

LKS2					
Theme:	NC objectives covered:	Skills progression – bold denotes core skills:	Knowledge – bold denotes core knowledge	Core vocabulary	Cultural capital links (Trips/resources/visitors etc)
Invasion & Settlement  Lasting impact	The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> <li>• Invasion and Settlement</li> <li>• Can I use a timeline to place specific things? (invasions)</li> <li>• Can I describe events from the past using dates when things happened?</li> <li>• Can I understand why the Romans wanted to invade Britain?</li> <li>• Can I research the Roman army and learn why it was successful?</li> <li>• Can I understand why the Iceni tribe revolted?</li> <li>• Can I learn why Boudicca’s revolt was unsuccessful?</li> </ul> <p>Lasting Impact</p> <ul style="list-style-type: none"> <li>• Can I understand what the Romans lasting impacts were?</li> </ul>	<p>Invasions &amp; Settlements</p> <p>First invasion was in 55/54 BCE-it was unsuccessful.</p> <p>Successful invasion by Claudius and conquest including Hadrian’s Wall</p> <p>Next invasion was in 43AD – why successful, why did they want to invade- resources such as gold, tin and silver. Also look at Hadrian’s Wall</p> <p>British resistance-Boudicca was head of the Iceni tribe and she revolted against the Romans- look at why and why her revolt was unsuccessful.</p> <p>The Roman soldiers were excellent 2 types of fighters: <b>legionaries</b> and <b>auxiliaries</b> employed tactics and formations such as the tortoise.</p> <p>Roman army divided into legions and centuries.</p> <p>Weapons and training.</p> <p>Lasting Impact</p> <p>The Romans lasting impact was:</p> <p>Roman Roads</p> <p>Language, writing and numbers</p> <p>Towns and cities</p>	Invasion, tactics, settlements, successful, unsuccessful, Iceni, Boudicca, legionnaires, auxiliaries, revolt, impact	Castle Mall-Roman day The Iceni centre-Swaffham Roman town at Caister St Edmunds.
Invasion & Settlement	Britain’s settlement by Anglo-Saxons	<ul style="list-style-type: none"> <li>• Can I understand that many place names have Anglo-Saxons origins?</li> <li>• Can I place the Anglo-Saxons on a timeline?</li> <li>• Can I explain where the Anglo-Saxons came from?</li> <li>• Can I understand why they came?</li> <li>• Can I understand how the Anglo-Saxons separated Britain and how they ruled?</li> </ul>	<p>Anglo Saxon period began in 410AD-800AD.</p> <p>Anglo-Saxon invasion was successful and lots of villages have Anglo Saxon origins (the name). Looking at these.</p> <p>They were a mix of tribes from Germany, Denmark and the Netherlands.</p> <p>The three biggest were the Angles, the Saxons and the Jutes.</p> <p>Looking at the reasons they came primarily: to fight, to farm, to make new homes and they were invited to help fight.</p>	Settlements including -wich- field, -ham-village, -field-open land, kingdoms, invasions, Germany, Denmark and The Netherlands.	Sutton Woo West Stow

# History Curriculum Overview

## Schools

## Designed:

		<ul style="list-style-type: none"> <li>• Can I describe how Anglo-Saxon Britain came to an end?</li> <li>• Can I recognise that archaeologists have a part in helping us understand the past (Sutton Hoo)?</li> </ul>	<p>Look at how they separated England into the 7 kingdoms.</p> <p>Look at some of the artefacts that were found in the ship and there meaning e.g. Great warrior they valued this as shown by his sword.</p>		
Lifestyle & Early Civilisations	The Earliest civilizations study - Ancient Egypt	<ul style="list-style-type: none"> <li>• Can I place the Egyptians in a timeline?</li> <li>• Can I understand what the early Egyptians believed?</li> <li>• Can I discover the importance of the River Nile?</li> <li>• Can I understand what jobs they did?</li> <li>• Can I describe what mummification was and why they did this process?</li> <li>• Can I research some of the different Gods and Goddesses?</li> </ul>	<p>The River Nile was an important source of water.</p> <p>Look at how different people did different jobs depending on where they lived.</p> <p>The ancient Egyptians were ruled by kings and queens were called <b>pharaohs</b>.</p> <p>Religion was an important part of their civilisation. They worshipped many different Gods &amp; Goddesses.</p> <p>There were many different types of jobs.</p> <p>The ancient Egyptians preserved the bodies of important people through <b>mummification</b>.</p> <p>The pyramids are tombs where they kept important people.</p> <p>Artefacts and what they tell us.</p>	The River Nile, pharaohs, mummification, hieroglyphics, Gods and Goddesses, pyramids, Sphinx, afterlife, shabtis, artefacts and tombs	Norwich Castle- Egypt day
Lifestyle & Culture	Non-European ancient society – The Mayans	<ul style="list-style-type: none"> <li>• Can I place the Maya on a timeline?</li> <li>• Can I identify where the Maya lived?</li> <li>• Can I explain how the rich and poor people lives differed?</li> <li>• Can I explain why farming was so important to them?</li> <li>• Can I find out what food they ate?</li> <li>• Can I find out what games they played and why they played these?</li> <li>• Can I discover what their beliefs were?</li> <li>• Can I picture what life would have been like?</li> </ul>	<p>The Maya civilisation began long ago in a place called <i>Mesoamerica</i>. This huge area is made up of Mexico and part of Central America</p> <p>Maya society was very complex with hundreds of cities, commoners, a middle class, nobles and the king and his royal court.</p> <p>Farming was important to the Maya. Most people grew their own crops.</p> <p>Leisure- They played ball games. The main reason was to keep the gods happy.</p> <p>Maya clothes helped people identify between the richer and the poorer people in Maya society.</p> <p>Farming was so important as they grew many of their own crops. Ate mostly: maize, squash, beans and chili peppers. They hunted and fished.</p> <p>They believed in many different Gods and that the king was a high priest.</p>	Mesoamerica, civilisation, maize, nobles, commoners, middle class, human sacrifice, high priests, maize	Norwich Castle – Mayans

