



## **Oare C of E Primary School** **History Curriculum**

*The more you know about the past, the better prepared you are for the future.*  
Theodore Roosevelt

### **Intent**

*Why do we teach this? Why do we teach it the way we do?*

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Oare Primary School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

*Why do we teach this? Why do we teach it the way we do?*

At Oare C of E Primary School we aspire to provoke pupils' curiosity to know more about the past locally and internationally. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We want to develop the children's historical perspective, placing their growing knowledge into different contexts and

understanding connections. Stories play an important role throughout and we place significant emphasis on teaching skills and knowledge within coherent and meaningful narratives.

At Oare C of E Primary School the principal aim of History is to explore, think critically about the facts and opinions of people and events to gain a coherent knowledge and understanding of how historical events and significant figures have shaped the modern world and the importance and impact Britain has played throughout these changes in time.

From entry to school children progressively develop skills in:

- Chronological understanding
- Interpretations of History
- Historical enquiry
- Communication and Organisation

Oare C of E Primary School aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament', 'peasantry' and 'hierarchy'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

## **Implementation**

*What do we teach? What does this look like?*

Our whole curriculum is shaped by our school vision 'WE CARE' which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, which ensures a clear skills and knowledge progression that is built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Oare CE Primary School and do not just learn a series of facts about the past. In History, pupils at Oare Primary School, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

Children are inspired to extend their knowledge of Britain's past and that of the wider world by exploring artefacts and sources. Children's learning is rooted in our village community and beyond. Planned learning experiences enable the children to make meaningful connections with the village of Oare and the wider area. Focused, in-depth studies of the lives of significant male and female historical figures provoke the children's understanding of human creativity and achievement that reflect the diversity of modern British life. They develop a strong understanding of how events from the past have influenced many aspects of our culture, beliefs, routines, and developments of today.

Chronology is taught progressively and the order in which teach historical events has been carefully considered in our two-year curriculum cycle; everything we learn builds on everything we have learnt before. On entry to school children explore events within living memory. A strong sense of chronology is developed as we take the children further back in time as they progress through the KS1 and KS2. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day.

### **EYFS:**

Our EYFS curriculum is based on the Statutory Framework for the Early Years Foundation Stage document, Department for Education, 2021, and the supporting guidance: Development Matters in the Early Years Foundation Stage (EYFS), Department for Education, 2020. Children learn to make sense of the world in their own way through play and first-hand experiences. Some

aspects of the Key Stage One and Key Stage Two (Y1- Y6) history curriculum have their roots in a range of goals across this interrelated curriculum, but most notably those in 'Understanding the World'.

### **Key Stage 1:**

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils are taught:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: How was Oare Primary School different in the past? How have toys changed?
- Events beyond living memory that are significant nationally or globally: The Great Fire of London.
- Events beyond living memory that are events commemorated through festivals or anniversaries: Remembrance Day, Bonfire Night.
- 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: Ibn Battuta, Neil Armstrong, Christopher Columbus, Florence Nightingale, Mary Seacole.
- Significant historical events, people and places in their own locality: Isambard Kingdom Brunel, The Great Fire of Marlborough.

### **Key Stage 2:**

Pupils 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. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Pupils are taught:

- Changes in Britain from the Stone Age to the Iron Age (including a local study)
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Industrial Revolution (including a local study)
- The Ancient Egyptians
- The Elizabethans
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (including a local study)
- WWII (including a local study)
- Migration
- The Ancient Greeks
- The Ancient Mayans
- The changing Power of British Monarchs

Children focus on three History themes a year at Oare C of E Primary School. Learning always builds on what has come before and children are encouraged to make connections and compare time periods and common trends. History is brought to life through: visitors to school such as local historians; virtual visits to national museums and historical sites; trips to local and national sites of interest and immersive experiences such as attending a Victorian school or becoming an evacuee for a day. Experiences and opportunities inspire children to ask perceptive questions, think critically, develop judgement and argue their beliefs; they inspire children to be curious and find out more about the past.

Our History curriculum ensures essential knowledge and skills are revisited with increasing complexity, through identified key concepts, allowing pupils to revise and build on their previous learning. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a historian by fully immersing them in all areas of the subject. Our units are built around open-ended enquiry questions, to encourage children to engage in expressing their own thoughts and opinions, using the concept lenses to help guide their thoughts and explorations into historical topics.

## Key Concepts

### Substantive knowledge

Nine **key substantive concepts** of history repeat throughout our curriculum. These provide lenses through which to consider the different aspects of history:

**chronology, culture, power, legacy, exploration & settlement, conflict & invasion, beliefs, civilization**

### Disciplinary Knowledge

**Cause and consequence:** How historians construct arguments about the causes and consequences of events

**Change and continuity:** How historians construct arguments about the nature, pace and extent of change in the past

**Historical significance:** How historians and others attribute significance to past events or people, deeming them worthy of study or attention

**Similarity and difference:** How historians construct arguments about the extent of similarity and difference between places, people and groups in the past

**Sources and evidence:** How historians use sources as evidence to answer a question

**Interpretations:** How historians construct their accounts of the past, including how and why these differ

## **Impact**

*What will this look like?*

By the time children leave our school they will have:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

## **EYFS**

The EYFS Framework 2021 states that **understanding the world** requires children to make sense of their physical world and their community. In the Early Years we will foster a child's understanding domain-specific language and begin their understanding of key concepts of chronology, continuity & change and similarities & differences.

**How have I changed since I was a baby?  
Why do we wear different clothes throughout the year?  
What are our favourite celebrations each year?**

They will learn the language associated with time: then, before, now, next, soon.

They will note changes since they were babies, order pictures from babies to old person in order to learn key vocabulary associated with the passage of time and know that time passes in sequential order.

They will learn the significance of festivals and celebrations and of their own birthdays as markers of the passage of time.

They will develop timelines of important and diverse cultural celebrations.

They will start to recognise that photographs and objects can tell us about the past

**Vocabulary:** past, then, before, now, next, soon, Christmas, Easter, Diwali, Bonfire Night, Chinese New Year, celebration, festival


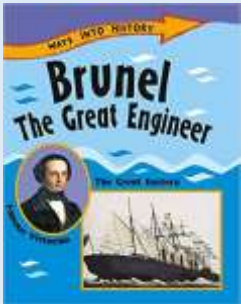
**Key Concepts:** Chronology, continuity & change, similarities & differences




### KS1 and KS2 Long Term Overview

Year	Class	Autumn	Spring	Summer
A	KS1	The Great Western Railway	Nurses in History	Famous Explorers
B		Toys from the Past	Local study: The story of Oare	The Great Fire of London
A	LKS2	Local Study: Stone Age to Iron Age	The Roman invasion of Britain	Anglo-Saxons and Scots
B		Industrial Revolution	Ancient Egyptians	The Elizabethans
A	UKS2	Vikings	WWII: The Blitz	Migration
B		Ancient Greeks	Ancient Mayans	Changing Power of British Monarchs

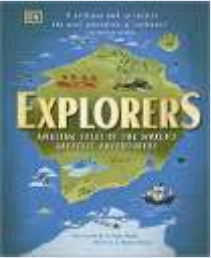

Our KS1 history curriculum is taught on a 2-year cycle.

