

History

WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



History

INTENT

Our aim at Wreningham VC Primary School is to instil a love of history. We will inspire children to want to know more about the past. Children will learn about the past, and from the past, and its impact on their lives today. They will gain a balanced and critical understanding of Britain's past and that of the wider world.

History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The history curriculum will develop and use children's skills in enquiry, analysis, evaluating, and constructing a balanced argument. Through history, we show the children models of good and responsible citizenship; right and wrong, morals and ethics.

Local history is the golden thread woven within our history curriculum, providing the children with a sense of understanding about their local heritage.

IMPLEMENTATION

At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Where appropriate we use historical artefacts, visitors, workshops, visits and immersive learning days to excite and intrigue our children to find out more about events and people from the past.

History is taught through topic in half termly units throughout the year. Key knowledge and skills that children acquire and develop throughout each unit have been mapped to ensure progression between year groups throughout the school.

We implement a progressive history curriculum that builds on prior knowledge, historical vocabulary and skills year on year.

Our curriculum provides children with a clear chronology of events and the opportunity to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

IMPACT

Children will have a love of history and be absorbed by their learning.

By the end of year 6 children will have a chronological understanding of British history from the stone age to the present day and be able to place events on a timeline.

Children will be able to explain the impact of historical events on their present day lives and make connections between different periods of history.

Children will be confident in using vocabulary related to history to demonstrate their understanding of identified key knowledge. They will be able to talk fluently about their learning of the past.

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HOW THE HISTORY CURRICULUM HELPS DELIVER OUR SCHOOL VALUES

Courage, compassion, hope

Courage - Basic to the Christian faith is the claim that God is always present in every situation. This belief has led to great acts of courage including facing danger and opposition, overcoming fear, making a stand for what is right and encouraging others to persevere. The children will study famous figures from history who faced adversity and continued to do what they believed was right.

Compassion - Children are encouraged to compare historical eras to one another and to life today to develop empathy and compassion towards those living, e.g., in the Victorian era, – to connect with the past and provide them with the tools to better understand how the past has shaped the present. We aim to inspire all pupils to consider the impact of their choices and act against injustice in their own school, community and the world beyond.

Hope - We study a significant turning point in British history, the Battle of Britain, and the courage and fortitude that was evident in this dark chapter of British history and from this the hope for peace and formation of the United Nations as a peacekeeping organisation.

	National Curriculum Objectives	Units
Year 1/2	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • 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 • significant historical events, people and places in their own locality. 	<p>Examples:</p> <ul style="list-style-type: none"> • Seaside holidays from past and present • The Great Fire of London • Remarkable People – Mary Seacole and Florence Nightingale • Norfolk Notables - Edith Cavell/ Lord Horatio Nelson

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<p>Year 3/4</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain. • Britain’s settlement by Anglo-Saxons and Scots. • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of... Ancient Egypt. • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Battle of Britain • A local history study – A study of an aspect of history of a site dating from a period beyond 1066 that is significant in the locality 	<p>Examples:</p> <ul style="list-style-type: none"> • The Roman Empire by AD 42 and the power of its army; resistance led by Boudica • Anglo Saxons - invasions, settlements and kingdoms: place names and village life • Vikings - Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England. • Ancient Egypt - an overview of where and when the first civilizations appeared, depth study of Ancient Egypt • WW2 - a significant turning point in British history – Battle of Britain • Strangers Hall Norwich, 1565
<p>Year 5/6</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • a local history study • changes in Britain from the Stone Age to the Iron Age • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Examples:</p> <ul style="list-style-type: none"> • The Mayan Civilization • Stone to Iron Age – Skara Brae, Stone Henge • Theme in British History beyond 1066 – Victoria’s Legacy - An explosion of ideas: changes in railways, bridges e.g. Brunel, charities, conditions for children, education and how this impacts today. • Ancient Greek Genius’s and their influence on the western world. • Local History Study – Wreningham through the ages

