

History School Overview

- History is taught in our ‘Discover’ term (Terms 1 & 2 between Summer and Christmas).
- Planning and assessment focuses on four key strands: chronology, knowledge, enquiry and interpretation.
- As the majority of History takes place in one term, we ensure that there are opportunities to ‘anchor learning’. Kahoot quizzes take place at the end of Term 3 to refresh/revise the knowledge and skills gained. These skills are then transferable as pupils move through the school.
- **Skills vocab:** analyse, sources, evaluate, critique, summarise, consider, generalise, elaborate, hypothesis, artefact, chronological

YEAR GROUP / BIG QUESTION		
EYFS: What makes me a me?	<ul style="list-style-type: none"> • Pupils talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events in class and storytelling <p><i>(Taken from EYFS framework – ‘Understanding the world: Past & Present’)</i> Links to themselves, families, self identity, their past and future, their personal history (diversity and culture), stories of the past (traditional)</p>	
Cross-year links	Preparing: Use of effective questioning, What do you notice? What do you see? What is different/ changed? Talking about their lives and what is around them stories, beginning to understand time (e.g: a long time ago, now, future)	
Vocabulary for YR	Time, long ago, past, present, future, same and different	
Year 1: What was life like 1000 years ago?	Changes and an event beyond living memory that are significant nationally or globally – Battle of Hastings, re-enactment of the Battle of Hastings, Medieval theme day, visit to Tonbridge Castle, 2 experts visits, make a stone keep castle with working drawbridge including labels for each part, tapestry	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 – William the Conqueror
Cross-year links	Anchoring: EYFS Storytelling > Bayeux Tapestry EYFS culture > way of life past and present	EYFS stories of the past and talking about the past through characters
	Preparing: Historical timeline (chronology) and sequencing events (The Battle of Hastings) Analysed sources. Discussed similarities and differences between past and present. Studied key event ‘The Battle of Hastings’.	Individuals from the past – Harold Godwinson and William the Conqueror (William Duke of Normandy) People in a castle and their roles
Vocabulary for Y1	Analyse, Artefact, Source, Bayeux Tapestry, Battle of Hastings Parts of a castle: moat, drawbridge, portcullis, battlements, arrow slits, towers, turrets, murder holes, Motte and Bailey, Stone Keep, flag.	Significant individual, lord, lady, page, squire, knight, jester, servant
Year 2: Do all changes improve our lives?	Changes and an event beyond living memory that are significant nationally or globally - the Great Fire of London	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 – King Charles II, Thomas Farriner, Samuel Pepys, Sir Christopher Wren
Cross-year links	Anchoring: Events of beyond living memory: Battle of Hastings > GFOL	Significant individual in the past: William the Conqueror > Samuel Pepys
	Preparing: Events of beyond living memory: GFOL > Boudicca’s Revolt	Significant individual in the past: Samuel Pepys > Boudicca