KS1 History – Year A Overview			
<p><b>Autumn Term</b></p>  	<p><b>Significant historical events in own locality: The Great Western Railway</b></p>		
	<p><b>Enquiry Question: What was the impact of the invention of the railway in Britain?</b></p>		
	<p><b>Previous Learning:</b> EYFS: chronology, continuity and change</p>		<p><b>Future Learning:</b> LKS2: The Industrial Revolution</p>
	<p><b>Experience:</b> Trip to Swindon and Cricklade Railway</p>		
	<p><b>Vocabulary:</b> legacy, railway, steam train, diesel train, electric train, community, development, branch line, broad gauge, standard gauge, pollution.</p>		
	<p><b>Key Events/People:</b> Robert Stephenson – The Rocket Isambard Kingdom Brunel – The Great Western Railway</p>		
<p><b>NC Objectives:</b> Be aware of the past and be able to use words relating to the passing of time.</p> <p>Learn about how life was different and similar during different stages in history.</p> <p>Understand key features of events by asking questions and using different sources of evidence.</p>	<p><b>Substantive Sticky Knowledge</b> Steam trains were first built in the early 1800s to carry goods and materials, but they soon were used to transport passengers too.</p> <p>The Great Western railway, designed by Isambard Kingdom Brunel, opened in 1841 running from Bristol to London.</p> <p>Brunel chose to use a broad gauge of track which meant a smoother and more spacious ride.</p> <p>In 1846, Parliament decided that all railways had to be converted to</p>	<p><b>Key Substantive Concepts:</b> <b>Chronology</b> Power legacy</p>	

		<p>narrow gauge so they could be joined up.</p> <p>Railways meant people could take holidays at the seaside.</p> <p>In 1900, the Swindon Works were one of the largest and best-equipped railway workshops in the world.</p> <p>Diesel trains started to replace steam trains in the middle of the 20th century (1950/60s).</p> <p>In 2014, the project to electrify the Great Western network started. The fastest trains in the world are powered by electricity. The electricity is transmitted to the train, either by overhead cables or through special rails running alongside the track.</p> <p>Electric railways provide environmentally cleaner travel options.</p>	
	<b>Disciplinary Concepts:</b>		

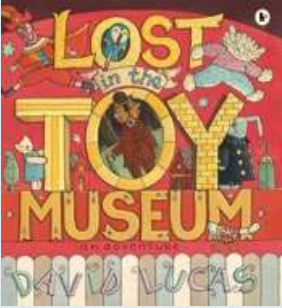
	<p><b>Historical Significance:</b> Why was the development of trains and railways so significant on the development of the local area? Why was the change to electrification of the railway network so important? Why do we no longer use steam or diesel trains?</p> <p><b>Similarity and Difference:</b> How do photos of trains and railways in Victorian Britain look different to trains and railways today?</p> <p><b>Sources and Evidence:</b> How do maps, photographs and written accounts help us to develop an understanding of the growth of the railway?</p>		
	<p><b>Impact Assessment:</b> Answer the enquiry question.</p> <p><b>Global Citizenship:</b> Sustainable Development Goal No.12: Sustainable Cities and Communities</p>		
<p><b>Spring Term</b></p> 	<p><b>Lives of significant individuals in the past: Nurses from History</b></p>		
	<p><b>Enquiry Question: Who do historians think made the most significant contribution to nursing?</b></p>		
	<p><b>Previous Learning:</b></p> <p><b>EYFS:</b> People who care for us.</p>	<p><b>Future Learning:</b></p> <p><b>KS1:</b> Explorers - Legacy</p>	
	<p><b>Experience:</b> Florence Nightingale Museum Digital Session</p>		
	<p><b>Vocabulary:</b> nursing, hospital, community, injured,</p>		
	<p><b>Key Events/People:</b> The Crimean War (1853 – 1856) Florence Nightingale Mary Seacole</p>		
	<p><b>NC Objectives:</b> Pupils should:</p>	<p><b>Substantive Sticky Knowledge:</b></p>	<p><b>Key Substantive Concepts:</b> <b>Chronology</b> <b>Legacy</b></p>