UKS2					
Theme:	NC objectives covered:	Skills progression – bold denotes core skills:	Knowledge – bold denotes core knowledge	Core vocabulary	Cultural capital links (Trips/resources/visitors etc)
Lifestyle & Culture	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>• Can I explain how people hunted?</li> <li>• Can I identify the animals that lived in the Stone Age?</li> <li>• Can I say where a period of history fits on a timeline?</li> <li>• Can I explain how they made weapons?</li> <li>• Can I place a specific event on a timeline by decade?</li> <li>• Can I describe features of historical events and people from past societies and periods I have studied?</li> <li>• Can I recognise and describe differences and similarities/changes and continuity between different periods of history?</li> <li>• Can they pose and answer their own historical questions?</li> </ul>	<p>Look at flint and hunting and gathering and how these changed over the periods.</p> <p>The lives of people during pre-historic ages.</p> <p>Evidence from pre-history is essentially material rather than written and the landscape is another source of evidence.</p> <p>Key time periods: Palaeolithic, Mesolithic and neolithic Stone Age, Bronze age and Iron age- how time changed.</p> <p>Technological achievements such as control of fire, metal working and farming.</p> <p>Development of lifestyle from hunter/gatherers to settled farmers.</p>	Palaeolithic, Mesolithic and neolithic, Stone Age, Bronze age and Iron age, ancestors, archaeologist, hunter/gatherer, prehistoric, ochre	Gressenhall, Grimes Graves
Invasion & Settlement	The Viking and Anglo-Saxon struggle for the kingdom of England.	<ul style="list-style-type: none"> <li>• Can I explain why the Vikings invaded?</li> <li>• Can I understand where they came from and locate this on a map?</li> <li>• Can I explain how they invaded (use of longboats)?</li> <li>• Can I research their weapons?</li> <li>• Can I explain what Danegeld was and why the Anglo-Saxons accepted it?</li> <li>• Can I say when the Viking period ended and explain why?</li> </ul>	<p>The Viking period was 793AD-1066AD.</p> <p>The raid in 793 of Lindisfarne was the start of the Viking period.</p> <p>The Vikings are from Denmark, Norway and Sweden.</p> <p>They invaded because land and gold.</p> <p>Danegeld-the Anglo Saxons had to pay the Vikings money so they wouldn't invade.</p> <p>Vikings primarily attacked using their longboats.</p> <p>Their weapons included long swords and axes.</p> <p>Battle of Hastings in 1066 was the end of the Viking Age. There were 2 big battles. First, Hardrada landed in the north. King Harold killed Harald Hardradd.</p> <p>Then Harold lost at the Battle of Hastings to William the Conqueror.</p>	Danegeld, Lindisfarne, Norse, longboats, Scandinavia, raids, misconceptions, long swords, trade	Norwich Castle- Viking Day
Lifestyle & Culture Local study	A local history study – Watton and the lasting area	<ul style="list-style-type: none"> <li>• History: Local Area Study – Watton and surrounding areas.</li> </ul>	<p>Watton is an old market town.</p> <p>The market was held every Friday. The town had a market cross by the time Elizabeth I was on the throne., many inns were built in Watton during this time. The Crown Hotel was built around 1760.</p>	Timeline chronological, decade, century circa, reliability, source, primary, secondary, reliability, dynamic, change, similarities, differences, trends	Walk through the town.