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Year 1/2	<p>Big Idea: Events usually happen for a reason (sometimes more than one reason). KQ: Was the Great Fire of London Thomas Farriner's fault?</p> <ul style="list-style-type: none"> - Order significant dates on a timeline. - understand London was the centre of trade at the time and the reasons for this. - Explain what the most important cause of the Fire of London was. - Explain the consequences of the Fire of London 	<p>Big Idea: The past can be described in different ways – dates, periods labels, divisions such as decade, century etc.</p> <p>KQ Who was the most significant – Elizabeth 1 or Queen Victoria?</p> <p>Explore similarities and differences between the two monarchs What were they more notable for? Changes?</p>	<p>Big Idea: Many aspects of life in the past are different but some things are the same. Big Idea: A world existed before the children and those around them were born but their world today is connected to the past. KQ: What was a seaside holiday like in the past?</p> <ul style="list-style-type: none"> - Compare seaside holiday from past and present - Use primary and secondary sources e.g., pictures, artefacts, books, digital resources, living memory, surveys, etc to find out about holidays from the past. - Explore and contrast Victorian holidays, the 1950's and present. - Identify the developments in transport that has changed the way people holiday. <p>Investigate Great Yarmouth as a Victorian seaside resort and the similarities and differences with Great Yarmouth today, and the effects those changes have had on the inhabitants and the town.</p>
	<p>Big Idea: That the way children 'play' has developed and changed through the years. KQ- How are your toys different to your grandparents?</p> <p>Explore how children played What they played with Materials</p>	<p>Big Idea: People in the past were real people, had feelings like real people and usually did things for a reason. KQ- Why do you think Mary Seacole and Florence Nightingale were treated differently?</p> <p>Wonder Women – Mary Seacole, Florence Nightingale and Edith Cavell</p> <p>https://willerbycarrlaneprimary.org.uk/wp-content/uploads/2020/01/History-Year-2-Florence-Nightingale-and-Mary-Seacole.pdf</p>	<p>Big Idea: We find out about the past from different evidence and clues that come from that particular time. KQ – What can we learn about Norfolk history from The Paston Treasure?</p> <p>Find out about Norfolk Notable family the Pastons Research using books, digital resources of their life and enduring legacy. Norwich Castle</p>

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Year 3/4	<p>The Roman Empire and its impact on Britain Big Idea: Change does not always mean progress. There can be bad/negative changes. There are differences between change, progress and development.</p> <p>KQ: Was it right for the Romans to invade Britain? -Order significant dates on a timeline - include the date Julius Caesar’s attempted invasion in 55-54 BC -Consider the impact of the Roman Empire by AD 42 and the power of its army and the impact of their invasion. -Know that Queen Boudicca was a ruler of the Iceni tribe and ruled in east Anglia and consider her impact and how it affected the daily lives of people after defeat.</p> <p>Local connection/School trip Norwich Castle KS2 ‘A Day with the Romans and Iceni’ event.</p>	<p>Britain’s settlement by Anglo-Saxons and Scots Big Idea: Reasons and events usually lead to results (sometimes more than one), but things did not always turn out as planned. Big Idea: People in the past were real people, had feelings like real people and usually did things for a reason.</p> <p>KQ: Invaders or settlers, how should we remember the Vikings and the Anglo Saxons? -Order significant dates on a timeline. -Find out about the Anglo Saxons and examine the idea of invaders becoming settlers. -Explain the impact of invasion on the conquered country. -Explain what Anglo Saxon society was like – consider laws and justice.</p> <p>Local connection Examine the importance of Sutton Hoo Ship Burial - Suffolk</p>	<p>The Viking and Anglo-Saxon struggle for the kingdom of England Big Idea: Reasons and events usually lead to results (sometimes more than one), but things did not always turn out as planned. Big Idea: People in the past were real people, had feelings like real people and usually did things for a reason.</p> <p>KQ: Invaders or settlers, how should we remember the Vikings and the Anglo Saxons? -Order significant dates on a timeline – include Edward the Confessor and his death in 1066 -Consider the image we have of the Vikings and how accurate this is. -Find out about the resistance led by Alfred the Great and Athelstan, first king of England, and why Alfred the Great is very important in the history of England.</p> <p>Local connection/School trip Invaders and Settlers event at Ancient House Museum, Thetford.</p>
	<p>The achievements of the earliest civilisation - Ancient Egypt Big idea: Human history stretches back for 10s of thousands of years. KQ: Why was discovering the Rosetta Stone so important? - Timeline- When did the earliest civilisations appear? -Show where in the world the earliest civilisations lived. -Order A.E. events chronologically. -Explain why the discovery of the Rosetta Stone was so important and consider its impact. -Explain and explore how the Ancient Egyptians depended on the river Nile and used it to trade – it served as a major ‘highway’. -Explain why the Ancient Egyptians worshipped lots of different Gods and how the Gods affected daily life.</p> <p>Local connection Howard Carter – a British archaeologist and Egyptologist who discovered the intact tomb of the Pharaoh Tutankhamun - link to Swaffham, Norfolk.</p>	<p>A significant turning point in British History – Battle of Britain Big Idea: We should try and understand the past, and what people did, without necessarily agreeing with them. Much of our lives today is because of what people in the past have done. KQ: Why was winning the Battle of Britain in 1940 so important? -Order significant dates on a timeline -Describe the main events leading to the Battle of Britain and why it was such a significant event. -Describe events that led to evacuation of children in WW2 and the impact of this today.</p> <p>Local connection World War 2 evacuees: children evacuated from London to Norfolk, including Wymondham and Wreningham.</p>	<p>A study of an aspect of history significant in the locality Big Idea: We find out about the past from different sorts of evidence/clues that come from that particular time. Big Idea: We find out about the past from different sorts of information/sources such as written, artefacts and pictures. Some parts of history have many sources, but others have very few.</p> <p>Local connection/School trip KQ: Stranger’s Hall: A Place of Sanctuary? -Raise awareness of an important area of local history, Strangers Hall, Norwich. -Explore daily life in Norwich in 1565 (Tudors). -Consider foreign refugees, the ‘strangers’, in Tudor England and link this to contemporary ideas on immigration and refugees. -Engage children with museum objects</p>