	<p>Be aware of the past and be able to use words relating to the passing of time.</p> <p>Learn about how life was different and similar during different stages in history.</p> <p>Understand key features of events by asking questions and using different sources of evidence.</p>	<p>Florence Nightingale made hospitals cleaner and changed nursing practice for the better.</p> <p>Florence Nightingale is known as 'The lady with the lamp'</p> <p>Florence Nightingale was the first women to receive the 'Order of Merit'.</p> <p>Mary Seacole wanted to help soldiers so she used her own money to travel to help them.</p> <p>Mary Seacole lived an exciting life, she travelled to many different countries helping people.</p> <p>Both Mary Seacole and Florence Nightingale were nurses in Victorian times.</p> <p>Both nurses have statues in London to commemorate their achievements.</p>	<p><b>Conflict</b></p>
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	<p><b>Disciplinary Concepts:</b></p> <p><b>Historical Significance:</b> What is Florence Nightingale seen as the ‘founder of modern nursing’?</p> <p><b>Similarity and Difference:</b> What were the similarities and differences between Mary Seacole and Florence Nightingale?</p> <p><b>Sources and Evidence:</b> What do photographs of hospitals in the Crimean War tell us?</p> <p><b>Impact Assessment:</b> Similarities/Differences identified between the two nurses.</p>							
<p>Summer Term</p>  	<p><b>Lives of significant individuals in the past: Famous Explorers</b></p> <p><b>Enquiry Question: How important was Ibn Battuta? How have explorers changed the world?</b></p> <table border="1" data-bbox="481 719 2042 943"> <tr> <td data-bbox="481 719 1265 943"> <p><b>Prior Learning:</b>  <b>KS1:</b> Comparison of significant people in history – Florence Nightingale and Mary Seacole.</p> </td> <td data-bbox="1265 719 2042 943"> <p><b>Future Learning:</b>  <b>LKS2:</b> Edmund Hilary and Tenzing Norgay (geography curriculum).  <b>UKS2:</b>  The Elizabethans - Sir Francis Drake</p> </td> </tr> </table> <p><b>Experience:</b>  Explorers WOW Day – Come to school dressed as your favourite explorer.</p> <p><b>Vocabulary:</b> legacy, explorer, islamic, document, pilgrimage, Hajj.</p> <p><b>Key Events/People:</b>  Neil Armstrong – Landed on the moon in 1969  Christopher Columbus – Explored the Atlantic Ocean in the 1400’s  Ibn Battutu – Explored the world in the 1300’s</p> <table border="1" data-bbox="481 1270 2042 1375"> <tr> <td data-bbox="481 1270 1041 1375"> <p><b>NC Objectives:</b>  Pupils should:</p> </td> <td data-bbox="1041 1270 1568 1375"> <p><b>Sticky Knowledge:</b>  Explorers travel for a variety of reasons e.g. to find new ways to</p> </td> <td data-bbox="1568 1270 2042 1375"> <p><b>Key Substantive Concepts:</b>  <b>Chronology</b>  <b>Legacy</b></p> </td> </tr> </table>			<p><b>Prior Learning:</b>  <b>KS1:</b> Comparison of significant people in history – Florence Nightingale and Mary Seacole.</p>	<p><b>Future Learning:</b>  <b>LKS2:</b> Edmund Hilary and Tenzing Norgay (geography curriculum).  <b>UKS2:</b>  The Elizabethans - Sir Francis Drake</p>	<p><b>NC Objectives:</b>  Pupils should:</p>	<p><b>Sticky Knowledge:</b>  Explorers travel for a variety of reasons e.g. to find new ways to</p>	<p><b>Key Substantive Concepts:</b>  <b>Chronology</b>  <b>Legacy</b></p>
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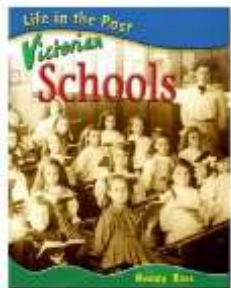
	<p>Be aware of the past and be able to use words relating to the passing of time.</p> <p>Learn about how life was different and similar during different stages in history.</p> <p>Understand key features of events by asking questions and using different sources of evidence.</p>	<p>reach different places; to find ways of transporting different goods and precious things; to add to their knowledge about the world; to satisfy their curiosity.</p> <p>Ibn Battuta is considered one of the greatest explorers of all time.</p> <p>His first journey began when he undertook the Haj to Mecca from Morocco.</p> <p>Ibn Battuta travelled across many landscapes, including jungles, deserts, mountains and forests.</p> <p>Many memorials exist to remember Ibn Battuta's life.</p>	<p><b>Exploration &amp; settlement</b></p>
	<p><b>Disciplinary Concepts:</b></p> <p><b>Historical Significance:</b> Which events are the most significant in Ibn Battuta's life and why?</p> <p><b>Similarities and Differences:</b> Compare and contrast the lives of different explorers.</p> <p><b>Sources and Evidence:</b> Which different sources tell us about Ibn Battuta's life?</p>		
	<p><b>Impact Assessment:</b> Answer the enquiry question with a written response.</p>		

## KS1 History – Year B Overview

<p>Autumn Term</p> 	<p><b>Changes within living memory: Toys from the Past</b></p>		
<p><b>Enquiry Question: How have toys and games changed through time?</b></p>			
<p><b>Experience:</b> Visits from older family members to ask questions about their memories. Opportunity to play with toys from the past – Devizes Museum.</p>			
<p><b>Vocabulary:</b> artefact, century, decade, different, evidence, living memory, memory, modern, past, remember, source, special.</p>			
<p><b>Key Events/People:</b> Invention of key toys such as the teddy, clockwork toys, Lego, electronic games.</p>			
<p><b>NC Objectives:</b> Be aware of the past and be able to use words relating to the passing of time.  Learn about how life was different and similar during different stages in history.  Understand key features of events by asking questions and using different sources of evidence.</p>		<p><b>Substantive Sticky Knowledge:</b> Every civilisation in history made toys for children.  The way toys have changed show what materials people had to work with, such as stone, wood, clay, iron or plastic.  In the past, people had very fixed ideas about the link between toys and gender.  Toy safety regulations were first introduced in the UK in 1979  In the 1950s, lots more people started buying cars, so toy cars</p>	<p><b>Key Substantive Concepts:</b> <b>Chronology</b> <b>Culture</b> <b>Legacy</b></p>



		<p>became very popular, especially matchbox toys.</p> <p>In the 1950s children played outside a lot. Lots of new toys came to Britain at this time and were very popular, including skipping ropes, hula hoops, pedal cars, Mr Potato Head and Play-Doh.</p>			
	<p><b>Disciplinary Concepts:</b></p> <p><b>Sources and Evidence:</b> What were toys like in the past?</p> <p><b>Similarity and Difference:</b> What is similar and different about toys now and in the past?</p> <p><b>Continuity and Change:</b> How have toys changed over time? Did your parents/grandparents play with the same toys as you?</p>				
	<p><b>Impact Assessment:</b> Guidebook for class toy museum</p>				
<p>Spring Term</p>	<p><b>Local Study: Oare CE Primary School</b></p> <p><b>Enquiry Question: What was our school like in the past?</b></p> <table border="1" data-bbox="481 1177 2047 1321"> <tr> <td data-bbox="481 1177 1265 1321"> <p><b>Previous Learning:</b></p> <p><b>KS1:</b> Toys from the past</p> </td> <td data-bbox="1265 1177 2047 1321"> <p><b>Future Learning:</b></p> <p><b>LKS2:</b> The Industrial Revolution</p> <p><b>UKS2:</b> WWII - Evacuees</p> </td> </tr> </table> <p><b>Experience:</b> Trip to Sevington Victorian School</p>			<p><b>Previous Learning:</b></p> <p><b>KS1:</b> Toys from the past</p>	<p><b>Future Learning:</b></p> <p><b>LKS2:</b> The Industrial Revolution</p> <p><b>UKS2:</b> WWII - Evacuees</p>
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**Vocabulary:** past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, beyond living memory, preferred, play, Victorian.

**Key Events/People:**

Oare CE Primary School <https://www.gazetteandherald.co.uk/news/headlines/nostalgia/11507340.school-has-seen-many-changes/>

**NC Objectives:**

Be aware of the past and be able to use words relating to the passing of time.

Learn about how life was different and similar during different stages in history.

Understand key features of events by asking questions and using different sources of evidence.

**Substantive Sticky Knowledge**

In 1850, a school was built near the church in Oare. This was a hut with a thatched roof.

The thatched roof collapsed once and school was closed for a week.

In 1880, it became mandatory for all children to attend school until they were 10, in 1889 this was raised to the age of 12.

Victorian schools were very different to modern schools.


The seasons were very important to Oare Primary School with children given holidays for haymaking, potato and blackberry picking.