		<ul style="list-style-type: none"> <li>• Can I explain how their locality has changed over time?</li> <li>• Can I place a specific event on a timeline by decade?</li> <li>• Can I place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can I recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<p>Willow House is one of the oldest houses in the town, dating back to 1556.</p> <p>The school was opened on 13th April 1926. In 1958 the new Secondary Modern School was opened.</p> <p>Comparing Watton from the past using maps, the Census and old photos.</p>		
Invasion & Settlement	An area of study beyond 1066 (World War II) WWII and Battle of Britain	<ul style="list-style-type: none"> <li>• Can I summarise how Britain has had a major influence on world history?</li> <li>• Can I look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can I identify and explain their understanding of propaganda?</li> <li>• Can I describe a key event from Britain's past using a range of evidence from different sources?</li> <li>• Can I summarise the main events from a specific period in history explaining the order in which key events happened?</li> <li>• Can I suggest relationships between causes in history?</li> <li>• Can I suggest why certain events, people and changes might be seen as more significant than others?</li> </ul>	<p>Learn about the countries that were in WWI on each side and in WW2 on each side (allies and axis powers).</p> <p>The key causes of the war: no military, The Depression, German land and money given to WWI winners, Hitler made life better, The League of Nations failed.</p> <p>Explain that WW2 was fought using 3 types of warfare:</p> <p>Aerial – with the RAF, Naval, land warfare – trenches and tanks.</p> <p>WWII began in 1939-1945 and the key events. Neville Chamberlain was initially the Prime Minister then Winston Churchill was PM.</p> <p>These were the major battles: Battle of Midway Invasion of Italy Normandy Landings Allies free Paris Allies land in Southern France Battle of Bulge Battle of Britain</p> <p>Children were evacuated to the countryside during the war. Food was rationed during the war because previously it was imported from different locations. The role of women changed during the war. What propaganda was and that it was used during the war.</p>	Invasion, Battle of Britain alliance, Allies, Axis, Nazi, Hitler, League of Nations, Allies, warfare, aerial, naval, Neville Chamberlain, evacuation, rations and propaganda	Duckford
Lasting impact	Parliament	<ul style="list-style-type: none"> <li>• Can I explain what parliament is?</li> <li>• Can I explain why some people were not allowed to vote?</li> </ul>	<p>A suffragette is a woman who fought for the right to vote in political elections. The Suffragette movement happened in the late 19th Century to the early 20th Century.</p>	Victorians, democracy, suffragettes, primary sources, artefact, evidence, detective work, clues, interpretations primary, secondary, first hand, second hand, bias, propaganda, act	Trip to London Houses of Parliament.

History Curriculum Overview

Schools

Designed:

		<ul style="list-style-type: none"> <li>• Can I use and evaluate a primary source of evidence for historical enquiry?</li> <li>• Can I understand the challenges faced by women in 1900s?</li> <li>• Can I explain why the Suffragette Movement was so significant and the lasting impact it had on British society?</li> <li>• Can I understand the role pressure groups play and how my own choices and behaviour can have an impact locally and globally?</li> <li>• Can I appreciate that significant events in history have helped shape the country we have today?</li> </ul>	<p>The Suffragettes focused on lobbying locally and nationally to try and gain the vote for women.</p> <p>The Suffragettes went to greater lengths for the cause, including illegal and violent campaigns.</p> <p>Finally, in the Representation of the People Act, some women got the right to vote: those over 30 who owned property. It wasn't till 1928 that they got the same voting rights as men.</p> <p>The government to keep up morale after WWI especially when young men had risked their lives and women had been working in factories supporting the war effort.</p> <p>Recent campaigns for equality: Marcus Radford's campaign for free school dinners and promotion of levelling up, girls football, send my friend to school, LGBT rights.</p>	<p>democratic equality, election, franchise, lobbying petition, suffragists,</p>	
<p>Lifestyle &amp; Culture Lasting impact</p>	<p>Ancient Greece</p>	<p>Lifestyle</p> <ul style="list-style-type: none"> <li>• Can I explain how lifestyle would have differed depending on wealth?</li> <li>• Can I research their beliefs?</li> <li>• Can I research and describe some key features of the everyday lives of people living in Ancient Greece?</li> <li>• Can I understand what daily life would have looked like?</li> <li>• Can I name some similarities and differences between life in Athens and Sparta?</li> </ul> <p>Impact</p> <ul style="list-style-type: none"> <li>• Can I make comparisons between the modern and ancient Olympics?</li> <li>• Can I explain how democracy has its origin in Ancient Greece?</li> <li>• Can I research scientists and philosophers from Ancient Greece and their lasting impact today?</li> </ul>	<p>Lifestyle &amp; Culture</p> <p>Greece was made up of different states including Athens and Sparta.</p> <ul style="list-style-type: none"> <li>• The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.</li> <li>• Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists.</li> <li>• Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and mud bricks. They had small windows with no glass, but wooden shutters to keep out the hot sun.</li> <li>• Men and women usually ate separately in ancient Greece.</li> <li>• Rich people always ate at home - only enslaved people and poor people would eat in public.</li> <li>• The states often fought against each other. Sparta had a professional army and all men fought. Athens was more scholarly and the state was most associated with democracy. Many boys from rich families were formally educated. Girls' education was domestic</li> </ul>	<p>States, democracy, Sparta, Athens, vote, government, Zeus, Mount Olympus, Olympics, medicine, philosophers, architecture</p>	<p>Cambridge Fitzwilliam Museum</p>