Vocabulary for Y2	chronological, past, present, changes, artefact, source, similarities, differences, events,	significant individual
Year 3: How do we learn about the past?	Changes in Britain from the Stone Age to the Iron Age – Archaeology, Stonehenge model, Secondary sources, exhibition of artefacts	The Roman Empire and its impact on Britain – Role play – hunter gatherers / Romans and Celts
Cross-year links	Anchoring: Y2: use common words and phrases relating to the passing of time; know where the people and events fit within a chronological framework; identify similarities and differences between ways of life in different periods; use a wide vocabulary of everyday historical terms; understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Anchoring: Y2: (as for history unit to the left); the lives of significant individuals in the past who have contributed to national and international achievements in preparation for Boudicca, Julius Caesar, Claudius Caesar
	Preparing: Y4: (Not applicable because this period prepares children for the next period which is also studied in Year 3.)	Preparing: Y4: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
Vocabulary for Y3	Artefact, excavate, sources, primary, secondary, reliable, oral, written, bones, skeleton, coins, Neolithic, Mesolithic, Palaeolithic, hunter-gatherer, BC / AD, years, Jesus Christ, decade, century, millennium, past, present, future, era, period, prehistoric, prehistory	Invasion, Roman, conquer, empire, Caesar, governor, Boudicca, settlement, hill fort, weapons
Year 4: Is invasion ever justified?	Britain's settlement by Anglo-Saxons – crime and punishment, King Alfred, invasion and settlers, Sutton Hoo, artefacts	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Ships, invasion, warriors and raiding, health and medicine, Viking video diary
Cross-year links	Anchoring: Year 3 Building on historical chronology – Anglo Saxons came after the Romans. Building on artefacts as a historical source. Questioning validity of sources.	Anchoring: As previous unit
	Preparing: Year 5 artefacts and sources, warfare (invasion) Year 6 links to invasion and empire (Anglo-Saxons and Vikings)	Preparing: As previous unit
Vocabulary for Y4	invasion, Anglo-Saxon, artefact, settlers, raiders, sources, identify, evaluate, summarise, hypothesise, raids	pagans, Scandinavia, longship, Danegeld, settlements, archaeologist, Norse, treaty, Mercia
Year 5: What did the Ancient Greeks ever do for us?	A study of Greek life and achievements and their influence on the western world – primary and secondary sources, analysing and interpreting artefacts, Greek life including women, slaves and democracy, key interests inc. the theatre and the Olympics, lasting legacies, the marathon, Greek mythology	Year 5: What does it mean to 'believe in the impossible'? (Create) The achievements of the earliest civilizations: Egypt – tombs and burials, tomb art, Tutankamun's tomb, tomb robbery, analysing and interpreting artefacts, life on the banks of the River Nile, everyday life, death mummification and the afterlife, the Book of the Dead, comparing other ancient civilisations
Cross-year links	Anchoring: <ul style="list-style-type: none"> Y4: artefacts and sources, warfare (invasion) Y3: artefacts and sources, beliefs & religions (Roman gods and goddesses), role of women (Boudicca), Classical architecture (Roman architecture), warfare (Boudicca uprising), Classical civilisations (Roman Empire), Mythology (Ancient Roman myths) Y2: artefacts and sources 	Anchoring: <ul style="list-style-type: none"> Y5 (Ancient Greeks): artefacts and sources, beliefs & religions (Greek gods and goddesses), Classical civilisations (Ancient Greece), Role of women (Ancient Greek women and slaves), mythology (Ancient Greek myths), Ancient Civilisation comparison Y4: artefacts and sources Y3: artefacts and sources, beliefs & religions (Roman gods and goddesses), Classical civilisations (Roman Empire), Role of women (Boudicca), mythology (Ancient Roman myths), Ancient Civilisation comparison Y2: artefacts and sources

	<p>Preparing:</p> <ul style="list-style-type: none"> Y6: Warfare (World War II), role of women, being critical of sources 	<p>Preparing:</p> <ul style="list-style-type: none"> Y6: Ancient Civilisation comparison, role of women, being critical of sources 	
Vocabulary for Y5	Democracy, Politics, mythology, Olympics, Athens, Sparta City, states, Marathon, Parthenon, Homer, Odysseus, Ithaca, Theseus, Minotaur, labyrinth, myths, pottery, analyse, artefact, timeline, legacy,	Nile, tombs, bank, Cairo, Luxor, mortuary complex, a necropolis (City of the Dead), Valley of the Kings, Valley of the Queens, Sarcophagus, Tutankhamun, papyrus, Howard Carter, Lord Carnarvon, hieroglyphs, Pharaoh, mummification, civilisations, Sumer, Indus, Xia, Shang, dynasty, China	
Year 6: How can we learn from the past?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Second World War – outbreak of war, women, Spa Valley Railway trip, soldier art, Hitler, Churchill bio. Being critical of sources, drawing conclusions – primary and secondary sources, debating, respecting differing opinions, documentaries	A local history study (linked to the second world war) which shows how the impact is significant in Tunbridge Wells	A non-European society that provides contrasts with British history – early Islamic civilization Development of Baghdad, including trading practices and everyday life and compare it with contemporary cities in Western Europe. Learn about the spread of Islam through the Middle East and beyond, patterns in Islamic Art
Cross-year links	<p>Anchoring:</p> <ul style="list-style-type: none"> Y5: Sources, artefacts, zones of enquiry Y4: Links to invasion, empire (Saxons and Vikings) Y3: Links to invasion, empire (Romans) 	<ul style="list-style-type: none"> Y6: WW2 previously in term 	<p>Anchoring:</p> <ul style="list-style-type: none"> Y5: Sources, artefacts, zones of enquiry Y5: RE - What does it mean to be a Muslim in Britain today?
Vocabulary for Y6	Dunkirk, D-Day, VE Day, Battle of Britain, Anderson shelters, allies, holocaust, prejudice, bias, propaganda, evacuee, evacuation, air raid, ration, mission, dictator, persecution, concentration camp, warden		Pottery, mosque, caliph, zamr, rebab, House of Wisdom, Al'ud or oud, al-shabbaba