Oare Church of England Primary School was built in 1914 in the

**Key Substantive Concepts:**

**Chronology**  
**Culture**

		<p>north of the village, replacing the old school.</p> <p>The school was closed twice in the 1930's because of whooping cough, once in 1941 due to an influenza outbreak and then in 1962 due to an outbreak of German measles.</p> <p>During the second world war, 36 evacuees attended the school and the village hall had to be used to accommodate them all.</p> <p>Between March 2020 – December 2021, the school switched to remote learning for most pupils during the world-wide Covid-19 pandemic.</p>	
<p><b>Disciplinary Concepts:</b></p> <p><b>Similarity and Difference:</b> Are there any difference between schools today and in the time of children's parents and grandparents? How different were schools in Victorian times?</p> <p><b>Sources and Evidence:</b> Photos of the school and oral history testimony from local adults.</p> <p><b>Continuity and Change:</b> What has stayed the same and what has changed about Oare Primary School?</p>			
<p><b>Impact Assessment:</b> Answer the enquiry question.</p>			


	<b>Global Citizenship:</b> Sustainable development goal No.4: Quality Education	
<b>Summer Term</b>	<b>Changes beyond living memory: The Great Fire of London</b>	
	<b>Enquiry Question: How did the Great Fire of London start and how did it change London forever?</b>	
	<b>Prior Learning: EYFS:</b> Chronology, continuity and change.	<b>Future Learning: UKS2 –</b> How has the power of Monarchs changed in Britain over time?
	<b>Experience:</b> Visit to the Merchants House, Marlborough	
	<b>Vocabulary:</b> bakery, diary, fire-engine, firefighter, St Paul's Cathedral, rebuilt, Thames, chronology, cause, consequence.	
	<b>Key Events/People:</b> Samuel Pepys King Charles II Sir Thomas Bloodworth Key Events of 2 <sup>nd</sup> – 6 <sup>th</sup> September 1666	
<b>NC Objectives:</b>  Be aware of the past and be able to use words relating to the passing of time.  Learn about how life was different and similar during different stages in history.  Understand key features of events by asking questions and using different sources of evidence.	<b>Substantive Sticky Knowledge:</b> The great fire of London was a major fire that swept through the city in 1666.  1666 is about 350 years ago (give exact number) so it is not in living memory.  The buildings were mostly made from wood and straw and a tar-like substance called 'pitch', which protected the wood from water	<b>Substantive Concepts:</b> <b>Chronology: 2<sup>nd</sup> – 6<sup>th</sup> September 1666</b> <b>Power</b> <b>Legacy</b>

		<p>damage (pitch caught fire easily – it was flammable).</p> <p>There were no sewer systems. In the poorest parts of London, the buildings were so close together that neighbours could lean out of their own home and touch the house opposite.</p> <p>Electricity had not been invented and so fire was essential to light and heat homes.</p> <p>There was no fire brigade so people had to try to put out the fire themselves.</p> <p>London had had an especially hot summer in 1666 with very little rain; the buildings were very dry and the Thames was running low.</p> <p>Key events and locations on each day of the fire.</p> <p>People who lost their homes were displaced and lived in tents in parks and fields around London.</p> <p>The fire is significant because it destroyed the homes of 70,000</p>	
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		<p>people, 87 churches, St Paul's cathedral and many government buildings.</p> <p>It left a legacy of brick and stone buildings and a new St Paul's Cathedral.</p> <p>After the fire, more modern ways of fighting fires were developed.</p> <p>The Great Fire of Marlborough happened in 1653 (13 years earlier).</p> <p>We know about the fire in London because a man who was there (Samuel Pepys) wrote about it in his diary.</p> <p>At the time of the fire, King Charles II was the monarch.</p> <p>Sir Thomas Bloodworth was Lord Mayor of London who was widely blamed for the spread of the fire because he refused to pull down connecting houses.</p> <p>Key features of London: St Paul's Cathedral, London Bridge, The</p>	
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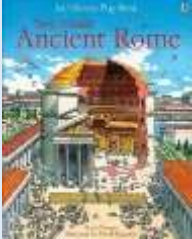
		Old Bailey, The Guildhall, The Thames	
<p><b>Disciplinary Concepts:</b></p> <p><b>Sources and Evidence:</b> What does Samuel Pepys diary tell us about the Great Fire of London?</p> <p><b>Cause and Consequence:</b> What caused the fire to start and what was the consequence of the fire?</p> <p><b>Continuity and Change:</b> What changes were made to the city when it was being rebuilt?</p>			
<p><b>Impact Assessment:</b> Say why the fire started and the consequence of its spread.</p>			

Our LKS2 History curriculum is taught on a 2-year cycle.

LKS2 History – Year A Overview			
Autumn Term	<b>Changes in Britain from the Stone Age to Iron Age</b>		
	<b>Enquiry Question: How did life change from the Stone Age to the Iron Age?</b>		
	<b>Experience</b> Visit to Avebury Stone Circle and the Alexander Keiller Museum Devizes Museum Martinsell Hill in Oare – 2 <sup>nd</sup> highest hillfort in Wiltshire		
	<b>Key themes:</b> <b>Vocabulary:</b> archaeology, BCE, CE, continent, domesticated, evolved, hillfort, monument, Neanderthal, prehistory, roundhouse, settlements,		
	<b>Key Events/People:</b> Stone Age - Palaeolithic, Mesolithic and Neolithic. Bronze Age Iron Age		
	<b>NC Objectives:</b> Pupils should: Continue to develop a chronologically secure knowledge and understanding of British history.  Be taught about changes in Britain from Stone Age to Iron Age.	<b>Sticky Knowledge:</b>  The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.  By the end of the Stone Age, people lived in rectangular houses made from timber with a thatched straw roof or in	<b>Substantive Concepts:</b> <b>Chronology: 450,000 BCE – 43 CE</b> <b>Culture</b> <b>Exploration &amp; settlement</b> <b>Beliefs</b> <b>Civilization</b>



		<p>a round stone house with a straw roof, like Skara Brae.</p> <p>The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.</p> <p>Different societies around the world entered the Bronze Age at slightly different times.</p> <p>There are lots of stone circles left from the Bronze Age. These were probably used for ceremonies.</p> <p>The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.</p> <p>During the Iron Age, people lived in hill forts. These were large settlements built on a hill.</p> <p>Tribes fought each other with iron weapons.</p>	
	<p><b>Disciplinary Concepts:</b></p> <p><b>Continuity and Change:</b> How did iron change things?</p> <p><b>Historical Significance:</b> How can artefacts help our understanding?</p>		