History Curriculum Overview

Schools

Designed:

		<ul style="list-style-type: none"> <li>• Can I look at how Architecture has been influenced by Ancient Greece?</li> <li>• Can I explain how our alphabet and some words have come from Ancient Greece?</li> </ul>	<p>focused. Poor women and men had to work in the markets or on farms.</p> <p>They believed in Greek Gods and Goddesses including Zeus, Poseidon, Hades and Athena. Olympic Games were held in honour of Zeus. It was held every 4 years.</p> <p>Only men, boys and unmarried girls were allowed to attend. It was held at the stadium in Olympia.</p> <p>Impact Democracy- how they voted and who was allowed to vote.</p> <p>Aristotle studied plants, animals and rocks. He carried out experiments to find out about the world we live in. Archimedes</p> <p>Language &amp; Writing- Our alphabet is based on the Greek one.</p> <p>Architecture-Ancient Greeks were masterful at building structures.</p> <p>Their architectural styles are some of the most widely imitated in the world.</p>		
Optional Units – dependant on time/units being taught/cycle					
Lasting impact Lifestyle & Culture	Space Race (Year 5/6)	<p>Autumn 1: History: Space Race</p> <p>Can I discuss key figures in history?</p> <p>Can I place events on a timeline?</p> <p>Can I form an opinion based on past events?</p> <p>Can I understand the ideas, beliefs, attitudes, and experiences of people in the past?</p> <p>Can I describe historical events?</p> <p>Can I summarise my learning?</p>	<p>Introduce topic of the space race and give context – what it was, why it happened, countries involved (USSR and USA) and key players (including Yuri Gagarin, Valentina Tereshkova, JFK &amp; Neil Armstrong)</p> <p>Introduce topic of space race – run through background to the space race.</p> <p>Go through key events of the space race.</p> <p>Discuss Sputnik 2 and Laika. Open up discussion about involving animals in advancing science. Have class debate on the motion: Is it right to use animals to advance science?</p> <p>Discuss how USSR took the lead in the space race with the successful launch of Sputnik. Class discussion – how would people in the USSR and USA be feeling about this? What would the contrast in their reactions be?</p>	USSR, USA, satellite, launch, cold war, mission, astronaut, USA, launch, Yuri Gagarin, Valentina Tereshkova, JFK, Nikita Khrushchev, Richard Nixon, Sergei Korolev, John Glenn, Katherine Johnson and Neil Armstrong, Laika, Sputnik, Apollo	The Space Centre Leicester Space Domes

History Curriculum Overview

Schools

Designed:

			<p>Look at USSR missions of Sputnik and Vostok.                  Look at specific USA missions of Project Mercury and Apollo.                  Create a double page spread of the space race.</p>		
<p>Lifestyle &amp; Culture                  Lasting Impact</p>	<p>The History of                  Christmas</p>	<p>Can I learn about the Winter Solstice?                  Can I learn about Jesus' Christmas?                  Can I learn how the Tudors &amp; Stuarts celebrated Christmas?                  Can I learn how the Victorians celebrated Christmas?</p>	<p>Learn about the Winter solstice.                  When it happens and the how some of the traditions still included in our celebrations today.                  The different traditions of the Pagans.                  Add this period onto timeline.                  Look at the Christmas story.                  Learn about what the Tudors and then Stuarts did for Christmas and which we still celebrate.                  Add Victorian period into timeline.                  Look at the traditions that the Victorians invented for Christmas and discuss which of these are still celebrated at Christmas today</p>	<p>Winter Solstice, traditions, mistletoe, Yule Log                  Pagan, Druids, chronological order, census,                  Tudors                  Stuarts, banned, banquets, Puritans, reinstated                  Victorians, shilling, reigned, modern</p>	<p>Gressenhall. Holkham Hall @                  Christmas</p>