

Bishop Wood Junior School – History Curriculum

KS2 National Curriculum expectations

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Pupils should understand how our knowledge of the past is constructed from a range of sources.

<u>Year Group</u>	<u>Area of Study</u>	<u>Key Skills</u>	<u>Knowledge</u>	<u>Key Vocabulary</u>
Year 3	Changes in Britain from the Stone Age to the Iron Age (Two term project)	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • understand the chronology of different periods and of events within the stone age. • understand how Britain was like in Stone Age • know how life in the Stone Age was • learn about the Stone Age using different sources, e.g. artefacts, clips, cave pictures • explain what a hillfort is built • locate the main tribal kingdoms on a map of Britain. • compare and contrast the hunter-gatherer and farming lifestyles, including religion, art and culture, army. • learn who beaker people were. • know how the tools changed after the Neolithic. • understand what stone age was like by studying archaeological sites, e.g. Skara Brae, Stonehenge. 	<p>Bronze Age Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p> <p>Iron Age Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role,</p>

				significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.
	Local History	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand what a listed building is. • Discover listed buildings in Tring. • Compare old Tring (19th Century) to the modern- day Tring. • Create arguments as to why a local listed building should be protected. • Plan a campaign for a ‘at risk’ building. 	<p>Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.</p>

		<ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources. 		
Year 4	Crime and Punishment	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • To understand how and why laws and punishments change over time. • To understand the main categories of crimes. • To explain how attitudes towards crime have changed over time- Dick Turpin, HighwayMan. • To understand how and why the police force has changed over time. Law Enforcement. • Case study: The qualities of a 'Peeler', one of the first policemen. • To understand that views on what's a punishment have changed over time. • To understand how and why attitudes towards the 	<p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.</p>

			suffragettes have changed over time.	
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	The Roman Empire and its impact on Britain	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources. <p>Use more complex terms e.g. BC (Before Christ) and AD (Anno Domini)</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • use a timeline to place events in chronological order. • understand the reasons why the Romans wanted to invade and settle in Britain. • understand why the Romans were able to defeat the Celts. • learn about the life of a Roman soldier. • know who Boudica was. • learn about Hadrian's Wall. • explore daily life at a Roman fort - Vindolanda, in northern England. • understand how the Romans built their roads. • to know about the significant things the Romans left behind. 	<p>Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.</p>
	The achievements of the earliest civilisations – an overview of where and when the first	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understand of British, local and world history 	<p>The children will be able to:</p> <ul style="list-style-type: none"> • place events in chronological order and explain how the past can be divided in different periods of time. • learn why the River Nile was so important. 	<p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation,</p>

	civilisations appeared and a depth study of Ancient Egypt	<ul style="list-style-type: none"> • make connections, contrasts and trends over time • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Use maps to identify where the earliest civilisations appeared. • Investigating history through artefacts, putting themselves in the position of an historical figure 	<ul style="list-style-type: none"> • understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. • understand how different groups of people contributed to Ancient Egyptian achievements. • study the achievements of the earliest civilisations. To understand how the discovery of the Rosetta stone helped to decipher Egyptian hieroglyphics- investigate hieroglyphs. • use sources of evidence to study the pyramids, Howard Carter, artefacts and mummification. To understand Ancient Egyptians beliefs about creation and the afterlife. • reach conclusions about the Ancient Egyptian people through studying the pyramids. • identify the most important achievements of the Ancient Egyptians 	<p>inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.</p>
Year 5	Britain's settlement by Anglo-Saxons	In this unit, the children will:	Children will be able to:	Invasion, settle, reconstruction, Dark Ages, pagan, plunder,

		<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance. <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>	<ul style="list-style-type: none"> • understand the reasons behind the Roman withdraw from Britain. To create a timeline including periods (studied) within History. • To pick out similarities and differences between different periods of time. • explore how and why the Anglo-Saxons came to Britain. Discuss whether they were invaders or settlers. To explain where the Anglo-Saxons came from. • experience writing using Anglo Saxon runes. To explore Anglo-Saxons place names. To research the lives of Anglo Saxon kings. • discover how the Anglo-Saxons lived using archaeological evidence- Sutton Hoo and ship burial • use sources of evidence to explore/understand what Anglo-Saxon life was like and compare it to that of life in Roman towns. To Investigate links between Anglo-Saxon life and modern Britain. 	<p>Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p>
	The Vikings invasion and the historical	In this unit, the children will:	<p>Children will be able to:</p> <ul style="list-style-type: none"> • understand when the Vikings arrived in the chronology of British history 	<p>Raid, raider, monk, monastery, Viking, sacked, looted,</p>

	impact the Vikings had on England.	<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time. 	<ul style="list-style-type: none"> • know where the Vikings settled • investigate the design of a Viking Longboat • study the King Ethelred who resisted the Viking invasion • use sources of evidence to understand what everyday life was like for the Vikings. Identify and explain the difference between the primary and secondary resources. • explore the significance of the Battle of Hastings • To create a Viking saga reflecting what you know about the Vikings (English cross-curriculum) 	abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, Wessex, monarch, cult, runes, longhouses, saga.
	Journeys	In this unit, the children will: <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions 	Children will be able to: <ul style="list-style-type: none"> • To consider why people go on journeys • To be able to empathise with people who have to leave their homes • To understand the positive and negative effects on the people who undertook the journeys 	Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian,

		<p>about significance and cause and change</p> <ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources • make connections 	<ul style="list-style-type: none"> ● To research some important historical journeys- eg Walter Raleigh, SS Titanic, Kindertransport, Windrush ● Little Amal's Journey (Michael Morpurgo) ● Make links to units already studied 	<p>sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.</p>
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Year 6	The impact of war /WW 1 and WW2 (Local History)	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • understand why and how the war started/To understand the reasons for going to war. • explain the related length of periods (eg. WW1 and WW2) in History/to place WW2 events on a timeline. • explain the similarities and differences between different periods of time. • know about the impact of wars on our community. To study a local figure: Segment Victor Norman Coundery. • know how the role of women changed. • learn about the Battle of Serre. • understand how dangerous it was to live in a war zone. To understand how and why the food was rationed during the wars. To learn about the evacuation/ write a letter as an evacuee. • how World War 2 changed Britain. 	<p>Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>
	A non-European	In this unit, the children will:	The children will be able to:	Religious, social, economic, cultural,

	<p>society that provides contrasts with British history –Mayan civilization c. AD 900</p>	<ul style="list-style-type: none"> • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance. 	<ul style="list-style-type: none"> • understand the chronology of key events within the Mayan civilisation and where it sits alongside the history of the British Isles. • explore various aspects of Mayan society. • use primary and secondary sources to explore what they tell us about the Mayan civilisation • make comparisons between the Mayan pyramids and the pyramids of Ancient Egypt (link to aspects covered in Year 4). • describe and understand Mayan laws. 	<p>political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.</p>
	<p>Ancient Greece – a study of Greek life and achievements and their</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions 	<p>The children will be able to:</p> <ul style="list-style-type: none"> • compare Greece with England. Place events on an Ancient Greek timeline. 	

	<p>influence on western world</p>	<ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference <p>Most of the Y6 topics are being taught cross curriculum, especially in English.</p>	<ul style="list-style-type: none"> ● understand who the Greeks worshipped and the characteristics of their Gods. ● compare and contrast Greek myths to modern stories and films/write a greek myth. ● understand the importance of democracy and its lasting impact on modern western civilisation. ● know about Greek pottery. ● compare and contrast the modern and ancient Olympics. 	
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