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?	• 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 *(Taken from EYFS framework – 'Understanding the world: Past & Present)* **Links to themselves, families, self identity, their past and future, their personal history (diversity and culture), stories of the past (traditional)**	
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: How have toys changed over time?	Changes within living memory – **the toys children play with now and those played with in the past, materials, factories, how they were invented, hands-on experiences with toys from the past, games from the past**	
Cross-year links	**Anchoring:** EYFS Understanding the World: Past and Present EYFS Understanding the World: The Natural World	
	Preparing: Events beyond living memory: The Great Fire of London	
Vocabulary for Y1	Past, present, future, materials, parents, grandparents, invention, museum, fragile, timeline, now, then, group, compare, similarities, differences	
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, Boudica, settlement, hill fort, weapons	
Year 4:-Saxons or the Vikings? Who wins? You decide!	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 or Anglo-Saxon podcasts**	
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 mummiification and the arfterlife, the Book of the Dead, comparing other ancient civilisations**
Cross-year links	**Anchoring:** • 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:** • 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	
	Preparing: • Y6: Warfare (World War II), role of women, being critical of sources	**Preparing:** • 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 did life in Britain change during the Second World War?	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	**Anchoring:** • Y5: Sources, artefacts, zones of enquiry • Y4: Links to invasion, empire (Saxons and Vikings) • Y3: Links to invasion, empire (Romans)	• Y6: WW2 previously in term	**Anchoring:** • 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