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	<p>A non-European society - Mayan Civilization Big Idea: Ancient civilizations were more advanced than we might think KQ: What was life like for the ancient Mayas? - Explore what life was like for the ancient Mayas including: view of time, architecture, religion, what type of jobs they did and what their diets were like. -Evaluate the importance of the Mayan’s achievements -Know what happened to the Maya people and explore some possible causes for their decline. -Explain the importance of chocolate and maize. Norwich had a world-famous chocolate factory – a large copper 'chocolate vat' from it is used in Norwich Cathedral as a font.</p>		<p>A local history study Big Idea: The makeup of a village changes in time in relation to the needs of the population KQ: Are the changes which have occurred in Wreningham over the last two centuries all been for the better? -Identifying and analysing the impact of changes that have happened in Wreningham Village. - Visit Norfolk Records Office and examine evidence from primary sources. - Investigate a household in Wreningham in early 1900s using the census -Identify changes in the services and economy in Wreningham over the last 2 centuries. -Evaluate the positive and negative impacts of these changes.</p>
<p>Year 5/6</p>	<p>Changes in Britain from the Stone Age to Iron Age Big Idea: It is not easy to decide exactly what happened in the ancient past with certainty. We have to work out things that are likely to have happened and that means giving opinions and ideas rather than definite facts. Big idea: Human history stretches back for 10s of thousands of years. KQ: How did life change in the move from stone age to iron age? -Skara Brae – Evidence of settlement – Investigate and decide upon the most significant evidence and analyse – what can this tell us about the stone age / specifically about this site. -‘Pre-history’ of Britain - Learn about Stonehenge and why it was built – explore evidence and possible reasons and justify your views. -Consider how and why the move to the Iron Age occur– looking at tools and technologies. -Describe Holme-next-the-Sea, 'Seahenge' in Norfolk, and compare with other stone age monuments including Grimes Graves in Suffolk.</p>	<p>Theme in British History beyond 1066 Victoria’s Legacy - An explosion of ideas and social reform Big Idea: Victorian Britain was a contradiction of good and bad KQ: How did the great innovations including steam affect Victorian Britain? -Brunel and Stevenson– How did the development of steam influence the industrial revolution – what enabled this leap and what was the impact? - Did the rich care for the poor in Victorian times? -Improving children's lives – working lives and education</p>	<p>A study of an ancient civilisation - Ancient Greek Genius’s Big Idea: The Ancient Greeks still have influence on the modern world today Big Idea: Our knowledge of the past is incomplete and partial because of the sources which people relied upon in the ancient world. KQ: Where do we see the Greeks’ influence in our lives today? -Describe Ancient Greece and Sparta and their methods of governing -Consider their impact on the modern world e.g. Pythagoras and maths -Find out about the philosophers and their impact on modern thinking</p>