	<b>Impact Assessment:</b> Timeline charting the changes related to the enquiry question.				
<p>Spring Term</p> 	<p><b>The Roman Empire and its impact on Britain.</b></p> <p><b>Enquiry Question: How did Britain change because of the Roman Invasion?</b></p> <p><b>Experience:</b>  Littlecote Roman Villa, Ramsbury <a href="https://www.hungerfordvirtualmuseum.co.uk/?view=article&amp;id=1644:littlecote-roman-villa-1-introduction&amp;catid=24">https://www.hungerfordvirtualmuseum.co.uk/?view=article&amp;id=1644:littlecote-roman-villa-1-introduction&amp;catid=24</a></p> <p><b>Key themes: empire, invasion</b>  <b>Vocabulary:</b> calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, assassination, Latin, etymology, slave, toga</p> <p><b>Key Events/People:</b>  Julius Caesar  Emperor Claudius  Boudicca</p> <table border="1" data-bbox="416 884 2063 1331"> <tr> <td data-bbox="416 884 902 1331"> <p><b>NC Objectives:</b></p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To understand how our past is constructed from a range of source.</p> <p>To note connections, contrasts and trends over time and</p> </td> <td data-bbox="902 884 1480 1331"> <p><b>Substantive Sticky Knowledge:</b></p> <p>Emperor Julius Ceaser attempted to invade Britain in 55-54BC.</p> <p>Emperor Claudius sent an army to invade Britain in 43AD.</p> <p>Many Celtic tribes in Britain made deals with these Romans to obey Roman laws and pay taxes, in exchange for their kingdom.</p> </td> <td data-bbox="1480 884 2063 1331"> <p><b>Substantive Concepts:</b></p> <p><b>Chronology: 43 – 410CE</b></p> <p>Power</p> <p>Legacy</p> <p>Conflict &amp; invasion</p> <p>Settlement</p> <p>Beliefs</p> <p>Civilization</p> </td> </tr> </table>		<p><b>NC Objectives:</b></p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To understand how our past is constructed from a range of source.</p> <p>To note connections, contrasts and trends over time and</p>	<p><b>Substantive Sticky Knowledge:</b></p> <p>Emperor Julius Ceaser attempted to invade Britain in 55-54BC.</p> <p>Emperor Claudius sent an army to invade Britain in 43AD.</p> <p>Many Celtic tribes in Britain made deals with these Romans to obey Roman laws and pay taxes, in exchange for their kingdom.</p>	<p><b>Substantive Concepts:</b></p> <p><b>Chronology: 43 – 410CE</b></p> <p>Power</p> <p>Legacy</p> <p>Conflict &amp; invasion</p> <p>Settlement</p> <p>Beliefs</p> <p>Civilization</p>
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	<p>develop the appropriate historical terms.</p> <p>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should be taught about the Roman Empire and its impact on Britain.</p>	<p>Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire in about 60AD.</p> <p>Boudicca's army was called the Britons. They managed to destroy Camulodunum, the capital of Roman Britain.</p> <p>Hadrian's wall was built to separate Scottish Pict's land from the Roman's land and to stop attacks on the Romans by the Picts.</p> <p>One of the main reasons Rome became so powerful was because of the strength of its army. It conquered a vast empire that stretched from Britain all the way to the Middle East.</p> <p>The Roman army was very advanced for its time.</p> <p>Roman soldiers were the best trained, they had the best weapons and the best armour.</p> <p>When the Romans came to Britian they helped us by creating roads; a written language (which was Latin);</p>	
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		introduced coins and even introduced rabbits to our country.	
	<p><b>Disciplinary Concepts:</b></p> <p><b>Historical interpretation:</b> Why might the description of Boudicca by Cassius Dio not be reliable? How can we interpret ruins?</p> <p><b>Sources and Evidence:</b> How do we know about life on Hadrian's Wall? Why are the Vindolanda tablets so important?</p> <p><b>Cause and Consequence:</b> Why did the Romans invade Britain?</p>		
	<p><b>Impact Assessment:</b> Answer the enquiry question</p>		
Summer Term	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>Enquiry Question:</b> How have historians decided that the Anglo-Saxons were mass settlers not invaders?</p> <p><b>Experience:</b></p> <p><b>Vocabulary:</b> Angles, Anglo-Saxon, Christianity, invasion, Jutes, migration, monk, pagan, Pict, Saxons, Scots, settler, source.</p> <p><b>Key Events/People:</b>  Bede  Gildas  Hengist and Horsa  King Alfred the Great  King Ethelbert  St Augustine  Vortigern</p>		

	<p><b>NC Objectives:</b> Pupils should:</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Regularly address and devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p><b>Sticky Knowledge:</b> The Anglo Saxons were made up of three tribes; the Angles, Saxons and Jutes.</p> <p>They came to Britain from Scandinavia in the middle of the 5th Century.</p> <p>Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.</p> <p>For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land.</p> <p>The Anglo-Saxons were fierce people who fought many battles, including fighting each other.</p> <p>The Anglo Saxons used an alphabet called 'runes'.</p> <p>The Anglo-Saxon period ended when the Normans conquered Britain in 1066.</p>	<p><b>Substantive Concepts:</b> Chronology: 410 – 1066 CE Culture Exploration and Settlement Conflict and invasion Beliefs Power</p>
<p><b>Disciplinary Concepts:</b></p> <p><b>Similarities and Differences:</b> Compare Anglo-Saxon and Roman life.</p>			

	<b>Cause and Consequence:</b> Why did the Anglo-Saxons migrate to Britain?
	<b>Impact Assessment:</b> Answer the enquiry question.

<b>LKS2 History – Year B Overview</b>		
Autumn Term	<b>Significant turning point in British history/Local study: The Industrial Revolution</b>	
	<b>Enquiry Question:</b> What was the impact of the Industrial Revolution on life in Wiltshire?	
	<b>Previous Learning:</b> KS1: The invention of the railway in Britain and the impact on society. Florence Nightingale and basic sanitation. Oare CE Primary School – Victorian children	<b>Future Learning:</b> UKS2 – Visit to STEAM museum
	<b>Experience:</b> Kennet and Avon Canal Trust Devizes Trowbridge Museum – Spinning Jenny	
	<b>Key Themes: migration, trade</b> <b>Vocabulary:</b> agriculture, industry, steam power, textiles industry, canal, lock, narrow boat, technology freight, trade, locomotive, steam engine, manufacture, philanthropist, workhouse.	
	<b>Key Events/People:</b> Invention of the Spinning Jenny – James Hargreaves Kennet and Avon Canal Great Western Railway	
	<b>NC Objectives:</b>	<b>Sticky Knowledge:</b> In the 18th and 19th centuries, Britain changed from a mainly agricultural society into a society based on larger
	<b>Substantive Concepts:</b> Chronology: 1750 – 1900 CE Power Legacy	

		<p>scale manufacturing in mills and factories.</p> <p>Wiltshire's main development came from the cloth industry.</p> <p>The Kennet and Avon canal played a large part in transporting goods between Bristol and Reading where it linked to the River Thames.</p> <p>The Industrial Revolution rapidly gained pace during Queen Victoria's reign because of the power of steam.</p> <p>The Kennet and Avon canal couldn't compete with Brunel's Great Western railway which ran between Bristol and London.</p> <p>Factory conditions were changed in the 1840's.</p> <p>In 1853, the tax on soap was taken off, meaning poor people could buy it and become more hygienic by washing with it.</p>	
<b>Disciplinary Concepts:</b>			

