></p>	<ul style="list-style-type: none"> <li>- To describe key beliefs and rituals of the people of the Benin kingdom.</li> <li>- To understand the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them.</li> <li>- To understand the oral tradition of African history.</li> <li>- To recall key facts about Eweka and his rise to power as the first Oba of the Benin Kingdom.</li> <li>- To consider the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15<sup>th</sup> Century.</li> <li>- To question the validity of historical sources recorded by European travellers to the Benin Kingdom from the 15<sup>th</sup> Century onwards.</li> <li>- To understand the significance of the Benin Kingdom within African and world history.</li> </ul>	<ul style="list-style-type: none"> <li>- Use indigenous traditions, oral traditions, written records, objects and artefacts and archaeological remains to investigate the Kingdom of Benin.</li> <li>- Make a hierarchy diagram showing the relationships in Benin society.</li> <li>- Explore how Benin was ruled through drama and role play.</li> <li>- Read the Benin creation story and compare to that of Christianity.</li> <li>- Map trade links Benin had before and after direct European contact.</li> <li>- Write a blog post/letter about whether the Benin artefacts in British museums should be repatriated to Benin City.</li> </ul>
<p><b><u>Historical interpretation and enquiry</u></b></p> <ul style="list-style-type: none"> <li>- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- To make comparisons between primary and secondary sources.</li> <li>- To explore a range of sources based on different perspectives.</li> <li>- To consider the changing role of women over time periods studied.</li> <li>- To consider the impact of advancement of mechanics.</li> <li>- To consider the impact of war on lives of the time and today.</li> <li>- To make links between civil rights during the Apartheid and in WW1.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the internet to find historically valid research that can help to form children's own interpretations of topics studied.</li> <li>- Question the validity and reliability of research, and why some research should not be trusted.</li> <li>- Explore and question the impact topics have had on the lives of those affected, and modern life today.</li> </ul>

# Year 5 History Vocabulary

## Essential Vocabulary

<u>Chronological Understanding</u>	<u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW1 (1914 – 1918)</u>	<u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: Industrial Revolution (1760 – 1840)</u>	<u>A non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900 – 1300.</u>	<u>Historical interpretation and enquiry</u>
<p>Circa B.C. A.D. Millennium Modern Ancient Preceding Previously Consequently</p>	<p>Rifle Treaty Allies Enemy Artillery Trenches No Man's Land Assassinate Armistice Empire Propaganda Nationalism Imperialism Neutrality Military</p>	<p>Mechanise Cottonopolis Piston Rotary Furnace Smelting Coalfield Coalmine Packhorse Aqueduct Locomotive</p>	<p>Slave trade Civil rights Repatriate Archaeological Indigenous Looting Abolition Dynasty Primitive British Empire Trade Oracle Sacrifice</p>	<p>Cause Effect Causation Impact Consequence Significance Analyse Reliable Persuade Argument Interpretation</p>

# Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>- To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- To note connections, contrasts and trends over time.</li> <li>- To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>- To place events on the school's historical time line.</li> <li>- To refer back to previously learned topics and comment on chronology.</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>- Create an on-going timeline throughout topics, adding significant events as they are learned.</li> <li>- Use a wide vocabulary of historically relevant words.</li> </ul>
<p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Tudors (1485 – 1603)</u></b></p>	<ul style="list-style-type: none"> <li>- To explain who the Tudor family were.</li> <li>- To understand how the Tudor family came to power.</li> <li>- To explain who Henry VIII was and why he had so many wives.</li> <li>- To know that Henry VIII created the Church of England and why.</li> <li>- To explain the significance of religion during the Tudor times.</li> <li>- To explain the impact of the Tudor family on Britain.</li> <li>- To explore the everyday lives of men, women and children from different sections of society during the Tudor times.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a Tudor family tree and consider how different life today might have been if members were missing.</li> <li>- Use drama to re-enact the Battle of Bosworth.</li> <li>- Use stop motion video or other technology to teach others about Tudor crime and punishment.</li> </ul>
<p><b><u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW2 (1939 – 1945)</u></b></p>	<ul style="list-style-type: none"> <li>- To offer reasons as to why WW2 started.</li> <li>- To identify the main figures of WW2.</li> <li>- To recall key facts about rationing, evacuation and the Holocaust.</li> <li>- To compare the Holocaust to previous events learned about and issues in society today.</li> <li>- To explain the experiences of children who were evacuated, and those who were not evacuated at all.</li> <li>- To explain what the 'blackout' was.</li> <li>- To understand how people protected themselves during the Blitz.</li> <li>- To explain what 'rationing' is and why it was so significant for the people of Britain.</li> <li>- To explain how people prepared for possible Nazi invasion in Britain.</li> <li>- To explain how and why the changing role of women was significant to the war effort.</li> </ul>	<ul style="list-style-type: none"> <li>- Use Caesar's wheel to crack codes from the Second World War.</li> <li>- Create own ration book based on sources from WW2.</li> <li>- Create artwork based on children's experiences being evacuated and the emotions that they felt based on sources.</li> <li>- Experience a 'blackout'.</li> </ul>

# Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p><b><u>A study of Greek life and achievements and their influence on the western world: Ancient Greece (700 – 480 BC)</u></b></p>	<ul style="list-style-type: none"> <li>- To know when and where the Ancient Greek civilisation existed.</li> <li>- To explain who Alexander the Great was and how the Greek empire was created.</li> <li>- To explain how the Ancient Greek empire was established and maintained, and the impact this had on the wider world.</li> <li>- To explain the significance of the Olympics.</li> <li>- To explain the religious beliefs of the Ancient Greeks.</li> <li>- To explain the Ancient Greek writing system.</li> <li>- To explore Greek mythology and identify which facts may have led to the creation of these stories.</li> <li>- To explain what a city state was in Ancient Greece, and explain the difference between Athens and Sparta.</li> <li>- To understand why the Battle of Marathon took place.</li> <li>- To understand the legacy of Ancient Greek art, architecture and literature on later periods in British history, including present day.</li> </ul>	<ul style="list-style-type: none"> <li>- Record a myth busters show using technology to prove aspects Ancient Greek myths true or false.</li> <li>- Create sketches of famous Greek architecture and analyse common trends. Use this to create their own Greek architecture model.</li> <li>- Hold a traditional Ancient Greek Olympic competition.</li> </ul>
<p><b><u>Historical interpretation and enquiry</u></b></p> <ul style="list-style-type: none"> <li>- To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>- To make comparisons between primary and secondary sources.</li> <li>- To use critical thinking skills to discuss reliability and bias.</li> <li>- To explore a range of sources based on different perspectives.</li> <li>- To consider religion and how and why it has changed over time.</li> <li>- To consider inter-racial relations and how this is still improving in modern life.</li> <li>- To consider the role of women in Land Army.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the internet to find historically valid research that can help to form children's own interpretations of topics studied.</li> <li>- Question the validity and reliability of research, and why some research should not be trusted.</li> <li>- Define bias and identify examples of this to teach others.</li> <li>- Explore and question the impact topics have had on the lives of those affected, and modern life today.</li> </ul>

# Year 6 History Vocabulary

## Essential Vocabulary

<u>Chronological understanding</u>	<u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Tudors (1485 – 1603)</u>	<u>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: WW2 (1939 – 1945)</u>	<u>A study of Greek life and achievements and their influence on the western world: Ancient Greece (700 – 480 BC)</u>	<u>Historical interpretation and enquiry</u>
<p>Circa B.C. A.D. Millennium Modern Ancient Preceding Previously Consequently</p>	<p>Carrack Church of England Colonisation Circumnavigate Dissolution Empire Galleon Medieval Monarch Reformation Reign Tyrant Treason Annul</p>	<p>Evacuee Judaism Swastika Allies Surrender Propaganda Ration Religion Military Invasion Blackout Blitz Air Raid Axis Powers Civilians Concentration Camp D-Day Holocaust Nazi Refugee</p>	<p>Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Aristocrat Mythology Column Peninsular Oracle</p>	<p>Bias Reliability Significance Cause Effect Causation Consequence Significance Analyse Argument Interpretation Claims Contrasting</p>