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DISCIPLINARY KNOWLEDGE

	Year 1/2	Year 3/4	Year 5/6
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<p>1. Key Vocabulary/ Historical terms</p>	<p>-Uses words/phrases old, new, young, days, months, before, a long time ago...with accuracy</p>	<p>Local History: School visits to Norwich Castle, Strangers' Hall Museum, Ancient House Museum Thetford -museum, historian, archaeologist, archaeology, replica object, original objects, immigration, refugees</p> <p>Romans: Empire, Legion, Centurion, Emperor, Celts, Revolt, Legion, Aqueduct, Gladiator, invader, settlement, Queen Boudicca, emperor, empire, surrender, warrior,</p> <p>Ancient Egypt: Pharaoh, Ruler, king, Pyramid, civilisations, Rosetta Stone, River Nile, Gods, worshipped, mummy, mummification</p> <p>Anglo-Saxons & Vikings: -invade, invasion, struggle, laws, justice, excavations, settlement, raiders, settlers</p> <p>WW2: -Britain, axis, allies, Blitz, children, evacuees, make do and mend, dig for victory</p>	<p>-Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Victorians, era, period.</p> <p>-Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>- monarch, monarchy, reign, democracy, election, tyranny, dictator, opposition, resistance, rebellion, conquest, triumph, parliament, government, tribe, defeat, occupation, exploration, taxation, civilisation, citizen, culture, state, military, conflict, alliance, treaty, coalition, poverty, flee, exile, hostility, community, migration, persecution, oppression, liberation, neutral, eye-witness, source, archaeologist, expedition, navigation, exploration</p>
		<p>Year 1/2</p>	<p>Year 3/4</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2. Chronological knowledge / understanding</p>	<ul style="list-style-type: none"> -Begins to use dates -Retells a familiar story set in the past in chronological order <p>Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between period</p>	<p>Uses timelines to place events in order and uses words and phrases like century, decade, BC, AD, after, before, during</p> <p>Understands that timelines can be divided into AD, BC, including dividing recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline, using words and phrases like century, decade.</p>	<ul style="list-style-type: none"> -Uses timelines to place events, periods (and cultural movements from around the world.) - Sequences historical periods and uses timelines to demonstrate changes and developments in culture, technology, religion and society. - Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. -Identifies and describes main changes in a period in history using words such as: social, religious, political, technological and cultural. - Names date of any significant event studied from past and place it correctly on a timeline. <p>Chooses reliable sources of factual evidence to describe: houses & settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p>
		<p>Year 1/2</p>	<p>Year 3/4</p>

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<p>3. Interpreting History</p>	<ul style="list-style-type: none"> -Begins to identify and recount some details of the past from sources (pictures, stories...) - Looks at books and pictures, photos, artefacts -Knows what an eyewitness account is -Understands why some people in the past did things 	<ul style="list-style-type: none"> -Looks at 2 versions of same event and identifies differences in the accounts and reasons why there may be different accounts of history: know what is fact or opinion. -Names and places dates of significant events from the past on a timeline -Presents findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. -Discusses most appropriate way to present information, realising that it is for an audience. 	<ul style="list-style-type: none"> -Knows and understands some evidence is propaganda, opinion or missing information and that this affects interpretations of history -Understands the past is represented in different ways and gives reasons for this - Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
<p>4. Historical enquiry</p>	<ul style="list-style-type: none"> -Use historical artefacts, photographs and visits to museums etc to find out about the past. -Be curious about people and show interest in stories -Answers 'how' and 'why' questions ... in response to stories or events. -Explains own knowledge and understanding, and asks appropriate questions. -Knows that information can be retrieved from books and computers -Records, using marks they can interpret and explain 	<ul style="list-style-type: none"> -Research what it was like for a person in a given period from the past from a given source (archive, visits, photograph, internet). -Find out about the past by asking and answering questions about old and new objects/artefacts; spot old and new things in a picture. -Give a plausible explanation about what an object was used for in the past. -Use specific search engines on the Internet to help them find out information. -Know what is a primary /secondary source and give examples. -Research what it was like for a person in a given period from the past using primary and secondary sources. -Give more than one reason to support a historical argument. -Research two versions of an event and say how they differ. 	<ul style="list-style-type: none"> -Recognise some sources may be more reliable than others and reasons for bias. -Use sources to formulate a question and investigate the answers independently. Explain how historical artefacts have helped us understand more about people's lives in the present and past. Suggest why there may be different interpretations of events. Pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions. -Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint

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	Year 1/2	Year 3/4	Year 5/6
5. Similarities and Differences (within a period/situation)	<p>Make simple observations about aspects of daily life, different types of people, events. -Know some things which have changed / stayed the same..</p>	<p>Shows knowledge and understanding by describing features of past societies and periods -houses and settlements -culture and leisure activities -clothes, way of life and actions of people -buildings and their uses people's beliefs and attitudes -things of importance to people -differences between lives of rich and poor</p>	<p>Describes similarities and differences between some people, events and objects studied.</p> <p>Makes links between some features of past societies.</p>
Continuity/ change (in and between period)	<p>Discuss change and continuity in an aspect of life (eg holidays, toys)</p> <p>Identify similarities/differences between ways of life at different times</p>	<p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people (men, women, children), events and objects</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period; uses a timeline to support this.</p>	<p>-Suggest why certain events, people and changes might be seen as more significant than others.</p> <p>- Identifies changes and links within and across the time periods studied.</p> <p>-Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>-Shows identified changes on a timeline.</p>
Cause and consequence	<p>Recognise why people did things, why events happened and what happened as a result -Know about the cause of an event studied this year.</p>	<p>Describes how some of the past events/people affect life today. -Know about the cause of an event studied this year.</p>	<p>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <p>-Know about the cause of an event studied this year and explain why.</p>
Significance	<p>Recognise and make observations about who was important eg in a simple historical account (E.G important places and who was important and why)</p>	<p>-Gives some causes and consequences of the main events, situations and changes in the periods studied.</p>	<p>-Describes how some changes affect life today.</p> <p>-Makes links between some features of past societies.</p>

Wreningham VC Primary School

SUBJECT SPECIFIC VOCABULARY - HISTORY

Year 1/2

Young, days, months, before, a long time ago, future, artefact, period, of time, living memory

Great Fire of London

Samuel Pepys, diary, Pudding Lane, River Thames, The Monument, fire brigade

Nurses

Florence Nightingale, Mary Seacole, Edith Cavell, battlefield, cholera, Crimea, founder, herbal, unhygienic, Jamaica, Red Cross, Scutari, race

Queen Elizabeth II and Queen Victoria

Queen Elizabeth II, Queen Victoria, coronation, Sandringham, National Anthem, Platinum Jubilee, reign, monarch, crown

Seaside Holiday Now and Then

Victorians, beach huts, bathing machines, swimming costumes

Toys Past and Present

Rag doll, wooden pull-along toy, metal spinning top, metal toy soldier, marbles, plastic bricks, games console

Year 3 / 4

Local History: museum, historian, archaeologist, archaeology, replica object, original objects, immigration, refugees

Romans: Empire, Legion, Centurion, Emperor, Celts, Revolt, Legion, Aqueduct, Gladiator, invader, settlement, Queen Boudicca, emperor, empire, surrender, warrior

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Ancient Egypt: Pharaoh, Ruler, king, Pyramid, civilisations, Rosetta Stone, River Nile, Gods, worship, mummy, mummification, decade, century, BC, AD

Anglo-Saxons & Vikings: invade, invasion, struggle, laws, justice, excavations, settlement, raiders, settlers, resistance

WW2: Britain, axis, allies, Blitz, evacuees, Europe

Year 5/6

Victorians: Empire, reign, poverty, workhouse, class, industrial revolution, steam, Brunel, engineering, sources, artefacts

Greeks: The Legacy of the Greeks legacy, Sparta, ancient Greece, democracy, citizen, government, city-state, philosophy, mathematics, Socrates, Homer, Pythagoras, architecture

Mayans: How an Ancient Civilisation is Organised Hieroglyphs / glyths, calendar, astronomy, codex, dynasty, pyramid (stepped), civilisation, priest, peasant, cacao

From Stone Age to Iron-Age – Ancient Mystery Detectives Skara Brae, Stone Henge, Palaeolithic/Mesolithic/Neolithic, Earthwork, hunter-gatherer, domesticate, prehistoric, bronze, alloy, Iron, Celt, Hillfort

Local Wreningham Study: Census, class, gentry, agriculture, archive