	<p><b>Cause and Consequence:</b> What made the industrial revolution possible? Why did population grow during the the industrial revolution? What happened when the railway came to Wiltshire?</p> <p><b>Historical Significance:</b> Which inventions of the industrial revolution were the most significant? Why was the Kennet and Avon Canal important for Wiltshire?</p> <p><b>Continuity and Change:</b> How did industrialisation change life for people in Wiltshire?</p> <p><b>Sources and Evidence:</b> Was it like to live in a Victorian town, like Trowbridge? What was a like for a Victorian child working in a factory?</p> <p><b>Impact Assessment:</b> Written answer to the enquiry question.</p> <p><b>Global Citizenship:</b> Sustainable Development Goal No.8: Decent Work and Economic Growth</p>
Spring Term	<p><b>The achievements of the earliest civilisations: Ancient Egyptians</b></p> <p><b>Enquiry Question:</b> How did the civilisation of Egypt wax and wane?</p> <p><b>Experience:</b> The British Museum online.</p> <p><b>Key themes:</b> monumental building, trade, religion, art, territorial conquest, technological development, decline</p> <p><b>Vocabulary:</b> pyramid, papyrus, monument, trade, chariot, tomb, sarcophagus,</p> <p><b>Key Events/People:</b>  Hatshepsut  Akhenaten  Nefertiti  Cleopatra</p>



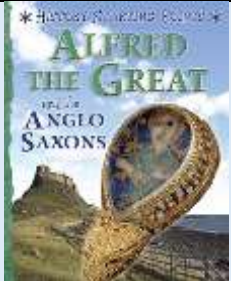
	<p><b>NC Objectives:</b> Pupils should:</p> <p>Select and combine information from different sources.</p>	<p><b>Substantive Sticky Knowledge:</b> Britain was at the end of the Stone Age (2800 BCE) when the pyramids were built.</p> <p>Pharaohs Pyramids Beliefs Cleopatra was the last pharaoh of Egypt before the Romans took over. The Egyptians were the first civilization to invent writing.</p>	<p><b>Substantive Concepts:</b> Chronology: 3500 BCE – 31 BCE Culture Belief Civilization Power Legacy</p>
	<p><b>Disciplinary Concepts:</b></p> <p><b>Cause and Consequence:</b> Why did Hatshepsut send an expedition to punt?</p> <p><b>Similarities and Differences:</b></p> <p><b>Sources and Evidence:</b> What do sources tell us about why the pyramids were built?</p>		
	<p><b>Impact Assessment:</b> Individual creation of a timeline that shows where all the different people and events fit.</p>		
<p>Summer Term</p>	<p><b>The Elizabethans</b></p> <p><b>Enquiry Question: Elizabethan times: Were they really associated with banquets and fun?</b></p> <p><b>Experience:</b> Visit to Kenilworth castle.</p> <p><b>Vocabulary:</b> monarch, Protestant, Catholic, Court</p>		

	<p><b>Key Events/People:</b>  King Henry VIII  Queen Elizabeth I  Sir Francis Drake</p>		
<p><b>NC Objectives:</b>  Pupils should:</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>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.</p> <p>Address historically valid questions about change, similarity and difference.</p> <p>Make connections, over time and develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Sticky Knowledge:</b></p> <p>In 1534, King Henry VIII established the Church of England with himself as the leader. This was the start of the reformation.</p> <p>King Henry VIII wanted to annul his marriage to his first wife, Katherine of Aragon, so that he could marry Anne Boleyn.</p> <p>In 1587, Mary Queen of Scots was tried for treason and beheaded due to her part in a plot to murder Queen Elizabeth I.</p> <p>In 1588, the Spanish Armada invaded England. They were defeated.</p>	<p><b>Substantive Concepts:</b></p> <p>Chronology: 1558 – 1603 CE  Conflict and Invasion  Exploration and Settlement</p>	

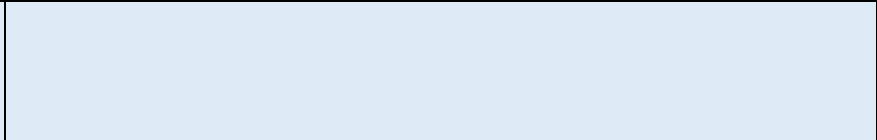
	<p><b>Disciplinary Concepts:</b></p> <p><b>Historical Significance:</b> What was the significance of what happened to Mary Queen of Scots?</p> <p><b>Similarities and Differences:</b> How different were Tudor/Elizabethan times to the Anglo-Saxons?</p> <p><b>Change and Continuity:</b> How did Kenilworth Castle change from Medieval to Tudor times?</p> <p><b>Sources and Evidence:</b> What evidence can we use to piece together the lives of people at Kenilworth Castle?</p> <p><b>Cause and Consequence:</b> What led up to the conflict between Catholic Spain and Protestant England? What were the consequence of the Armada for both Spain and England?</p>		
	<p><b>Impact Assessment:</b> Answer the enquiry question.</p>		

Our UKS2 History curriculum is taught on a two-year cycle.

<b>UKS2 History – Year A Overview</b>			
<b>Autumn Term</b>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><b>Enquiry Question: How did the Viking invasion affect the people of Saxon Britain?</b></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Prior Learning:</b> <b>KS1:</b> Famous explorers</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Future Learning:</b> <b>UKS2:</b> The changing power of monarchs in Britain since 1066.</p> </td> </tr> </table>	<p><b>Prior Learning:</b> <b>KS1:</b> Famous explorers</p>	<p><b>Future Learning:</b> <b>UKS2:</b> The changing power of monarchs in Britain since 1066.</p>
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**LKS2:** Britain's settlement by Anglo-Saxons and Scots  
Elizabethan Explorer – Sir Francis Drake



**Experience:** Trip to the Ancient Technology Centre

**Vocabulary:** colonised, Danelaw, Great Heathen Army, longship, danegeld, Scandinavia, raid, runes, trade, Valhalla.

**Key Events/People:**  
King Alfred the Great  
Edward the Confessor

**NC Objectives:**

**Sticky Knowledge:**  
Edward the Confessor was one of the last Anglo-Saxon kings.  
  
The Vikings were great explorers and travellers.  
  
Not all Vikings were warriors. Many came in peace and become farmers.  
  
The lands that the Vikings occupied were known as Danelaw.  
  
Longships were designed to sail in both deep and shallow water so that they could get close to the shore so they could not be easily seen.

**Substantive Concepts:**  
Chronology: 793 – 1066 CE  
Exploration and Settlement  
Conflict  
Power

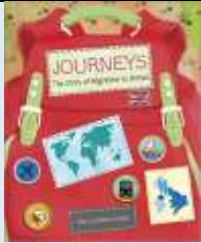
		<p>The most important Viking British city was York or Jorvik as it was known by the Vikings.</p> <p>Vikings were pagans and often raided monasteries, looting gold.</p>	
	<p><b>Disciplinary Concepts:</b></p> <p><b>Cause and consequence:</b> Why did the Vikings migrate to Britain? What were the consequences of the Anglo-Saxons and Vikings struggle for Britain?</p> <p><b>Sources and evidence:</b> How can we extract and interpret information from a range of sources to find out what Viking life was like in Britain?</p> <p><b>Interpretations:</b> Were the Vikings raiders or traders?</p>		
	<p><b>Impact Assessment:</b> Written answer to the enquiry question.</p>		
Spring Term	<p><b>World War II</b></p>		
	<p><b>Enquiry Question: The Blitz: all we need to know about WWII?</b></p>		
	<p><b>Experience:</b> Steam Museum: We'll Meet Again</p>		
	<p><b>Vocabulary:</b> accuracy, Battle of Britain, The Blitz, evacuee, propaganda, air raid, bias, evacuation, impact, purpose, reliability, appeasement, reparations, disarm, unrest, allies, debt, prosperity, blackout, propoganda</p>		
	<p><b>Key Events/People:</b>  Neville Chamberlain  Causes of World War II  The Battle of Britain – July – October 1940  The Blitz</p>		

	<p><b>NC Objectives:</b> Pupils should:</p> <p>Continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>Develop the appropriate use of historical terms.</p> <p>Construct informed responses that involve thoughtful selection and organisation relevant historical information.</p>	<p><b>Substantive Sticky Knowledge:</b> World War 2 was a battle between two groups of countries –the ‘Allies’ and the ‘Axis’.</p> <p>The major Allied powers were Britain, France, Russia, China and the United States.</p> <p>The major Axis powers were Germany, Italy and Japan.</p> <p>Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe.</p> <p>To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.</p> <p>During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR.</p> <p>Millions of Germans were imprisoned and killed because they didn’t fit the image of the ‘perfect’ German.</p>	<p><b>Substantive Concepts:</b> <b>Chronology</b> <b>Power</b> <b>Legacy</b> <b>Conflict &amp; Invasion</b> <b>Beliefs</b></p>
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		<p>Hitler wanted to create what he thought was the 'best' and strongest race –and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities.</p> <p>The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.</p> <p>Anne Frank, who lived in Germany but fled to Amsterdam during WW2 as she was Jewish, famously wrote a diary of her life 'The Diary of a Young Girl', while hiding from the Nazi's.</p> <p>Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side.</p> <p>The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi</p>	
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		<p>rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year.</p> <p>15<sup>th</sup> August 1945: World War 2 had ended</p>			
	<p><b>Disciplinary Concepts:</b></p> <p><b>Cause and Consequence:</b> Why did Britain go to war in 1939? What were the different phases of the war? Why were children evacuated during WWII?</p> <p><b>Sources and evidence:</b> What sources can we use to find out how what evacuation was like for children?</p> <p><b>Interpretations:</b> What can we infer from images of The Blitz?</p> <p><b>Impact Assessment:</b> Written answer to the enquiry question</p> <p><b>Global Citizenship:</b> Sustainable Development Goal No.16: Peace, Justice and Strong Institutions</p> <p>British Value: Individual Liberty</p>				
<p>Summer Term</p>	<p><b>The story of migration to Britain</b></p> <p><b>Enquiry Question: What is the impact of migration to Britain?</b></p> <table border="1" data-bbox="427 1270 2056 1377"> <tr> <td data-bbox="427 1270 1193 1377"> <p><b>Prior Learning:</b>  <b>LKS2:</b> The Roman Empire; Britain's settlement by Anglo-Saxons and Scots; The Elizabethans</p> </td> <td data-bbox="1193 1270 2056 1377"> <p><b>Future Learning:</b></p> </td> </tr> </table>			<p><b>Prior Learning:</b>  <b>LKS2:</b> The Roman Empire; Britain's settlement by Anglo-Saxons and Scots; The Elizabethans</p>	<p><b>Future Learning:</b></p>
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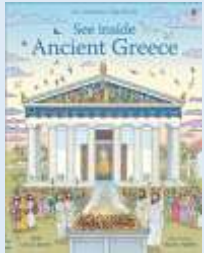
<p><b>UKS2:</b> The Vikings and Anglo Saxon; WWII</p>	<p><b>KS3:</b> The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</p>	
<p><b>Experience:</b> National Windrush Day – 22<sup>nd</sup> June 2025</p>		
<p><b>Vocabulary:</b> civil war, Commonwealth, discrimination, economic migration, Empire, Huguenots, immigration, persecution, push factor, pull factor, refugee</p>		
<p><b>Key Events/People:</b>          Norman invasion          Huguenots          The Great Famine          Empire Windrush          Afghan and Syrian Wars</p>		
<p><b>NC Objectives:</b>          Pupils should:</p> <p>Develop a chronologically secure knowledge and understanding of British history.</p> <p>Study an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>Sticky Knowledge:</b>          The history of migration to England/Britain stretches back thousands of years.</p> <p>People migrate or move from a homeland to settle in another.</p> <p>Push factors that lead to migration are war, famine and unemployment.</p> <p>Pull factors are education, healthcare and wages.</p>	<p><b>Substantive Concepts:</b>  <b>Chronology</b>  <b>Power</b>  <b>Conflict &amp; invasion</b>  <b>Beliefs</b></p>

		<p>The Romans, Saxons and Vikings invaded England.</p> <p>There are lots of similarities in the experiences that migrants faced.</p> <p>The experience of migrants is not a universal picture.</p> <p>The impact of migration is wide ranging and covers almost every aspect of daily life in Britain.</p> <p>An understanding of migration can challenge racism and discrimination.</p>	
<p><b>Disciplinary Concepts:</b></p> <p><b>Similarity and Difference:</b> What the similarities and differences between the experiences of different migrant groups.</p> <p><b>Cause and consequence:</b> Why did migrants come to Britain? What is the impact of migration on daily life in Britain?</p> <p><b>Sources and Evidence:</b> What evidence can we extract from a range of sources about the push and pull factors for migration to Britain? How can we use the Ivory Bangle Lady to help us infer what life was like for an African women in Roman Britain?</p> <p><b>Interpretations:</b> Why is it useful to study the experiences of individuals? Are there any problems with this?</p>			
<p><b>Impact Assessment:</b> Booklet showing the different ways that migration has had an impact on Britain.</p>			

**Global Citizenship:** Global Goal No 10: Reduced Inequalities  
British Values: Tolerance and Individual Liberty

## UKS2 History – Year B Overview

### Autumn Term



**Study of Ancient Greece:** A study of Greek life and achievements and their influence on the western world.

**Enquiry Question:** What is the legacy of the Ancient Greek civilisation?

**Previous Learning:**

**LKS2:** The achievements of the earliest civilizations:  
Ancient Egyptians

**Future Learning:**

**UKS2:** A non-European society that provides contrasts with British history: Ancient Mayans

**Experience:** British Museum visit

**Vocabulary:** Sparta, Athens, city state, Olympics, tyrant, Homer, Socrates, archaeology, architecture, democracy, Greek states, Ancient,

**Key Events/People:**

Alexander the Great

**NC Objectives:**

Pupils should study Greek life and achievements and their influence on the Western World.

**Sticky Knowledge:**

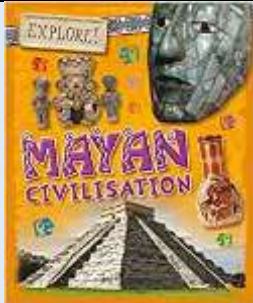
Ancient Greece was a civilisation made up of city states. It existed from around 700BC.

Sparta and Athens were two city states in Ancient Greece. Most city states were similar to Athens.

**Substantive Concepts:**

Chronology:  
Culture  
Beliefs  
Civilisation  
Power  
Legacy

	<p>Life in Sparta was very different to life in Athens. In Sparta, men had to be in the army. Women and girls in Sparta had more freedom than in Athens as they could go to school and leave the house without a man's permission.</p> <p>The cities of Athens and Sparta were bitter rivals in Ancient Greece.</p> <p>The Ancient Greeks worshiped lots of different gods (similar to the Ancient Egyptians).</p> <p>Zeus was the king of the gods. The gods had different powers. Some other gods are Athena, Aphrodite, Poseidon and Hades.</p>	
	<p><b>Disciplinary Concepts:</b></p> <p><b>Similarities and Differences:</b></p> <p><b>Interpretation:</b></p>	
<b>Spring Term</b>	<b>Study of a non-European society: Mayan civilisation</b>	



**Enquiry Question:** How was the Mayan civilisation unique? How does this civilisation compare to the Anglo-Saxons.

**Previous Learning:**  
**LKS2:** Anglo Saxons; Ancient Egyptians  
**UKS2:** Ancient Greeks

**Future Learning:**  
**KS3:** At least one study of a significant society or issue in world history and its interconnections with other world developments.

**Experience:** The Mayan Research Project – The British Museum  
<https://www.britishmuseum.org/projects/preserving-maya-heritage>

**Vocabulary:** abandoned, astronomer, ceremony, glyphs, irrigation, terracing, traditions, sacrifice, uninhabitable, monarch/ruler.

**Key Events/People:**  
 Pakal the Great

**NC Objectives:**  
 Pupils should:

Continue to develop a chronologically secure knowledge and understanding of British history.

Develop the appropriate use of historical terms.

Construct informed responses that involve thoughtful selection and organisation relevant historical information.

**Substantive Sticky Knowledge:**  
 The Maya lived in Mexico and other areas of Central America over 3000 years ago.

The Mayans were experts in farming, pottery, writing and maths.

Each settlement had a wide open plaza area used as a central meeting point. Sometimes it would be used to play games such as pok-a-tok. They would also play a team game called Ulama. They would compete to get a large rubber ball through a stone ring using their knees, elbows or hips. The leader

**Substantive Concepts:**  
**Chronology**

**Civilisation**

**Beliefs**

**Legacy**

		<p>of the losing team was killed after the game.</p> <p>The Maya used hieroglyphs to inscribe in stone slabs (called stelae) and in books (called codices).</p> <p>The Maya observed the movement of the sun, moon and stars to create calendars. They were also great mathematicians creating an advanced number system.</p> <p>The cacao beans were (and are) used to make chocolate. Hot chocolate was a sacred drink for the Maya.</p> <p>The Maya were the first people to farm maize (a cereal). They used it in many different ways: as a food, as a medicine and also as a fuel. They would even make baskets and mats with it.</p> <p>Mayan temples were stepped to create a route to the heavens. In Chichen Itza (one of the largest Mayan cities) is the well known temple, El Castillo. During the spring and autumn equinox (when</p>	
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		<p>the time between sunrise and sunset is exactly 12 hours) the sun casts a shadow, that slithers down the steps of the temple like a snake.</p> <p>Mayans were polytheistic (they believed in more than one god). Gods were linked to natural events such as the weather and crops.</p> <p>Pakal the Great ruled for 68 years (the fifth longest of any monarch in history). During his reign, he made palaces bigger and built temples and monuments. Pakal's rule was at the same time as the Anglo Saxon Sutton Hoo ship burial in Britain.</p>	
	<p><b>Disciplinary Concepts:</b></p> <p><b>Sources and Evidence:</b> What evidence helps us understand what the Ancient Mayan civilisation was like?</p> <p><b>Cause and consequence:</b> What do historians believe may have happened to cause the Ancient Mayans to abandon their settlements?</p>		
	<p><b>Impact Assessment:</b> Answer the enquiry question.</p>		
<p><b>Summer Term</b></p>	<p><b>An aspect of British history that extends beyond 1066: The Changing Power of Monarchs</b></p> <p><b>Enquiry Question: How has the power of Monarchs changed over time in Britain?</b></p>		



<p><b>Prior Learning:</b>  <b>KS1:</b> Charles II – the Great Fire of London  <b>LKS2:</b> Anglo-Saxon kingdoms – King Alfred          Tudor/Elizabethan Kings and Queens</p>		<p><b>Future learning:</b>  <b>KS3:</b> The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</p>
<p><b>Experience:</b>          Windsor Castle trip          Salisbury Cathedral – Magna Carta</p>		
<p><b>Vocabulary:</b> monarch, absolute monarchy, Catholic, civil war, constitutional monarch, democracy, divine right, feudal system, Head of State, parliament, reformation, anarchy, feudalism,</p>		
<p><b>Key Events/People:</b>          Magna Carta</p>		
<p><b>Objectives:</b>          Pupils should be able to:</p>	<p><b>Sticky Knowledge:</b>          Monarchies have existed since civilizations were first formed.           Rulers in an absolute monarchy had total power.           England stopped being an absolute monarchy in 1215.           The Magna Carta was issued in June 1215 and was the first document to put into writing the principle that King John and his government was not above the law.</p>	<p><b>Substantive Concepts:</b>          Chronology          Culture          Power          Legacy          Conflict and invasion          Beliefs</p>



		England became a constitutional monarchy in 1688.  The United Kingdom was formed in 1801 under the rule of King George III.	
	<b>Disciplinary Concepts:</b>		
	<b>Similarities &amp; differences:</b> What are the similarities and differences between an absolute monarchy and constitutional monarchy?		
	<b>Cause &amp; consequence:</b> Why was the Magna Carta issued?		
	<b>Impact Assessment:</b>		